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AN IN-SERVICE PROGRAM FOR PERSONALIZING TEACHING IN SECONDARY SCHOOLS

A Dissertation Presented

Ву

DAVID CLIFTON CAMPBELL

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Educational Administration July, 1974

AN IN-SERVICE PROGRAM FOR PERSONALIZING TEACHING IN SECONDARY SCHOOLS

A Dissertation

Ву

DAVID CLIFTON CAMPBELL

Approved as to style and content by:

Or. William V. Fanslow, Commettee Chairman

Dr. Dwight W. Allen, Committee Member, Dean of the School of Education University of Massachusetts

Dr. Jean R. Leppaluoto, Committee Member

Dr. Dwight W. Allen, Dean of the School of Education, University

of Massachusetts

July, 1974

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An In-Service Program for Personalizing Teaching
in Secondary Schools (July 1974)

David C. Campbell, B.A., Ursinus College

M.A., Villanova University

Directed by: Dr. William V. Fanslow

Inadequacies with many aspects of our present educational system have emphasized the need to understand more concisely the role of the affective domain in enhancing cognitive growth. The need for a more personalized approach to the student-teacher relationship is consistent with research in the field, the opinions of respected educators, and the needs of children as espoused by most segments of society. Recently, educators have begun to articulate a need for some means of objectively assessing the levels of humaneness in their classroom. The success of any such venture relies, in part, on ensuring that the instrument utilized in accomplishing this goal does not cause a prohibitive infringement on classroom instructional time nor alienate the efforts of teachers who have traditionally viewed affectively oriented education with ambivalence.

Information was gathered from students in this study via the Classroom Humanization Assessment Questionnaire, an instrument designed by the investigator whose data was based on student perceptions of teacher behaviors.

The Questionnaire items focused on the twelve Categories of Humaneness that were identified and validated through the theoretical framework of the study and by agreement from authorities in the field of humanistic education.

To achieve the greatest success, it is important that affectively oriented teacher education programs minimize conflicts with the institutional

priority of training for a narrow range of academic competencies, as well as deal intelligently with the reticence of many educators toward humanistic endeavors. The initial task includes the selection of empirically supported instructional strategies which can be used to permit and encourage the personal relationships that foster meaningful cognitive experiences.

A sample of forty-five teachers were randomly selected from volunteers from the three secondary schools comprising a suburban public school district. Fifteen teachers were identified from each school and were randomly assigned in groups of five to the three treatment groups:

- The Control Group administered the Questionnaire on three testing occasions but received no feedback until the completion of the study.
- The Feedback Group administered the Questionnaire on three testing occasions and received immediate feedback.
- 3. The Experimental Group administered the Questionnaire on three testing occasions, received immediate feedback, attended weekend workshops, and were observed in their classrooms.

The study tested and convincingly validated the following hypotheses:

- 1. Increased teacher knowledge of his/her affective behavior as derived from student feedback coupled with workshops and individualized assistance from the investigator will result in increases in the positive perceptions of that behavior by students on selected areas of improvement.
- 2. The effect of implementing improvement strategies in one area of teacher behavior as measured by the Classroom Humanization Assessment Questionnaire will result in increased positive perceptions by students on other areas of the questionnaire.

In relation to the research question under investigation, it was found that increased teacher knowledge of his/her affective behavior as derived from student feedback did not result in increased positive perceptions of that behavior by students, which provides some important implications for inservice education.

It was concluded from this study that the treatment used for the Experimental Teacher Group was successful, as evidenced by the significant interaction at the .01 level derived from the analysis of variance between subjects and groups over three testing occasions. As a result teachers have an instrument that comprehensively assesses the level of humaneness in classrooms, yet still provides the data necessary to develop specific improvement strategies.

This study should serve as a basis for additional research efforts at the elementary school and University levels, as well as providing the opportunity to validate the usefulness and reliability of the Classroom Humanization Assessment Questionnaire in diverse environments.

INTRODUCTION

One of the premises on which this study was founded was that feedback from students could provide teachers with useful information in developing meaningful classroom experiences. If this data were gathered and disseminated appropriately, it would become an essential ingredient in helping educators tailor programs to individual student needs and in doing so, maximize the opportunities for each child to learn. In capsule form, student input is considered to be one of the necessities in establishing the type of relevance which is a prerequisite for total educational effectiveness. The results of these efforts will hopefully serve to foster credibility for an institution that is certainly in need of it.

Information was gathered from students via the "Classroom Humanization Assessment Questionnaire," an instrument whose data was based predominately upon student perceptions of teacher behaviors. This information contributed to one goal of developing a more comprehensive picture of the total relationship between student and teacher, as well as the corresponding affect of this relationship on learning in both the cognitive and affective domains.

The decision to utilize a self-designed instrument for this study was based primarily on the investigator's feeling that existing instruments were inadequate for the purpose under study for one of two basic reasons: either they did not provide teachers with a substantial enough directional base on which to develop, implement, and evaluate specific improvement strategies; or, based on teacher's perceptions (even in cases where existing instruments were agreed to be potentially useful) caused too great of an infringement

upon classroom instructional time, and then only measured a singular category in the total perspective of humaneness.

The word "personalization" as used in the title of this Dissertation, was used primarily for public relations purposes since the past experiences of many practicing educators has unfortunately left them with a negative mental set toward legitimate endeavors in the field of "humanistic" education. Practically speaking, however, these words can be used interchangeably dependent somewhat on the needs of the specific situation.

CHAPTER I

Problem - Experience has provided most practicing educators with countless examples of many teachers treating students impersonally, coupled with other dehumanizing forces which are a part of most large institutions. The need for a more personalized approach to the student-teacher relationship is consistent with research in the field, the opinions of respected educators and the needs of children as espoused by the school community as well as many other segments of society. Generally speaking, teachers negate, are unaware, and/or have received insufficient knowledge and practical experience in preparing them to incorporate humanizing strategies into their relationships with students. As a result, many teachers do not provide the necessary affective prerequisites for many students to attain cognitive growth at, or beyond the recall and recognition of knowledge level as described in Bloom's taxonomy. 1 The exceptions are usually represented by cases in which comprehension is geared to recall alone, as measured by traditional evaluative procedures which are usually limiting, or where analysis is dealt with exclusive of application. What I am referring to is not sensitivity training, encounter, or any form of therapy, but instead, basic instructional affective strategies that every classroom teacher should have at their disposal which permit and promote the growth of personal relationships so essential in fostering meaningful cognitive experiences.

¹B.S. Bloom (ed.), M.D. Englehart, E.J. Furst, W.H. Hill, and D.R. Krathwohl, A Taxonomy of Educational Objectives: Handbook I, the Cognitive Domain, New York: Longmans, Green, Co., 1956.

B. Purpose - The purpose of this study is to determine if selected secondary school teachers provided with student feedback about their affective behavior coupled with levels of treatment designed to strengthen areas of reported weakness will result in observable changes in that behavior as perceived by students.

1. Hypotheses

- derived from student feedback coupled with workshops and individualized assistance from this investigator will result in increases in the positive perceptions of that behavior by students on selected areas of improvement.
- b. The effect of implementing improvement strategies in one area of teacher behavior as measured by the Classroom Humanization Assessment Questionnaire will result in increased positive perceptions by students on other areas of the questionnaire.

2. Research Question

a. Will increased teacher knowledge of his/her affective behavior as derived from student feedback result in increased positive perceptions of that behavior by students?

3. Assumptions

- degree on the teacher's behavior, student perceptions of that behavior and/or the way that teacher manipulates the learning environment.
- b. A teacher's behavior can be influenced by the expression of student's feelings.

with more information about that behavior in an understandable and useable form, and to a greater degree by the aforementioned plus a workshop experience coupled with individualized assistance.

4. Delimitations

- a. The study will not attempt to measure teacher changes which are internalized but not acted upon.
- b. The study cannot control the degree to which the schools in which data is gathered will permit the freedom for individuals (particularly teachers) to grow affectively, rather than being preoccupied with order, control, discipline, etc.
- of teachers which are due to external influences (such as outside professional [psychological or psychiatric] assistance, personal reading, intra-school supervision or evaluation, and informal student or peer feedback) within the time framework of data gathering.
- d. The study will not attempt to identify the specific questions on the Classroom Humanization Assessment Questionnaire which received increased positive or negative perceptions from participating students due to improvement efforts on other questions in relation to the Experimental Teacher Group.

5. Significance

a. A method for increasing the affective behavior of teachers as perceived by students can also serve to assist many students

- in dealing with their world in more independent, responsible, and meaningful ways consistent with our nation's goals.
- b. If student needs are better satisfied at lower levels (relative to Maslow's Hierarchy of Needs), higher level needs will be increasingly attainable with a multitude of corresponding positive effects in both the cognitive and affective domain.
- c. If the hypotheses are validated, additional empirical evidence will be provided which supports the existence of the problem and should increase the opportunities for awareness and for dealing with the problem more intelligently.
- is somewhat more difficult than one might expect since so few books which deal with this term actually define it. Grammatically speaking, this adjective is among the newest in educational jargon, defined by the research division of NEA as being "concerned with the internalization of changes in interest, attitudes, and values, along with the development of appreciations and adequate judgments." Spencer Ward, a psychiatrist and Doctoral student with the research and development center for confluent education at the University of California at Santa Barbara, speaks of affective learning as involving all areas of motivation or connation, and the energy leading to any thinking or acting. He considers the affects, or id, to be the motivation which rules behavior. Strathwohl, Bloom and Masia describe affective objectives as being

Abraham H. Maslow, Toward A Psychology of Being, Van Nostrand Reinhold Co., New York, 1968.

³Spencer A. Ward, "Learning--Cognitive, Affective and Psychomotor, or the Acquisition of Coping Skills," <u>DRICE</u> (Development and Research in Confluent Education), University of California at Santa Barbara, August 1972, p. 1.

defined in terms of thoughts, feelings, and actions which result from the instructional process. They emphasize a feeling tone, an emotion, or a degree of acceptance or rejection expressed as interests, attitudes, appreciations, values, and emotional sets or biases. The Second Handbook of Research on Teaching considers "affective" as a reference to the evaluative component of attitudes associated with a feeling core of liking or disliking for social and psychological objects. 5 George Brown states that affective refers to the feeling or emotional aspect of experience and learning; how a child or adult feels about wanting to learn; how he feels as he learns, and what he feels after he has learned. 6 Weinberg considers it to be the feeling which helps or hinders learning, 7 and from our own campus at the University of Massachusetts, Gerald Weinstein refers to the affective function of instruction as pertaining to the practical life -- to the emotions, passions, dispositions, motives, the moral and aesthetic sensibilities, capacities for feeling, concern, attachment or detachment, sympathy, empathy and appreciation. 8 He goes on to say that it is not only intense feeling or emotion, but also an expression of those basic forces that direct and control

David R. Krathwohl, Benjamin S. Bloom, Bertram B. Masia, <u>Taxonomy of Educational Objectives—Handbook II—Affective Demain</u>, New York: David McKay Co., Inc., 1964, p. 20.

⁵Robert Travers (ed.), Second Handbook of Research on Teaching, Chicago: Rand McNally and Co., 1973, p. 786-37.

⁶George I. Brown, Human Teaching for Human Learning: An Introduction to Confluent Education, Viking Press, New York, 1971.

⁷Carl Weinberg (ed.), <u>Humanistic Foundations of Education</u>, Prentice Hall, Inc. Englewood Cliffs, New Jersey, 1972.

⁸Gerald A. Weinstein and Mario F. Fantini, Toward Humanistic Education= Curriculum of Affect. Praeger, New York, 1970.

behavior; the nature of an individual's life, and ultimately the life of an entire people. Some of these forces such as the inner need for a positive self-concept, connectedness, and power are among the intrinsic drives that motivate behavior. A general but representative synthesis of these definitions for use in education would seem to be "the ways a person feels when intrinsically responding to the diverse stimuli of an educational environment and the corresponding affect of that feeling on motivation and behavior. 9

David C. Campbell, "No More Homework, No More Books, No More Teachers Dirty Looks," Unpublished paper prepared for an In-Service Teacher Education Program, Cheltenham, Pennsylvania, June 1973, p. 6.

CHAPTER II

REVIEW OF LITERATURE

Since the early 1940's a considerable number of researchers with an interest in education have begun to study systematically the total relationship between teacher and pupil in the environment of the classroom. The results of these studies indicate that certain types of interactions. methodologies and atmospheres are more conducive to learning for the majority of students than others, and after all, learning is still considered to be the primary task of an educational institution. Data gathered through disciplined inquiry studies indicate that certain approaches tend to inhibit learning, while others tend to enhance it. In reference to the latter, when the individual aspects of this enhanced education are grouped together, they would appropriately be defined in the jargon of the "Seventies" as a "humane" education. This human relations education of which I speak is an attempt to foster understanding, acceptance, cooperation, and a sense of innate comraderie of people on this planet among young people, resulting in children whose sensibilities work in harmony with the realities of America's cultural pluralism. The classroom teacher has then, two continuing jobs that pervade all other instructional activities; "to help the individual child feel important, confident, and secure with himself in his own culture, and to help all youngsters learn how to approach the rich diversity -- and great value of -- the human rainbow."10

^{10&}quot;Human Relations in the Classroom" Professional Report, Croft Educational Services, Inc., January 1970, p. 1.

A large body of research in recent years suggests that student failure, isolation, and alienation are strongly related to factors outside the school, such as home environment and parental attitudes, peer group pressures and cultural deprivation. However, little in the way of a systematic investigation has been done on the characteristics of schools which may be related to student alienation. The majority of research studies dealing with turned-off students have not concentrated on the average child, but on the disadvantaged or exceptional children, drop-outs, minority groups, or those in vocational programs.

Todays high school students are increasingly critical of authority and prone to question the legitimacy of power within the school hierarchy. Painful examples of this dissatisfaction have been manifested in student seizures of classrooms and buildings, strikes and boycotts, underground newspapers and physical confrontations. The roots of these problems are certainly varied and complex, with the tendency of educators to view these forms of alienation as individual or psychological phenomenon.

Douglas Heath feels that holding to academic excellence as the only or the principal goal of the school, which means imparting content information and training a narrow range of academic skills is destructive to the growth and maturity of this generation. He explains that youngsters grow primarily as the result of relationships with each other, the most important determinant for developing educable youth being the humanistic climate of the school. Heath considers beredom, belongingness and meaninglessness to be factors in the

¹¹ Douglas Heath, "Humanizing the Educational Process," Pennsylvania Schoolmaster, November 1970, p. 8.

increasing alienation of youth and recommends shared expectations between teachers and students and a curriculum geared to development of awareness, integrative experiences, stabilization, and autonomy as priorities in dealing with it.

Viewing the initial studies researched on a chronological basis, a study by Leeds in 1950 postulated that "rapport between teacher and pupil constitutes one of the many factors essential to teaching success." The following year, Wispe's research concluded that students emotional needs as well as intellectual should be considered in determining the kind of instruction he is to receive. A year later in a study of teacher effectiveness, McCall found that "pupil achievement was related more highly with pupil rating of the teacher than with other variables, such as pupil growth and teacher's years of experiences, amount of training, and scores on tests of professional knowledge." In 1954, R.N. Bush suggested that "the personal liking of a pupil for his teacher is one of the most powerful factors in bringing about an effective learning relationship between the teacher and the pupil." Moustakas in 1956 states that the most effective learning takes place when threats to the student are minimized, a postulate supported by Jensen four years later in his studies of group dynamics and humane principles.

¹² Albert H. Yee, "Factors Involved in Determining the Relationship Between Teacher's and Pupil's Attitudes," Eric Report ED 010 336, 1966, p. 7.

^{13&}lt;sub>Op. cit., Travers, p. 706.</sub>

¹⁴ Op. cit., Yee. p. 4.

¹⁵ Ibid. p. 4.

^{16&}lt;sub>Op. cit., Withall, p. 707.</sub>

As we begin to study the data provided in the 1960's, the research and the results attained become more sophisticated, and the specific aspects of this crucial student-teacher relationship are under closer scrutiny. Flanders in a 1965 study of direct and indirect teachers, found that direct teachers "lack those social skills of communication that are involved in accepting, clarifying and making use of the ideas and feelings of students, gave twice as many directions as the most indirect, and expressed eight times as much criticism." McCallon reports that teachers rated superior by their principals were significantly more favorable in the opinions of their pupils and within the social milieu of the classroom, the interpersonal perceptions held by a teacher influence the nature and direction of the instruction. 18 In conjunction with these findings, Ryans discovered that teachers exhibiting sympathetic, understanding classroom behavior expressed more favorable attitudes towards their pupils. 19

Two of the more comprehensive studies done on a related topic were published by Alschuler in 1969, 20 and Hoy in 1971. 21 Alschuler broke down achievement motivation into two general categories: course inputs and

^{17&}lt;sub>Cp. cit., Yee, p. 11.</sub>

¹⁸ Earl L. McCallon, "Interpersonal Ferception Characteristics of Teachers," Journal of Experimental Education, vol. 34, Spring 1966, p. 1.

¹⁹Ibid, p. 1.

²⁰ Alfred S. Alschuler, "The Achievement Motivation Project," Eric Report ED 016 252, 1967, p. 2-4; "Achievement Motivation Development Project," Eric Report ED 029 139, 1969, p. 8-11. "Teaching Achievement Motivation: Theory and Practice in Psychological Ventures," Eric Report ED 054 997, 1970, p. 157-185.

²¹ Wayne K. Hoy, "An Investigation of the Relationship Between Characteristics of Secondary Schools and Student Alienation," Eric Report ED 046 060, 1961, p. 1-157.

environmental inputs. The former includes teaching the achievement syndrome, fostering goal setting, providing cognitive supports for the change (reasons-values -- self-concept), and group supports (warm, personal relationships). The environmental inputs include rearranging the types of scoring systems, the locus of decision making, and the nature of obstacles to success in the environment. Alsohuler proceeds to define twelve propositions for increasing motivation. In these statements he mentions a number of things which are equitable with a humane education; believe you can do it, commitments, keep records of own progress, action, conceptualization, everyday life, consistent with reality, experience, values, interpersonal atmosphere warmly and honestly supported and respected, self study and group membership. He goes on to place particular emphasis on the importance of individual efforts and standards and gives further clarification to the aforementioned points. He feels that increasing motivation should have a higher priority as an educational goal than increasing knowledge. The schools are guilty of making decisions for students in many subtle ways, such as the basic organization of the school day, and warned that if teachers make most of the important educational decisions for students or fail to make their expectations explicit, the teacher himself becomes the major obstacle to success. Alsohuler is concerned when performance is based on comparisons and curves, for it results in rivalry, competition, and power concerns. The major finding of the study was that a student's motivation can be changed by altering the structure of their learning environment. By changing the locus of decision making, and by changing the teacher's role from opponent to coach and collaborator, the power concerns of students can be decreased.

Alsohuler suggests that it is not sufficient to change only the learning structure, without also changing the student's perception of those structures.

He feels that there are certain ways of promoting creativity, open exploration, and innovative thinking. He recommends that penalties for failure be reduced, because open exploration does not always lead to important discoveries. A contract system, learning through behavioral objectives, mastery of minimal levels, and self-chosen media and deadlines will contribute to an educational climate maximizing achievement motivation. Alsohuler observed that the students tested tended to use techniques learned outside of school for improving their grades, and agreed that although teaching for student satisfaction might sacrifice short term test gains, it did maximize long term gains.

Hoy's 1971 research project begins with a statement of three hypotheses which are later validated: the more open the organizational climate, the less custodial the pubil control orientation of the school; the more custodial, the greater the total alienation of students; and lastly, the more open the climate, the less total alienation of students will be. The primary purpose of the study was to explore the relationships between student alienation and the organizational characteristics of high schools. Hoy equates a humane atmosphere (accepting, trustful, responsible, confidence in self-discipline) with an open organizational setting, and equates a custodial environment with a closed climate and alienated students. He describes the students in the latter setting in five ways: Powerlessness (lack of personal control over their own state of affairs); Meaninglessness (inability to predict outcomes); Normlessness (belief that unapproved behavior is required to achieve school goals, the best single predictor being disengagement or teachers not being with it or just going through the motions); Isolation (student doesn't accept school goals as own); and Self-Estrangement (school activities not being selfrewarding). This custodial atmosphere manifests itself in a preoccupation

with maintenance of order and control, distrust, and a punitive, moralistic approach to pupils behavior.

A number of studies with less extensive goals than those of Alschuler and Hoy did lend support to particular aspects of a humane education which were recommended to be incorporated into the daily practices of teachers. Jones suggested that homework could be eliminated if essential learning, desirable learning, and enriching activities were defined, and students were permitted to make the decision of how much of the latter two were to be studied. 22 He cited a 90 per cent loss of fact and figure memorizations within one year. Dobbins, with philosophical support from Holt, Goodman, and Kohl, recommends making alternative paths of success available to students which takes into account individual desires for clarity, direction, and structure, with the incorporation of decentralized decision making. 23 In another supportive study, Parker suggests an alternative education being made available to each student within existing structures. 24 As far as the proper teacher attitudes to attempt these recommendations. Schultz and Knoblock feel that one approach among a variety of group processes is sensitivity training as a method of enhancing classroom teacher's actual behavior with children. 25

²²Loren S. and Virginia Jones, "Creating Opportunities for Individual Growth," National Association of Secondary Schools Principals Bulletin, Vol. 56, February 1972, p. 41.

²³ Allen L. Debbins, "Instruction at Adams," Phi Delta Kappan, Vol. 52, May 1971, p. 517-519.

John L. Parker, "Teacher Training at Adams," Phi Delta Kappan, Vol. 52, May 1971, p. 514.

²⁵E.W. Schultz and P. Knoblock, "Sensitivity Training With Teachers-A Study of Changes in Interpersonal Need Preferences and Perceptions of Facilitative Behavior," unpublished paper, Syracuse University, 1970, p. 1-3.

When appropriate roles for our schools have been delineated, a general consensus exists that affective outcomes, in the form of student attitudes, values, beliefs, and interests should be an important result of one's education. 26 This position has been strengthened by those expressing similar concerns in evaluating instruction and those who feel that schools should assume part of the responsibility for social accountability. Friedenberg, Holt, and 3ilberman have seriously questioned the assumption previously made by many that students develop positive attitudes towards all integral parts of the schooling process as a natural evolvement. 28

Obvious needs in these areas have provided an impetus for research in the affective domain, largely because present aptitude tests are unable to account for more than half of the variances in school achievement. Affective measures have been shown to have more in common with achievement than aptitude. 29 In addition, there have been numerous studies on classroom climate which is under the obvious influence of the teacher, illustrating the influence of group interaction and its corresponding effect on behavior and attitudes. 30 In relation to elementary school teachers, a particular need on the secondary level is evident, since the former has been shown to have more tolerance and more positive attitudes toward their students. 31

²⁶Travers, Op. cit., p. 759.

²⁷Ibid., p. 760.

²⁸ Ibid., p. 760.

²⁹Ibid., p. 772.

George I. Brown, "Training Teachers for Affective Roles," Unpublished draft of Chapter 7 from a forthcoming book, 1974.

^{31&}lt;sub>Travers</sub>, Op. cit., p. 775-76.

In summarization of the information provided in the previous two paragraphs, it seems that children tend to develop negative attitudes toward almost every aspect of their schooling process, and that the central role in developing these affective responses is the teacher. Jackson states that it is likely that these negative affective responses are the results of the cumulative day-to-day encounters and experiences that a child has during the course of the time spent in school. 32

The research and development division of confluent education at the University of California at Santa Barbara has provided some helpful information about the affective domain. Lynne Cantlay noted that "one of the ways of making a system relevant is to have it concern itself with the affective side of students; the development of self-concept, self-esteem, the value of interpersonal relations, the recognition of emotions as an important aspect of the learning process for revitalization of education as a meaningful experience." A 1967 study by Sanford concludes that "cognition, feeling, emotion, action and motivation are easily separated by abstraction, but no one of these function independently of the others." Further support for the former statement is offered in the following broad statement by Simpson: 34

'For twenty-five hundred years since Plato's analysis, a false schism has divided these domains. In short, we must learn to remove the intellectual quality from reality if we are to be faithful to it,' wrote Jose Ortega y Gasset in Historia Como Sistema (1962), yet this is not possible, for nowhere in nature is reality so separated. Inextricably interwoven, cognitive function is not apart from affective responses; one is the counterpart of the other. The two components vary together.

^{32&}lt;sub>Op. cit., Travers, p. 786.</sub>

³³Lynne Cantlay, "Confluently Surreal," DRICE Monograph #2, University of California at Santa Barbara, January 1973, p. 1.

³⁴ Elizabeth L. Simpson, Democracy's Stepchildren--A Study of Need and Belief, San Francisco: Jossey-Bass, 1971, p. 71.

Educational psychologists tell us that learning without personal meaning will not change behavior. Teachers must realize that they are already educating children psychologically whether they choose to acknowledge it or not. Our schools are the places to enhance this growth in productive and self-enriching ways. In particular, the secondary school years are particularly appropriate for focusing upon personal questions. Piaget informs us that adolescence brings with it the ability to think in nonabsolutist ways, have concern with self and future, and change hypotheses. Kohlberg speaks of adolescent capabilities in developing a more inclusive moral and ethical assumptions about the relation of right and wrong to personal behavior. Erikson's identity formation and self-definition stage is also in conjunction with this thinking. Carl Jung consistently takes the position that integrated (cognitive and non-cognitive) growth should be the goal of education.

A number of techniques are now available for enhancing affect. ³⁸ These are an outgrowth of the shared belief that affect increases meaningful learning and that the capacity for the full range of affective responses is a crucial human potentiality often underdeveloped in adults. ³⁹

³⁵ Charles H. Turner and Phillip Whitten, "Morals Left and Right," Psychology Today, August 1971, p. 39-43, 74-76.

³⁶ E. Erikson, Childhood and Society, New York: W.W. Norton, 1950.

^{37&}quot;The Psychology of Carl Jung as Applied to Teaching," From a lecture delivered at the University of Massachusetts, Spring Marathon, April 1974.

³⁸ Op. cit., Brown.

Revolution, Berkeley, California: McCutchan Publishing Corporation, 1972, p. 269.

Some have stated their confidence that feelings help students learn. 40 However, Roland Barth has been one of the few to dogmatically assert that "certain kinds of human growth are necessary preconditions for traditional cognitive understanding." 41 Others 42 have shown that affective aspects of classroom climate (satisfaction, intimacy, friction) predict both cognitive and affective learning.

Before moving on in this related literature search, a caution should be offered against underestimating the importance of students' perceptions of their teacher and how these perceptions influence behavior. Conversely, teachers behavior is a function of their perceptions of the situation. In order to have optimum effectiveness, teachers should perceive the entire class-room situation, including themselves, as they really are. The self behaves in keeping with its perceptions and seeing is not perceiving, since perception is selective.

Unfortunately, most educators continue to believe that development of cognitive objectives will result in a corresponding development of appropriate affective behaviors. Research by Jacob seriously questions this assumption, 43 yet affective objectives and goals continue to erode in strength, due on many occasions to the contradictory nature of the system itself.

⁴⁰ Carl Weinberg, Humanistic Foundations of Education, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972, p. 125.

⁴¹ Op. cit., Purpel and Belanger, p. 253.

⁴² Op. cit., Brown.

David R. Krathwohl, Benjamin S. Bloom, Bertram B. Masia, Taxonomy of Educational Objectives--Hundbock II--Affective Domain, New York: David McKay Co., Inc., 1964, p. 20.

I conclude this part of the related literature search with a quotation from Dr. Edward Zigler, head of HEW's Office of Child Development:

No matter how good our educational system may become, everyone is not going to be the same. The biological law of variability is a proven fact, as is the behavorial science evidence of different personality types or temperaments. It's far more important to concentrate our efforts on helping each child develop his or her own potential, than putting all efforts into heightening intellectual ability. Basically, we ought to judge some of our programs in terms of how relaxed and comfortable children are—how secure the child is in his daily life, rather than exclusively in terms of how "bright" or "smart" a child becomes.

The categories of humaneness around which the questionnaire for this study has been designed are those which have been consistently mentioned in humane and affective education literature. They rest on a number of key assumptions about learning and knowledge, as well as the attitude that teachers are in school for the child rather than vice-versa.

- Children are innately curious and will explore their environment without adult intervention.
- 2. Confidence in self is highly related to capacity for learning and for making important choices affecting one's learning.
- 3. Children have both the competence and the right to make significant decisions concerning their own learning.
- 4. Active exploration in a rich environment, offering a wide array of manipulative materials, will facilitate children's learning.

 (Aristotle--"human beings are naturally curious about things.")
- 5. Children learn and develop intellectually not only at their own rate, but in their own style.

⁴⁴ Roland S. Barth, "Open Education," unpublished Doctoral Dissertation, Harvard Graduate School of Education, 1970, p. 1.

- 6. Errors are necessarily a part of the learning process; they are to be expected and even desired, for they contain information essential for further learning.
- 7. The best way of evaluating the effect of the school experience on the child is to observe him over a long period of time.
- 8. The structure of knowledge is personal and idiosyncratic; it is a function of the synthesis of each individual's experience with the world.
- 9. Little or no knowledge exists which is essential for everyone to acquire.
- 10. The quality of being is more important than the quality of knowing; knowledge is a means of education, not its end. The final test of an education is what a man is, not what he knows.

The Twelve Categories of Humaneness

The following categories of humaneness have been identified by agreement from judges with expertise in humanistic and/or affective education, through their consistent mention in the related literature search, by interviews and informal conversations with a diversity of school-related people with eclectic philosophical perceptives. My personal experiences with children both in and outside of the classroom environment were also utilized. The twelve Categories of Humaneness are: freedom, positive self-concept, basic human needs, self-discipline, personalized individualization, flexibility, clarified values, skill development, cognitive development, inquiry orientation, human potential development, interpersonal relationships.

In addition to the empirical support for these categories previously
mentioned in this chapter, additional information will be provided relative
to the twelve categories in this section. Although the individual category
labels may not be the same as others mentioned in the literature and could
be confusing, the judges as well as the supportive literature recognize them.

as being appropriate. For example, a recent study by Rosenshine and Furst 15 isolated the categories of enthusiasm, use of student ideas and general indirectness, and probing as relevant in association with student's school achievement, yet none of the twelve Categories of Humaneness as described in this study bear these exact titles, although all of these aforementioned traits fit very comfortably within the areas that this study has identified. Singular definitions of any category or their accompanying labels could easily be misleading and the most appropriate guide for defining the parameters of each category would be accomplished through a perusal of the related literature and the questions on the Classroom Humanization Assessment Questionnaire. The categories are not listed in a hierarchical order.

1. Freedom. A.S. Neil believes freedom to be a necessity of natural growth in the child's evolvement; not absolute or social, but individual freedom. 46 Freedom can be described as the expression of actual as well as potential qualities of the self which entails three requirements: the individual must have the capacity, the opportunity, and the incentive for self-expression. Freedom has an internal (observation, judgment, thought, desire, purpose) and external (movement, physical activity) nature. A concern for freedom can be generated from a genuine understanding of the democratic process as both a theoretical construct and as an operational system with strengths and weaknesses. Freedom is a necessity for creativity and innovation. Numerous studies support the fact that authoritarian teachers can infringe upon the opportunities for many students to learn effectively.

⁴⁵⁰p. cit., Travers, p. 766.

⁴⁶ A.S. Neil, Summerhill, New York: Holt Publishing Company, 1960.

Classroom informality is one of the criteria that Jackson has defined as important to "good teaching," 47 and there is a tendency for supervisory personnel as well as teaching peers to associate this informality with the teacher who permits greater latitude in the exercise of student freedom.

Unfortunately, many educators often perceive this openness and lack of rigidity in the classroom as permissiveness, in which teachers allow, rather than help students to learn and behave in accordance with traditional standards.

2. Positive Self-Concept. Research suggests that attitudes consistently reinforced in the same direction lead to a pupil self-concept which influences expectations of future achievement. He achievement is consistently evaluated negatively, it will result in a negative affect toward the teacher and learning skills in which he was evaluated. A greater negativism also exists in the attitudes of students who thought success was determined by sources beyond their control, than by students who thought success was self-determined. Academic successes help to promote satisfaction with school, which in turn, increases the possibility of future successes. Bidwell informs us that in addition to that need for capitalizing on the learner's motivation, the teacher's personal influence (approval-esteem-respect) has a profound effect on the student's moral commitments. Insecurity may

⁴⁷Phil Jackson, Life In Classrooms, New York: Holt, Rinehart and Winston, 1968.

⁴⁸ Op. cit., Travers. p. 769-70.

⁴⁹ Ibid., p. 797.

⁵⁰ Ibid. p. 774.

^{51&}lt;sub>Op. cit., Travers, p. 770.</sub>

^{52&}lt;sub>Ibid. p. 414.</sub>

function as a block to the development of higher aesthetic, creative, or intellectual goals. 53

This axiom (Nothing succeeds like success) can be made operational only when teachers provide meaningful activities in which students can explore and discover the personal meaning of events for themselves. To do this demands that teachers know students and select for them experiences that provide, at a minimum, the opportunity for success. 54

Children with punitive teachers are more unsettled, confused about misconduct in school, less concerned with learning and school values and manifest more aggression in their misconduct than children with non-punitive teachers. 55 Carlson found that cheating decreased with teachers least in favor of blaming and shaming. 56 Confidence can instill belief in the activities value and make learning and liking synonymous. Piaget feels that the developing child, moving from the level of concrete cognitive operations toward a capacity for formal or abstract reasoning, may find insecurity a major stumbling block to progress. With buildups of anxiety, the mind and body function less effectively and eventually there is immobilization, regression and a psychotic picture; however, humans can tolerate high levels of anxiety as long as they feel cared about by others. 57 Students in group centered classes held more

⁵³ Abraham H. Maslow, Toward A Psychology of Being, New York: Van Nostrand Reinhold Co., 1968.

⁵⁴ David N. Aspy, Toward a Technology for Humanizing Education, Champaign, Illinois: Pesearch Press Company, 1972, p. 97.

⁵⁵Op. cit., Travers, p. 776.

⁵⁶ Ibid., p. 776.

⁵⁷ Spencer A. Ward, "Learning--Cognitive, Affective and Psychomotor, or the Acquisition of Coping Skills," DRICE (Development and Research in Confluent Education), University of California at Santa Barbara, August 1972, p. 16.

positive attitudes toward themselves as participants. 58

- 3. Basic Human Needs. Satisfied students perform better on educational tasks, and, in particular, on tests of academic skills than the dissatisfied. 59
 Students dissatisfied with school obtained significantly lower scores on tests of ability and achievement than students with positive orientations toward school. 60 Many feel that groups in which an individual's physical, social, emotional, and personality needs are met will facilitate and encourage affective learning. Maslow's hierarchy of needs as well as Kohlberg's stages of development could assist learning if they were analogous to the school's concerns for students. Man grows in each of the following areas: symbolizing his experiences; communicating logically and coherently; becoming a more integrated, consistent and internally complete person who can think rationally, differentiate thought and be open minded; developing stability through a positive self-image and consistent and predictable value system; and gaining autonomy and independence. 61 Education should assist students in differentiating between fantasy and reality, thoughts and feelings. 62
- 4. <u>Self-Discipline</u>. Responsibility is a necessary prerequisite for commitment. Commitment increases when a person is involved in goal setting for himself. Student alienation can be reduced by making students the agents

^{58&}lt;sub>Op. cit., Travers, p. 778.</sub>

⁵⁹Ibid., p. 774.

⁶⁰ Ibid., p. 774.

⁶¹ Douglas Heath, Humanizing Schools, New York: Hayden Books, 1971.

⁶² Richard M. Jones, Fantasy and Feeling in Education, New York: The New York Review, 1969.

of their own behavior. For a child to manifest democratic behavior he must experience the process himself and perceive it occurring in the function of the school itself. 63 More positive pupil reactions to teachers are present in student-centered than teacher-centered classes. 64 A concern is that our society appears ambivalent about when a person is responsible (voting-drinking-driving). Carl Rogers considers self-discipline to be the only stable form of discipline. 65 Group centered classes produced a higher level of interpersonal affect among members in groups than leader centered learning classes. 66

- 5. Personalized Individualization. The amount of research in both psychology and education is overwhelmingly supportive of the need for individualized approaches to learning based on diagnosed assessments of needs. Apparently, children are ready to learn different things at varying and different times and rates and that readiness involves both a cognitive and affective predisposition to learning. Cognitive and affective learning is facilitated when the form of grouping achieves a better congruence between student and teacher. 67
- 6. Flexibility. Philip Jackson in Life in Classrooms identifies flexibility as one of the most important identifiable traits of a "good teacher."

^{63&}lt;sub>Op. cit., Simpson, p. 33.</sub>

⁶⁴⁰p. cit., Travers, p. 140-147.

⁶⁵ Carl A. Rogers, Humanistic Psychology, Columbus, Ohio: C.E. Merrill Publishing Company, 1971.

^{66&}lt;sub>Op. cit.</sub> Travers, p. 778.

⁶⁷Herbert Thelen, Classroom Grouping for Teachability, New York: John Wiley and Sons, Inc., 1967.

The time for schools to deal with certain tasks (practical experiences in anticipation, planning, organization, following directions, forming generalizations and hypotheses, adaptability, and ways of handling anxiety when variables are introduced) most appropriately is in the "formal operations period' (11-15 years old) as described by Piaget. Games, role playing and simulations should be incorporated into classroom activities to maximize learning opportunities. The aforementioned strategies and techniques are not typical of the average teacher whose approaches to teaching are often rigid, narrow, and/or not particularly creative.

- 7. Clarified Values. "If the school does not teach values, it will have the effect of denying them." Raths, Harmin and Simon have delineated the processes for acquiring affective responses through choosing, prizing, and acting stages. 70
- 8. Skill Development. Many educators believe that the major function of education is to increase the number of skills that each student has for dealing with the world. This will hopefully be accomplished in the Greek tradition of multi-area growth in which the development of certain psychomotor skills is essential at certain levels of physiological development in attaining competency in reading, writing and arithmetic. 71
- 9. <u>Cognitive Development</u>. "All controversies in education start from dissatisfaction with what our children are learning or with what they are

^{68&}lt;sub>Op.</sub> cit., Cantlay, p. 1.

^{69&}lt;sub>Op.</sub> cit. Travers, p. 759.

^{70&}lt;sub>L.F.</sub> Raths, M. Harmin. S.B. Simon, Values and Teaching--Working with Values in the Classroom, Columbus, Ohio: Charles Merrill, 1966.

⁷¹ Don E. Glines, Creating Humane Schools, Mankato, Minnesota: Campus Publishers, 1971.

not being taught" (Sidney Hook). Cognitive understanding does not, of course. guarantee behavior in harmony with understanding. If allowed contact with the real world, many children will discover for themselves what they should know. Knowledge is a system of processes and strategies -- intellectual. personal, social -- that an individual develops in handling the world. The process itself will move from experiencing, to conceptualization, to integration and again to experiencing. Curriculum designs should be in terms of the six humane aspects of man (social, emotional, aesthetic, physical, spiritual and intellectual). 72 The curriculum should be interdisciplinary. "Concomitant with the artificial separation of disciplines is the artificial dissection of student into mind, emotion and body!"73 The content should be relevant to student needs, which becomes a matter of linking extrinsic curricula to basic intrinsic concerns and feelings. Motivation is higher during student digressions because cognition is now affectively related to personal concerns. Ausubel informs us that people learn better when they have already learned a pattern into which the new data can be integrated and that facts and skills are learned and remembered better if they are useful. He also states that the affective state influences long term memory. 74 Self-knowledge is the fundamental and essential human attribute, the quality that defines humaneness. 75 "When a person understands himself

⁷²Arthur Foshay, "Curriculum Design for the Humane School," Theory Into Practice, 1972.

^{73&}lt;sub>Op. cit.</sub> Cantlay, p. 1.

^{74&}lt;sub>Op. cit., Ward, p. 18.</sub>

⁷⁵ Geräld Weinstein and Alfred Alschuler, "Developmental Self-Knowledge-- A Humanistic Education Goal," Working Draft #1, August 1973.

he will understand his basic needs and true motivation and will learn to behave in a manner which will satisfy those needs." This should lead to greater freedom.

- 10. Inquiry Orientation. Freedom of inquiry is consistent with the uniqueness of each individual's human personality. All areas are equally valid. Inquiry should have an exploratory nature which infers a freer style, encourages hypotheses and humches, and is less committed. It involves searching, probing, testing alternatives, and although it can be tough minded and theory based, connotes the freedom to look around, to seek new measures and methods and to value ingenuity and curiosity. The discovery process utilizes the student's own conclusions, based on his own observations, and encourages the original insight to ask questions about the world as a means of learning to observe it accurately. In experiences of discovery or creativity, a pleasurable affective state, hedonic impulse, results in increased energy. Dewey stated his preference for effective learning to be coupled with such action relative to an experience and exposure oriented curriculum.
- 11. Human Potential Development. Carl Rogers, perhaps the best known advocate of affective education, states that "The facilitation of significant learning rests upon certain attitudinal factors (realness-being one's self-prizing-acceptance-trust-empathetic understanding) which exist in the personal

⁷⁶ Op. cit., Maslow, p. 94.

^{77&}lt;sub>Op. cit.</sub> Travers, p. 779.

^{78&}lt;sub>Ibid. p. 436.</sub>

^{79&}lt;sub>Op. cit., Ward, p. 12.</sub>

relationship between the facilitator (teacher) and the learner."80 Dennison believes that changes in learning, personality and happiness are not dependent on teaching equipment, elaborate methods of instruction, or on imposing architectural facade, but on abundant consideration for the child, individual attention, the importance given to ordinary conversation, honesty and directness in relationships, the absence of academic rivalry and the feeling that the school was indeed their own. A loss in positive attitudes toward a teacher and school is not related to intelligence, socio-economic status, or grade assignment, but is due to the "externability-internability" dimension of personality. 81 For the teacher this begins with a realization of the dichotomy between inherited and learned attributes as well as the fact that all individuals possess each to some extent. 82 Bandura feels that a teacher who is a model for his students is choosing one of the most effective ways of shaping their behavior. 83 A pupil's liking of a teacher is a function of the interaction between the pupil's values and the teacher's attitudes. 84 Cogan found that warm, considerate teachers get an unusual amount of original poetry and art from students. 85

The hidden agenda of the student's personal concerns is bound to emerge powerfully when an atmosphere of trust is created in

⁸⁰Carl R. Rogers, Freedom To Learn, Columbus, Ohio: C.E. Merrill. Publishing Company, 1969, p. 106.

^{81&}lt;sub>Op. cit., Travers, p. 774.</sub>

^{82&}lt;sub>Don</sub> E. Glines, Personal Interview, Cheltenham, Pennsylvania, August 1973.

^{83&}lt;sub>Op. cit., Brown.</sub>

⁸⁴⁰p cit., Travers, p. 774.

⁸⁵ Roy P. Fairfield (ed.), Humanistic Frontiers in American Education, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.

the course no matter what the explicit content. The combination of a real task (teaching) where the adolescent has significant personal responsibility, results in a strong personalization of the issues of teaching. 86

If we intend to stimulate in others a feeling of being understood, it is not important that we gain considerable information about them, but rather that we help them see that we are able to perceive others and situations as they do. 87

A teacher must care, must not have this concern blocked by her own intrapersonal tensions, and must be relatively free of disturbing mechanisms, and able to enter honestly into relationships with others. Perhaps what this reduces to is that a teacher must be able to use her "self" openly, dearly and honestly in her interactions with pupils.

In studies of teacher success, warmth consistently appears as one of the two most important qualities. 89 Carl Rogers refers to this quality as "positive regard."90

12. Interpersonal Relationships. Although some of the prerequisite traits for success in this category have been identified in the prior category, we must extend this relationship away from traditional limits within the classroom and seek to extend the diversity of relationships beyond the boundaries of the classroom and/or school.

The social relations among students as a group and between students and teacher significantly influence the quality of the classroom social climate which, in turn, influences the cognitive and affective learning outcomes. 91

Combs indicated that the teacher's attitude about himself and others is as

^{86&}lt;sub>Op. cit., Aspy, p. 101.</sub>

^{87&}lt;sub>Ibid., p. 103.</sub>

⁸⁸ Ibid., p. 107.

⁸⁹Ibid., p. 108.

⁹⁰ Carl R. Rogers, Freedom To Learn, Columbus, Ohio: C.E. Merrill Publishing Company, 1971.

^{91&}lt;sub>Op. cit.</sub>, Travers, p. 778.

important, if not more important, than his skills, techniques, practices, and materials. 92 Berger and Fey indicate that a teacher needs to have positive and realistic attitudes about himself and his abilities before he is able to reach out, like and respect others. 93 Murray found that "students perceive self-actualizing teachers as more concerned than non-self-actualizing teachers," and that "teachers who will make the most significant difference must be more than competent technicians; they must also be people who know something about themselves and others; who possess interpersonal competencies as well as pedagogical skills." 94

It was not until I had analyzed the nature of love that I realized that love has a place in the classroom and that genuine love is neither romantic nor instinctive. It is a valuing to the degree that one achieves empathy with the loved one, willingness to make ones resources available to promote his self-realization. Many teachers satisfy these criteria of love for particular children who are insecure and have great need for it. 95

It is evident that teachers have an important influence on student attitudes. The related literature search supports this contention that

experiences in the classroom and school do influence students' feelings about school and school related objects. It is clear that whatever else may transpire in school, the teacher has the most central role in the development of students' affective responses. 96

This postulate is consistent then with the point upon which most people agree in reference to this key position of the teacher: "Improve her, or him, and you improve education under any system." 97

⁹² Arthur Combs, Helping Relationships, New York: Harper and Row, 1972.

^{93&}lt;sub>Op. cit., Travers, p. 914.</sub>

^{94&}lt;sub>Op. cit., Travers, p. 775.</sub>

^{95&}lt;sub>Op. cit., Aspy, p. 109.</sub>

^{96&}lt;sub>Op. cit., Travers, p. 786.</sub>

^{97&}quot;Teaching Teachers," Psychology Today, June 1973, p. 92.

Changing student perceptions of their teacher's behavior will most often require the addition and/or deletion of instructional strategies both inside and outside of the classroom. Educators presently have at their disposal a sizeable body of factual data which is psychologically supportable regardless of the individual philosophical perspective which happens to be currently fashionable to espouse. In developing strategies for classroom implementation around perceived areas of weakness via the aforementioned twelve Categories of Humaneness, this validated body of knowledge seems to provide teachers with a plausible rationale for involvement in the process of changing their behavior. This is opposed to the reticence which is often encountered with practicing educators that has been generated from a lack of understanding or expertise with many of the current recommendations coming forth from many humanistic education advocates. The following propositions provide a thrust toward more affectively oriented teaching without necessitating, at least at this point in time, losing the efforts of many teachers who are interested in maximizing their degree of humaneness, yet are somewhat fearful of newer techniques which are further along the continuum. 98 The propositions also serve the purpose of providing practicing educators with additional empirical data upon which a rationale for improvement efforts can be based.

I. Nature-Nurture

A. There are specific stages in individual development during which certain capacities for behavior appear. The manner in which these capacities are then utilized sets a pattern for later behavior which is highly resistant to change. If unutilized then, they are likely not to develop later for example, visual perception, mother attachment, language pronunciation, sports skills,

⁹⁸Goodwin Watson, "What Psychology Can We Trust?" Teachers College Record, 1961, p. 1-5.

peer relations, independence from parents, heterosexuality.

II. Learning Process

- A. Behaviors which are rewarded (reinforced) are more likely to recur.
- B. Sheer repetition without indications of improvement or any kind of reinforcement is a poor way to attempt to learn.
- C. Threat and punishment have variable and uncertain effects upon learning; they may make the punished response more likely or less likely to recur; they may set up avoidance tendencies which prevent further learning.
- D. Reward (reinforcement), to be most effective in learning, must follow almost immediately after the desired behavior and be clearly connected with that behavior in the mind of the learner.
- E. The type of reward (reinforcement) which has the greatest transfer value to other life-situations is the kind one gives oneself-the sense of satisfaction in achieving purposes.
- F. Opportunity for fresh, novel, stimulating experience is a kind of reward which is quite effective in conditioning and learning.
- confused or puzzling situation arises when: (a) there has been a sufficient background and preparation; (b) attention is given to the relationships operative in the whole situation; (c) the perpetual structure "frees" the key elements to be shifted into new patterns; (d) the task is meaningful and within the range of ability of the subject.
- H. Learners progress in any area of learning only as far as they

need to in order to achieve their purposes. Often they do only well enough to "get by"; with increased motivation they improve.

I. Forgetting proceeds rapidly at first—then more and more slowly, recall shortly after learning reduces the amount forgotten.

III. Maturation: Life Tasks

Readiness for any new learning is a complex product of interaction among physiological maturation, prerequisite learning,
the pupil's sense of the importance of this lesson in his
world, and his feeling about the teacher and the school situation.

IV. Individual Differences

- A. No two children make the same response to any school situation.

 Differences of heredity, physical maturity, intelligence, motor skills, health, experiences with parents, siblings, playmates; consequent attitudes, motives, drives, tastes, fears--all these and more enter into production of each child's unique reaction. Children vary in their minds and personalities as much as in their appearance.
- B. Pupils vary not only in their present performance but in their rate of growth and the "ceiling" which represents their potential level of achievement. Some "late bloomers" may eventually surpass pupils who seem far ahead of them in grade school.
- C. Gains in intelligence test scores by children are positively related to aggressiveness, competitiveness, initiative and strength of felt need to achieve.

D. Pupils grouped by ability on any one kind of test (age, size, IQ, reading, arithmetic, science, art, music, physical fitness, and so forth) will vary over a range of several grades in other abilities and traits.

V. Level of Challenge

- A. The most effective effort is put forth by children when they attempt tasks which fall in the "range of challenge"--not too easy and not too hard--where success seems quite possible but not certain.
- B. According to some studies, many pupils experience so much criticism, failure, and discouragement in school that their self-confidence, level of aspiration, and sense of worth are damaged.

VI. Teaching Mathod

- A. Children are more apt to throw themselves wholeheartedly into any project if they themselves have participated in the seletion and planning of the enterprise.
- B. Reaction to excessive direction by the teacher may be: (a) apathetic conformity, (b) defiance, (c) scape-goating,(d) escape from the whole affair.
- C. Pupils think when they encounter an obstacle, difficulty,

 puzzle or challenge in a course of action which interests

 them. The process of thinking involves designing and testing

 plausible solutions for the problem as understood by the thinker.
- D. The best way to help pupils form a general concept is to present the concept in numerous and varied specific situations, contrasting experiences with and without the desired concept,

then to encourage precise formulations of the general idea and its application in situations different from those in which the concept was learned.

VII. "Discipline" and Learning

- A. Overstrict discipline is associated with more conformity,
 anxiety, shyness, and acquiescence in children; greater permissiveness is associated with more initiative and creativity
 in children.
- B. When children (or adults) experience too much frustration, their behavior ceases to be integrated, purposeful and rational.

 Blindly they act out their rage or discouragement or withdrawal.

 The threshold of what is "too much" varies; it is lowered by previous failures.

VIII. Group Relations

- A. Pupils learn much from one another; those who have been together for years learn new material more easily from one of their own group than they do from strangers.
- B. When groups act for a common goal, there is better cooperation and more friendliness than when individuals in the group are engaged in competitive rivalry with one another.
- C. Children learn that peer consensus is an important criterion; they are uncomfortable when they disagree with their peers, and especially when they find themselves in a minority of one against all the others.
- D. Leadership qualities vary with the demands of the particular situation. A good leader for a football team may or may not

be a good leader for a discussion group, a research project, or an overnight hike; leadership is not a general trait.

IX. Subject Matter

- A. No school subjects are markedly superior to others for "strengthening mental powers." General improvement as a result of study of any subject depends on instruction designed to build up generalizations about principles, concept formation and improvements of techniques of study, thinking, and communication.
- B. What is learned is most likely to be available for use if it is learned in a situation much like that in which it is to be used and immediately preceding the time when it is needed.

 Learning in childhood, forgetting, and relearning when needed is not an efficient procedure.

X. Attitudes and Learning

Children tend to select groups, reading matter, TV shows, and other influences which agree with their own opinions; they break off contact with contradictory views.

XI. Social Stratification

- A. Children who differ in race, nationality, religion, or social class background, but who play together on a footing of equal status and acceptance, usually come to like one another.
- B. Children who are looked down upon (or looked up to) because of their family, school marks, social class, race, nationality, religion, or sex tend to adopt and to internalize this evaluation of themselves.

XII. Evaluation

A. If there is a discrepancy between the real objectives and the tests used to measure achievement, the latter become the main influence upon choice of subject matter and method.

I trust that the facts presented within this chapter support my feelings that, generally speaking, good character is born out of responsibility and trust; that excellence is born out of personal commitment; that self-discipline is born out of freedom; that creativity is born out of leisure; and that the good life is all of these, embedded in an atmosphere of patience and good faith.

CHAPTER III

PROCEDURE

A. Design

Instruments. The questionnaire that was utilized for the bulk of data gathering in this study has been designed by the investigator. The dependent variables are represented by the twelve categories around which the instrument is designed, and as defined by the theoretical framework of this thesis. (The twelve categories are described and discussed in Chapter II beginning on Page 21.) Together the categories represent the essential ingredients which constitute the framework of a humane classroom, with emphasis on the student-teacher relationship. The selected categories have been synthesized from the related literature search and are those which have been consistently mentioned and agreed upon by authorities in the field of humanistic education. Face validity of the instrument is the result of research in the field and agreement from judges, the initial basis for selection of the latter being substantive ability. Those who acted as judges were Dr. Gerald Weinstein (author and professor of humanistic education, University of Massachusetts), Dr. Don E. Glines (author and professor of humanistic education), Dr. Dwight Allen (Dean of the University of Massachusetts School of Education), Dr. Robert Mackin (professor and Director of the National Alternative Schools Program), and numerous secondary school students, teachers, counselors, reading specialists, administrators and parents, as well as colleagues at the University of Massachusetts.

The intent of the 52 questions (an equal number stated positively and negatively) on the "Classroom Humanization Assessment Questionnaire" was

to be neither too broad nor too specific, but able to provide a directional basis for gathering more informative data when necessary, around which specific strategies could be developed. It was felt that teachers could perform an important and symbolic gesture of interest and concern if the administrations of the questionnaire were followed up with individual conferences and general class meetings to gather the necessary information for developing appropriate improvement strategies. This effort in itself, served as a meaningful initiating strategy for all participating teachers. Of course, all students were afforded the opportunity of providing this data anonymously. The nature of the questions was also helpful in keeping the questionnaire to a reasonable length, preventing student fatigue, and also preventing teachers from perceiving the administration of the instrument as a prohibitive infringement upon their classroom instructional time. average student took approximately fourteen minutes to take the questionnaire the first time, and approximately one minute shorter on each of the two successive administrations. Directions for administration of the Questionnaire and distribution of testing materials took an average of twelve minutes on the initial testing, and approximately seven minutes on each of the final two administrations. Students used an anonymous student number of their choice to maintain confidentiality.

In addition to the data gathered from the questionnaire, five randomly selected students from each teachers first class who participated in the study received an open-ended question that was attached to the questionnaire on its Mid and Post Test administrations. This was done in an attempt to measure any perceived changes by students which the questionnaire might not be sensitive enough to measure. The Open Ended Question read as follows:

WHAT CHANGES, IF ANY, HAVE YOU NOTICED IN YOUR TEACHER'S
BEHAVIOR SINCE THIS QUESTIONNAIRE WAS GIVEN SEVEN WEEKS AGO?
PLEASE BE AS SPECIFIC AS POSSIBLE.

Each participating teacher filled out the "Self-Assessment and Prediction of Student Response Form" on each of the three testing occasions. The purpose was to utilize discrepancies between the three basic pieces of data (Self-Assessment/Prediction of Student Responses/Actual Student Responses) as an additional motivational tool to support a rationale for developing and implementing new strategies. Technically speaking, this refers to "cognitive dissonance," the state of tension that is generated when a person holds two cognitions that are inconsistent with one another. Inconsistency within the framework of dissonance theory, would refer then to cognitions that carry contradictory implications for behavior. The postulate is that this tension or dissonance is unpleasant and the teacher would tend to engage in some activity to reduce the tension which exists; in this case, implementation of new strategies. 99 At times, reasonable explanations could be provided to partially justify such differences. However, with the Experimental Teacher Group, there was concern coupled with an assessment and prediction that tended to overestimate their degree of humaneness, resulting in self-initiated motivation when the data was presented without a definitive need for my intervention. This was not apparently the case with the Feedback Teacher Group.

The "Improvement Area and Strategy Form" was used exclusively by the Experimental Teacher Group. At the conclusion of both Workshops I and II,

⁹⁹L. Festinger, A Theory of Cognitive Dissonance, Evanston, Illinois: Row Peterson, 1957.

the fifteen participating teachers handed me a copy of this sheet which informed me which three questions were going to be worked on during the three month period, and which strategies would be implemented by each teacher in an attempt to improve in perceived weakness areas. These forms established the framework through which I would provide subjective feedback from classroom visitations concerning my perceptions of the frequency and effectiveness of the individual teacher's strategy implementation. The information provided to each teacher was strictly limited to the three selected questions, although input in addition to my own perspective was frequently offered based on my dialogue with participating students. After the completion of the study, all participating teachers met with the investigator in informal settings to share feelings about the In-Service Program as another means of helping to determine the total effectiveness of both the program and the investigator. Copies of all instruments and accompanying forms utilized in this study can be found in the Appendices of this thesis. They are as follows:

- 1. Teacher Directions for Administration of the Classroom Humanization Assessment Questionnaire for Three Testing Occasions (Page 97)
- 2. Classroom Humanization Assessment Questionnaire (Page 103)
- 3. Sample Computer Printout Pages for Two Selected Questions (Page 108)
- 4. Self Assessment and Prediction of Student Response Form (Page 112)
- 5. Open Ended Question (Page 114)
- 6. Improvement Area and Strategy Form for the Experimental Teacher Group (Page 125)
- 7. Improvement Questions and Strategies Developed by Each Teacher in the Experimental Group (Page 128)
- 8. Mini Follow-Up Questionnaires (Page 145)

- 2. Description of Sample. The sample was selected from each of three secondary schools comprising a public school district in suburban Philadelphia, Pennsylvania (K through 12, approximately 7500 students), which includes one high school (2000 students) and two junior high schools (1000 students each Grades 7-8-9). A generalization of the district's secondary school teachers might describe them as moving slowly but progressively, having pockets of innovation geared primarily to cognitive growth, and college oriented, all coupled with a usually interested but often skeptical and complacent view of change. An important reason for selecting this school district was that I was able to guarantee confidentiality to participating teachers on two levels; central administration and local building. Central administrative personnel as well as individual building principals agreed to accept data from the study in the anonymous form in which it is presented in this Dissertation. Fifteen teachers were randomly selected from a group of volunteers from each of the three schools:
 - a. Five teachers in each school served as a control group, receiving pre, mid, and post testing, but no feedback or treatment until the completion of the study.
 - b. Five teachers in each school received the same testing, plus immediate feedback.
 - c. Five teachers in each school received the testing,

 plus immediate feedback, two weekend workshops (one

 following each of the first two administrations of the

 questionnaire), and individualized classroom observations

 and follow-up conferences.

Criteria to be met before the total group of 45 teachers were selected and randomly assigned to treatment groups were:

- a. An expression of interest in participating in the study as gauged by a sign-up sheet during visits to each school in January, 1974.
- b. Attendance at an orientation meeting in February to acquaint prospective participants with the questionnaire to be utilized in the study.
- c. A statement of willingness to attend the Workshops, if selected (offered as a three graduate credit University of Massachusetts Continuing Education course, or the same offering for free but no credit), to be observed in their classrooms and to receive individualized assistance in followup conferences.
- d. A willingness to develop cooperatively and implement strategies in areas which the questionnaire results indicate needed improvement.
- e. Considerations such as grade level, subject area, sex, and years of teaching experience are equitably represented.
- f. Class sizes being over a minimum of 15 students, and having those classes retain their basic student composition through June 1, 1974 for the purpose of data collection.
- g. On the three data collection days, teachers were willing to fill out the questionnaire in two ways; as a self-assessment, and as a prediction of student responses.

Basic information (Teacher Number and Group, Sex, Grade, Selected Periods of the Day, Subject Taught, Participating School, Total Years of Teaching Experience) is listed below and on the three pages which follow:

Table 3.1

EXPERIMENTAL TEACHER GROUP

Teacher Number	Sex	Grade and Subject Taught	Total Years of Teaching Experience
01	М	7 - Science	11
02	M	8 - Math	6
03	М	8 - History	10
04	М	8 - History	1
05	F	8 & 9 - Spanish	6
06	F	9 - Science	9
07	F	8 - Math	3
08	F	9 - English	9
09	M	9 - English	8
10	М	7 - Science	4
11	F	10 & 11 - French	4
12	F	10 & 11 - French	8
13	М	10 & 11 - Math	2
14	F	10 - Math	29
15	М	10 - Biology	1

Table 3.2
FEEDBACK TEACHER GROUP

Teacher Number	Sex	Grade and Subject Taught	Total Years of Teaching Experience
16	F	9 - French	4
17	М	7 - History	1
18	F	8 & 9 - Home Economics	23
19	М	8 - Industrial Arts	5
20	F	7 & 8 - Spanish	5
21	F	7 - Math	8
22	F	7 - Science	10
23	F	9 - English	3
24	F	9 - Science	10
25	F	8 - Physical Education	11
26	F	10 & 11 - Math	8
27	F	10 & 11 - Math	37
28	F	10 - Biology	3
29	F	10 & 11 - Math	7
30	М	10 - Biology	3

Table 3.3

CONTROL TEACHER GROUP

Teacher Number	Sex	Grade and Subject Taught	Total Years of Teaching Experience
31	F	9 - Spanish	1
32	М	8 - Science	5
33	М	9 - Math	9
34	М	7 - English	7
35	М	7 - Geography	10
36	F	9 - French	5
37	М	8 - Health	3
38	F	7 - English	6
39	М	7 - Science	7
40	F	7 - English	4
41	F	10 & 11 - English	ц
42	F	10 & 11 - French	5
43	М	11 & 12 - Physics	5
44	М	10 - Math	2
45	М	10 - History	10

Table 3.4

TEACHER DISTRIBUTION ACCORDING TO SCHOOL

Participating	Experimental	Feedback	Control	
Secondary	Teacher	Teacher	Teacher	
Schools	Group Numbers	Group Numbers	Group Numbers	
Junior High School 1	01 - 05	16 - 20	31 - 35	
Junior High School 2	06 - 10	21 - 25	36 - 40	
Senior High School	11 - 15	26 - 30	41 - 45	

Table 3.5

RANDOMLY SELECTED PERIODS OF THE DAY
FOR ALL PARTICIPATING TEACHERS

Experimental Teacher Group			Feedback Teacher Group		Control Teacher Group		
Teacher Number	Selected Periods				Teacher Number		
01	5	+	7	16	4 + 5	31	4 + 5
02	5	+	6	17	3 + 7	32	3 + 6
03	2	+	6	18	1 + 6	33	2 + 5
04	1	+	4	19	1 + 6	34	1 + 7
05	3	+	7	20	3 + 5	35	6 + 8
06	4	+	5	21	1 + 5	36	3 + 5
07	1	+	2	22	2 + 5	37	1 + 2
08	3	+	7	23	4 + 7	38	1 + 5
09	4	+	6	24	3 + 5	39	1 + 4
10	2	+	5	25	2 + 3	40	1 + 4
11	2	+	7	26	5 + 7	41	1 + 4
12	3	+	6	27	6 + 7	42	2 + 6
13	2	+	_	28	1 + 4	43	2 + 6
14	2	+	4	29	2 + 6	44	2 + 5
15	1		· ·	30	3 + 6	45	4 + 7

3. Data Collection. Directions for administration of the Classroom Humanization Assessment Questionnaire were distributed to each teacher's mailbox before school on the day prior to testing. The testing envelope contained copies of the Questionnaire and Answer Sheet for each student plus six extras of each, two copies (one for each participating class) of the Self Assessment and Prediction of Student Response Form which was filled out by teachers for each class prior to return of the testing package, and five copies of the Open Ended Question (on the Mid and Post Test only) that were attached to the Questionnaire and randomly distributed.

The entire testing process, involving the preparation, administration, collection, and return of all testing materials was exactly the same for each treatment group. The only differences which occurred related to the form of treatment (i.e., the degree of contact with the investigator).

Testing Dates and Processing

- I. Pre Test March 6, 1974 (The Classroom Humanization Assessment Questionnaire was administered by 45 teachers to 90 classes and a total of 2099 students)
 - A. Control Teacher Group: Read directions to students,

 Distribute testing materials to class, Administer the

 Questionnaire, Fill out the Self Assessment and Prediction of Student Response Form, Return all materials

 (except Questionnaires) to your own mailbox.
 - B. Feedback Teacher Group: Read directions to students,

 Distribute testing materials to class, Administer

 Questionnaire, Fill out the Self Assessment and

 Prediction of Student Response Form, Return all materials

 (except Questionnaires) to your own mailbox, Receive

 feedback via computer printouts.

- C. Experimental Teacher Group: Read directions to students, Distribute testing materials to class,

 Administer the Questionnaire, Fill out the Self

 Assessment and Prediction of Student Response Form,

 Return all materials (except Questionnaires) to your own mailbox, Receive feedback via computer printouts,

 One week later attend weekend workshop (March 16 and 17), Have participating classes observed coupled with a follow-up teacher conference.
- II. Mid Test April 18 (The Classroom Humanization Assessment Questionnaire was administered by 45 teachers to 90 classes and a total of 1956 students (only those students who took the questionnaire the first time were permitted to take it a second time).
 - A. Control Group: (same as above)
 - B. Feedback Group: (same as above)
 - C. Experimental Group: (same as above) Workshop date
 April 20
- III. Post Test May 29 (The Classroom Humanization Assessment

 Questionnaire was administered by 45 teachers to 90 classes

 and a total of 1901 students (only those students who

 took the questionnaire either the first or second time

 were permitted to take it the third time).
 - A. Control Group: (same as above)
 - B. Feedback Group: (same as above)
 - C. Experimental Group: (same as above) Workshop Date

 June 11

Experimental Group Workshop Schedule and Agendas

The subject matter and procedural techniques that were provided in the Workshop experiences were developed primarily as an outgrowth of this investigator's experiences in working with teachers in the role of a student, fellow teacher, department head, guidance counselor, disciplinarian, assistant principal, and consultant in diverse educational settings. Preservice teacher training programs have rarely dealt with the affective side of students in relation to its potential for enhancing cognitive growth. It was felt that any such learning experience should include the following key ingredients:

- informal and formal, as well as individual and group sharing of ideas
- 2. exposure to the research from the fields of both education and psychology which provide a rationale for humanistic education
- an understanding of the change process in relation to self, peers, students, administrators and community, and
- 4. building of individual and group support systems.
 - I. Workshop I: March 16, 1974 (9:00 a.m. 6:00 p.m.) March 17, 1974 (12:00 p.m. - 6:00 p.m.)
 - A. Saturday, March 16
 - 1. 9:00 9:30 a.m. Coffee, doughnuts, informal conversation
 - 2. 9:30 10:15 a.m. Group Building Activities (sharing of names, reasons for participating, personal information, past successes, etc.)
 - 3. 10:15 11:00 a.m. Change Process (Lead Timein Flight Corrections, Anticipating Variables, etc.)
 - 4. 11:00 12:00 noon Assumptions and Empirical Support for Humanistic Education

The common thread of the A.M. session was in building the self-concepts and expectations of the participating teachers. This involved a discussion to acquaint them with the difficulty of the task and their positions in relation to other teachers in the district, the latter being at a decided disadvantage in terms of exposure to the information which contributes to the creation and maintenance of an affectively oriented classroom.

- 5. 12:00 1:00 p.m. Lunch together
- 6. 1:00 6:00 p.m. Teachers individually identify areas of perceived weakness via computer data and select the three questions from the questionnaire which they are willing to work on.
- B. Sunday, March 17
 - 1. 12:00 12:30 p.m. Coffee, doughnuts, informal conversation
 - 2. 12:30 1:30 p.m. Some strategies offered for questions from each of the twelve categories of humaneness, and discussion of simulation questions (See Appendix)
 - 3. 1:30 3:30 p.m. Work individually with teachers to develop strategies
 - 4. 3:30 4:30 p.m. Teachers share strategies with others in same subject area
 - 5. 4:30 5:30 p.m. Sharing of strategies with entire group
 - 6. 5:30 6:00 p.m. Reflection Feedback Summary

As each teacher left this workshop they handed me a "Strategies Form" which provided me with the numbers of the three questions which they had decided to work on and the accompanying improvement strategies that had been developed and would soon be implemented. This provided me with the

framework through which I would assess the classroom observations which followed. Classroom observations typically followed the pattern of an informal pre-observation conference in which the nature and format of feedback to be provided at the follow-up conference was agreed upon (usually discussion and reflection), an introduction (on the initial visit) to students, explanation by the investigator of his purpose and procedures, and response to any questions asked by members of the class. The investigator usually spent the first half of the period in non-participatory observation, but as soon as conducive, would circulate about the room and informally discuss with students their perceptions of the worth of the learning opportunity in which they were involved.

- II. Workshop II: April 20, 1974 (9:00 a.m. 6:00 p.m.)
 - A. Saturday, April 20
 - 1. 9:00 9:30 a.m. Coffee, doughnuts, informal conversation
 - 2. 9:30 11:00 a.m. Sharing of successes and problems
 - 3. 11:00 12:00 noon

 Teachers individually identify areas of perceived weakness via new computer data, and in particular, in relationship to the three questions on which each teacher was working
 - 4. 12:00 1:00 p.m. Lunch together
 - 5. 1:00 5:30 p.m. Adjust, delete and/or develop new strategies. The goal was to maintain the plateau's reached on the three improvement questions. This work was accomplished individually, and in both small subject areas and total group settings.
 - 6. 5:30 6:00 p.m. Reflection Feedback Handouts Summary

III. Workshop III: June 11, 1974 (7:00 - 10:30 p.m.)

- A. Tuesday, June 11
 - 1. 7:00 7:15 p.m. Coffee, informal conversation
 - 2. 7:15 8:15 p.m. Discussion of Successes and Problem Areas
 - 3. 8:15 9:30 p.m. Perusal of third set of computer data with particular attention to the three improvement questions.
 - 4. 9:30 10:00 p.m. Teachers fill out a "Program Evaluation Form"
 - 5. 10:00 10:30 p.m. Discussion of teachers plans to implement strategies in school year to come, as well as informal feedback concerning overall involvement.
 - 6. 10:30 12:00 Informal Social Gathering

4. Timetable

OVERALL TIMETABLE (January, 1974 - June, 1974)

January 21 - 25: Meet with Central Administrative Personnel
to discuss plans for total program involvement

January 28 - 31: Meet with individual Building Principals,

Assistant Principals, and Guidance Counselors

February 18 - 22: Meet with interested teachers. Knowledge of meetings was disseminated in each school via daily and weekly announcement bulletins, as well as public address notices.

In the junior high schools, this was accomplished in "Guidance and Articulation Meetings" of 10 - 12 teachers.

In the senior high school this was accomplished via a Department Heads Meeting followed by a meeting for interested teachers.

February 25 - 28: Meet with individual teachers in each school to show them the "Humanization Assessment Questionnaire," answer individual questions, and secure commitment to participate, if selected.

March 5: Announcements, Reminders, Distribute Testing Packages.

March 6: Testing Date I

March 7: Proofreading of Answer Sheets

March 11: Keypunching of Digitek Optical Scan Answer Sheets

March 12 - 14: Computer Processing

March 16 - 17: Workshop I

March 18 - 20: One day availability in each school for questions and consultation

April 1 - 5, 15, 16: Classroom observations and follow-up conferences.

April 17: Announcements, Reminders, Distribute Testing
Packages

April 18: Testing Date II

April 19: Proofreading of Answer Sheets

April 22: Keypunching of Digitek Optical Scan Answer Sheets

April 23 - 25: Computer Processing

April 27: Workshop II

April 29 - May 3: Classroom Observations and Follow-up Conferences

May 20 - 24, 27: Individual teacher meetings, observations, and/or conferences as a result of requests

May 28: Announcements, Reminders, Distribute Testing Packages

May 29: Testing Date III

May 30: Proofreading of Answer Sheets

June 3: Keypunching of Digitek Optical Scan Answer Sheets

June 4 - 6: Computer Processing

June 10 - 12: One day availability in each school for followup questions

June 11: 7:00 - 10:30 p.m. - Workshop III

June 13 - 20: Computer Analysis of Data from Entire Study

June 21: Thank you letters mailed to all teacher participants, administrators, and secretarial personnel.

June 24 - 28: Return to schools and share the data analysis with those involved or interested.

CHAPTER IV

ANALYSIS, INTERPRETATIONS, AND REPORTING OF DATA

The Tables which follow present a concise picture illustrating the overall effects of the study and in particular the form of treatment offered.

- 1. Table 4.1 Means and Standard Deviations for Treatment Groups
- 2. Table 4.2 Mean Differences Over All Testing Occasions for the Treatment Groups
- 3. Table 4.3 Individual Mean Scores for Each Teacher in the Experimental Group Over Three Testing Occasions
- 4. Table 4.4 Individual Mean Scores for Each Teacher in the Feedback Group Over Three Testing Occasions
- 5. Table 4.5 Individual Mean Scores for Each Teacher in the Control Group Over Three Testing Occasions
- 6. Table 4.6 Mean Individual and Total Scores on Improvement
 Questions Over Three Testing Occasions for the
 Experimental Teacher Group
- 7. Table 4.7 Individual Means and Totals on the Improvement
 Questions for the Experimental Teacher Group
 Over Three Testing Occasions
- 8. Table 4.8 Analysis of Variance Table for the Total
 Humaneness Score
- 9. Table 4.9 Frequency of Student Responses in the Categories of Humaneness to the Open Ended Question Over
 Two Testing Occasions

Although 5,956 student responses were made in filling out the "Classroom Humanization Assessment Questionnaire" on the three testing occasions, the analysis of data is based only upon responses by those students who were present on each of the three occasions. A total of 4,101 student responses

(1367 per occasion; 504 responses per occasion in the Experimental Teacher Group, 434 responses per occasion in the Feedback Teacher Group, and 429 responses per occasion in the Control Teacher Group) were utilized (based on student number identification), representing a loss of 32.7 per cent from the total number of responses over the three occasions. Reasons for this loss include absenteeism, interference with class attendance due to special schedules and athletic events, failure of students to fill out the anonymous student number section of the answer sheet correctly on any testing occasion, damage to the data cards through machinery malfunctions, etc.

Prior to the computer data analysis, the scoring values of the twenty six positively stated questions from the Questionnaire were switched to reflect the negative end of the scoring scale and to provide a common continuum on which to analyze the data. For each in analyzing the data, this now meant that a higher mean score would represent the more humane teacher. Since the scoring scale for each question (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) ran correspondingly one (1) through five (5) and there were a total of fifty two items on the Questionnaire, a score of 260 would represent the maximum score of humaneness attainable on the instrument. The fact that the Questionnaire measures an "ideal" relationship, as well as a rather comprehensive assessment of humaneness via the twelve categories of questions, is reflected in the fact that the highest score received by any teacher on any testing occasion was 204.1, with only two other teachers even surpassing the 200.0 mark. In other words, with even the best and probably most secure teachers, there was considerable room for improvement for each of them in some aspect of their teaching behavior.

Means and standard deviations for the treatment groups over three testing occasions clearly indicate the improvement made by the Experimental Teacher Group (Table 4.1). Means for the three treatment groups on Administration 1 were almost identical, differing from one another by one point or less, while standard deviations remained consistent over time. The means of the Feedback and Control Teacher Groups also remained very similar over successive testing occasions, which in relation to the Research Question concerning the effects of providing interested teachers with feedback about their teaching behaviors has some powerful implications for In-Service Education that will be discussed in Chapter V. Even though there was an increase in the means of both the Control and Feedback Groups on Administration 2, this increase was by far the greatest in the Experimental Teacher Group where it more than doubled the mean increase of its closest rival. Additionally, while the means of the two former teacher groups slipped backward considerably by approximately two points on Administration 3, the mean of the Experimental Group reflected a continued improvement of another 2.4 points (Table 4.2), providing us with some most encouraging information. Since the mean increases for the Experimental Group were so large on Administration 2, it would have been reasonable to expect only that those new plateaus be maintained, yet these teachers continued to improve and exceeded most expectations of their efforts. Individual means for each participating teacher across testing occasions are presented in Tables 4.3, 4.4, and 4.5, and offer support for these large increases by the Experimental Group. This data in itself, provides us with powerful information in support of the value of the treatment.

Table 4.6 illustrates the mean individual and total scores on three specific improvement questions over three testing occasions for the

TABLE 4.1

MEANS AND STANDARD DEVIATIONS FOR TREATMENT GROUPS*

			TESTING (OCCASIONS			
TREATMENT GROUPS	Administration l (March 6, 1974)			Administration 2 (April 18, 1974)		Administration 3 (May 29, 1974)	
	MEAN	SD	MEAN	SD	MEAN	SD	
Control Teacher Group	176.8	29.2	178.2	29.0	176.4	29.7	
Feedback Teacher Group	175.8	27.8	178.6	27.9	176.6	28.7	
Experimental Teacher Group	176.2	28.7	183.1	26.1	185.5	28.6	

^{*}This data is based on responses to all 52 items on the Classroom Humanization Assessment Questionnaire

TABLE 4.2

MEAN DIFFERENCES OVER ALL TESTING OCCASIONS
FOR THE TREATMENT GROUPS

TREATMENT		TESTING OCCASION	15
GROUPS	Administration 2 Minus Administration 1	Administration 3 Minus Administration 2	Administration 3 Minus Administration 1
Control Teacher Group	+1.4	-1.8	4
Feedback Teacher Group	+2.8	-2.0	+ .8
Experimental Teacher Group	+5.9	+2.4	+8. 3

TABLE 4.3

INDIVIDUAL MEAN SCORES FOR EACH TEACHER IN THE EXPERIMENTAL GROUP OVER THREE TESTING OCCASIONS

		TESTING OCCASIONS	
TEACHER NUMBERS	Administration 1 (March 6, 1974)	Administration 2 (April 18, 1974)	Administration 3 (May 29, 1974)
01	185.8	179.0	170.4
02	177.3	192.3	189.2
03	197.2	194.3	194.6
04	178.4	181.7	189.2
05	178.1	176.2	185.3
06	156.0	171.5	168.9
07	167.6	182.1	180.7
08	179.2	190.3	196.0
09	179.3	184.7	180.8
10	204.1	198.2	199.7
11	172.4	179.9	188.0
12	169.6	183.0	191.1
13	160.1	170.3	175.0
. 14	186.7	185.5	194.8
15	167.4	180.0	188.1

TABLE 4.4

INDIVIDUAL MEAN SCORES FOR EACH TEACHER IN THE FEEDBACK GROUP OVER THREE TESTING OCCASIONS

		TESTING OCCASIONS	
TEACHER NUMBERS	Administration 1 (March 6, 1974)	Administration 2 (April 18, 1974)	Administration 3 (May 29, 1974)
16	185.2	185.7	189.7
17	182.9	187.6	174.2
18	158.9	165.8	169.5
19	156.5	155.4	170.1
20	174.1	177.3	170.2
21	177.6	176.1	165.0
22	161.4	166.1	158.2
23	177.8	193.6	198.0
24	179.1	181.4	177.2
25	182.6	182.4	179.6
26	172.6	170.7	172.2
27	163.8	163.4	163.6
28	174.3	181.6	179.7
29	178.2	181.1	178.7
. 30	192.1	192.4	196.8

TABLE 4.5

INDIVIDUAL MEAN SCORES FOR EACH TEACHER IN THE CONTROL GROUP OVER THREE TESTING OCCASIONS

		TESTING OCCASIONS	
TEACHER NUMBERS	Administration 1 (March 6, 1974)	Administration 2 (April 18, 1974)	Administration 3 (May 29, 1974)
31	161.9	175.6	176.0
32	190.2	187.7	191.3
33	157.6	164.3	164.9
34	161.2	166.9	155.2
35	185.5	183.7	187.6
36	194.0	185.7	176.4
37	202.8	188.9	194.4
38	195.2	199.2	188.7
39	171.9	168.6	161.1
40	183.8	181.9	184.3
41	195.7	198.0	200.5
42	151.2	154.3	154.0
43	197.1	196.7	198.7
цц	174.5	170.6	167.2
45	166.7	169.7	168.1

TABLE 4.6

MEAN INDIVIDUAL AND TOTAL SCORES ON IMPROVEMENT QUESTIONS OVER THREE TESTING OCCASIONS FOR THE EXPERIMENTAL TEACHER GROUP (Junior High School #1)

		Mean Scor Questions N from the Cl Assessmen	eeding In	mprovement Humanization	Total of the Means Over Each Testing Occasion
TEACHER 01		<u>#15</u>	#17	#48	
Administration	1 2 3	2.9 3.4 3.3	3.1 2.9 3.1	2.7 3.1 3.2	8.6 9.4 9.5
TEACHER 02		# 9	#15	<u>#48</u>	
Administration	1 2 3	3.7 3.9 3.9	2.6 3.4 3.5	2.4 3.3 2.9	8.6 10.6 10.3
TEACHER 03		<u>#15</u>	#20	#23	
Administration	1 2 3	2.7 3.0 3.5	2.7 2.9 3.7	3.6 3.7 3.9	8.9 9.6 11.0
TEACHER 04		#15	#16	<u>#20</u>	
Administration	1 2 3	2.2 2.4 3.2	3.2 3.3 3.7	2.2 2.7 2.8	7.6 8.4 9.7
. TEACHER 05		#13	#15	#20	
Administration	1 2 3	3.4 3.3 3.7	2.5 3.3 3.7	2.8 3.2 3.5	8.6 9.9 10.9

TABLE 4.6 (CONTINUED)

MEAN INDIVIDUAL AND TOTAL SCORES ON IMPROVEMENT QUESTIONS OVER THREE TESTING OCCASIONS FOR THE EXPERIMENTAL TEACHER GROUP (Junior High School #2)

		Questions from the C	res for S Needing I lassroom nt Questi	mprovement Humanization	Total of the Means Over Each Testing Occasion
TEACHER 06		#15	#23	#24	
Administration		2.0	2.2	2.5	6.6
1f 1f	2	2.3	3.2	3.1	8.6
Tr.	3	2.5	3.1	3.3	8.9
TEACHER 07		<u>#10</u>	#15	<u>#17</u>	
Administration	1	2.7	2.0	2.8	7.3
11	2	3.8	2.9	3.3	9.9
11	3	3.7	3.4	3.5	10.6
TEACHER 08		<u>#10</u>	#23	#35	
Administration	1	3.1	3.0	3.2	9.1
II .	2	3.3	4.1	3.8	11.0
tt	3	3.8	4.1	3.9	11.6
TEACHER 09		<u># 3</u>	#12	<u>#17</u>	
Administration	1	2.5	3.1	2.9	8.4
11	2	3.5	3.6	3.3	10.4
"	3	4.1	3.6	3.0	10.6
TEACHER 10		# 9	#14	#15	
Administration	1	2.8	4.0	3.2	9.9
11	2	3.6	4.3	3.4	11.3
11	3	3.8	4.1	3.8	11.7

Experimental Teacher Group, representing remarkable increases by every teacher. This can be readily seen in the mean increase of 2.31 for this group over the three questions and testing occasions (Table 4.7).

Bridging some of the expected initial gaps which existed between the teachers in the Experimental Group who represented three different schools was the fact that areas of needed improvement as perceived by students and individually defined by teachers tended to cluster around specific Categories of Humaneness, namely Self-Discipline, Flexibility, Personalized Individualization, and Basic Human Needs (particularly question numbers 15, 17, 20, and 23). Although numerous teachers had areas of great needed improvement in the categories of Clarified Values, Cognitive Development, and Interpersonal Relationships, there was frequently exhibited a lack of confidence in the ability and need to work in these areas because of personal and historic priorities, the greater risk factor, and the lack of rewards for such efforts within the institution or system.

The average score for any question across all fifty two items for the Experimental Teacher Group was 3.4. The average score on the three questions selected by these teachers for improvement efforts was 2.8. Improvement strategies that were implemented resulted in an average increase of this score by .7, significantly raising the average score for the improvement questions to 3.5 which now placed them above the average across all items. This data was most satisfying to teachers and the investigator, for it served as an important source of motivation for teachers, particularly following the Mid Test Administration of the Questionnaire.

The design for this study could also be conceptualized as a two factor analysis of variance with repeated measures. When analyzing the data in

TABLE 4.7

INDIVIDUAL MEANS AND TOTALS ON THE IMPROVEMENT QUESTIONS FOR THE EXPERIMENTAL TEACHER GROUP OVER THREE TESTING OCCASIONS

IMPROVEMENT		TESTING OCCASIONS	
QUESTION NUMBER	Administration 1	Administration 2	Administration 3
1	2.85	3.32	3.64
2	2.88	3.40	3.59
3	2.69	3.17	3.92
Total Means Over Three Testing Occasions	8.30	9.88	10.61

this way, no significant main effect was found for treatments or occasions. Perusal of Table 4.1 would lead one to believe that this form of testing would produce just such a result. However, a significant interaction at the .01 level was present when looking at what happened between subjects and groups over the three testing occasions (Table 4.8). This would tend to corroborate the findings revealed by the cell means in Table 4.1. A marked increase in the total degree of humaneness occurred for the Experimental Teacher Group only on the second and third testing occasions.

A factor analysis was performed on the 2099 responses to the fifty-two items from the first administration of the Classroom Humanization Assessment Questionnaire. The results of the analysis showed that all fifty-two items were needed to account for the total variance with each item accounting for approximately 1 per cent of this variance. This validates the investigator's contention that the items did in fact represent fifty two individual scales. These scales within the twelve Categories of Humaneness served as the directional base upon which specific improvement strategies were developed in the Workshop sessions which followed the first two administrations of the Questionnaire.

A study of the frequency of student responses to the Open Ended Question reveals findings that are consistent with the data already presented (Table 4.9). On both Administration 2 and 3 of the Questionnaire, the lowest number of student perceived changes occurred within the Control Teacher Group, approximately twice this number perceived on each occasion for the Feedback Group, and more than double that score was achieved by the Experimental Teacher Group. In studying the responses in relation to the twelve Categories of Humaneness, it is interesting to note the

TABLE 4.8

ANALYSIS OF VARIANCE TABLE FOR THE TOTAL HUMANENESS SCORE

Source of Variance	d.f.	MS	F Ratio
Between Subjects	44		
Group	2	444.78	1.09
Subjects within groups	42	407.88	
Within Subjects			
Test occasion	2	141.18	1.34
Group X test occasion	4	105.17	3.95*
Test occasion X subjects within groups	84	26.60	

^{*}Significant at the .01 level

OF HUMANENESS TO THE OPEN ENDED QUESTION OVER TWO TESTING OCCASIONS FREQUENCY OF STUDENT RESPONSES IN THE CATEGORIES

TABLE 4.9*

TWELVE CATEGORIES OF HUMANENESS	Control Teacher Group	Administration #2 (April 18, 1974) Feedback Expe Teacher Te	TESTING OCCASION ion #2 1974) Experimental Con Teacher Tea	trol cher oup	Administration #3 (May 29, 1974) Feedback Expereacher Teacher G	ion #3 974) Experimental Teacher Group
Freedom	9	13	25	ភេ	က	12
Positive Self Concept	2	ω	10	2	ო	o
Basic Human Needs	8	N	17	2	Ŋ	O
Self Discipline	8	#	27	2	w	13
Personalized Individualization	2	ω	10	8	ဖ	74
Flexibility	8	S	11	m	9	17
Clarified Values	0	0	0	2	Н	н
Skill Development	0	0	Т	0	0	8
Cognitive Development	0	0	0	0	0	m
Inquiry Orientation	н	0	0	0	0	-
Human Potential Development	ч	0	n	ო	ⅎ	ហ
Interpersonal Relationships	Ŋ	11	7	Ŋ	7	6
TOTALS	23	54	113	26	40	ħ6

TABLE 4.9 *

FREQUENCY OF STUDENT RESPONSES IN THE CATEGORIES
OF HUMANENESS TO THE OPEN ENDED QUESTION OVER TWO TESTING OCCASIONS

The 225 responses to the Open Ended Question on each of the final two administrations of the Questionnaire (five students randomly selected from each teacher's first participating class of the day; ranging from Period 1 through 6), were analyzed by the investigator via the twelve dependent variables. Each time a student's response to the Open Ended Question indicated a perceived change, it was recorded in the appropriate Category of Humaneness. Many responses from students whose teachers participated in the Control and Feedback Groups stated "NONE."

*See Table 4.9 on Page 72.

consistency with which the responses fell into the specific categories which had been defined by the teachers and alluded to previously in this section of the chapter as being the areas of concentration for improvement efforts. Selected responses to the Open Ended Question can be found in Appendix 6, Page 115.

Both of the hypotheses that were being tested in this study were convincingly validated:

Increased teacher knowledge of his/her affective behavior as derived from student feedback coupled with workshops and individualized assistance from this investigator resulted in increases in the positive perceptions of that behavior by students on selected areas of improvement.

The means for the Experimental Teacher Group not only increased over each testing occasion, but in relation to the regression of the means on Administration #3 for the Feedback and Control Teacher Groups, indicates an established direction of continued growth for the Experimental Group.

Since the increases on selected improvement questions were so large and continued to increase over three testing occasions, one would be interested in, and optimistic about, the efforts that could be anticipated in relation to mean increases on additional questions that would be selected for improvement efforts at this point in time. Validation for this hypothesis was not only generated from the data that was collected from responses to the Classroom Humanization Assessment Questionnaire and accompanying Open Ended Question but also from the evaluative responses of the Experimental Teacher Group and the informally gathered data from participating students.

2. The effect of implementing improvement strategies in one area of teacher behavior as measured by the Classroom Humanization

Assessment Questionnaire resulted in increased positive perceptions by students on other areas of the questionnaire.

Due to the fact that some of the Categories of Humaneness were more closely related to one another than others in terms of the mechanics of strategy development and implementation, it was hypothesized and validated that improvement efforts on the three selected questions would have positive fallout on conceptually similar questions. For instance, when a teacher permitted students to make a greater number of choices about what, where, and how they will learn, it was reasonable to expect that students would perceive this opportunity as also having greater decision making power, responsibility, and freedom which are measured by other Questionnaire items. It may also have had an enhancing effect on the student's perceptions on certain questions in the Positive Self-Concept, Basic Human Needs, and Flexibility categories. This was, of course, dependent on the individual needs and priorities of the individual student.

In summary of the analysis of data, the hypotheses have been validated as stated relative to the objectives of the study and the findings seem to support the merit of the treatment offered, in that it had sustained effects over time on the perceptions of students across three schools due apparently to the improvement efforts of an eclectic professional staff.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, APPENDICES, BIBLIOGRAPHY

The In-Service Program For Personalizing Teaching in Secondary Schools as described within this study should certainly have generalizability to similar educational environments with high expectations for success in the program's ability to raise significantly the level of humaneness in participating teachers as perceived by their students. An indication supportive of this contention would be the equitable degree of improvement achieved by teachers of different age; experience, subject area, sex, and times of the day in each of the three participating schools. Beyond these limits, the framework provided by the twelve Categories of Humaneness are applicable to any situation in which we have individuals in the role of student and teacher, coupled with the desire that learning take place as humanely as possible. A similar effort will hopefully have the same results as did this study in that at least the participating teachers can lead the way in helping their fellow professionals to consider objectively the merits of some of the available affectively oriented strategies, programs, and curriculums which at present have unfortunately had a minimal positive impact on the existing public school systems of this country.

The data in regard to answering the Research Question, "Will increased teacher knowledge of his/her affective behavior as derived from student feedback result in increased positive perceptions of that behavior by students?" leads one to several interesting and important implications for In-Service Education. This study dealt with a group of professionals who volunteered

to participate based on an interest in becoming more aware of student perceptions about their overall teaching effectiveness and the follow-up degree of motivation to act on this information. However, the information alone, although at times extremely negative and certainly supporting a need for teacher improvement, did not result in any significant changes. Ten of the fifteen teachers in this Feedback Group felt that they did make improvement efforts, but they did not implement them with great enough frequency and consistency so that students were able to perceive them. This latter point was constantly reinforced with the Experimental Teacher Group, particularly between Administrations 2 and 3 of the Questionnaire. Even in the Control Group, six of the fifteen teachers felt that they made some improvement efforts, yet when asked to specify these efforts, the teachers in both groups who did feel that they had tried to improve could only offer broad general statements saying that they became more "aware," or thought more "carefully" about what they did in class. This was also evidenced by the differing nature of responses that were given by the students in each treatment group to the Open Ended Question that are offered later in this Chapter.

Apparently, teachers in this study who possessed both the awareness and motivation to act, fell short in their ability and/or willingness to participate in self-initiated improvement efforts. This is not particularly surprising in light of the degree of dependency with which the Experimental Teacher Group relied upon the investigator's role in strategy development during Workshop and individual conference sessions. On even the lowest level questions where an appropriate improvement strategy was strongly inferred in the wording of the item, teachers did not feel any degree of

assurance or competence in their ability to develop strategies for implementation in their individual situations.

These results indicate a definitive need for any in-service teacher training program to have as part of its modus operandi an innovator (or facilitator, helper, etc.) who is able to spend considerable time with the teachers involved, particularly at the points of development and implementation of the change. Teachers often mentioned that they preferred to have consultation available at the time of strategy implementation in case situations occurred which might jeopardize the potentiality for success of the improvement effort. This not only serves the purpose of having a person with subject area expertise available to participants, but of equal importance, provides a means for constant reinforcement of positive behavior and, in addition, acts as a motivator for those who are experiencing frustrations and/or problems.

Additionally, a synthesis of all feedback gathered from the teacher participants in each treatment group indicates that the following key elements should be carefully considered when planning an In-Service Teacher Education Program. These are characteristics which helped make this Personalization Study a success and should be applicable to other inservice programs regardless of the nature of the innovation being implemented.

1. Rewards should be available for everyone involved in the program

(teachers-administrators-students). Initially this means that
all participants must feel that they are an integral component
of the larger process. In this study, teachers received positive
feedback from the investigator, peers, administrators and students;
administrators received good public relations material for their

- schools; and students got a classroom situation that was better suited to their self-defined needs. The source of rewards should be multi-faceted, often resulting in the building of the participant's self-concepts with corresponding effects on motivation.
- 2. Assistance in the form of advice and encouragement must be available for teachers as continuously as possible, but particularly at the point of implementation of the innovation. Infrequent contact will not suffice.
- 3. The credibility of the investigator (innovator) must be built and maintained not only in terms of expertise and trust, but so that the educators involved do not perceive themselves as being used for other motives. Your interest in participants must be genuine and rooted in the worth of the program that you offer them.
- 4. A public relations effort with the administrative team at both the central office and local building level must be initiated prior to beginning the actual study and continued throughout.

 The assistance of these people can be critical at times to get through the bureaucracy and to strive to gain the institutional rewards that you feel your program and its participants merit.
- 5. Initial contacts with prospective participants are very important.

 You must be honest and professional. Grandiose claims are no substitute for honesty. Studies of this nature take time, and motivation can decrease when promises are not fulfilled. One must avoid the temptation of offering more than can be delivered.
- 6. Confidentiality must be guaranteed to those who want it. This includes both students and teachers, as well as possibly the name of the schools and district involved. This cannot be overemphasized.

- 7. When scheduling programs and activities, remember that things generally take a little longer than you expect them to, particularly the first time through. Contingency plans if you finish early are superior to running short of time.
- 8. In striving to maintain consistency this investigator would strongly recommend that the twelve Categories of Humaneness as articulated in this study be used as a filter for the proposed innovation, building into the program the maximum levels of freedom, self-concept building, self-discipline, personalized individualization, flexibility, etc. that is possible.

In summary this investigator is recommending honesty, availability, confidentiality, rewards and reinforcement, adequate time, establishment and maintenance of credibility for program and self through a conscious public relations effort, and the maximum degrees of humaneness that can be incorporated into each facet of contact with the people involved as appropriate guidelines for the development and implementation of a sound in-service teacher education program.

Feedback gathered from the Experimental Teacher Group at the final Workshop in June indicates that the Classroom Humanization Assessment Questionnaire, the computer feedback in both form and content, Workshops I and II, classroom observations, and the investigator's overall contribution to the program (as well as specifically in his expertise in humanization and his role in motivation, support, and strategy development) were all considered to be either "very helpful" or "helpful." Teachers were not as positive in relation to the Self-Assessment and Prediction of Student Response Form as utilized in the study with most feeling "neutral" in regard to its value and several teachers considering it to be "of some, but little help."

A strong concensus was reflected in the responses of the Experimental Teacher Group which supported their feelings that the In-Service Program helped them become better teachers, frequently alluding to new levels of awareness in terms of students' feelings and the relationships which were inhibited or enhanced as a result of them. Strengths of the program included the availability of the Classroom Humanization Assessment Questionnaire as a diagnostic tool, the immediacy of feedback, the intellectual and emotional support offered by the investigator, and the opportunity to share ideas with fellow professionals. Weaknesses of the program included the frequency of administration of the Questionnaire and the short length of time between testing occasions.

Peripheral benefits expressed by these teacher participants were the opportunity for securing student feedback, increased rapport with students, and greater flexibility in dealing with children. This was coupled with an occasional ambivalence toward the increased number of outspoken students.

Several insightful recommendations were offered in the event of replication of the study. Many of these are synonymous with or closely related to, the suggestions made by other treatment group participants for improving the program. These are offered later in this Chapter. Elimination of the mid-test administration of the Questionnaire, the Self Assessment and Prediction of Student Response Form, and the negatively stated questions were frequently mentioned. Contact by the investigator with participating students prior to Administration #1 of the Questionnaire, and having the initial testing occur in the Fall rather than the Spring were also emphasized. An additional interesting piece of data which permeated responses to most evaluation questions was the strong suggestion that guidance and

administrative personnel, as well as peers with particular needs for affective growth, be involved in future efforts.

The recommendations that were generated for this part of the Chapter are the result of feedback gathered from those teacher participants who were most integrally involved in the study, namely, the Experimental Teacher Group. Responses were gathered from this treatment group only, since other group participants (with minimal exceptions) could only reflect on the administrative mechanics of the In-Service Program and not on the value of the treatment itself. The information provided in the following pages, although minimally selective to avoid needless repetition, represents an accurate synthesis of this group's opinions concerning the effectiveness of the Classroom Humanization Study.

This investigator felt strongly about the importance of gathering information from the Experimental Teacher Group due to their degree of involvement in the study. The questionnaire utilized was intended to secure data in five general areas: teachers' perceptions of the value of selected ingredients of the treatment offered; ways in which the program helped them become better teachers; strengths and weaknesses of the program; peripheral positive and/or negative outcomes of their involvement in the study; and, recommendations that could be offered if the study were to be replicated.

The questionnaire served these purposes to the satisfaction of the investigator. Data gathered via the Evaluation Form (Form A, Pages 83 & 84) was helpful in providing sound recommendations in relation to the aforementioned areas, as well as providing useful information for perusal prior to any future effort in a similar endeavor.

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TEACHER EVALUATION OF CLASSROOM HUMANIZATION STUDY (EXPERIMENTAL GROUP)

*DIRECTIONS FOR PART I: Please rate the degree of help that each of the following items were in relation to your personal involvement in this study by circling the appropriate number.

1 2	3 4 5 3 4 5	A. 0	Questionnaire as a tool for assessing humaneness Commuter feedback from questionnaire
_ :	3 4 5		1. Form in which computer feedback was presented
	3 4 5	C. S	Self Assessment and prediction form
	3 4 5		Vorkshop I Vorkshop II
	3 4 5		Classroom observations and feedback
	3 4 5	G. I	Investigator's overall contribution to the program
	3 4 5		1. Investigator's expertise in the area of humanization
12	3 4 5		2. Investigator's role in motivating and supporting your
			efforts
1 2	3 4 5		3. Investigator's role in strategy development
		: e .	
n wh	at ways	, if a	cny, did this program help you become a better teacher?
			·
		•	
	-		
			•
			·
leas	e speci	fy any	y strengths and/or weaknesses of the total program.
			y strengths and/or weaknesses of the total program.
	e speci Strengt		y strengths and/or weaknesses of the total program.
			y strengths and/or weaknesses of the total program
	Strengt		y strengths and/or weaknesses of the total program.
	Strengt		y strengths and/or weaknesses of the total program.

	3.						
В.	Weaknesses						
	1.					•	
	*************					•	
	•						
	2.						
							
	3.						
•	-		-				
			1				
	ase specify any	bviously and	or direct	ly related	to your i	involverer	
	t might not be o	bviously and	/or direct	ly related	to your	involveter	nt in it.
	t might not be o	bviously and	/or direct	ly related	to your	involveter	nt in it.
	t might not be o	bviously and	/or direct	ly related	to your	involveter	nt in it.
that	t might not be o	bviously and	/or directl	ly related	to your	involveter	nt in it.
Plea	ase list any rec	bviously and	/or directl	ly related	to your	involveter	nt in it.
Plea	t might not be o	bviously and	/or directl	ly related	to your	involveter	nt in it.
Plea	ase list any rec	bviously and	/or directl	ly related	to your	involveter	nt in it.
Plea	ase list any rec	bviously and	/or directl	ly related	to your	involveter	nt in it.
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Plea	ase list any rec	bviously and	/or directl	ly related	to your	involveter	nt in it.

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EXPERIMENTAL TEACHER GROUPS' EVALUATION OF CLASSROOM HUMANIZATION STUDY* TABLE 5.1 (Part I)

Total Means for each Question	1,6	1.3	1.8	3,3	1,3	1.7	2.0	1.5	1.4	1,3	1.7
RE IN EXPERIMENTAL GROUP 07 08 09 10 11 12 13 14 15 Responses to Part I Evaluation Questions	2	2	н	#	ч	ч	2	7	а	7	2
14 in Qu	м	-	н	2	ч	2	-	а	н	н	а
13 atic	p4	н	2	寸	ч	ч	က	2	. 8	<i>~</i> ⊢	2
OUP 12 valu	2	-	က	ю	2	ч	2	2	7	2	m
TEACHER NUMBERS IN EXPERIMENTAL GROUP 04 05 06 07 08 09 10 11 12 cher Groups' Responses to Part I Eval	м	п	2	#		H	7	 H	-		8
ENTA 10 Part	H	-	.	- د		-d					
ERIME 09]							2				8
EXPE 08 0	2	-	7	S	7	2	2	7	٦	7	2
IN 7 0 Spon	2	2	7	က	2	2	-	7	7	7	2
	7	7	က	2	7	2	က	2	2	7	7
NUKBI 06 ups*	2	H	ч	⇉	٦	2	2	н	ч	7	٦
IER 05 Gro	2	7	2	က	2	2	7	2	2	7	7
TEACHER NUMBE 03 04 05 06 Teacher Groups'	2	н	٦	2	٦	-	က	2	٦	2	2
03 Teac	2	2	7	a	-	က	2	ч	7	2	8
02 tal	н	H	ન	٦	٦	H	-	н	н	н	٦
01 02 mental	н	٦	2	က	н	က	2	7	ч	٦	٦
01 02 Experimental											
Questions	A	æ	В	ပ	Q	ធា	<u>F</u> 44	ပ		° 5	e ပ

* Refer to the evaluation form which precedes this page for the specific questions which relate to the responses provided ahove.

- II. In what ways, if any, did this program help you become a better teacher?
 - "It made me become a more patient person."
 - "I thought out my teaching strategies more carefully."
 - "I felt I was able to deal with individual problems using individualized strategies, rather than 'in general.'"
 - "It made clear the need for flexibility in meeting the students' needs in science and gave me the courage to try new approaches with students."
 - "I became more tolerant of the problems of the student. I gave them more freedom and they responded by working better."
 - "The program helped embryonic ideas to mature and reinforced ideals and principles under which I have already functioned. It also introduced in some areas more liberal creative techniques."
 - "After teaching for several years, I felt that I was doing far better than an average job; however, the information allowed me to become aware of what the students' opinions were."
 - "I became aware of things I never took into consideration and hence, worked to change my ideas and attitudes."
 - "It certainly made me more aware of how students see me which, in turn, allowed me to re-assess my approach in teaching and develop new strategies for change."
 - "I was able to really analyze the importance of humanizing the classroom and its advantages, because I had a tendency of putting my ideas over theirs."
 - "It gave me better insight into the way my students see me. I am not as nice a guy as I thought I was."
 - "It helped me realize certain weaknesses I wasn't aware of and don't think I ever would have thought about."
 - "By becoming aware of my students' responses and needs, I cannot help but feel that they felt I was personally interested in their well being as well as their education. Because of this, I feel I have become a better teacher and person."

III. A. Specify any strengths of the total program.

"Covered all areas of the teacher-student relationship."

"Introduction of a program of this kind was a strength in itself."

"Helped me evaluate my efforts in developing appropriate instructional strategies."

"Sharing responses with other teachers at the Workshops."

"The Workshops were excellent for developing strategies."

"Emotional and intellectual support of those participating by the investigator."

"The systematic feedback and evaluation of the questionnaire."

"Immediate feedback of information."

"In class discussion by the investigator with the students."

"The questionnaire."

"The structure was concrete; easy to work within its limits."

"David Campbell."

"I was able to see that a change in class structure was helpful."

"Dave's willingness to help."

"The Workshops were very helpful."

"I appreciate the opportunity to consult with someone with sufficient background and expertise."

"Investigator's knowledge in his field."

"Method of testing; identifying weaknesses and developing strategies."

"Definite strategies used by other teachers--good exchange of ideas."

"I've been involved in teaching over twenty years and this is the most valuable experience that I have ever been a part of."

III. B. Please specify any weaknesses of the total program.

"The number of times the questionnaire was given--two times would be enough."

"It covered too many areas for me to improve on."

"Too short a time between tests."

"Number of times test was given."

"Not enough open-ended questions."

"There was not always enough time for the investigator to talk with students."

"I would have appreciated more specific information relative to my subject area. However, this may be expecting too much, and now I'm motivated to research independently."

"Length of time of study could possibly be longer."

"More teachers should be involved!"

"Possibly too many questions."

IV. Please specify any positive or negative outcomes of your participation in this program that might not be obviously and/or directly related to your involvement in it.

"I have been teaching for many years and this is the first time I have ever gotten any feedback, positive or negative, from the students."

"It made me happier about coming to school."

"I got closer with more students."

"Probably the one most positive outcome would be my general overall awareness of people and kids in general in other situations other than school or classroom."

"I felt that I was able to establish a closer rapport with my students because they felt that I was trying to improve the classroom environment."

"Some students felt that this was a chance to demand total freedom--or else."

"I am far more flexible in the rearing of my own children--a lovely fringe benefit."

"A greater awareness of students as people."

"An interest in seeing this type of program initiated district wide; particularly for first and second year teachers and administrators."

"I have, since the programs inception, had students come to me for the first time for personal assistance or just to talk."

"I found that individualizing instruction was one of the best ways to become more humane."

"I found the students more outspoken and ready to criticize every little thing that happened to the point that they were going overboard."

"Made me feel shitty at times about myself and my classroom. I don't know whether that's positive or negative."

"My involvement with the problems of our Black community was an outcome of this study. They now have a faculty advisor and are working on a Constitution, but they need continuing support."

V. Please list any recommendations that you would offer if this study were to be replicated.

"Avoid giving the test as often--twice is enough."

"Lengthen the time between tests."

"Eliminate the self-evaluation form." *

"Have the investigator come in before the study starts and answer questions and help students to understand the impact of the study better--some thought it was a joke."

"Discuss the questionnaire items prior to testing at the junior high level."

"Questionnaire should not fluctuate from positive to negative answers. Students simply cannot avoid the confusion."

"Avoid the spring term with its general apathy and heat."

"Perhaps an explanation by the investigator before the initial testing."

"Get the guidance people and administrators involved."

*This refers to the Self Assessment and Prediction of Student Response

"Some questions could be written according to grade level."

"Extend the length of time between the questionnaires."

"Provide a list of strategies to be employed to improve specific subject areas."

"More teachers must be involved, especially those who do not recognize that they need it."

"Start the study at the beginning of the year."

In addition to those recommendations offered by the Experimental Teacher Group, this investigator has gathered his own ideas and assimilated them from a multi-input resource group which includes: feedback from all teachers who participated in the Classroom Humanization Study; individual student interviews and group discussions; conferences with local building administrators and guidance personnel; and, personal perceptions based upon both academic background and on-site observations. Evaluation data gathered from students was informally gathered at the request of teachers and/or with students of participating classes of the Experimental Group. These discussions took place in the classrooms, hallways, cafeteria, and at school social and athletic events. These recommendations will be offered in two listings. Initially I will provide general recommendations alluded to by the Experimental Teacher Group which appear to have credence beyond their singular perceptions, based on an agreement by a majority of the aforementioned resource groups. The second listing will be those provided by the investigator and specifically geared to those who would contemplate a replication of the study.

General recommendations are included in the following suggestions:

The Questionnaire should be administered in the Fall semester when mutual expectations have not been so concretely formalized by both students and teachers.

- The investigator should meet personally with all participating classes prior to testing.
- 3. Administration 2 of the Questionnaire should be eliminated in a study of this length.
- 4. The length of time between administrations of the Questionnaire should be increased. This may not be necessary if Administration 2 is eliminated.
- 5. The Self-Assessment and Prediction of Student Response Form that was filled out by teachers should be made optional. If utilized, this data should be printed out with the computer feedback.
- 6. All Questionnaire items should be stated positively. Although this would create some problems with validity if done within the limits of a Dissertation, participating teachers and students felt strongly enough about this point that it is worthy of mention for those readers who may want to adapt this program for practicing educators and avoid some of the limiting factors of a documented study. It was also recommended that the "Undecided" response be eliminated, forcing students to answer one way or the other, or leave it blank.
- 7. The opportunities to get some fringe benefits for participating teachers must be maximized. Ideas that were used in this study to achieve that purpose were a personal letter of thanks from the investigator that may be included in their personal file in the Central Administrative Office (See Appendix 12) making graduate credit available for participation in weekend Workshops, mention of these efforts by the Superintendent of Schools in the District

Newsletter, and continuous positive feedback by the investigator concentrating on individual personal strengths, successes, and/or efforts. Movement into a higher salary bracket through In-Service credit awarded by the School District itself might also be in-corporated.

important to note two symbolic gestures that were exhibited by all teachers in the Experimental Group and are highly recommended to be continued in similar programs. They are: sharing the computer data printouts with their students; and, to participate in auxiliary data gathering efforts to ascertain specific individual needs and concerns, and to secure continuous feedback on progress or lack of it. Examples of the latter would include the mini follow-up questionnaires which can be found in Appendix 9 of this paper, class discussions, and individual student conferences. These techniques assisted teachers in gaining a more complete understanding of student's perceptions of individual questions.

The nature and style of approaches was dependent upon the openness and creativity of the individual teacher. For example, one teacher felt that the Questionnaire was invalid because the teacher had been criticized strongly on question #44 which dealt with the teacher's honesty. The teacher explained that apart from any other faults, a cardinal principle of his teaching had always been total honesty with students. A class discussion with the investigator resolved the conflict. The teacher had apparently mentioned to his class on several occasions that he often explains to his wife that arriving home late on bowling nights was due

to bowling an extra practice game when the league had finished its normal activities, when actually he had stopped for several beers with his bowling companions. Students obviously perceived this more global assessment of that teacher's degree of honesty, even though it did not directly affect them in the classroom.

Initially, of course, participation in the study itself says
many things to students. In relation to question #15 concerning
student choices, a situation was frequently presented to teachers
who were experiencing problems in this area. These teachers often
stated, "I give students lots of choices." The question then becomes, when do students perceive themselves as having these choices?
The following example was given to teachers for thought and reflection.

A friend offers to buy you a new pair of slacks for your birthday, and as you stand before the clothing rack in the local haberdashery, you see half a dozen pairs in the color and style that you like. However, your friend then selects three pairs from the rack which you particularly dislike and proceeds to offer you the choice of any pair.

The recipient will most probably not perceive this as being much of a choice, but will most likely accept the slacks gratiously and may even wear them occasionally when in the company of their friend. We should ask ourselves how often students "wear things" for their teachers in the classroom, when in actuality, the behavior has not been internalized to the point where it has established itself into long-term patterns. This type of behavior is typically selective and temporary.

9. Teachers historically have not been trained to have an intellectual understanding and/or the appropriate skills for dealing effectively

with the role of the affective domain in learning. Teachers must constantly be made aware of the frequent dichotomy which is encountered in terms of "Intentions versus Outcomes." I do not know of a teacher whose goal is to harm children. I assume that teacher's behaviors are consistent with what they feel are best for the child. Providing teachers with information that makes sense to them in an attempt to alter their present state of awareness is a critical initial step in modifying teaching behaviors. However, because teachers rarely gather information from students in any systematic way (with the exception of the traditional end of the year evaluation form), it is not surprising that this phenomenon occurs as often as it does.

10. The Experimental Teacher Group made frequent mention of the investigator's ability to be a "model" of the behaviors which he recommended. The person in this role should adhere strictly to the twelve Categories of Humaneness in all relationships with teachers and students so that he/she does not come off as another hypocrite who cannot act in accordance with his postulates. I found this "modeling" to be exceedingly valuable in gaining initial credibility with skeptics.

The investigator's recommendations for replication of the study are:

- 1. Select a field site with proximity to the computer center.
- carefully consider the size of your teacher sample in relation to the time you have available to work with participants. Keep in mind that to work with fifteen teachers within the design as presented in this study requires a minimum of sixty periods of observation and thirty follow-up conferences in a three-month

time period. Special schedules and different starting times in participating schools can significantly alter your ability to see as many teachers and classes as you originally anticipated. It is strongly recommended that the investigator does not work with more than fifteen teachers in the Experimental Group unless he/she is able to spend the entire three month period at the site.

- 3. In determining the size of the student sample, remember that in this study approximately one third of the student participants were lost prior to the analysis of data.
- design. In addition to the typical considerations of access to computer time, keypunching costs, travel expenses to your site, securing number 2 pencils, telephone costs, typing and Xeroxing of the Questionnaire (10,000 pages), other expensive items included answer sheets (\$150), computer paper (\$145), etc. These costs could easily be minimized by limiting the size of your sample, and/or by writing your own computer program which would immediately reduce the number of printout pages by one half, since the mandated chart form in which data was presented is inherent in the Special Package Social Science Program and could be eliminated with no loss in efficiency or effectiveness. In addition, the Feedback Teacher Group might be an unnecessary supplement in a similarly replicated study.

APPENDICES

Appendix 1

TEACHER DIRECTIONS FOR ADMINISTERING QUESTIONNAIRE Harch 6, 1974

- I. At the beginning of the period, please say to all students: "Today I am going to ask each of you to help me by filling out a questionnaine which asks for your opinions about many things in this classroom."
- II. Pass out a copy of the Questionnaire to each student and provide time for the directions to be read. (In Grades 7, 8, 9, please have a student read the directions aloud.)
- III. Hand out #2 pencils and answer sheets. Students must use a #2 pencil.
- IV. Say to students: "Nold your consumer sheet so that the section which asks for a STUDING NUMBER is in the lower right hand corner of your sheet."
 - A. "Below the words Student Number, you will see nine (9) blank rectangles. Below each blank rectangle are the numbers 0 through 9 in pink and white columns."
 - B. "As already mentioned in your directions, your name will not be used, but rather a special student number that only you will know."
 - C. "Starting with the first column to the left wider the words, Student Number, place the number _____ (0-45; year teacher number)."
 - 1. "Be very sure that you have not placed either of these first two numbers in the rectangle under the word "sex" but have placed it in the first blank to its right under Student Number."
 - D. "In the very next black rectangle to the right, place the number (1 or 2; representative of being either the first or second class to which you have administered the questionnaire)."
 - E. "In the next four (4) blacks to the right, you may place any four (4) numbers that you choose."
 - . 1. "You should now have a seven (?) digit number on your answer sheet, with two blank rectangles remaining to the right."
 - F. "Nos go back oid, directly inder each of the seven numbers, blacken in the natching number in each column below it. Once again, leave the last two columns blank."
 - 1. "In your notebook, wallet, purse, or anywhere that you will remember, please copy dam this seven (7) digit number, because it will be very important that you rerember it when you are asked to fill out this questionnaire again. Rerember that you will be the only person who know this number."
 - 2. "In case you should loose or forget this member, please also write your new and this seven digit member on a enall piece of paper and place it in this envelope which is ranked SPECIAL STUDENT NUMBERS."
 - a. Ask for a student volunteer who will collect these pieces of paper, put then in the envelope, and keep the envelope in their locker until the questionnaire is given again seven weeks later.
 - b. Also, tell students that "after the questionnaire is given for the final time in May, this employee will be destroyed."

- G. "The oily marks on your answer sheet now should be seven (7) numbers placed in the rectangles under the words Student Number and the seven corresponding numbers blackened in each of the columns below them."
- V. "Now turn your conver sheet so that this student number section is in the upper right hand corner of the sheet. The consuer spaces, beginning with the number 1, should be facing you."
 - A. "Notice first that, after each five (5) answer spaces, a new column of answers begins."
 - B. "Although there are many answer blanks, we will only be using the first 52 of them."
- VI. .. "Now take a few minutes to read over the 52 statements in the questionnaire and see if there is anything that you don't understand."
 - A. "If you have any questions, you should ask tham now because, once we begin, I will not be able to answer any of your questions."
- VII. "You will have as much time as you need to finish the questionnaire, so take your time to read and answer every question carefully. Remarker that it is your personal opinion that I care about."
- VIII. "If you have no further questions, you may now begin."
 - IX. When everyone is finished: (please ask for quiet until everyone is done)
 - A. Collect all answer sheets and place them in the appropriately-marked envelope. Remember to keep the answer sheets from each of your participating classes separated.
 - B. Collect all questionnaires and store them somewhere safely in your classroom until the next testing date seven weeks from now.
 - C. Collect all number 2 pencils and return them to your own mailbox in the Main Office sometime before you leave school today.
 - D. Thank students for their help.
 - X. I will see that the envelopes containing answer sheets are collected before the end of the day from your mailbox.
- * Please do not forget to include in the answer sheet package the self-assessment and the prediction of student responses form which you have filled out for each class.

Once again, thank you for your time and help. It is greatly appreciated.

TEACHER DIRECTIONS FOR ADMINISTERING QUESTIONNAIRE April 18, 1974

*IMPORTANT REMINDERS:

- 1. The same two classes previously tested must be the ones retested.
- 2. Only these students who took the questionnaire before may take it today.
- 3. Five open-ended essay questions have been included in this package. Please stable them to the back of any five questionnaires and distribute them randomly to any five students in CLASS #1. (These should be torn off at the end of this class and not redistributed to Class #2).
- I. At the beginning of the period please say to all students: "Teday I am going to ask those of you who filled out a questionnaire about this class last month to help me by filling it out again today."
- II. Pass out a copy of the Questionnaire to each student who previously participated and provide time for the directions to be read. (In grades 7, 8, 9 please have a student read the directions aloud.)
- III. Hand out #2 pencils and answer sheets. Students must use a #2 pencil.
- IV. Say to students:

"Remember that at the time you took this questionnaire for the first time, you were asked to write down a Special Student Number in your notebook, wallet, or purse. Please find this number now. If anyone does not have that number, please ask the student who volunteered to keep the student numbers envelope in their locker to help you as quickly as possible."

- A. "Hold your enswer sheet so that the section which asks for your special student number is in the lower right hand corner of your sheet."
- B. "Below the words Student Number, you will see nine (9) blank rectangles. Below each blank rectangle are the number 0 through 9 in pink and white columns."
- C. "As already mentioned in your directions, your name will not be used, but rather your special student number that only you know."
- D. "Remarker to start with the first column to the left under the words Student Number, being sure that you have not placed any number in the rectangle under the word Sex."
- F. "Now go back and, directly under each of the seven numbers, blacken in the matching number in each column below it. Once again, leave the last two columns blank. Please be sure to blacken the entire rectangle, and not just the number itself."
- G. "Remember that you will need this student number again when you are asked to fill out this questionnaire for the final time the last week in May. Therefore, if used, the envelope of student numbers should be placed in the volunteer students locker again."
- H. "The only marks on your answer sheet now should be seven (7) numbers placed in the rectingues under the world Student Symber and the seven corresponding numbers blackened in each of the columns below them."
- V. "Mow turn your answer sheet so that this student number section is in the unger right hand cerner of the sheet. The answer spaces, beginning with the number 1, should be facing you."

Teacher Directions for Administering Questionnaire - April 18, 1974
Page 2

- A. "Notice first that, after each five (5) answer spaces, a new column of answers begins."
- B. "Although there are many answer blanks, we will only be using the first 52 of them. Please do not draw a line after question 52 unless you intend to erase it completely."
- VI. "Now take a few minutes to read over the 52 statements in the questionnaire and see if there is anything that you do not understand."
 - A. (FULLO in CLASS #1 cmly!)

 "At the back of several quistionnairs in this class is attached one additional question which is very important for you to take a few extra minutes and fill out as specifically as you can."
 - B. "If you have any questions, you should ask them now because, once we begin, I will not be able to answer any of your questions."
- VII. "You will have as much time as you need to finish the questionnaire, so take your time to read and answer every question carefully. Keep in mind that it is your personal cpinion about this class that I care about."
 - A. "Also, remember to be careful to notice that the 52 statements on the questionnaire are stated both positively and negatively."
 - B. "If you have no further questions, you may now begin. I am asking your cooperation in remaining quiet until everyone is finished."
- VIII. When everyone is finished:
 - A. Collect all answer sheets and place them in the appropriately marked envelopes. Remember to keep the answer sheets from each of your participating classes separated, and if possible, with all notched corners in the upper left hand corner. Please include your self-assessment and prediction of student responses form for each class also.
 - B. Collect all questionnaires and store them somewhere safely in your classroom until the final testing date six weeks from now. "Don't forget to tear off the five (5) open-ended questions and submit them with your regular answer sheets for CLASS #1.
 - C. Collect all number 2 pencils.
 - D. :Thank students for their help.
 - IX. As soon as possible today, please return to your mailbox in the Main Office:
 - A. The answer Sheet Envelope, containing:
 - 1. a package of answer sheets for each class tested
 - 2. five open-ended essay questions from CLASS #1
 - 3. your self-assessment and student prediction form for each class
 - 4. any extra answer sheets.
 - B. All'#2 pencils.
 - X. Because I am in the copyrighting process with the Library of Congress, please do not use the questionnaire or any accompanying materials for any purpose outside of this school and/or study without first centacting me personally.

Once again, thanks for your time and cooperation. It is deeply appreciated.

TEACHER DIRECTIONS FOR ADMINISTERING QUESTIONNAIRE

*IMPORTANT PEMINDERS FOR TESTING ON WEDNESDAY, HAY 29th:

- 1. The same two classes previously tested must be ones retested.
- 2. Only these students who took the questicanaire before may take it today.
- 3. Hive open-ended essay questions have been included in this package.

 Please staple them to the back of any five questionnaires and distribute them randomly to any five students in CLASS #1. (These should be torn off at the end of this class and not redistributed to Class #2). DO NOT STAPLE TO ANSULE SHOULDS!
- I. At the beginning of the period please say to all students: "Today I am going to ask those of you who filled cut the questionnaire about this class before to help me by filling it out again today for the final time."
- II. Pass cut a copy of the Questionnaire to each student who previously participated and provide time for the directions to be read. (In grades 7, 8, 9, please have a student read the directions aloud.)
- III. Hand out #2 pencils and answer sheets. Students must use a #2 pencil.
- IV. Say to students:
 - "Remember that at the time you took this questionnaire before, you were asked to write down a Special Student Number in your notebook, wallet, or purse. Please find this number now. If anyone does not have that number, please ask the student who volunteered to keep the student numbers enveloped in their locker to help you as quickly as possible."
 - A. "Hold your answer sheet so that the section which asks for your special student number is in the lower right hand corner of your sheet."
 - B. "Below the words Student Number, you will see nine(9) blank rectangles. Below each blank rectangle are the numbers 0 through 9 in pink and white columns."
 - C. "As already mentioned in your directions, your name will not be used, but rather your special student number that only you know."
 - D. Remember to start with the first column to the left under the words Student Number, being sure that you have not placed any number in the rectangle uncer the word bek."
 - E. "The first two digits of your student number should be (01-45; your teacher number), and the third digit should be (1 or 2; representative of being either the first or second class to which you have administered the questionnaire). The final four digits are the ones you have chosen before. You must use the same number today that you used before. You should now have a seven (7) digit number on your answer sheet, with two (2) blank rectangles to the right."
 - F. "Now go back and, directly under each of the seven numbers, blacken in the natching number in each column below it. Once again, leave the last two columns blank.

 Please be sure to blacken the entire rectangle, and not just the number itself."
 - 6. "Remarker that you will not need this student number again. Therefore the envelope of student numbers can now be destroyed."
 - H. "The only marks on your answer sheet now should be seven (7) numbers placed in the rectangles under the words Student Number and the seven corresponding numbers blackened in each of the columns below them."
 - V. "Now turn your answer sheet so that this student number section is in the upper right hand comman of the sheet. The answer spaces, beginning with the number 1, should be facing you."

Teacher Directions for Administering Questionnaire - May 29 Page 2

- A. "Notice first that, after each five (5) answer apces, a new column of answers begins."
- B. "Although there are many answer blanks, we will only be using the first 52 of them. Please do not draw a line after question 52 unless you intend to erase it completely."
- VI. *Now take a few minutes to read over the 52 statements in the questionnaire and see if there is anything that you do not understand."

#A. (SEAD IN CLASS #1 only!)

- "At the back of several questionnaires in this class is attached one additional question which is very important for you to take a few extra minutes and fill out as specifically as you can."
- B. "If you have any questions, you should ask them now because, once we begin, I will not be able to answer any of your questions."
- VII. "You will have as much time as you need to finish the questionnaire, so take your time to read and answer every question carefully. Keep in mind that it is your personal opinion about this class that I care about."

A. "Also, remember to be careful to notice that the 52 statements on the questionnaire

are stated both positively and negatively."

B. "If you have no further questions, you may now begin. I am asking your cooperation in remaining quiet until everyone is finished."

VIII. When everyone is finished:

A. Collect all answer sheets and place them in the appropriately marked envelopes.

Remorber to keep the answer sheets from each of your participating classes separated, and if possible, with all notched corners in the upper left hand corner. Please include your self-assessment and prediction of student responses form for each class also.

B. Collect all questionnaires and return them to me in the appropriate envelope.

*Don't forget to tear off the five (5) open-ended questions and submit them

with your regular answer sheets for CLASS #1.

C. Collect all number 2 pencils.

D. Thank students for their help.

IX. As soon as possible today, please return to your mailbox in the Main Office:

A. The Answer Sheet Envelope, containing:

1. a package of answer sheets for each class tested

2. five open-ended essay questions from CLASS #1

3. your self-ensessment and student prodiction form for each class

4. any extra answer sheets.

. All r? pencils.

- *C. All copies of the questionnaire in the appropriate envelope.
- *X. It is essential (for copyrighting protection) that you return ALL original copies of the questionnaire. If you would like a copy for personal reference which hears the copyright seal, simply include a note requesting it, or see ma personally at your convenience.

Once again, thanks for your time and cooperation. It was deeply appreciated.

Appendix 2 CLASSROOM HUMANIZATION ASSESSMENT QUESTIONNAIRE

A copy of the Classroom Humanization Assessment Questionnaire can be found on the next four pages. In the left hand columns of the final three pages are listed the Categories of Humaneness around which the questions have been developed. These twelve categories were not listed on the copies of the Questionnaire that students received.

Although the questions were focused around these categories, the Questionnaire should be considered as being made up of numerous subcategories, particularly for the purpose of strategy development. For example, the category of Freedom measures both internal (Question 1) and external (Question 3) perceptions of freedom. The Basic Human Needs category measures physical, social, belonging, and social needs. The sub-categories are self explanatory and have been generated from the theoretical framework of this study.

STUDENT QUESTIONNAIRE

Your teacher has volunteered to participate in a study which is designed to make your classroom a better place for learning. Please respond to the 52 statements about your teacher and your classroom experiences which are included in this questionnaire. The results will be used to help determine your teacher's strengths and weaknesses, and with this knowledge it is expected that he/she will try to improve in some areas.

Note that <u>no teacher will be told how any individual student feels</u>. Your teacher will only be told how the class, as a whole, answered the questionnaire. Obviously, if the results from the questionnaire are to be of any help, then you must answer <u>every</u> question carefully and honestly.

For each statement in the questionnaire, there are five possible answers:

STRONGLY AGREE, AGREE, UNDECIDED, DISAGREE, AND STRONGLY DISAGREE. Select
only one of the answers, and indicate all answers on the special answer
sheet in the following way: Beside the number on the answer sheet which
matches each question, blacken the rectangle beside the number (1) if you
strongly agree with the statement, (2) if you agree, (3) if you are undecided,
(4) if you disagree and, (5) if you strongly disagree.

For example, if the statement is "I find it easy to talk with my teacher," and you "disagree" with the statement, then you would blacken the rectangle beside the number "4" on the answer sheet next to the appropriate question number.

Be sure to blacken each rectangle completely. If you wish to change an answer, please erase completely. Also, be careful to notice that the statements in this questionnaire are stated both positively and negatively.

STUDENT QUESTIONNAIRE

Perember, the possible choices to place on your answer sheet are:

- 1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree
- My teacher permits me to express my beliefs, opinions, and attitudes in class.
- 2. I have little or no control over what happens to me in this class.
- 3. My teacher allows to rove freely around the classroom when I am involved in learning activities.
- 4. My general attitude toward this class is negative.
- I usually feel worthless in this class.
- I feel that I will be successful whenever I try to learn something new in this class.
- 7. My teacher generally approves of my work and behavior.
- 8. I feel immature in this class.
- 9. My teacher is sensitive to certain physical needs of mine which may arise, like getting a drink, going to the bathroom, eating, or seeing the school nurse.
- Speed. I am unsatisfied with the opportunities I have to exchange my work and ideas with other students during class time.
 - 11. I feel as though I am an important member of this class.
 - I feel tense and afraid of certain things in this class. 12.
 - 13. I am not involved in making decisions in this class.
 - by teacher is willing to let me accept responsibility for my own 14. behavior in class.
 - In each learning situation I have choices about what, where, and 15. how I will learn.
 - If I am to learn in this class, I must rely on my teacher. 16.
 - My teacher's decisions which affect me are based on his/her ideas 17. rather than mine.
 - I am unsatisifed with the extent to which my teacher takes a personal 18. interest in me as a learner.

Freedom

Self-Concept

Basic Human

Self-Discipling

Remember, the possible choices to place on your answer sheet are:

1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree

My teacher is open-minded and is willing to listen to my ideas and Individualization suggestions.

20. Classroom learning experiences and assignments are based on my individual needs, interests, and abilities.

I feel that the work I am doing in class will not be useful to me outside of school and/or in learning about other school subjects.

In class I am usually disinterested in what I am doing and am unwilling to vork at it.

My teacher offers me a variety of teaching methods, styles, and ways of learning.

24. When it seems appropriate, my teacher encourages me to try new things without the threat of embarrassment, punishment, or a failing grade.

My teacher is unwilling to adapt and/or change ways of doing things 25. when it would help me learn better, or when I am bored.

26. My teacher helps me to identify and understand the things I value (praise - appreciate - think are important) in life.

27. My teacher does not help me to understand and respect the values and life styles of other people.

28. My teacher helps me to understand my own feelings and behavior.

29. Through this class my teacher helps me to understand and solve some of my personal problems.

30. My teacher does little to help me identify and understand my personal strengths and weaknesses.

My teacher assists me in learning some of the basic skills that will be necessary for me to live a happy and successful life (includes your career).

My teacher teaches me the things that will help me in achieving success in my present and future education (includes high school, technical training, and/or college).

I do not feel intelligent in this class. 33.

My teacher encourages me to think about things in new and different 34. ways.

Flexibility

Personalized

Clarified

Development 31. Comitive

Potential

Interpersonal

Remember, the possible choices to place on your answer sheet are:

Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree

- My teacher does not help me to work cooperatively and productively with different people.
- My teacher helps me to understand and deal with my emotions. 36.
- Development 37. My teacher is helpful to me in understanding some of the things in life for which there is no proof.
 - 38. My teacher rarely helps me to develop an appreciation of the beauty in life.
 - 39. I am not curious to know more about subjects that are talked about in class.
- 40. My teacher encourages me to ask important, thought-provoking questions. 8
 - 41. Rather than encouraging me to discover things for myself, my teacher usually gives me the answers.
- Orientati 42. When I'm trying to find something out, I feel that I know enough about the available resources in the class, school, and community to find the information by myself.
 - 43. I rarely choose to get involved with subjects mentioned in class and usually do only the minimum amount of work required.
- 44. My teacher is honest and trustworthy. Covelopment
 - 45. My teacher contributes to my feeling unhappy and unsatisfied in class.
 - 45. My teacher is courteous and kind to me.
 - 47. My teacher treats me unfairly.
 - 48. I have no personal contact with my teacher outside of the classroom in situations that are not directly related to taking this course.
- tionships o. I feel that I know my teacher not only in the role of a classroom teacher, but also as more of a total person in other roles.
 - I do not respect my teacher.
 - My teacher is cooperative and friendly in a variety of situations 51. both in and out of school.
 - 52. My teacher is usually unavailable and can't be relied upon when I need him/her for help.

Appendix 3 SAMPLE COMPUTER PRINTOUT PAGES FOR TWO SELECTED QUESTIONS

52 ITEM QUESTIONNAIRE

06/05/74

FILE NONAME (CREATION DATE = 06/05/74)

VARIABLE VARO10 I FEEL IMMATURE IN THIS CLASS

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
STRONGLY AGREE	1.00	2	8.0	8.0	8.0
AGREE	2.00	3	12.0	12.0	20.0
UNDECIDED	3.00	1	4.0	4.0	24.0
DISAGREE	4.00	11	44.0	44.0	68.0
STRONGLY DISAGR	EE 5.00	8	32.0	32.0	100.0
	13.00	_ 0 _	_ 0.0 _	_Missing_	100.0
	TOTAL	25	100.0	100.0	100.0

```
52 ITEM QUESTIONNAIRE
                                           06/05/74
    FILE NONAME (CREATION DATE = 06/05/74)
    VARIABLE VARO10 I FEEL IMMATURE IN THIS CLASS
     CODE
    Ι
    ********** (2) 8.0 PCT
 1.00
    I STRONGLY AGREE
    Ι
    ********* (3) 12.0 PCT
 2.00
    I AGREE
    Ι
 3.00 ***** (1) 4.0 PCT
    I UNDECIDED
    4.00
     I DISAGREE
     Ι
    5.00
     I STRONGLY DISAGREE
     I
13.00 * (0) 0.0 PCT
MISSING)I
      14 16
                                              18
                        8
                             10
                                 12
                   6
     FREQUENCY
        STATISTICS..
               3.800 STD ERROR 0.252 MEDIAN 4.091
        MEAN
                              1.258 VARIANCE
                                            1.583
                4.000 STD DEV
       MODE
       KURTOSIS -0.032 SKEWNESS -1.025 RANGE 4.000
        MINIMUM 1.000 MAXIMUM
                              5.000
        VALID OBSERVATIONS - 25
        MISSING OBSERVATIONS -
```

52 ITEM QUESTIONNAIRE

06/05/74

NONAME (CREATION DATE = 06/05/74)

VARIABLE VAR 017 CHOICES ABOUT WHAT, WHERE, HOW I LEARN

VALUE LABEL

	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
STRONGLY AGREE	1.00	1	4.0	4.0	4.0
AGREE	2.00	4	16.0	16.0	20.0
UNDECIDED	3.00	5	20.0	20.0	40.0
DISAGREE	4.00	13	52.0	52.0	92.0
STRONGLY DISAGREE	5.00	2	8.0	8.0	100.0
	13.00	0	0.0	MISSING	100.0
	TOTAL	25	100.0	100.0	100.0

52 ITEM QUESTIONNAIRE

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06/05/74
     FILE NONAME (CREATION DATE = 06/05/74)
     VARIABLE VAR017 CHOICES ABOUT WHAT, WHERE, HOW I LEARN
   CODE
  1.00 ****** (1) 4.0 PCT
     I STRONGLY AGREE
     I
  2.00 ************** (4) 16.0 PCT
     I AGREE
     I
  I UNDECIDED
     Ι
  Ι
      DISAGREE
     Ι
  5.00 *********** (2) 8.0 PCT
     I STRONGLY DISAGREE
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 13.00 $ (0) 0.0 PCT
ISSING
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                   6 8 10 12 14 16 18 20
     FREQUENCY
        STATISTICS..
                 3.440 STD ERROR 0.201 MEDIAN
       MEAN
                                                  3.692
                        STD DEV
        MODE
                 4.000
                                  1.003 VARIANCE
                                                  1.007
                                  -0.717 RANGE
                                                  4.00
        KURTOSIS
                -0.175
                        SKEWNESS
                 1.000
                        MAXIMUM
                                 5.000
        MINIMUM
        VALID OBSERVATIONS - 25
        MISSING OBSERVATIONS - 0
```

Please read through the directions for the Student Questionnaire and then respond to each of the 52 statements from the DATE CLASS NUMBER (1 or 2) NUMBER OF STUDENTS COMPLETING QUESTIONNAIRE IN THIS CLASS following perspectives: TEACHER NUMBER (01-45)

Self	Asse	SST	nen t	an	d E	re	dic	ti	on	of	St	ude	nt	Re	spo	ns.	e F	`orı	ח					
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	In both	SE		4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
		T RESP	Disagree	7	4	4	4	4	4	7	4	47	4	4	4	4	4	4	4	4	4	7	4	4
	g class	STUDE		3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
	pating	PREDICTION OF AVERAGE	Undecided	8	m	~	~	~	~	~	3	~	٣	~	~	~	~	~	٣	2	~	~	m	~
	partic	4 OF A	7	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
	your p	ICT 10	Agree	2	7	7	2	7	2, .	7	2	2	7	2	. 2	2	2	2	7	2	2	~	2	2
and	ch of	PRED		1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
tements; a each item.	statement from <u>each</u> of your participating classes.		Strongly Agree	-	-	-	-	-	-	_	-	-	-	_	_	-	-	-	-	_	-	-	-	_
statements; to each item	ment f																							
	each		Strongly Disagree	5	2	5	5	2	2	5	2	5	5	5	2	5	2	2	2	2	5	2	2	
ach of 11 res		1		4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
performance on each of the your students will respond	age) for number.	•	Disagree	1	4	4	7	4	4	4	4	4	4	4	4	4	4	4	4	4	7	4	4	4
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assessment of your performa predictions of how your stu	In both situations, predict the mean parts, please circle only one appropr	SELF	ລັ	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
ment c	predic	1 1 1	Agree	2	2	2	2	2	2	2	2	2	2	2	2	2	2	7	7	2	2			2
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		4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
AVERAGE STUDENT RESPONSE	Disagree	4	7	4	4	7	4	. 47	4	4	47	4	7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	7
STUDE		3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
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PREDICTION OF	Agrec	2	2	7	7	2	7	2	7	2	. 7	2	7	7	7.	2	2	2	2	2	2	7	2	2	2	2	2	2	2	2	2	2
		1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
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		4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
ESSMENT	Disagree	4	47	4	4	4	4	4	47	4	47	4	4	4	4	4	4	4	4	47 .	7	4	4	7	4	4	4	4	4	-7	4	4
ASS		3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
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	Agree	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
	Strongly Agree	-	-	_	_	-	gens	-	-	1	-	-	-	-	-	-	-	_	-	-	_	-		-	-	_		-	-	garite.	-	-
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TAHW	CHANGES,	IF AN	Y, HAVE	YOU NOT	ICED I	N YOUR	TEACHER	'S BEH	AVIOR S	INCE
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Appendix 6
Selected Student Responses to the Open Ended Question
for Administrations 2 and 3

The following student responses to the Open Ended Question:

What Changes, If Any, Have You Noticed In Your Teacher's Behavior Since This Questionnaire Was Given Seven Weeks Ago? Please Be As Specific As Possible.

were selected in order to validate the improvement efforts of the Experimental Teacher Group, to emphasize the eclectic nature of responses within treatment groups, and to highlight the need for teaching improvement from the global perspective of humaneness as presented in this study. An effort was made, whenever possible, to select responses that were indicative of all others for the teacher on that testing occasion.

The responses provided are divided according to those given on Administration 2 of the Questionnaire, and those given on Administration 3. Teacher numbers accompany each student's response.

SELECTED RESPONSES TO THE OPEN ENDED QUESTION ON ADMINISTRATION 2

He isn't as strict on grades and working styles. He let us have a choice in what work we were doing. He gives us the option of how we spend the class. He lets us take tests when we want and doesn't push us. The class is a lot more fun. He is available if we want to come in and get extra help and/or make-ups. It helps. (02)

She's been alot more helpful lately than in the past. A little detention crazy but I guess that's OK. When you need help you help me, but quite honestly you let the class walk all over. I can remember once I wasn't feeling hot and I couldn't believe it but you kind of acted worried. Like I never seen a teacher act the least bit worried when a kid feels a little bad. But you try too hard to be a kid. I think I could accept the class junk better if you acted older like. Not real conservative but not like a RAH-RAH. OK (05)

I have noticed that she has been trying to interest us in Science by using different techniques. She has been trying to be nicer but still does not recognize our needs that much and loses her temper sometimes too quickly. (06)

Mrs. has been alot more flexible, she asks us when we want our tests (Thurs. or Fri.) and gives us more of a choice about how we want to learn. She hates the slightest noise, but has been putting up with much more. She has let us start working in groups also.

The only thing that I really don't like is when we have math last or second to last period of the day and she's in a bad mood. She walks in the door and slams it. This bothers me because when she does this, because she acts tough, and I feel like she's talking down to me, being very sarcastic. I've noticed alot of changes, but mainly that one. I still feel that Mrs. doesn't respect us. And its hard to respect a teacher if the teacher doesn't respect you back. I hope when this study [sic] she'll be like she is now, not like she was. Class is getting much better, and I'm even beginning to like Math class. (Quite a rarity). I don't care if Mrs. knows my name. (07)

The disaplan [sic] has been just about the same, but Mrs. has tried to go about it in a nicer and more humane way. She has allowed us to be more free, except when the added freedom infringes on the rights and learning process of other students. She has let us express our feelings and beliefs, to her and to other students, in a much more open way. When she first came Mrs. tried to brighten up the room to make learning and English more enjoyable, this was good but she used only her things and the students were not involved in the decoration. But lately she has tried to put more of the students works in the assignments and in the decoration of the classroom, witche [sic] gets more students more interested in coming to class. (08)

He's not as hyper. The class gives us a more freedom. He can act really nice sometimes but other times he goes back to his old self again, but it probably is hard to change yourself right away. The class seems less tense. I'm willing to tell my opinion and not be scared I've found out that my teacher does have a nice side to him when he wants to show it. He seemed to enjoy teaching better, too. (09)

The class is now flexible enough to allow us to learn the required material the best way for us. She has allowed us to move about freely in class. Lectures are now optional; you have the choice of being taught the material or learning on your own. I feel that in this "change" she has better chance to fulfill individual needs. Overall she has become more understanding of our problems and trys to help us find the best way for each individual to learn. (11)

Since we took the Questionnaire before, Mrs. has become more open to suggestions from the class. We vote on things to see what the class wants, not just what the teacher wants.

I have seen an overall improvement in her attitude towards the class. I personally like the class better after taking the questionnaire because Mrs. ____ has realized her downfalls and corrected them.

Mrs. ____ also seems to respect us and our feelings more after the questionnaire. (12)

Mr. has been giving us more choices about how we can learn. We are doing more group work, we move around the class more, and he is not always at the head of the class lecturing. We are also involved in making more of the decisions in the class. Mr. went over the results of the questionnaire, I thought that was good. (13)

My teacher made a questionnaire of how our class can be better. She is trying to do her best to make everyone happy, bringing everybodies [sic] thoughts, ideas, abilities, and talents into the work we are doing. I think my teacher is doing a very good job and she really cares about all her students and improving her classes. (14)

Since we last took this questionnaire, it seems to me that during class we are doing alot more individual work, but on the whole I cannot recognize any specific changes in her method of teaching. Her behavior, on the whole, has not seemed to change, although I have not seen very much of her out of class, when I have seen her, her personality does not seem to have changed, at least nothing that I could recognize. (16)

He has been acting nice and sweet talking to us. He is letting us be more free and go to the bathroom and get drinks and other privileges. We haven't done much work lately either. (19)

I haven't noticed that much of any change although she has seemed alot more friendly and open-minded which is a good response to the questionnaire.

(25)

In the seven weeks since the testing I have noticed my teacher is less rigid and short. She seems more interested in the student welfare. It was not an overnight or astounding change but noticeable. The classroom is more relaxed. (26)

I really have noticed no changes. My teacher is a good person but the class always seems boring. I think more individual attention and more in depth study in the area we work in is needed. I think we would do better as a class at a slower pace.

She seems to be acting less like a mother (like she used to) and more like a person and a teacher. She also seems to be taking more of an interest in the students as people, not students. She is treating me and my classmates more as adults. My teacher lets the people who do well help the people who don't do so well. She didn't really used to do that. What I mean is, she is letting the students help each other, instead of relying entirely on her. (29)

I would guess that my teacher is more open minded. He has made subjects that appeal to our interests. Other than that I have noticed no change. (32)

I would like to have a more open classroom--I think if we were a bit more free in class we could do better. A little laugh now and then relieves a lot of tension. Maybe we could try it and if it doesn't work we could always go back to the old way. I understand my homework better when we start it in class and I can hear other people explain it so it's a little more easy for me. (33)

His niceness has increased since this test started. He now asks questions about other things and teaches more than geography, this is better and lets us move about more, with reason. How ever [sic] he can sometimes be evil when you get a detention. (35)

I think she probably read the test over and tried to improve her ways. For instance all the negative questions, let's say she makes one person feel unintelligent, she would work on improving that fault. Also some of the positive factors, if she doesn't do something like make someone feel successful she'd try to change. (38)

None, this class, for me, continues to be very boring. The class is run like a machine, and if someone doesn't understand a certain aspect of the course, the teacher usually just becomes mad but does not attempt to explain anything again. Everything is done as quickly as possible, without any regard whatsoever about doing it well. As soon as I enter the classroom my thoughts turn to what time class will be over. (42)

I have noticed very little change in my teachers behavior or the manner in which he handles the class, nor do I believe that any change would have been necessary. I believe he does honestly try to be a good teacher and in my opinion he succeeds. However, one must remember that he is a teacher, not a psychiatrist, father or priest and accordingly one can expect only so much. (43)

I HATE SCHOOL.

I would rather be working somewhere making money than filling out all these dumb sheets. (Why don't you get a computer to do this junk?)

(45)

SELECTED RESPONSES TO THE OPEN ENDED QUESTION ON ADMINISTRATION 3

I feel more relaxed in his class now. He is more humorus. Doesn't loose [sic] his temper as much as before (big change here). I like his class better now. He has changed for the better. I enjoy his class. I feel better to say what I feel in his class now. (03)

He's given us more responsibility and has given us the chance to make decisions for ourselves more. Ex. The last unit we studied a certain amount of us were allowed to do a research or book report paper. In this we were allowed to choose our own topic. Everything we needed was given to us. I feel this was the best unit we've had. Also, he's more relaxed with the class than he ever was before. The last change is that he has taken as much time as needed in class for students to express their opinions and to have discussions. (04)

Amazingly Mr. has been calm going through school during the hot days and is still very open minded. He has somewhat changed his handouts making them more interesting and not long boring unfactual reading. Lately he has taught in a variety of situations (groups and individual) pushing for group work which I usually reject. But he made me like it unforcingly. If he stays the way he is now, don't worry he'll be a fine teacher. (04)

My teacher has tried to live up to all good points of the questionnaire. He has shown more interest in all of his classes I feel. I do believe that he is using the questionnaire as means of help not as a thing that will put him down. Since the questionnaire started I have learned to respect him more and I feel that he respects me more. I feel that it is much easier to get along with him now. (04)

She has stopped yelling. We usually know when it's too loud and we stop talking, so she doesn't have to yell. She also seems easier to get along with and you can feel more relaxed in her class. (07)

He has changed for the worse. I personally liked the way he was, strict and "teacher like." He devotes too much time to the questions as if it could change his personality now. (09)

Mrs. has changed a great deal since the questionnaire was first given out. The classroom situation has changed for the better because we have a choice about things. Kids who don't want to be taught by a teacher are out working on their own and not bothering kids who want to learn in a classroom situation. I'm glad Mrs. has changed because it's helped me, and some other kids, I'm sure. The classes she teaches are smaller because some kids are on independent study. And it gives people learning with her, more attention, and more time. It's not an easy job to make grammar interesting, but Mrs. has done a good job. (11)

Ms. has become even more of a person in class. She allows students to work at any pace they desire and only sets a specific date for the chapter test. I missed two days of class last week. On the day I came back we had the test. She gave me an extra two days although I only took one extra day. (11)

She is very nice, thoughtful, and considerate of others. She gives her opinion on how much work each individual is producing, which is good. Some students need that extra push to get them going. I think she is a fantastic teacher! I'm learning alot and having fun at the same time. This class is very relaxed and informal, which is good. I find she has become more aware of our needs and capabilities. Everyone is in a group now (of their own interest) doing what is enjoyable for them along with learning various things. (12)

Although definite steps have been taken to make the class and teacher more like the goals set in the questionnaire I cannot dismiss nor can the teacher her often too close guidance. The teacher has for the most part been fair but always her presence dominates. If the class is truly to be open it must be democratic. A particular greif [sic] is the two marks a week system. On long term assignments many students including myself prefer no imposed deadlines other than the final one. This allows for a more flexible schedule and also allows the student to devote his time as is needed not as imposed. (12)

I feel she has taken this test seriously, and really tried to do her best. She has tried to make us see the beauty of things, and has been more willing to change not only her way of teaching but our methods of learning. She has tried to really get us interested in what we are doing, and she seems more relaxed than she used to be. She has also become more "fum" too. (12)

More understanding about how hard things may be for some student. He has taken a personal interest in the student with low grades. He has tried to change his method of teaching but I don't think it helped much. Much to my desmay [sic] he is going back to the old way of teaching the same patterns going fall back the way it was before we started making this experiment. Maybe this experiment will help the class next. (15)

She has let us do more on our own instead of standing in front of the room and lecturing and explaining. That's about it. (16)

I haven't noticed too much change except as soon as the tests roll around she gets alot more humanitarian. She's been a little bit nicer and more helpful to me, but I wish she could set up a system for people who are bored in class (about 80%). There also aren't many teachers in this school that show us the beauty of life--they just drill often useless things into your head that won't be beneficial in later life. They should act like humanitarians so we'll be a future humanitarian society. That's more important than alot of things we're learning. French does help with future world togetherness--people have to speak the same language to help each other get done what's needed for both sides to be happy. (16)

He used to give corny punishments such as holding hands, taping mouths and things like that. Now he doesn't do that, but he picks on people more especially me because I am one of the brighter in the class and am his friend. It doesn't bother me too much when he picks on me but time after time is bad. He holds many responsibilities on me. (17)

More critical. I know she things she's helping me, but she is so critical it hurts. Perhaps and probably I deserve it. I know this will hurt, but she really isn't a good sewing teacher. However, she is pleasant person to be around, well dressed, well groomed and likeable. I like her very much. She is one of my favorite people. (18)

There has been more variety in the things we do in class. There is more individual learning and not as much lecturing. We have especially been choosing subjects and each doing a report on our own subject as she grades us. She seems a little nicer, but sort of scared of what we're going to write. She gets really unusually nice before this questionnaire. (20)

Working now on a special unit by which we can work by ourselves and learn at our own pace. This shows that she has trust and faith in us to be working by ourselves. (28)

He has changed slightly in some areas but he is slipping back to his old ways. I think he trys hard, but not hard enough. He embarrasses myself and several of my friends quite often. He does this by calling on us when our hands aren't raised and once someone was looking for a homework paper and was called on. You could clearly see that the person had no way of answering that question but the whole class waited in perfect silence while the person turned bright red. He enjoys giving us pop quizzes. He makes us feel so unimportant except for his few chosen. And class is so boring even though I know geometry is a hard subject to make interesting. I usually do so well in other classes but I feel frustrated when it comes to his class. He can be a nice person to some people. (33)

I don't think my teacher's behavior or attitude has changed much, if any, since this questionnaire was given before. I do notice though, that as he is getting near the time when he is giving the questionnaire he tries to become more friendly and makes you try to forget all the other mean things he has done. I think Mr. enjoys embarassing the people in his class, because he likes to prove how much smarter than them he is. I know he does alot of it, so I figure that this has to be the reason for it. He tries to make fools out of his students, and succeeds in doing so, he keeps on persisiting, even if a person has no idea what they are doing. We all feel he is too serious, and should try to be friendly with all of us, not only his pets, (the smart students).. He keeps working continually and if you don't understand something most people are afraid to speak up for fear of embarrassment. I know that I, for example, have almost given up at trying to please him, because I think he has already formed a bad opinion of me. P.S. I do think he tries sometimes though. (33)Sorry Mr.

Alot, she doesn't have enough time for me! As an individual I get little help. She is more concerned with others than me. She treats me unfairly. When I need help she said "see me after school" or "I'm busy right now." She's busy with other people. For once why can't I be one of those people? (36)

On the most part, none. However, she has begun to rush more and more in her teaching due to the impending close of the school year, leading to more tests and faster teaching. Another change is her introduction of clearly thoughout and helpful sheets explaining points of grammar that normally would not have been easily understood. Outside of these developments, my teacher has emotionally/intellectually displayed the same qualities. (42)

Appendix 7

IMPROVEMENT AREA AND STRATEGY FORM FOR THE EXPERIMENTAL TEACHER GROUP

The form presented on the next two pages was utilized by the Experimental Teacher Group only, and was essential to the investigator in the following ways: as a method of categorizing improvement areas and specific questions across the three participating schools; as a basis of discussion with teachers in pre-observation conferences; and, in providing the framework through which post-classroom-observation feedback would be provided to the Experimental Group.

Teacher Name	Appendix 7
Teacher Number	
Class Number	

125

Improvement Area and Strategy Form (Experimental Teacher Group)

Areas of needed improvement on which I placed the emphasis of my work since the first administration of the Questionnaire were:

esti In	on Number provement strategies implemented to deal with this perceived
We	eakness were: (Please be very specific!)
1.	
	•
2.	
3.	
4,	
5 ,	•
.,	i was a standard and a he implemented and
	ew improvement strategies to be implemented are:
1.	
2	•
3	
4	

11.		stion Number
	Α.	Improvement strategies implemented to deal with this perceived
		weakness were: (Please be very specific!)
		1.
		2.
		3.
		4.
		5.
	В•	New improvement strategies to be implemented are:
		1.
		2.
		3.
		4.
		5.
III.	Que A.	Improvement strategies implemented to deal with this perceived
	A.	weakness were: (Please be very specific!)
		1.
		2.

Appendix	7 cc		127
	4		
	5.		
В.		improvement strategies to be implemented are:	
	2.		
	3.		
	4.		
	5.		

Appendix 8 IMPROVEMENT QUESTIONS AND STRATEGIES DEVELOPED BY EACH TEACHER IN THE EXPERIMENTAL GROUP

The following pages represent the efforts of the Experimental

Teacher Group in developing appropriate strategies in an attempt to

improve upon the student perceived areas of weakness as measured by

the Classroom Humanization Assessment Questionnaire. Each teacher had

the freedom to choose any three questions needing improvement and to

develop strategies to deal with these problem areas.

TEACHER 01 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. The previous system, in which every student followed the same schedule (Introductory Lecture —) Worksheets —> Reviews —> Test), was revised as follows:
 - 1. The new system provided the following options:
 - a. continue with the old system
 - b. individualized study with the same evaluative procedure
 - c. individualized study and an oral testing situation (1 on 1)
 - d. prepare a report on the content area and submit it for a grade.
- II. Question #17 My teacher's decisions which affect me are based on his/her ideas rather than mine.
 - A. The teacher presented an overall perspective of content within the subject area to be covered and students selected the sequence.
- III. Question #48 I have no personal contact with my teacher outside of the classroom in situations that are not directly related to taking this course.
 - A. When getting lunch in the cafeteria, the teacher waited in the student line and conversed with them, as opposed to getting his meal immediately in the quicker teacher line.
 - B. The teacher sat with students at school functions.

TEACHER 02 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #9 My teacher is sensitive to certain physical needs of mine which may arise, like getting a drink, going to the bathroom, eating, or seeing the school nurse.
 - A. The hall pass was made available at any time without securing the teacher's permission (another student was informed).
 - B. The classes were informed that if for some reason (examples delineated) it would be difficult to work productively due to some troublesome situation, that brief consultation with the teacher could provide an alternative activity.
- II. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. The following choices were permitted:
 - 1. doing the minimum within the prescribed course objectives
 - 2. doing enrichment activities within or after the completion of an objective, or at the end of the year upon completion of required work
 - 3. When to take tests
 - 4. where to work (independently in hallway small group areas classroom with teacher)
 - 5. frequency of progress checks during work on assignments, accomplished through any of the following procedures: answer book, fellow students, or the teacher.
- III. Question #48 I have no personal contact with my teacher outside of the classroom in situations that are not directly related to taking this course.
 - A. The teacher attended a greater number of school functions and made a point of speaking with students other than favorites.
 - B. The teacher related personal experience problems to those students experiencing similar ones.
 - C. The teacher made himself visible in hallways and before and after school for non subject oriented conversation.

TEACHER 03 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. A total six weeks unit focusing on student choice was developed in which students chose their own daily schedules (approximately twenty five learning opportunities) from a mutually developed list of sixty. Points were assigned to each opportunity, so students were at the same time choosing the grade level they were working towards. The number, sequencing, grade, amount of unassigned time, and daily schedule were a matter of total student choice.
- II. Question #20 Classroom learning experiences and assignments are based on my individual needs, interests, and abilities.
 - A. A number of evaluative methods were available to each student for each activity.
 - B. Individual study contracts for the unit described above were negotiated.
 - C. Participation in all learning opportunities was based on interest rather than ability.
- III. Question #23 My teacher offers me a variety of teaching methods, styles, and ways of learning.
 - A. The teacher's role was changed from a straight lecture approach to that of a facilitator, resource person, and consultant.

TEACHER 04 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. In all non teacher directed activities, students were able to choose the location in which they would study, as well as the number and specific identification of those students with whom they would study.
 - B. Most classroom activities permitted the student to exercise the option of working individually, in small groups, or with the teacher.
 - C. All students had previously been expected to complete the same assignment. They were now permitted to choose from a number of vehicles for covering the content (book reports - periodical accounts or logs - group defined projects - any other method following consultation with the teacher).
 - D. Students were given the option of doing extra credit projects and extending the scops of specific study area topics.
- II. Question #16 If I am to learn in this class, I must rely on my teacher.
 - A. On a six weeks unit the teacher redefined his role as that of a resource person reflecting a change in teaching style. The nature of the typical unit of study had also changed from a teacher-directed large group presentation to individualized research projects.
 - B. Opportunities for new leadership roles within the class were opened up to students (committee and small group chairmen debate moderators).
- III. Question #20 Classroom learning experiences and assignments are based on my individual needs, interests, and abilities.
 - A. A six weeks individualized study unit based on student choice was initiated.

TEACHER 05 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #13 I am not involved in making decisions in this class.
 - A. Students were permitted to decide where they would sit.
 - B. Class discussions were integrated into unit topic design to provide for periodic changes in course of direction.
 - C. Students selected the learning activities that they individually defined as being necessary to complete an objective.
 - D. Students voted on test dates.
 - E. Students decided on which aspects of the total curricular offering (grammar, literature, culture, etc.) they would place the greatest emphasis of their effort.
- II. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. Students defined the learning activities to be accomplished in reaching an objective.
 - B. Students choose seats and working partners.
 - C. Students negotiated their own work deadlines.
 - D. Course objectives were re-defined in terms of mandatory and optional activities.
- III. Question #20 Classroom learning experiences and assignments are based on my individual needs, interests, and abilities.
 - A. Diagnostic tools were incorporated into each teaching unit as opposed to strictly at the beginning of the year.
 - B. Teacher defined standards of excellence were made flexible allowing each student to have an opportunity to succeed in an activity.
 - C. Qualified and willing students assumed teaching roles.

TEACHER 06 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. Students were given the following choices:
 - 1. where to sit and the freedom to change this arrangement.
 - 2. Whether they will work individually or in small groups on class assignments.
 - 3. the number of grade points they will work toward on each learning opportunity as well as selecting the methods by which they will attain them
 - 4. dates on which assignments are due
 - 5. method of evaluation for each activity
 - 6. test and quiz dates
 - 7. choice of different value (40 or 50 points) tests of varying difficulty level
- II. Question #23 My teacher offers me a variety of teaching methods, styles, and ways of learning.
 - A. Students had the opportunity to participate in teaching roles
 - 1. laboratory situations
 - 2. voluntary demonstrators of science hobbies or interest areas
 - B. Standard discussion activities could be replaced by student devised games involving science questions from test materials.
 - C. The teacher adopted the habit of asking herself at the end of each school day, "Did I do anything different today in an attempt to help the students I am having some difficulty with to learn?"
- III. Question #24 When it seems appropriate, my teacher encourages me to try new things without the threat of embarrassment, punishment, or a failing grade.
 - A. Additional time was spent with a number of very low ability students in developing a successful learning project which will be shared with other class members.
 - B. A bulletin board devoting itself to successes in new ventures was initiated.
 - C. The teacher listened to a tape of her classroom presentation from the previous day. A grid was filled out as a frequency count noting the number of supportive versus negative verbal statements made by the teacher.

TEACHER 07 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #10 I am unsatisfied with the opportunities I have to exchange my work and ideas with other students during class time.
 - A. Time was set aside in each class period to give students the opportunity of working in groups of between 2-4 students.
 - B. A small groups approach was implemented as an additional approach to strictly teacher directed large group activities.
 - C. Students taught mini lessons.
- II. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. The class was divided into two groups; those who wanted to work in small groups, and those who chose to continue working closely with the teacher. Objectives and assignments were mutually defined by each group.
- III. Question #17 My teacher's decisions which affect me are based on his/her ideas rather than mind.
 - A. Classroom discussions were held to explore the options available for classroom work and student evaluations. Suggestions (mentioned previously in the form of strategies by this teacher) were incorporated.

TEACHER 08 - IMPROVEMENT QUESTIONS AND STRATEGIES

I. Questions #10 & 35 - I am unsatisfied with the opportunities I have to exchange my work and ideas with other students during class rime. My teacher does not help me to work cooperatively and productively with different people.

A. (Figurative Language Unit)

- 1. Students desks were arranged in a semicircle and in small groups. Individuals past their sentences on a board for that purpose daily, and shared with group.
- Vocabulary words were presented (daily for two weeks) through cartoons so that words were related to the message. Students then looked up four words as a group and discussed the meanings.
- 3. A one week unit on discussion skills was presented.
- 4. Bulletin board displays were represented by student work alone.
- 5. Rough copies of compositions were proofread by peers.
- 6. The teacher minimized her amount of talking time.
- 7. Classroom work exercises were focused upon student's paragraphs which have been mimeographed and followed up by a discussion centering on strengths.
- 8. Book reviews were written on large index cards, posted on the chalkboard, and filed in the library for all ninth graders to read.
- 9. In a literature unit (myths-parables-legends), studying was accomplished in independent groups, each group being responsible to present a lesson in the area through the technique of their choice.
- 10. Rough copies of compositions were shared in small groups before the final copy was presented.
- 11. In a poetry unit, students duplicated and shared the lyrics of their favorite song and read their favorite poem.
- 12. Student "reviewers" were established (new ones periodically) to survey books, short stories, poems, etc.
- 13. Student editors were created to respond to a "letters to the editor" column in the class newspaper.

TEACHER 08 CONTINUED

- II. Question #23 My teacher offers me a variety of teaching methods, styles, and ways of learning.
 - A. The opportunity of working in a large group, small group, or individualized setting was afforded to each student.
 - B. Creative writing was done in the individually defined environment of greatest productivity.
 - C. The teacher's creativity was exhibited in some innovative approaches which deviated from traditional ways of covering certain topics:
 - 1. Creative Writing Students chose their own patch of earth and periodically visited their site to observe, write, illustrate, touch, smell, etc. A "Nature Notebook" was kept, and as the seasons or weather changed, a discussion was forthcoming. No grade was given. Those who wished to publish their efforts in the school literary magazine were encouraged to do so.

TEACHER 09 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #3 My teacher allows me to move freely around the classroom when I am involved in learning activities.
 - A. Assigned seating was eliminated.
 - B. Students became involved in a project to reconstruct the physical environment of the classroom.
 - C. The teacher permitted more physical movement without intitally securing his permission to do so.
 - D. A "Sactum Sanctorium" was created for those with the need.
 - E. Activities requiring small group efforts were utilized with greater frequency.
- II. Question #12 I feel tense and afraid of certain things in the class.
 - A. The teacher increased the number of individual student conferences to gather continuous feedback.
 - B. The teacher attempted to speak more softly, control loud accosts, and make statements which centered on the behavior, as opposed to the individual.
 - C. The role of the "grade" was discussed and alternatives for those who did not meet personal expectations in this area generated alternatives for themselves.
 - D. The teacher used student's first names in addressing them.
 - E. The teacher stopped pointing at students who gave unsatisfactory responses.
 - F. The teacher observed a videotape of his teaching.
- III. :Question #17 My teacher's decisions which affect me are based on his/her ideas rather than mine.
 - A. The teacher defined core requirements and individually negotiated others.
 - B. An attempt was made to have more follow-through on student suggestions or offer a rationale for those deemed unacceptable.

-TEACHER 10 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #9 My teacher is sensitive to certain physical needs of mine which may arise, like getting a drink, going to the bathroom, eating, or seeing the school nurse.
 - A. The teacher clarified to students his awareness that a major problem existed that he was very concerned about.
 - B. Class discussion revealed that students occasionally had a need to simply "take a break" at some point in a class.
 - C. Students were asked to assist the teacher in setting up guidelines for use of the hall pass.
 - D. The teacher became increasingly conscious of the question which may be "behind the question," and exhibited more attending behavior whenever a student spoke.
- II. Question #14 My teacher is willing to let me accept responsibility for my own behavior in class.
 - A. The teacher rewarded evidence of responsible behavior with praise.
 - B. The teacher expressed a willingness to delegate more authority to students exhibiting "responsible" behavior (the criteria for being "responsible" was not delineated).
 - C. Unassigned time was occasionally given to selected students.
- III. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. At the beginning of each new unit, an assessment of all potential activities related to that area was developed and discussed with students in an attempt to focus upon interest areas.
 - B. Students were permitted to adapt any assignment to their particular preferences.
 - C. The teacher defined core activities and made all others optional.

TEACHER 11 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #13 I am not involved in making decisions in this class.
 - A. Three class periods were devoted to a discussion of student involvement in the educational process.
 - B. Students proposed individual study schedules, proceeding at their self prescribed rates.
 - C. Following test results, students were permitted to modify their schedules according to a self assessment.
 - D. Students had the opportunity to select either of two initial test grades under the new system.
 - E. Following individual conferences, selected students who had exhibited responsible behavior were given the option of reporting to class every day.
- II. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. Students developed alternatives to traditional class procedures.
 This was done on class time.
 - B. Students submitted weekly schedules of activities of their choosing.
 - C. The teachers priority changed from control to individualization.

 Continuous individual conferences were held.
 - D. Special interest projects were initiated.
 - E. Deviations from the former "book oriented" approach got equal time.
 - F. A "Pass No Credit" option was made available to students for the remaining report card periods.
- III. Question #17 My teacher's decisions which affect me are based on his/her ideas rather than mine.
 - A. Student proposals for individual learning activities were encouraged and accepted.
 - B. Individual course of study programs were adopted.

TEACHER 12 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #4 My general attitude toward this class is negative.
 - A. The results of the Classroom Humanization Assessment Questionnaire were discussed at length, centering upon areas of needed improvement.
 - B. Students were asked to submit recommendations for making the class a meaningful experience. It was decided that the grammar and conversation requirements should be focused upon and completed to permit time at the end of the year for the initiation of interest groups. Those formed were: French newspaper, grammar, book writing, magazine writing, conversation, audio learning center, and creation of a French tour guide.
 - C. The teacher stated verbal evaluative statements more positively ("pretty good" vs. "not bad").
- II. Question #15 & #20 In each learning situation I have choices about what, where, and how I will learn. Classroom learning experiences and assignments are based on my individual needs, interests, and abilities.
 - A. Individual research projects of individual choice were started.
- III. Question #20 Classroom learning experiences and assignments are based on my individual needs, interests, and abilities.
 - A. At the end of each written learning opportunity, a question was posed seeking informative data on student perceptions on the degree of individualization as geared to their needs.

TEACHER 13 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #3 My teacher allows me to move freely around the classroom when I am involved in learning activities.
 - A. The teacher mentioned for the first time to students that they had the freedom to move around the classroom when engaged in learning related activities.
- II. Question #13 I am not involved in making decisions in this class.
 - A. Class discussions, followed by voting, were held on all important topics.
 - B. The class received permission to vote on the balance between tests and quizzes.
 - C. Class decisions were made to decide upon appropriate test dates.
 - D. Students had the right to make the decision if they wanted to work outside after having met negotiated criteria.
- III. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. In addition to the choices listed above under question thirteen, students could choose to do extra credit work to improve a grade after assigned work was completed.
 - B. Students had some alternatives in reference to the questions they answered on tests. In addition part of each test was constructed by students.

TEACHER 14 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #20 Classroom learning experiences and assignments are based on my individual needs, interests, and abilities.
 - A. (The teacher developed a mini-questionnaire as a follow up to the overall assessment to gather more specific data on which to base her changes).
 - B. Individual conferences were held with every student.
 - C. Differentiated assignments in terms of length and difficulty were initiated.
- II. Question #25 My teacher is unwilling to adapt and/or change ways of doing things when it would help me learn better, or when I am bored.
 - A. A follow up assessment revealed a student desire for small group work. This idea was incorporated.
- III. Question #48 I have no personal contact with my teacher outside of the classroom in situations that are not directly related to taking this course.
 - A. The teacher attended the first fifteen minutes of home athletic events and related her experience to participating athletes the following day.

TEACHER 15 - IMPROVEMENT QUESTIONS AND STRATEGIES

- I. Question #6 I feel that I will be successful whenever I try to learn something new in this class.
 - A. Students received verbal rewards in addition to grades.
 - B. In giving directions, the teacher expressed confidence in students abilities to do well on the task.
 - C. More periodic short quizzes were given in place of the infrequent and very difficult major tests.
 - D. At the beginning of each learning opportunity the teacher circulated throughout the room giving positive feedback on work.
 - E. Assignments were constructed with the easier tasks at the beginning.
 - F. Students with particular learning problems were rewarded with greater frequency.
 - G. Test reviews were held.
- II. Question #15 In each learning situation I have choices about what, where, and how I will learn.
 - A. The following choices were given to students in reference to:
 - 1. extra credit assignments
 - 2. content and sequencing of activities
 - 3. amount and nature of homework
 - 4. no fault quizzes
 - 5. some choice on tests as to which questions to answer.
- III. Question #23 My teacher offers me a variety of teaching methods, styles, and ways of learning.
 - A. The teacher provided a more equitable balance between lecture, labs, small group, and individualized work.
 - B. Individual contracting was built in for students in reference to ways of learning and evaluation.
 - C. Discussion groups were initiated to provide feedback on progress being made on this question.

MINI FOLLOW-UP QUESTIONNAIRES

Follow-up mini questionnaires were used by several teachers in the Experimental Group who wanted more specific and/or continuous feedback from their participating classes. This information was gathered above and beyond the three administrations of the Classroom Humanization Assessment Questionnaire. Of course, this technique for securing periodic written feedback on improvement efforts was supplementary to class discussions, small group meetings, and individual conferences. The one criteria which I requested all teachers who used this approach to adhere to was that any system for gathering written feedback have built in provisions to maintain student anonymity.

In many cases, Questionnaire items could easily be transformed into questions. For example, if the questionnaire item stated, "I feel immature in this class," it could be changed into a data gathering question by saying,

What are some of the specific things that cause you to feel immature in this class?

- a. that your teacher does?
- b. that other students do?
- c. other?

The next two pages represent examples of mini follow-up questionnaites used by the Experimental Teacher Group. The first example was teacher
made, while the second example was constructed by a teacher and the investigator.

I wrote the following questions to get from you any suggestions on how this class might be improved. I am trying to give you more of an opportunity to make some of the decisions in this course. You do not have to sign your name. Please answer these questions honestly and sincerely for you will be the one to benefit from the outcome.

1. How would you prefer to learn? (Lecture, small group, individually, other)

2. How do you think you could become more involved in the decisions made in this class?

3. Think for a minute of your favorite class. What happens in there that does not happen here?

4. If you could change one thing in this class, and one thing only, what would it be?

I need your help in answering the following questions. You do not have to sign your name?! I already realize that these areas need improvement and I would appreciate your ideas to make our class the best place for you to learn.

- A. I would like to give you more choices about what, where, and how you learn. Please give me as many ideas as you can on how to do this.
 - 1. What your learn? (Specific subject, skills, etc.)
 - Where you learn? (Resource Center, Hallway, Classroom, Community-Court House, etc.)
 - 3. How you prefer to learn? (Lecture, Small group, individually, other)
- B. You have told me that decisions affecting you in class are based on my ideas rather than yours. How, and in what areas, could I involve you more in decision making?

C. American Cultures covers many topics. Your learning will be greatest if we can relate the things we do in class to your areas of interest. What talents, or interests of yours can we use to make this course of greatest benefit to you?

Appendix 10

WORKSHOP DISCUSSION QUESTIONS

The following situational incidents were presented to the Experimental Teacher Group at the weekend Workshop. The purpose of this exercise was to apply theory to a practical classroom situation, and also as an evaluative review of the groups' understanding of the twelve Categories of Humaneness on a practical level. Teachers could select any of the following situations and handle it in the way which best met their needs.

- 1. Jeanne is continuously late to class; you have spoken with her about this and are contemplating having her remain after school if it happens again. The next day she arrives late again. What would your next steps be?
- 2. Carl gets into an argument with another student and begins to use obscenities which the rest of the class overhears. How would you handle this?
- 3. Marti is taking a test and you see that she has answers written on her hand. What would you do?
- 4. Tony and Libby, whom you suspected of cheating, hand in identical test papers. What would your approach be?
- 5. Marilyn never brings her book or pencil to class despite your reminders. How would you handle this continuing concern?
- 6. As a classroom teacher you are about to initiate a pilot grading program for one year, in which you may eliminate the traditional A-B-C-D-E evaluative system, and most probably incorporate a PASS-FAIL system which you have heard is successful in many situations. Incorporate a new grading system as humanely as possible.

7. Working individually, or as a group, select a lesson; problem, difficult situation etc. which you have to deal with frequently and proceed to redefine and restructure it in terms of the twelve Categories of Humaneness.

*The teachers in the Experimental Group selected various questions and handled them through discussion or role playing. Some teachers worked individually, but most worked in small groups.

CLASSROOM HUMANIZATION ASSESSMENT QUESTIONNAIRE (Revised)

This revised version has been designed for use as a simplified Secondary School and/or Upper Elementary School instrument. It is based primarily on informally gathered feedback from students and teachers who participated in the study as well as the results of a frequency distribution for all fifty two items from the first administration of the Questionnaire which utilized the responses from 2099 students. This distribution indicated a particular need to eliminate or re-conceptualize the following questions from the original Classroom Humanization Assessment Questionnaire (#11, #17, #26, #27, #28, #36, #37, #38, #51) because in each case approximately one third or more of all participating students selected the "Undecided" response. It was no surprise that these responses fell largely into the Clarified Values category and the non-subject matter oriented questions in Cognitive Development, for these represent the areas in which both students and teachers agreed that they were in least accord with their perceptions of the teacher's role. Directions would remain basically the same.

Remember, the possible choices to place on your answer sheet are:

Strongly Disagree Strongly Agree 2. Agree 3. Disagree

My teacher permits me to express my opinions in class.

My teacher allows me to move around the classroom when I am learning.

I feel that I will be successful whenever I am presented with something new to learn.

My teacher generally approves of my work.

My teacher is sensitive to certain needs of mine like getting a drink or going to the bathroom.

I am satisfied with the opportunities I have to exchange my ideas with other students during class.

I feel afraid of some things in this class.

I make decisions in this class. Discipline O

Human Needs

In each learning situation I have a number of choices.

24.

sailes

with school.

Personal Relation-

Person-

151 Remember, the possible choices to place on your answer sheet are: Strongly Agree Agree 3. Disagree Strongly Disagree dualiza-Classroom activities are based on my individual interests. Indivi-10. alized The work I do in class is neither too hard nor too easy. 2. My teacher offers me a variety of ways to learn. My teacher changes the way we do things when I am bored. Clarified 14. My teacher helps me to understand the things that other people Values think are important. 15. My teacher helps me to understand myself. 15. My teacher helps me to learn the things I need to know to be Developsuccessful in school. 17. My teacher helps me learn the things that will help me live a happy life. 18. I feel intelligent in this class. My teacher encourages me to think about things in new ways. 19. Orienta-Inquiry My teacher helps me learn to ask good questions. 20. O In this class I usually find out answers by myself. Potential Develop-22. My teacher is courteous. My teacher is fair. 23.

My teacher is usually available when I need help.

I talk with my teacher about some things that don't have to do



The Commonwealth of Massachusetts University of Massachusetts

Amherst 01002

June 19, 1974

Appendix 12
Thank You Letter to Experimental Group

Dear	(First Name)	
De ar.	(III) (III)	

The purpose of this letter is to extend my personal thanks for your cooperation in the Classroom Humanization Study that was conducted in your school between February and June 1974. Whenever one is confronted with the task of having forty-five teachers individually administer a questionnaire to two classes (involving a total of 2100 students) on three occasions, it is obvious that the success of any such venture requires the energy and cooperation of all participants. Not only was your cooperation essential for the completion of the data gathering, but also in helping to attain the ultimate purpose of the study; that is, striving to help make classrooms as humane as possible, thereby enhancing the opportunities for maximized growth in all domains of learning for every student.

The Experimental Teacher Group, of which you were a part, was willing to participate in a total way, involving a sacrifice of several weekends, those precious free periods during the day, and the additional individual efforts beyond all of this which contributed to the success of the study. It was your commitment that enabled not only the hypotheses to be validated, but also the exceedingly more important ability to proudly say that the degree of humanism in your classroom has increased significantly.

For your assistance in these efforts, I offer my personal note of gratitude.

Sincerely,

David Campbell

DC:kjh



The Commonwealth of Massachusetts University of Massachusetts Amherst 01002

June 18, 1974

Appendix 12
Thank You Letter to
Feedback and Control Groups

The purpose of this letter is to extend my personal thanks for your cooperation in the Classroom Humanization Study that was conducted in your school between February and June 1974. Whenever one is confronted with the task of having forty-five teachers individually administer a questionnaire to two classes (involving a total of 2100 students) on three occasions, it is obvious that the success of any such venture requires the energy and cooperation of all participants. Not only was your cooperation essential for the completion of the data gathering, but also in helping to attain the ultimate purpose of the study; that is, striving to help make classrooms as humane as possible, thereby enhancing the opportunities for maximized growth in all domains of learning for every student.

For your assistance in these efforts, I offer my personal note of gratitude.

Sincerely,

David Campbell

DC:kjh

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