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# An educational change model : pre-service, in-service continuum.

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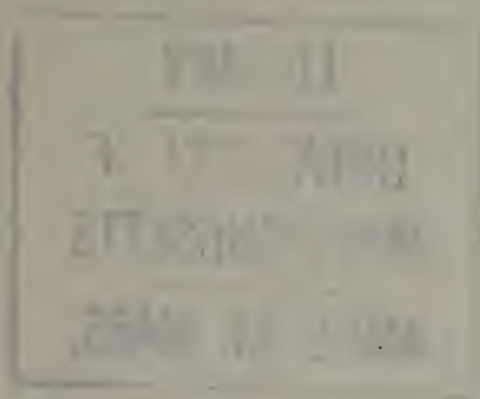
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AN EDUCATIONAL CHANGE MODEL:  
PRE-SERVICE, IN-SERVICE CONTINUUM



A Dissertation Presented  
by  
Ann Byrd Schumer

Submitted to the Graduate School of the  
University of Massachusetts in partial  
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August

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Elementary Education

AN EDUCATIONAL CHANGE MODEL:  
PRE-SERVICE, IN-SERVICE CONTINUUM

A Dissertation

By

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An Educational Change Model:  
Pre-Service, In-Service Continuum

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The purpose of this dissertation is to present a model for educational change which can be undertaken by schools of education. In-service and staff development supported by an innovative pre-service program has been the means used to implement this change model which is based upon the integrated day in the elementary school as the organizational framework.

Economic and population factors as well as an accelerating spiral of knowledge experienced within the past two decades have added to already existing demands for educational change. These demands are especially heavy on elementary school teachers and administrators who traditionally have served as educational generalists responsible for teaching all subjects to children with wide ranges of individual differences. Schools of education now have the opportunity to help meet these demands for educational change by devising systematic, clearly defined programs of in-service and staff development teacher education. An argument is made for these programs to take place largely in the field and to be coordinated with revised teacher preparation which are selective in nature and professional in training and commitment.

The model presented is based upon three years of initiation and implementation of the Staff Development Cooperative for Implementing an Integrated Day Approach in four school districts in three New England states. A functional form of governance which coordinates the contributions of both school districts and the school of education is suggested. Fully presented are the preparation procedures of student teachers, classroom teachers, principals and other school administrators, and the University's resource people who serve as field change agents. The necessary involvement of the School of Education's faculty is discussed also. Means of encouraging the emergence of staff development are included. The evaluation process used to begin to assess the effects of the innovation on teachers, students and parents is described. Specific scales are included; data supporting the highly significant movement of the Project teachers toward greater openness in their classrooms are presented. The summary chapter suggests some important areas for concern and also includes implications for future research. Included in the dissertation is review of the literature on educational change with particular attention given to in-service and staff development literature which deals with elementary school teaching. A rationale is presented in support of schools of education extending teacher preparations on campus to teacher education programs in the field as

a means of affecting educational change. Open education is discussed as an organizational framework for educational change and as a means of initiating, preparing for and implementing a pre-service, in-service, staff development continuum.



### ACKNOWLEDGEMENTS

A great many people have contributed to the initiation and implementation of the SDC/Integrated Project and I am deeply indebted to them. I am especially grateful to Masha who is friend and colleague as well as advisor, to Kathy who always helps and to Mason, Peggy and Peter.

Harry, Karen and Josh have given love and understanding; their support and patience have provided the basis of this work.

## Preface

The author's involvement with the Staff Development Cooperative for Implementing an Integrated Day Approach began with the 1971 Summer Workshop. First serving as a resource person to one of the four participating school districts, she became co-director in January, 1972, and assumed full responsibility for the field from September of that year onward. Other duties involved working with the resource persons, the coordination of participants' workshops and course work, faculty's field visits and the evaluation process. Dr. Masha Rudman, Co-Director of the Integrated Day Program, served as project director.

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## C H A P T E R I

### INTRODUCTION, RATIONALE, AND DESCRIPTION OF DISSERTATION

The purpose of this dissertation is to present a model for educational change which can be undertaken by schools of education. Curriculum, organization and instruction are based upon the Integrated Day at the elementary school level. In-service and staff development<sup>1</sup> supported by pre-service programs are the means used to implement the change model which is based upon open education as the organizational framework.

#### Rationale

Traditionally, schools of education have placed their major undergraduate emphasis upon preparing students for the teaching profession. Many schools provide a master's level degree for the

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<sup>1</sup>In-service is defined as a process of imparting knowledge to members of the teaching profession about educational matters, usually relating to organization, curriculum and instruction. Examples of in-service offerings might include an explanation of differentiated staffing, the introduction of new curriculum packages, and techniques for grouping children. Staff development refers to problem-solving processes of professional educators working toward resolution of some educational problem or need. Thus, the decision to and the implementation of a different organizational structure, such as team teaching by a school's teaching staff, is an example of staff development. Another example could be that of one teacher helping another to set up a different instructional technique such as class meetings.

purposes of certification.<sup>2</sup> After declaring themselves to be education majors, student programs are defined by various requirements with their course work taking place on their college's campus, the sole exception being their relatively brief, single period of student teaching. After successful completion of course requirements and student teaching, the student is recommended to the state's educational board for teaching certification. Most colleges of education do provide some kind of job placement service. However, few if any schools of education have developed systematic programs for teachers, administrators, and paraprofessionals which are implemented in the school districts. Schools of education need to consider changes in traditional methods of teacher education, changes which begin on campus and extend throughout a teacher's professional career.

Several factors support this need. One factor involves the dramatic reduction in the need for new teachers experienced within the past few years due to the lowered birthrate of the sixties. If American demographers are correct in their predictions of near zero population growth by the year 2000, the so called "baby booms" are things of the past. Thus, far fewer new teaching positions will be

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<sup>2</sup>Many schools of education do provide courses in the late afternoons, evenings, and during the summer at times when working teachers and administrators can attend. However, these courses also take place on the college's campus, follow the college's calendar and tend to emphasize graduate level, traditionally academic subjects for degree program students.

made available due to reduced numbers of school age children. Schools of education are being forced to seriously examine, if nothing else, the efficacy of admitting large numbers of undergraduate students who decide to major in education in view of the increasing difficulties their graduates are experiencing in finding teaching positions.<sup>3</sup> Only 45% of the 1972 School of Education, University of Massachusetts, graduates who completed the questionnaire had found teaching positions one year after graduation.<sup>4</sup> Coupled with economic inflation, the lowered birth rate also is affecting currently existing teaching positions. For example, all eleven elementary schools in Wellesley, Massachusetts, have been forced to phase out either or both kindergarten and first grade classrooms due to reduced enrollemnts of children at those age levels. With increased property values, few parents with young children can afford to purchase or to rent homes in that affluent community. Tenured teachers in Wellesley who have taught at those grade levels are experiencing problems of dislocation. This

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<sup>3</sup>Robert N. Bush, "Lessons To Be Learned From the Teacher Surplus," Teaching, a publication of the Stanford Center for Research and Development in Teaching, Stanford University, September, 1972, p. 1.

<sup>4</sup>Horace Reed and John Hatch, "An Analysis of Post Graduation Status of 1972 Teacher Preparation Students," an unpublished paper prepared for the Teacher Preparation Council, School of Education, University of Massachusetts, April, 1973.



example is of a wealthy suburban community; however, nearly every school district in the country is experiencing the impact of economic and/or population pressures. Growing numbers of experienced, tenured teachers are finding that they need new preparation in order to meet different demands. Schools of education need to devise programs to meet these change problems.

Another factor supporting the extension of school of education into in-service and staff development programs in the field involves the "knowledge explosion". Various means have been used to illustrate the rapidly increasing rate of knowledge acceleration. One estimation is that the sum total of all human knowledge from about 10,000 B.C. to 1900 A.D. doubled during the fifty year period 1900-1950, and that this total doubled in the decade 1950-1960 and continues to accelerate. Toffler cites a number of specific, rather staggering statistics supporting this "spiraling upwards" movement of knowledge and technology. One is "on a world wide basis, scientific and technical literature mounts at a rate of some 60,000,000 pages a year."<sup>5</sup> The impact of the knowledge explosion also is accelerating. Those involved with education perhaps are more immediately affected and feel called upon to respond to the explosion's implica-

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<sup>5</sup>Alvin Toffler, Future Shock, (New York: Bantam Books, April, 1971), p. 31.

tions on teaching and learning.<sup>6</sup> Certainly a reoccurring criticism of American education has involved the discrepancy lag between changes in society and their reflections in the schools. Many of the educational innovations of the late 50's and 60's were in direct response to increasing knowledge about individual differences in children coupled with greater demands for subject matter expertise. The Federal Government began to assume a more active role in supporting educational change, largely because of the scientific and technological implications of the Russian's Sputnik but also as part of the national concern about the effectiveness of (especially progressive) public education due to the low level achievement scores achieved by high school graduates drafted during World War II. The National Defense Education Act of 1958 (NDEA) supported major curriculum revisions with a heavy emphasis upon the sciences. The Elementary and Secondary Educational Act of 1965 (ESEA) set up the Titles I through V programs in support of attempts toward equity in education, organizational restructuring, curriculum revisions, and research and training. The large scale of governmental support has compounded the effects of the knowledge explosion, interestingly

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<sup>6</sup>Concern is being expressed about the pressures on children created by this rapid acceleration of knowledge. For two discussions, see Donald McNassor, "This Frantic Pace in Education", and Bruno Bettelheim, "Autonomy and Inner Freedom: Skills of Emotion", both in J. Michael Palardy (Ed.), Elementary School Curriculum: An Anthology of Trends and Challenges, (New York: The Macmillan Company, 1971.)

enough, in many ways: an outpouring of new curriculum with corresponding packages and materials requires that teachers become familiar with them and their uses before teachers can integrate them into the classroom, different organizational structures create complex demands on the school environment, and research findings relating to instruction must be understood before they can be implemented in the classroom. All this acceleration of knowledge has placed an especially heavy responsibility upon elementary school teachers and administrators who have been regarded traditionally as educational generalists responsible for teaching all subjects to children with wide ranges of individual differences. Various types and qualities of in-service and staff development programs have been and currently are being used by school districts as the major means of introducing teachers to innovations in curriculum, organization, and instruction. Often, because of the approaches used, these tend to further complicate the educational change process. Rarely, if ever, have schools of education developed systematic field programs to aid school personnel in change processes. For the most part, they have limited their program involvement to teacher preparation on campus rather than extending it to teacher education in the field.

Teacher preparation programs themselves are slow to change from traditional, academic, "read-memorize-recite" subject matter course work to approaches more reflective of the effects of rapidly accelerat-

ing knowledge. Myriad criticisms are leveled at teacher preparation programs from various sources. However, the most severe critics are university educators themselves:

There is no point in continuing to tinker with teacher education programs. They must be revamped from top to bottom...We must approach the education of teachers in the same serious vein we approach the preparation of dentists, lawyers, and physicians. This calls for a fundamentally different and more serious approach to teacher education than has characterized past efforts. To begin with, the future teacher must be called upon to make full-time commitment at the time he commences his preparation and must be selected for, not merely admitted to, the teacher education program.<sup>7</sup>

One means of affecting change in teacher preparation programs, proposed here, is through coordination with in-service and staff development programs in the field. This would then enable student teachers to extend their apprenticeship, working with children under supervision over a longer period of time, to familiarize themselves with various curriculum and materials, to observe and participate in alternative styles of instruction and organization, and to verify and strengthen the nature of their commitment to the teaching profession. To fully implement a coordinated program of preparatory and continuous teacher education would necessitate changes in current practices and expectations, including the following: university or college adminis-

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<sup>7</sup>John I Goodlad, M. Frances Klein and Associates, Behind the Classroom Door, (Worthington, Ohio: Charles A. Jones Publishing Company, 1970), pp. 104-105.

tration's expectations of the nature of faculty teaching loads, school of education faculty members' willingness to work in schools as well as on campus, the use of appropriate selection procedures for students majoring in teacher preparation, perhaps, even in state certification requirement, and certainly attitudinal and conceptual changes within the school districts themselves and the communities that they serve. None of these changes are so dramatic as to be termed revolutionary. What they do demand, however, are clearly defined program objectives, specified alternatives to achieving desired goals, and means of evaluating program effectiveness that are an integrated, formative part of the process, rather than isolated collections of data by persons uninvolved with the program. These demands, too, can be met by schools of education largely through a restructuring of priorities.

#### Summary of Rationale

Economic and population factors as well as accelerating spirals of knowledge experienced within the past few years are creating demands for educational change. These demands are especially heavy on elementary teachers and administrators who have traditionally served as educationals generalists responsible for teaching all subjects to children with wide ranges of individual differences. Schools of education now have the opportunity to help meet demands for educational change by devising systematic, clearly defined programs for in-service and staff development teacher education which takes place in the field and which

are coordinated with revised teacher preparation programs, selective in the nature and professional in training and commitment. This dissertation will attempt to provide a model for this change by using open education as the organizational framework. Other, clearly thought out structures might serve as well; but open education seems most appropriate at this time.

The numbers of books and articles on open education,<sup>8</sup> especially in the public press, have increased dramatically since Joseph Featherstone published three articles on the English Infant School movement in The New Republic in 1967. Public and professional interest in open education has paralleled this acceleration of information. The state of North Dakota, in 1967, legislated open education as the means of upgrading both elementary education and teacher preparation. While no other state has embraced open education on so large a scale, one safely could say that in every state, there are total districts, single elementary schools or even individual classrooms where teachers, administrators, students, and parents are experimenting with and

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<sup>8</sup>The terms "open education," "the Integrated Day," "the English Infant School," and "Informal Classrooms" tend to be used interchangeably by educational scholars. However, confusion has been created by the term "open spaces," which quite literally refers to large areas of open, flexibly defined, physical space (an architectural plan now much in vogue for constructing new elementary schools), and "open education," which refers to an educational process of organization, curriculum and instruction. Both to avoid this confusion and to emphasize the interrelationships of subject matter areas, and term Integrated Day was used by the pre-service, in-service model presented here, the Staff Development Cooperative for Implementing an Integrated Day Approach.

implementing educational practices associated with open education. Currently the open education movement is riding a crest of popularity.

With the continuous, critical bombardment from all sectors coupled with the realization that the great hopes for cure from the innovations of the Educational Decade, 1960-70, have failed to materialize (now Johnny can neither read nor compute)<sup>9</sup>, American schools understandingly are searching for better means of educating our children. Open education has special appeal, primarily because of its lengthy period of practical application in a large number of English Infant and some English Junior schools. Furthermore, as Charles Silberman points out in Crisis in the Classroom, progressive education took root in America during the 1920's and 1930's with diverse school districts across the nation accepting it conceptually and implementing it in their classrooms.<sup>10</sup> Thus, for today's educators, open education offers historical precedent updated by classroom testing in England and supported by

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<sup>9</sup>Morris Kline, Why Johnny Can't Add. (New York: St. Martin's Press, 1973). This is a recent attack on the new math curriculum.

<sup>10</sup>Lawrence A. Cremins, The Genius of American Education. (New York: Random House, 1965), in part 4 cites five reasons for the American disillusionment with progressive education during the 1930's: 1) the unprecedented severity of the economic depression in the entire Western World; 2) the movement of the so-called popular dictatorships into totalitarian stages with thought control and concentration camps emerging in the most cultured nations of the Western world; 3) the quality level of the products of mass media, which greatly distressed the intellectuals; 4) pessimistic and negative but persuasive explanations of the current state of social organizations; and 5) a continually widening gulf between educators and intellectuals.

social scientists' more recent work in the areas of epistemology and instruction. To the American public, made justifiably suspicious by the overly optimistic claims of the educational innovations of the 60's and yet eager for change, open education is appealing because of its historical antecedents. The vertical grouping of the one room school house and John Dewey's belief in the need for education to emphasize the child as an active learner are not revolutionary concepts. Furthermore budgeting for open education, while different from budgeting for conventional classrooms, need not cost more. This appeals to everyone. However, perhaps more basic than other factors, open education returns to the democratic foundations of American education with its fundamental aim of developing self-renewing learners in environments which encourage and support the growth and development of each individual child's full range of potential.

Obvious danger to open education can result from this rapidly increasing popularity among both professional educators and the public. Most menacing is the rush for immediate implementation, often resulting from community and administrative pressures. For example, public school administrators in Washington, D.C., apparently have mandated that all elementary schools there will become "open education" by the Fall of 1974. At least one group of Washington, D.C. teachers recently attending an in-service offering on open education had little understanding of what that term implied in relationship to their own classroom teaching practices. Some also confused open education with



open spaces, conceiving of it primarily as a way of setting up furniture and materials in a classroom.<sup>11</sup> The very teachers who will implement the mandate of the school administration do not appear to understand clearly what is expected of them nor how to begin opening their classrooms. Neither can one assume that they were fully consulted prior to the school administration's decision. Even the most ardent apologist would refrain from espousing open education as a panacea for the many ills currently besetting American education. For school districts to attempt to mandate it as an educational cure denies open education the full value it might serve as a means of enabling schools to truly serve children. This, then, is the greatest danger - that schools will too hastily and with improper preparation grasp at open education as an instant palliative, much as the drowning man clutches at his proverbial straw, to keep it afloat, absorbing only a few superficial innovations without the necessary, underlying reorganization.

A growing number of writers and educators committed to open education are expressing their concerns about these incipient dangers. Joseph Featherstone writes five years after his first articles "I'm growing wary of slogans like open education...Currently, I'm seeking to enlist everybody in favor of open, informal schooling into a move-

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<sup>11</sup>Workshop on Open Education given May 31, 1973, at Federal City College, Washington, D.C., by educators associated with the Integrated Day Program, School of Education, University of Massachusetts.

ment whose one slogan will be a demand for decent schools."<sup>12</sup> Those actively involved with public schools are more explicit:

It takes a great deal of learning on the part of all involved, administrators, teachers, parents, and children before open education can become a successful venture...In other words, we must make haste slowly. Administrators must redefine their roles,<sup>13</sup> Teachers need to be retrained. Parents need to be involved.

Forward looking, vital schools of education can coordinate long term, helpful, supportive pre-service, in-service and staff development programs with teachers, future teachers, administrators, parents, and others who thoughtfully decide upon open education as their approach for making schools better places for children. Only through such cooperative, sustained efforts can schools implement long term educational changes.

Open education is a complex, active process of teaching and learning. As such, there are no simplified or succinct definitions. Most of the explanations of open education are largely descriptive: Charles E. Silberman's Crisis in the Classroom (1970) and Lillian Weber's The English Infant School and Informal Education (1971) describe open education practices in classrooms both in England and in the United States; Ewald Nyquist and Gene Howes have edited a

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<sup>12</sup> Joseph B. Featherstone's foreward to Roland S. Barth, Open Education and the American School. (New York: Agathon Press, 1972), p. x.<sup>13</sup>

Edward B. Nyquist and Gene R. Howes, Open Education: A Source-book for Parents and Teachers. (New York: Bantam Books, September, 1972), p. 90.

compendium of significant writings in explanation of open education largely by Americans in Open Education: A Sourcebook for Parents and Teachers (1972); Joseph Hassett and Arlene Weisberg are two classroom teachers who described the steps they went through in opening their classrooms in Open Education: Alternatives Within Our Tradition (1972) as does Barbara Bitz in The Open Classroom Making It Work (1973); more specifically, Manon Charbonneau describes steps and materials involved in opening one curriculum area in Learning To Think in a Math Lab (1971). These books, cited here, adequately serve to describe, explain and clarify how open education classrooms differ from non-open education classrooms. For those interested in open education as an educational change vehicle and in research and development in the area, a number of scholars and researchers are attempting to define, more specifically, assumptions and operational characteristics of open education. Among these are Roland S. Barth who has developed a taxonomy of assumptions from the literature of open educators about the nature of learning and knowledge in open education.<sup>14</sup> (See Appendix A)

Charles H. Rathbone has devised four dimensions of organization as a basis for analyzing open education.<sup>15</sup> (See Appendix B) Anne M. Bussis

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<sup>14</sup> Barth, op. cit. Chapter I, pp. 7-58.

<sup>15</sup> Charles H. Rathbone, Open Education and the Teacher, an unpublished doctoral thesis, Harvard University, Graduate School of Education, 1970. Chapter II, pp. 24-54.

and Edward A. Chittenden found that, before they could begin their task of evaluating the Educational Development Center's (EDC)<sup>16</sup> Follow Through Project, they needed to construct both a conceptual framework and also begin to develop suitable assessment procedures.<sup>17</sup> The Educational Testing Service is continuing to devise educational scales examining the requirements and responsibilities of open education teaching.<sup>18</sup> Herbert J. Walberg and Susan C. Thomas have made invaluable contributions with their research on operationalizing teacher-based characteristics of open education.<sup>19</sup> Using eight themes derived from the literature on open education, Walberg and Thomas describe 106 characteristics of teacher-behaviors, teacher-held beliefs and the teacher-created classroom environment. (See Appendix C) An increasing number of educational research and development people, both in this country and in Canada, are turning their attentions to the need for assessment scales more appropriate to the characteristics of open education. Especially needed are the development of evaluation techniques and

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<sup>16</sup>EDC, Newton, Massachusetts, was one of the first educational groups in this country to commit itself to implementing an open education approach, based largely upon the British Infant School.

<sup>17</sup>Anne M. Bussis and Edward Chittenden, Analysis of An Approach to Open Education. (Princeton, New Jersey: Educational Testing Service, 1970).

<sup>18</sup>Marianne Amarel, Anne M. Bussis, and Edward A. Chittenden, "Teacher Perspective on Change to An Open Approach," unpublished paper presented at AERA, New Orleans, March, 1973.

<sup>19</sup>Herbert J. Walberg and Susan C. Thomas, Characteristics of Open Education: Toward an Operational Definition, Newton, MA.: TDR Associates, Inc., May, 1971).

scales which deal with the processes of children's learning and knowledge in open classroom environments.

A major definition of open education is not an intent of this dissertation, rather, open education, here, serves two related functions:

- 1) to point out that open education classrooms do represent significant differences in organization, curriculum, and instruction than do other, non-open education classrooms;<sup>20</sup>
- 2) to emphasize that the changes concomitant with moving toward open education classrooms from non-open education classrooms can be regarded as an educational change process.

One assumption of this dissertation is that educational change has a greater likelihood of successful acceptance, implementation and continuum in a school and community when the change is in the form of an organizational framework with specified characteristics and goals. Teachers, administrators, parents and schools of education are then in the position of assessing the nature of the value of at least the major aspects of a given organizational framework. Decisions then can be made early and jointly as to partial or complete adoption of, rejection of or experimentation with a proposed educational change. On this basis appropriate preparation and support procedures can be established before the proposed change begins implementation in the

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<sup>20</sup> Bussis and Chittenden, op. cit., pp. 21-27. Using adult-centeredness and child-centeredness as independent variables, they devised a scale for classifying classrooms. The scale is included here as Appendix D.

classroom. A number of assumptions about implementing educational change have been made. One essential, basic need that has been established is for all those involved with the change process to fully understand what they are about.<sup>21</sup> Commitment to educational change as an end in itself simply is not sufficient as Barth's case study of the Lincoln - Attucks change failure clearly relates:

This high-powered staff represented different, often mutually exclusive, assumptions about children, learning and knowledge; diverse techniques for solving the problems of these particular inner-city schools; and personalities and educational values which coincided by chance, if at all. A variety of firmly held, intrinsically contradictory educational beliefs were off and running. With no overall policy or strong authority to ruin them in, there was a clear field for incompatibility, dissonance and conflict.<sup>22</sup>

An organizational framework, to this author, seems to be the most logical way of approaching educational change with concomitant, voluntary commitment to it on the part of all those involved. Open education presents an organizational framework for those teachers, administrators, parents, student teachers, and University faculty and staff participating in the SDC/Integrated Day Project.

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<sup>21</sup> Neal Gross, Joseph Giacquinta and Marilyn Bernstein, "Failure to Implement a Major Organizational Change," in Matthew B. Miles and W.W. Charters, (Eds.) Learning in Social Settings, Boston: Allyn & Bacon, Inc., 1970), pp. 690-705.

<sup>22</sup> Barth, op. cit., p. 126.

### Summary

Open education increasingly is regarded as a means of improving schools so that they become places appropriate for children and teachers. Historical precedent, three decades of implementation in the English Infant schools and current efforts in research and development support the value of open education as a potential vehicle to bring about educational change. However, incipient dangers are evident, especially that of too rapid implementation, often as a result of administrative mandate, resulting in only a few superficial innovations without the necessary organization. Strongly emphasized here is the need for educational change to be conceived of in terms of a specified organizational framework about which there is clear understanding and with which there is agreement on the part of all those involved. Open education, referred to as the Integrated Day, represents such a framework for those who are a part of the SDC/Integrated Day Project, which is an educational change project.

### Description of Dissertation

#### Chapter I - Introduction and Rationale

In this chapter, following an introduction, a rationale is presented in support of schools of education extending teacher preparation programs on campus to teacher education programs in the field as a means of affecting educational change. Open education is discussed as an organizational framework for educational change and as a

means for initiating, preparing for and implementing a pre-service, in-service, staff development continuum.

## Chapter II - Review of the Literature

Educational and organizational change literature which relates to teacher preparation and teacher education is emphasized in this chapter. Particular attention is given to in-service and staff development literature which deals with elementary school teaching and administration. Educational change, as an area of research is discussed.

## Chapter III - Organization of the Model

This chapter presents the organizational structure, preparation and implementation procedures of the Staff Development Cooperative for the Implementation of the Integrated Day Project (SDC/Integrated Day) as well as includes a historical review. District and University support procedures are discussed. Currently completing its third year of operation, including a first planning year, it is an in-service staff development program based upon Open Education. Developed at the School of Education, University of Massachusetts, the SDC/Integrated Day Project is conducted largely within four participating New England school districts. It is coordinated with an innovative undergraduate teacher preparation program, Integrated Day - METEP.



#### Chapter IV - Evaluation

A cross-campus liaison was formed with graduate students and faculty in the Educational Psychology Area of the Psychology Department for the purposes of evaluating aspects of the SDC/Integrated Day Project. This chapter discusses training procedures used for observers, the scales used, and available results. Procedures for exchanging the results and implication of the evaluation with teachers, administrators, parents and others also are presented. A review of major research in the area is included.

#### Chapter V - Summary of the Model

Various aspects of the SDC/Integrated Day Project have implications for other educational change programs. These evolve from schools of education organizing and implementing systematic in-service and staff development programs which are coordinated with innovative teacher preparation programs. The value of initiating organizational change by means of a specified organizational framework is presented. Also discussed are entry and support procedures, duration and evaluation.

C H A P T E R I I  
REVIEW OF THE LITERATURE

The nature of social organizations and the behaviors of people grouped into them constitutes a broad field of study with concentrated investigations by scholars in various disciplines: sociologists, psychologists, educators, political scientists, anthropologists as well as business administrators. Through such scholarship, we hope to gain insights into the formation and structures of social organizations and how they might be affected and changed. The commonalities of these systems need to be clarified in order to provide a general organizational framework, if such a complex task can be accomplished. In this chapter, some general theories relevant to education as a social organization will be presented, followed by research findings on the organization of schools and educational change with an emphasis on in-service innovations, including a discussion of some models.

Katz and Kahn, in their important book, define five characteristics of social organizations:<sup>1</sup>

- 1) Organizations possess a maintenance structure as well as production and productive-supportive structures.
- 2) Organizations have an elaborated formal role pattern in which the division of labor results in a functional specificity of roles.

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<sup>1</sup>Daniel Katz and Robert L Kahn, The Social Psychology of Organizations, (New York: John Wiley & Sons, Inc., 1966) p. 47. These five characteristics are discussed fully in Chapter III, pp. 30-70.

- 3) There is a clear authority structure in the organization which reflects the way in which the control and managerial function is exercised.
- 4) As part of the managerial structure there are well-developed regulatory mechanisms and adaptive structures.
- 5) There is an explicit formulation of ideology to provide system norms which buttress the authority structure.

Schools exhibit all five of these general characteristics, as the substitution of the term "schools" in place of the word "organizations" immediately reveals. Scholars are in general agreement that education does represent one of society's forms of organization. As such, the broad area of social organization has relevance for theorists of educational change.

The amount of literature related to educational change is voluminous, with a special concentration of educational innovation within the past decade. One annotated bibliography cites over 1200 research studies on educational innovation conducted during the late 1960's and 1970's.<sup>2</sup> In general, research in the area tends to be empirical studies of various attempts toward implementing change, with only limited efforts at evaluation and these often are highly subjective in nature. Little systematic investigation has been undertaken to date into the conceptual framework of educational change. In short, although the quantity of literature is massive, only bits and pieces can be gleaned about the general nature of educational change. This

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<sup>2</sup>Louis M. Maquire, Sanford Temkin, and C. Peter Cummings, An Annotated Bibliography on Administering Change, (Philadelphia: Research for Better Schools, Inc., October, 1971).

critical view of the current state of the literature is supported by Sarason's statement, "We lack adequate knowledge of the natural history of change processes within the school culture."<sup>3</sup> Giacquinta, in a more recent criticism of the state of field, speaks specifically of the lack of adequately research:

The literature is basically atheoretical in nature. It contains little work designed to develop and test theories describing the dynamics of the change process or explaining why organizations like schools vary in the degree and speed with which they change. Moreover, confidence is not warranted in a number of currently held generalizations about organizational change because the research methods and statistics upon which they are based are inadequate.<sup>4</sup>

Nonetheless, Giacquinta draws two tentative concepts from the organizational educational change literature that should be noted here because of their theoretical relationship to the SDC/Integrated Day Model presented in this dissertation:

- 1) The extent of change in any school's organization and the speed with which it occurs depends upon multiple factors: the nature of the innovation introduced, the tactics used to introduce it, the characteristics of the individual school members who must carry it out and the properties of the school structure in which it is introduced.
- 2) An attempt to change a school organizationally, when successful, proceeds in three basic stages: initiation of the innovation, implementation and incorporation as a stable part of the organizational structure.<sup>5</sup>

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<sup>3</sup>Seymour B. Sarason, The Culture of School and the Problem of Change, (Boston: Allyn and Bacon, Inc., 1971), p. 20.

<sup>4</sup>Joseph P. Giacquinta, "The Process of Organizational Change in Schools", in Fred N. Kerlinger (Ed.), Review of Research in Education (Itasca, Ill.: F.Ed. Peacock Pubs., Inc., AERA, 1973) p. 178.

<sup>5</sup>Ibid, p. 179.

Some research attempts to establish the basic characteristics of schools as organizations and then suggests appropriate means for change processes within this framework. Bidwell, in an important article, makes three basic assumptions about the nature of public schools, reviews the literature supporting each one and suggests broad areas for further educational change research. Bidwell's three broad, pertinent assumptions seem to be supported by other literature in the field:

- 1) schools are client-serving organizations.
- 2) the role structure of a school system contains a fundamental dichotomy between student and staff roles.
- 3) school systems are bureaucratic to some degree.<sup>6</sup>

Another approach toward educational change is presented by Matthew Miles. Based upon his own research as well as the literature, he presents four major change goals for schools:

- 1) increased internal interdependence and collaboration.
- 2) added adaptation mechanisms and skills
- 3) stronger data-based, inquiring stances toward change
- 4) continuing commitment to organizational and personal growth and development.<sup>7</sup>

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<sup>6</sup>Charles E. Bidwell, "The School As A Formal Organization," in James G. March (Ed.), Handbook of Organizations, (Chicago: Rand McNally & Co., 1965), pp. 273-274.

<sup>7</sup>Matthew B. Miles, "Some Properties of Schools as Social Systems," in Goodwin Watson (Ed.) Changes in School Systems, (Washington, D.C. National Education Association, 1967), p. 24.

These four change goals for schools seem appropriate also as goals for schools of education, pointing to possible roles they might assume in terms of both pre-service and in-service programs. The SDC/Integrated Day Project aimed toward all four, including an evaluation component which was expanded considerably prior to the second year of Project implementation.

Still other researchers and scholars actively involve themselves in various educational change programs within the public schools, formulating propositions for the implementation of other innovations as a consequence. This approach is particularly valuable for those of us who are in the second stage of implementation, following the successful initiation of an innovation. Goodlad and Sarason work within this broad process, along with others. Goodlad draws specific conclusions from his analyses of the educational change process in which he is involved. For example, in Behind the Classroom Door, Goodlad, et. al., suggest three ways in which desired changes in schools can be implemented:

The first pertains to the initial pedagogical skills developed in future teachers. The second is the updating of these skills on the job. And the third is the continuous reconstruction of schooling to meet the changing conditions of communities and of society in general.<sup>8</sup>

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<sup>8</sup> Goodlad, Klein, et. al., op. cit., pp. 103-104.

The SDC/Integrated Day Project, by the very nature of its major emphasis on a pre-service, in-service continuum, was involved with both the preparation of future teachers and the continuous preparation of teachers and administrators in the field. The organizational framework of the Integrated Day lends itself to the third of Goodlad's propositions in that it is an approach toward teaching and learning that is based upon a process rather than upon a body of information. It is a process conducive to the development of self-renewing, self-initiating and self-evaluating teachers and learners. Sarason bases his propositions about the successful implementation of educational innovations upon three general types of social relationships: "those among professionals in the school setting, those among the professionals and the pupils, and those among the professionals and different parts of the larger society."<sup>9</sup> Those involved with the SDC/Integrated Day Project share Sarason's belief in the importance of these social relationships, expressing it in the supportive, helpful nature of all their interactions with teachers, students, administrators, and parents. Furthermore, because one of the Project's goals is that of helping schools to become independent from the Project's leadership, the thrust toward staff development speaks directly to social relationships between teacher and principal, between teacher and pupil within a

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<sup>9</sup> Sarason, op. cit., p. 47.

school and between all these and the larger community. The Integrated Day is an approach toward teaching and learning which emphasizes positive social relationships and personal strengths, valuing each individual's contribution and potential for extensions. Both Goodlad's and Sarason's approaches toward the successful implementation of educational innovations are valuable contributions to the field, especially when viewed from the authors' fuller discussions, adding dimension to other more theoretic, approaches toward organizational-educational change.

Some quite recent research defines even more specific characteristics of change implementation. Gross, Giacquinta and Bernstein suggest six assumptions in explanation of essential needs to be fulfilled in the implementation of a change process within an organization:<sup>10</sup>

- 1) The degree to which members of an organization have a clear understanding of the innovation will be positively related to their ability to implement it. If they have an ambiguous understanding of the innovation, they they will be unclear about what is expected of them. If they have an erroneous interpretation of the innovation, then their efforts at implementation will be misguided.
- 2) A staff's ability to implement an innovation will be a function of its capacity to carry it out. If teachers lack the skills required to perform in accord with the demands of the innovation, then it will be impossible for them to carry it out.

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<sup>10</sup>Gross, Giacquinta, and Bernstein, op. cit., pp. 702-703.



- 3) Their ability to carry it out will be a function of the availability of the tools and resources required by the innovation.
- 4) Existing organizational arrangements must either be compatible with the innovation or must be changed. If arrangements in existence prior to the introduction of the innovation are incompatible with it and are not changed, then it will be more difficult for organizational members to carry it out.
- 5) However, if all these conditions are fulfilled, it does not follow that the staff will implement an innovation. Staff members must also be motivated to expend the time and effort required for implementation.
- 6) The extent to which these five conditions are fulfilled will be a function of the performance of management. If ambiguity or confusion exists in the minds of the staff, management is in the best position to clarify the situation. Furthermore the authority to establish training progress and (to) provide the materials and tools required for the innovation is lodged in management. In addition, only it has the power to make changes in organizational arrangements that are incompatible with the innovation. And management, too, is in the position to offer the types of rewards and punishments that can motivate the staff to expend the time and effort required to implement an innovation.

In general, the experiences of three years of planning, initiating and implementing the SDC/Integrated Day Project tend to support these six assumptions of Gross, Giacquinta and Bernstein. A clear understanding, both of Integrated Day assumptions and practices and of the role of the Project, was necessary prior to commencing Project implementation in the cooperating schools. This accounts for the mandatory attendance requirement of teachers and principals at the initial preparation procedure, the Summer Workshop. Necessary skills for the application of sound open education classroom practices also

were clarified during this important training period. However, these were met further by in-service offerings in the field, during the school year, by the services of interns trained in the same manner and toward the same educational goals as the teachers, by experienced resource people guided by the Project directors who worked directly with the teachers, interns and principals in their schools, and by the nature of the services offered by faculty and staff of the School of Education, University of Massachusetts, both in the field and on campus. Teachers, principals and pupils were exposed to many new materials, discovering both functions and extensions of these materials in terms of their application to their classroom as well as receiving help in ordering future materials appropriate to teaching and learning in an open classroom. This was a continuous process with teachers, principals, other administrators, interns, resource people and Project directors, University faculty and staff, and pupils all contributing at various times. Thus, the SDC/Integrated Day Project built in procedures necessary for participating members to have a clear understanding, not only of the innovation as is suggested by Gross, Giacquinta and Bernstein, but more specifically an awareness of the goals of the innovational framework and how these goals could be realized in terms of sound classroom practices. Required skills, other tools and materials needed for Project implementation were met by continuous in-service and pre-service preparation, extending Gross, Giacquinta and Bernstein's second and third assumptions

which imply only an entry point of readiness. This author suggests that, although an entry point of readiness is essential to the initial implementation of an educational innovation, continuous expansion of any complex innovation, such as a different organizational structure (as is open education), requires continuous preparation and training to meet new needs, interests and problems as they emerge. Hence, the SDC/Integrated Day Project designed an intensive in-service component, supported by and extended by a pre-service component of similar preparation. This more elaborate conception of readiness to implement an innovation presented by the SDC/Integrated Day Project helps build in the element of continuous motivation, especially given the voluntary entry status of both school districts and individual teachers within each school. Furthermore, the nature of this voluntary entry into a new approach toward education appears to be at least a contributory factor to the reexamination of existing organizational arrangements so that they became at least more compatible to, if not supportive of, the goals of the SDC/Integrated Day Project. The sixth assumption of Gross, Giacquinta and Bernstein regarding the role of management is complicated. Certainly the support of school administration is essential to the initiation, implementation and incorporation of an educational innovation (Carlson, 1961 and 1965; Bidwell, 1965; Jung, Fox & Lippitt, 1967; Sarason, 1971; Barth, 1972). The SDC/Integrated Day Project requested that building principals attend preparation sessions alongside the

participating teachers from their schools. Other school district administrators were urged to participate and did attend both summer workshops and in-service offerings but on a more limited basis than did teachers and principals. However, teachers working together toward shared goals have a great deal of power which is neither discussed nor implied in the six assumptions of Gross, Giacquinta and Bernstein. Furthermore, although administration support is helpful in the establishment of in-service programs, other agencies or individuals also can establish such programs - teachers, parents, interns and schools of education. One experienced, forward-looking principal of a ghetto school told this author that he had finally learned through trial and error that he could not create desired changes through edict because there were too many ways in which unwilling or just uninformed teachers could sabotage such a mandate.<sup>11</sup> Although the principal does offer rewards and punishments, many teachers are motivated by their desire to do better for the children they interact with each year. This intrinsic motivation is not discussed by Gross, Giacquinta and Bernstein, nor is the role of outside change agents, such as schools of education, nor and most importantly, the collective strength of teachers. The organizational system of public elementary

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<sup>11</sup>Interview with Bryant Robinson, Principal, DeBerry School, Springfield, Massachusetts, December, 1972.

schools give teachers a large measure of autonomy in terms of what goes on within their individual classrooms. However, despite these stated reservations, Gross, Giacquinta, and Bernstein have made significant contributions to the field by their assumptions about the implementation of educational innovations, as well as by the high level of scholarship with which they have approached the educational change literature.

Two existing theories about educational change have been challenged by these three authors - Roger's concept of diffusion and adoption and the concept of organizational's members initial resistance to change.<sup>12</sup> Eichholz and Rogers define diffusion as "The spread of a new idea from its source of invention or creation to its ultimate users or adopters...thus diffusion entails the communication or dissemination of an idea and culminates in its adoption by individuals."<sup>13</sup> In this article, the authors present five, with a possible sixth, "district and separate" stages in the

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<sup>12</sup> Neal Gross, Joseph B. Gizcquinta and Marilyn Bernstein, *Implementing Organizational Innovations*, (New York: Basic Books, 1971) Chapter 2.

<sup>13</sup> Gerhard Eichholz and Everett M. Rogers, "Resistance to the Adoption of Audio-Visual Aids by Elementary School Teachers: Contrasts and Similarities to Agricultural Innovation," in Matthew B. Miles (Ed.), *Innovations in Education*, (New York: Teachers College, Columbia University, 1964) p. 299.

process of implementing an innovation, awareness, interest, evaluation, trial, adoption and possible discontinuance. Rogers had arrived at these initial stages through examination and classification of over 500 studies in several branches in sociology and anthropology. Rogers' model has been used to analyze diffusion and adoption of innovations in schools. Gross, Giacquinta and Bernstein are critical of Rogers' model because they feel it is relative only to simple, "trial and error" kinds of innovation undertaken by aggregates of individuals and, therefore, has little relevance to the implementation of innovations into school's complex organization. Their rejection of Rogers' critical stages of diffusion and adoption may be over-hasty. Obviously, any model that can be summarized in five or six words is over simplified. However, Gross, Giacquinta and Bernstein imply that every innovation must be one of diffusion and adoption within the total organization of the school, a term that connotes all of education, grades K-12. This implication denies the degree of autonomy that does exist within most school buildings and classrooms. Furthermore, Rogers does express awareness of the speed of adoption of educational innovations, citing Paul Mort's figure of a 25 year lag between the introduction of an educational innovation and its

incorporation into the nation's schools.<sup>14</sup> Unfortunately, Mort did not live long enough to assess the tremendous impact created largely by government support of educational innovation during the 1960's, when the speed of adoption was increased due to multitudinous factors and pressures (Carlson, 1964; Goodson & Hagstrom, 1970); however the bulk of Mort's research is regarded as valid yet today. Rogers' critical stages in the process of diffusion are deserving of further testing, in this author's opinion. His investigations into the nature of innovation rejection responses of elementary teachers and his detailing of characteristics of innovators also contribute to the field.

Gross, Giacquinta and Bernstein add significantly with their criticism of the accepted concept of initial resistance of organizational members to a proposed innovation. Miles (1969) also attacks this concept but less directly. Their research in this area has been expanded by Giacquinta in his valuable recent work, "Process of

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<sup>14</sup>For a discussion of speed of diffusion, see Paul E. Mort, "Studies in Educational Innovation from the Institute of Administrative Research: An Overview," in Matthew B. Miles (Ed.), Innovations in Education, (New York: Teachers College, Columbia University, 1964) pp. 317-328. Presenting an overview of educational innovation from the 1930's to the early 1960's, Mort makes a number of interesting and illuminating points: one is that a diffusion is considered to have taken place when an innovation has appeared in 3% of the school systems of the country, two is that the role of diffusion of complex innovations appears to be the same as that of simple innovations.

Organizational Change in Schools." Citing the major studies in the nature, prevalence, causes and effects of resistance, Giacquinta concludes that this assumption well may be contrary to empirical reality, stating that

The failure to treat resistance to change as a variable to be explained is reflected in the lack of conceptual clarity, operationalization and systematic theorizing about its causes and effects on the process of organizational change in schools is imprecise and requires careful treatment in the future.<sup>15</sup>

This criticism of the concept of resistance to change is an invaluable contribution to the field, in this author's opinion.

In summary, the specific area of educational change appears to suffer from a lack of clarity in conceptualizing the processes involved in the implementation of innovations. Few models or theories have been developed; rather the literature is filled with a large quantity of isolated empirical studies. However, recent scholarship has called attention to this omission and through careful scrutiny of accepted theories opened the field to future research in the complex direction of conceptual models for implementing innovations in our schools.

Concomitant with every educational innovation is either a direct or an indirect desire to create some behavioral or programmatic change. Indeed change seems to be regarded as basic to education. Miles states, "Probably the only really essential future of any elementary or secondary school is that it is a social arrangement

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<sup>15</sup>Giacquinta, op. cit., p. 192.



which exists for the purpose of bringing about desirable changes in children."<sup>16</sup> The means used to bring about behavioral or programmatic changes have been organized by Frymier<sup>17</sup> into six areas of change hypotheses:

- 1) content hypothesis - improving the educational enterprise by advancing subject matter content.
- 2) organizational hypothesis - modification of existing organizational aspects to bring about change (i.e., team teaching; grouping of children of ability level, achievement, age, sex; consolidation of school systems; independent study.
- 3) methodological hypothesis - modification of instructional approaches (i.e., language labs, educational t.v., programmed instruction, teacher-pupil planning, unit method, interaction analysis).
- 4) leadership hypothesis - efforts to uncover and tap latent abilities of people holding non-status positions but who may make strong contributions to educational change; programs designed to release the creative potential of all persons (i.e., action research projects, in-service study groups, sensitivity training, large curriculum committees).
- 5) research hypothesis - efforts to affect change through increased programs of research and development.
- 6) personnel hypothesis - improvement and changes in teacher preparation programs as well as in-service and supervisory programs.

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<sup>16</sup>Miles, op. cit., 1967, p. 2.

<sup>17</sup>Jack R. Frymier, Fostering Educational Change, (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), Chapter I.

These six hypotheses spell out the more readily definable and most frequently used general areas of education innovations. However, multitudinous innovations in these areas have done little to clarify the nature of educational change.<sup>18</sup> Frymier concludes, "...much change has occurred but, in general, this change has not been significant in an educational sense."<sup>19</sup> This is what Sarason means by his reoccurring theme, "the more things change, the more they remain the same." All six of these hypotheses toward change and nearly all programs or projects of planned educational innovation have as their final goal behavioral or programmatic changes which are to be reflected in the classroom, despite both the difficulties and dangers of assessing these changes. Thus, teachers are asked to change how and what they teach. The theory behind this is that, as a result of teacher changes, the children whom they teach will undergo changes in how and what they learn. McNeil states this position clearly, "Achievement of pupils in desired and desirable ways in a much more valuable indication that good teaching has taken place than the actions of teachers

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<sup>18</sup>Donald Orlosky and B. Othanel Smith, "Educational Change: Its Orgins and Characteristics," Phi Delta Kappan, (March, 1972), p. 413, found that successful pre-1950 change ideas usually involved administration and school organization. "It appears to be easy to try and discard changes in curriculum and instruction, but when the machinery of organization and administration is modified, the change is relatively permanent."

<sup>19</sup>Frymier, op. cit., p. 18.

independent of consequences on learners."<sup>20</sup> Whenever professional people, either individually or as a group, are asked to make changes, they are confronted by a number of psychological concerns. The obvious implications are that they have not been doing whatever they were doing well enough or that other, and perhaps better ways exist for doing the same thing. Furthermore, those agencies or persons who have pointed out this deficit apparently have some idea as to what the desired changes are and how desirable changes should be made. Often those being asked to undergo the changes do not share the same views as do those seeking the change. Issues such as authority, power, role definition, support and status become involved in declarations for educational innovation. Other issues further complicate asking teachers to make significant changes in their classroom performance and programs. Among these issues are the teacher's own past impressions of teaching-learning experiences, the nature of teacher preparation programs, the confines of pre-set curriculum coverage expectations, and the teachers own assumptions about children and knowledge. However, teachers as a group have indicated their willingness to at least examine the hows and whys of their teaching by their support of new approaches toward curriculum

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<sup>20</sup>John D. McNeil, Toward Accountable Teachers, (New York: Hart, Rinehart & Winston, Inc., 1971) p. 13.

and staffing and by their participation in various kinds of professional upgrading. Most generally, in-service training of various kinds are used by school districts as the vehicle for involving teachers, administrators and other staff in educational change processes. However, few in-service models exist although study and investigation into this form of teacher education is increasing (Amidon and Flanders, 1963; Frymier, 1969; Bussis and Chittenden, 1970; Torrance, 1972; Mowner, 1972; Windley, 1972; Goodlad, 1972; Jaski, 1973).

The following three statements present the traditionally - held purposes of in-service:<sup>21</sup>

- 1) to acquaint him (the teacher) with new techniques, devices, and arrangements.
- 2) to provide him with the results of research on learning and the learning process.
- 3) to prepare (him) for new fields and new responsibilities.

All three of these purposes imply a passive receptivity on the part of the teacher - a continuation of the teacher's past educational experiences. Other writings on in-service also convey a lack of direct teacher involvement. For example, Harris and Bessent state that the purpose of their book is "to provide the superintendent, principal, supervisor, curriculum director, academic dean or college consultant with practical guidelines for planning and implementing

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<sup>21</sup>Arnold Finch, Growth In-Service Education Programs That Work, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969) pp. 22-23.

in-service education activities for instructional staff members."<sup>22</sup>

Teachers are not listed here as having equal responsibility for structuring the nature of their own in-service offerings. The authors further compound this omission by their definition of in-service as 'planned activities for the instructional improvement of professional staff members,'<sup>23</sup> which can be construed to mean planned by those to whom the book is directed. Yet, a few pages later these same authors cite evidence showing that teachers found some existing in-service programs to be inadequate because the offerings generally were irrelevant, inappropriate and ineffectual. Still, Harris & Bessent suggest teacher involvement as essential to in-service success. This example highlights some of the confusion encountered in the literature on in-service.

Most traditional in-service programs tend to be of two types: one serves to introduce new curriculum content and has as an underlying assumption that up-to-date instruction is better instruction; the second involves the use of themes such as individualized instruction or "teaching for creativity" with the underlying assumption here being that looking at old problems from a new vantage

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<sup>22</sup> Ben Harris and Willard Bessant, In-Service Education: A Guide to Better Practice, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969), pp. 1.

<sup>23</sup> ibid, p. 2.

point will improve the level of instruction.<sup>24</sup> As Wayant points out these two, and other, traditional approaches focus on teachers' deficiencies and ignore "teachers' interests, wishes and teaching strengths," with in-service programs planned and implemented by persons who are not held "accountable for the results of the Program."<sup>25</sup> Too often in-service programs are provided by outside consultants on a one-shot basis at regularly scheduled intervals throughout the year. Teacher attendance at a specifically defined number, if not all, is usually mandatory, with salary increments as an inducement. As a result, these kinds of programs become staged performances. The captive, passive audience usually judges the value of the program in terms of a theatrical or dramatic presentation instead of attempting to gauge whether or not the program was relevant or appropriate to their own teaching styles, interests or concerns. Goodlad states, "Most in-service education activities approved by school districts take the teachers away from the problems of their schools."<sup>26</sup> Too few in-service programs even ask, as does Flanders, 1) will the teachers act differently while teaching as a direct result of the in-service training and 2) if these changes do occur, has the quality of instruc-

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<sup>24</sup>Ned A. Flanders, "Teacher Behavior and In-Service Programs," Educational Leadership, (Vol. 21, No. 1, Oct., 1966), pp. 25-30.

<sup>25</sup>Louise F. Waynant, "Teachers' Strengths: Basis for Successful In-Service Experiences," Educational Leadership, (April, 1971), p. 710.

<sup>26</sup>John I. Goodlad, "Staff Development: The League Model," Theory Into Practice, (Vol. XI, No. 4, 1972), p. 211.

tion really improved or is it just different?<sup>27</sup> Evaluation of in-service programs is expensive, technically complicated and involves complex interrelationships.<sup>28</sup> These evaluation and assessment difficulties have resulted in few, if any, developmental models of in-service programs. However, most scholars and educators tend to regard in-service, especially when expanded to include the concept of staff development, as one means of promoting significant educational change.

In-service, staff development programs appear to be most successful when they are participatory in planning and implementation, held in the teachers' environment, long-term in time sequence, supportive in nature, volunteer in attendance, and when the concepts under consideration are relevant and appropriate to the classroom. Several studies (Bowers and Soar, 1961; Flanders, 1963; Uffelman et al., 1971) seem to indicate that in-service training is most influential when its methods are consistent with the teacher's own preferred style of teaching. Miles cites studies in support of the need for a school's climate to be relatively open, relatively trusting and relatively

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<sup>27</sup>Flanders, op. cit. 25.

<sup>28</sup>ibid, p. 26. Flanders lists five steps of in-service evaluation: 1) The objectives must clearly be stated as desired actions which recur in the classroom; 2) Techniques for assessing these particular actions must be at hand; 3) Sufficient experimental control must be exercised in the collection of data so that cause and effect between training and outcomes can be enforced; 4) Methods of training must be potent enough to produce changes that are considerably larger than the errors of measurement; 5) The validity of the entire process will depend on whether or not the changes in behavior produce more effective classroom learning.

collaborative before innovations can be attempted.<sup>29</sup>

The in-service, staff development, component of the SDC/Integrated Day Project model actively involved teachers and interns in planning and implementing these programs, allowing their leadership in this to emerge gradually, if appropriate to the situation of a given school or district.<sup>30</sup> The bulk of these programs took place in the districts, often in Project teachers' classrooms. A projected long-term relationship was established initially as essential to successful implementation of staff development. Open, trustworthy, cooperative working and support relationships were reinforced between teacher and intern, teacher and teacher, teacher and administration, teacher and University staff, teacher and pupil and teacher and parent. Because of the voluntary commitment of Project participants to the Integrated Day organizational framework, in-service offerings tended to deal with real classroom issues, problems, interests and needs. This, of course, was enhanced by the fully active role of Project participants in determining all aspects of their in-service programs. Other factors, such as University course credit and degree programs for teachers held in the school districts, further extend the possibilities of the in-service; staff development component.

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<sup>29</sup>Matthew B. Miles, The Development of Innovative Climates in Educational Organizations, (Washington, D.C.: U.S. Department of H.E.W., SRI Project 6747, 1969) pp. 25-26.

<sup>30</sup>Several studies refer to Etzioni's gradualist theory in terms of organization change. For one such account, see Lois M. Smith and Pat M. Keith, Anatomy of Educational Innovation, (N.Y.: John Wiley & Sons, Inc., 1971), pp. 370-373.



After three years of formative implementation, two questions appear most significant in relationship to the diffusion of this pilot Project. One has to do with the continuance of aspects of the existing staff development model, and the roles and responsibilities of Project teachers and principals in this as well as in the diffusion of this and other models to other teachers, interns, and principals. The second question involves the role of the University or other schools of education in supporting and facilitating an expanded approach to teacher education through in-service and staff development programs that occur in the schools and are coordinated with pre-service teacher preparation programs.

Very few pre-service, in-service teacher education programs currently exist in this country. This is perhaps one of the clearest indications of how successfully the status quo has been maintained by the organization and administration of both public school and colleges of education. Certainly much research points to the need for extended pre-service and in-service continua. Goodlad writes of longer term apprenticeship for student teachers with up-dated in-service offerings made available by the system for teachers who complete the apprenticeship program.<sup>31</sup> Temple University's tripartite intern teaching program is a two-year master's level degree program that places students in the field with careful University and

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<sup>31</sup>Goodlad, Klein, et. al., (1970), p. 109.

community steering committee supervision as well as an interesting workshop preparation in the field site but does not extend this program to the cooperating teacher and to in-service. Furthermore, after functioning for seventeen years, expansion seems unlikely especially in view of their lack of an evaluation component.<sup>32</sup> The TTT program at CUNY is based upon open education practices and does include both pre-service and in-service components. Its stated goals are to:

provide a comprehensive teacher education model through which it hopes to tackle simultaneously the lack of adequate training for teachers and student teachers, the professional estrangement of education and liberal arts faculty from pre-service and in-service teacher training, the frustrations of parents and conflicts between school and community.<sup>33</sup>

Workshops are held on site with active involvement of teachers, interns, parents, administrators, and College faculty. This program sounds very promising, despite the incredible magnitude of its goals. It represents one of the few other reported efforts to coordinate pre-service and in-service teacher education and also uses the general organization framework of open education. Other teacher preparation programs appear to be carefully reexamining their programs with consideration of current findings in research and

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<sup>32</sup>Frederic Harwood and H. Bernard Miller, "The Intern Placement Program in the Urban Schools: Impact on Instructional Improvement", The Journal of Teacher Education, (Vol. XXIII, No. 4, Winter, 1972), pp. 427-431.

<sup>33</sup>Vivian O. Windley, "A New Look at Teacher Education," The Urban Review, (March, 1972), p. 5.

development. One example of this is the Florida New Elementary Program.<sup>34</sup> However, very few schools of education extend their teacher preparation programs on campus into developed, long-term teacher education programs in the field.

In summary, both the broad area of educational change and the implementation of specific innovations such as in-service, staff development programs lack conceptual, theoretically defined models. Formerly accepted concepts such as that of the initial resistance to change of organization members are undergoing careful scrutiny by current researchers and theorists. The goals of teacher education appear to be expanding, at least within the schools themselves, so that in-service professional training has assumed a greater emphasis, especially during the past decade. A few schools of education are beginning to contribute to the development of in-service, staff development programs in the field. Even fewer have begun to develop coordinated pre-service, in-service programs for continuous teacher education as a means for bringing about desired changes in our schools. The SDC/Integrated Day Project represents one such model.

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<sup>34</sup>Robert Blume, "Humanizing Teacher Education," Phi Delta Kappan, (March, 1971), pp. 411-415.

## C H A P T E R I I I

### ORGANIZATION OF THE STAFF DEVELOPMENT COOPERATIVE FOR IMPLEMENTING AN INTEGRATED DAY APPROACH

#### Background

Two factors contributed to the development of the SDC/Integrated Day Project: the growing interest in open education on the part of both the public and professional educators, discussed here in Chapter I, and secondly, the dedication to educational change both as a means of improving schooling for children and for affecting society, on the part of the new, vital administration and faculty at the School of Education, University of Massachusetts. The latter created an atmosphere conducive to the reexamination of past teacher preparation methods and to the exploration of innovative programs for teacher education. A group of faculty members and doctoral students who shared similar assumptions and beliefs about children, learning and knowledge in 1969 were in the process of implementing these in an innovative, elementary teacher preparation program called the Model Elementary Teacher Education Program (METEP) which was not based upon traditional "read-memorize-recite" approaches to learning. An underlying assumption of METEP is that one means of affecting educational change is through changing the manner in which future teachers are prepared. Integrated Day - METEP is the pre-service component of the SDC/Integrated Day Project. Primarily an under-

graduate teacher preparation program,<sup>1</sup> students who are selected for METEP are prepared through similar procedures, toward the same goals and usually by the same staff as the Project classroom teachers. METEP represents a departure from conventional methods courses used for teacher preparation, emphasizing active participation of students in a wide variety of teacher preparation experiences. Conventional methods courses tend to emphasize the imparting of bodies of information about specific subject matter areas through a model of how-to-prepare-and-use this information in a classroom as the underlying theme of teacher preparation. Usually the instructor makes the bulk of the decisions as to the scope and appropriateness of the body of information, designates the materials to be used, suggests the means of achieving the instructor-decided goals of the course, and also acts as the final evaluator. Certainly this approach has value, especially if the major objective is that of preparing students to teach separate subject matter areas. At the same time, however, this conventional approach to teacher preparation also models the instructor as the major, if not sole, decision-maker and reward-giver. If one goal of a teacher preparation program

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<sup>1</sup>METEP also has an M.Ed. certification program, designed for students who have earned undergraduate degrees in other fields and now have decided to teach. Graduate students enter Fall semester only and take preparation courses and intern with the Integrated Day - METEP undergraduates. They then return to campus for further course work and workshop experiences during Summer School.

is that of educational change, obviously these conventional methods cannot be used. They tend to perpetuate the status quo - turning out teachers prepared to teach as they themselves were taught, standing in the front of the classroom with every child facing forward, imparting information regardless of its appropriateness or the children's level of interest. In contrast to this, the Integrated Day - METEP beliefs about the role of teaching and learning in today's society find expression in Carl Roger's statement:

We are faced, in my view, with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance upon process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world.<sup>2</sup>

Integrated Day - METEP is one of 24 teacher preparation programs at the School of Education, University of Massachusetts.<sup>3</sup> Originally METEP came into being separate from Integrated Day, sponsored by a feasibility grant from the U.S. Department of Health, Education, and Welfare. Dr. James M. Cooper, now at the University of Houston, Texas, was program director. METEP originally was

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<sup>2</sup>Carl R. Rogers, Freedom to Learn (Columbus, Ohio: Charles E. Merrill Publishing Co., 1969), p. 104.

<sup>3</sup>These programs are organized under the Teacher Preparation Programs Council, TPPC, which was awarded a certificate of excellence in undergraduate education by the American Association of College Teacher Educators, AACTE, in February, 1973.

designed as a competency-based teacher preparation program in which behaviorally stated performance criteria served as the means for implementation and evaluation.<sup>4</sup> Performance criteria were used as one means of freeing students and faculty from the traditionally experienced concept of the instructor as the major source of decisions, rewards, and information. Students became actively involved in a wide variety of experiences designed to help them achieve both greater competency in the teaching-learning process and increased freedom from previous subject-matter oriented courses. This approach also allowed the instructors to engage in varied and diverse approaches to teacher preparation, at the same time practicing or modeling the kinds of behaviors they encouraged in their students. In an article discussing the use of performance criteria in a specific area of METEP, Masha Rudman summed up the thrust of the program:

...(METEP) goals in terms of teacher characteristics appropriate for the elementary school must emphasize an openness to all approaches, new and old, and an expansion of the teacher's repertoire of skills of presentation. With the willingness to try new and different approaches should come the understanding that there is no exclusive solution to any educational problems, but rather that there are a number of viable alternative routes...Our goal is to have the teacher provide a variety of learning experiences for his/her students, accepting the view that the different learning preferences on the part of the students are valid. In addition to knowledge of and ability to use many approaches should come the ability to plan (learning) activities with a specific audience in mind, rather than having some notion that a particular lesson can be effective for all situations and all populations.<sup>5</sup>

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<sup>5</sup>Masha Rudman, "A Performance-Based Teacher Education Curriculum in Language Arts," (Elementary English, February, 1972) p. 198.

These goals have little relation with behaviorally stated performance criteria used as an end in themselves. Rather these goals are more in keeping with reexamination of teacher characteristics and practices. It was in this manner that METEP used performance criteria.

As a result of this program, a need arose for sites where these uniquely-prepared students could intern or student teach. This need precipitated a search and resulted in METEP faculty contacts with various school districts in the state. Already committed to teacher education as a life-long process and supported by the School's forward-looking administration, the METEP faculty was primed for field exploration of teacher education. Thus, groundwork preparations were ready at the University.

The increasing awareness of open education concepts and practices cause a number of school districts, some of whom were pressured by parent groups, to seek out the new School of Education (whose reputation as an institution committed to change and innovation spread rapidly) and to request assistance in efforts to move some of their elementary classrooms toward open education. Further support was given by the New England Program in Teacher Education (NEPTE), an agency which had been created by the New England Regional Commission to help create change through teacher education. Particularly interested in the concept of staff development, NETEP was in a position to support projects such as this which was regarded by



funding agencies as high risk because it crossed state boundaries. NEPTE also had funds to support several staff development cooperatives, although this one was the only interstate SDC project. The groups of people representing these complementary interests made contact with one another and began to explore ways of working together. In a generalized and over-simplified form, these are the major background developments leading up to the formation of the pilot program, the implementation of open education through a pre-service, in-service continuum.

### History

1970-1971 served as the planning year. By the early Spring, three school districts were identified for Project participation from among a number which had requested consideration because of their willingness to make the same level of commitment that the School of Education had made. These three were Brattleboro, Vermont, Kennebunk and Kennebunkport, Maine, and Wellesley, Massachusetts, with Wellesley joining on a reduced basis of services supplied by the Project through the University for the first year. NEPTE set guidelines by which an SDC/Integrated Day Project Planning Council was established composed of representatives from these three districts, the University of Massachusetts' School of Education, the Early Childhood Program

at the University of New Hampshire.<sup>6</sup> The Planning Council, meeting regularly throughout the Spring of 1971, drew up a grant proposal for the purpose of securing funding. No funding existed during the first part of this planning year. The expenses that accrued for METEP faculty to travel to districts, secretarial work, telephone, supplies and materials were absorbed by the School of Education. Other institutions themselves supported the expenses created by their representatives to the Planning Council. At this time, a fourth school district, the Gateway Regional School District in Western Massachusetts, appealed to the Planning Council requesting admittance which was granted, although with limited initial financial support. A representative from the Gateway Regional District, the superintendent of schools, joined the Planning Council. The proposal which had been prepared was funded by NEPTE for the first year of implementation, beginning with a summer preparation workshop, and with the option of a one year renewal. The Planning Council had hoped for longer-term funding, but because of the tenuous nature of NEPTE's own funding, this could not be guaranteed. The SDC/Integrated Day Planning Council clarified the open education organizational framework of the Project, specified the nature of participating members'

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<sup>6</sup>During 1971-1972, representatives from the Massachusetts State Department of Education, from Fitchburg State Teachers' College and Salem State Teachers' College, community representatives, and project teachers joined the SDC/Integrated Day Steering Committee, which was the new function of the Planning Council.

commitments to the Project, developed an operational plan of presentation and implementation and established their continuance as a representative body called the SDC/Integrated Day Project Steering Committee as well as formulating the following overall objectives of the Project:<sup>7</sup>

1. To prepare for, plan, and implement a responsive educational approach in selected New England School districts.
2. To establish communication and cooperation among selected school districts in Northern New England, the State Department of Education of each of the participating states, and the University of Massachusetts and New Hampshire local advisory groups.
3. To bridge the usual disparity between pre-service and in-service teacher education by designing a program that ties the two together in a meaningful and operative manner.
4. To produce teachers (pre-service and in-service) who can address themselves to the needs of the learner by constructing a warm and responsive educational environment that encourages self-initiated learning, concern for affective as well as cognitive outcomes, and an emphasis on concrete experiences for the learner.
5. To establish Staff Learning Centers to facilitate curriculum and materials development and to provide in-service workshops for continued development of staff competencies.
6. To plan for and provide evaluation and eventual dissemination of this program beyond the participating agencies.
7. To build in the capacity for continuation of the program after NEPTE's resources have been utilized.

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<sup>7</sup>Planning Council of the SDC/Integrated Day, "A Proposed Staff Development Cooperative to Implement an Integrated Day Approach," an unpublished document, (University of Massachusetts: School of Education), Spring, 1971, p. 3.

### Organizational Framework

Open education, or the Integrated Day, provided the basis organizational framework of the model. Rathbone's four divisions organizational of space, time, groups of children and instruction (see Appendix B), Barth's taxonomy of assumptions about learning and knowledge (see Appendix A), the Vermont Design for Education,<sup>8</sup> and somewhat later, Walberg's and Thomas' Characteristics served as the background definition.<sup>9</sup> Implementation of Project objectives was to be in the form of a pre-service, in-service continuum with the planned expectancy of an emerging staff development component which could begin to assume major responsibility for continuous assessment of field needs and interests and for the direction and extension of all resources including those of the University. All matters of policy, budget and governance were decided upon by the representative body, the Steering Committee. Meetings were held approximately every six weeks on a rotating basis in the four states. Dr. Masha Rudman of the School of Education, University of Massachusetts, served as Project Director, with two doctoral students at the School coordinating the field. NEPTE entered its funds through the account-

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<sup>8</sup>For a review of the Vermont Design for Education, see Nyquist and Howes; op. cit., pp. 55-63.

<sup>9</sup>For a full account, see the Planning Council' Proposal, op. cit., pp. 4-9.

ing offices of the University with each of the four participating school districts submitting individual budgets to the Steering Committee for examination and approval. The Steering Committee enlarged by teachers, some community and other representation, provided governance for the SDC/Integrated Day Project. The implementation of an open education approach to elementary education, on a pilot basis for a period of at least three years (if funding was available), by means of a pre-service, in-service continuum with a staff development component, was the collective, unanimous decision of the Steering Committee.

#### Entry and Teacher Selection Procedures

Each of the four cooperating districts had sought entry into the Project for different reasons. Kennebunk and Kennebunkport, Maine, had responded to strong community interests represented by a local group of parents eager to see open education practices in at least some of its classrooms. Brattleboro, Vermont, initiated entry largely because of teacher, parent and administration concern over how to best respond to the first entry of children who had experienced the four year follow through program into fourth grade.<sup>10</sup>

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<sup>10</sup> Brattleboro's SDC/Integrated Day first Project classrooms were grades four, five, and six. During the summer of 1971, while Project preparations were well underway, the parochial school there ceased operations beyond third grade. Therefore, fourth grade teachers in Brattleboro were working toward opening their classrooms (which previously had been departmentalized in organization) in self-contained spaces but with a group of children from heterogeneous educational backgrounds: conventional public school, Catholic parochial, and Bank Street - based Follow Through.

Wellesley had been experimenting with English Infant School practices for nearly a decade and sought entry to the Project out of a need for validation of this approach to education and because they were ready for extensions. The Gateway Regional School District had hired a young, energetic superintendent of schools who had just received his doctorate degree from the University of Massachusetts' School of Education and sought entry into the Project as one means of effecting educational change in that district. Thus, two districts, Kennebunk, Kennebunkport, and Brattleboro entered the Project with prior acknowledgement and consent of school administration, school board members, teachers, and sufficient representation from parents and community. One district, Wellesley, entered with administration, school board and teacher support but without either consulting or informing parents and community. The Gateway Regional District entered via top administrative mandate, consulting with only the School Committee.<sup>11</sup>

Each of the four cooperating school districts had been encouraged by the Steering Committee to work out teacher selection with teachers, parents and anyone else who should be involved. The Steering Committee had agreed that teachers should desire to participate in such a Project, just as each district had sought voluntary entry. The Pro-

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<sup>11</sup>Neither the SDC/Integrated Steering Committee nor Project directors were aware of this mandated entry until well into the 1971-1972 school year.

ject directors gave assistance on request in several instances, meetings with groups of parents and with both individual and groups of teachers. However, teachers were neither selected by nor given final approval by the Project directors but rather entered the Project through processes developed by administrators and teachers in each of the districts. In general the district's school boards did not give district guidelines to the Steering Committee. However, beginning with second full year of operation, the school board in Brattleboro requested that an alternative classroom to be SDC/Integrated Day pilot classroom be made available to each grade level.

The Project directors, with full approval of the Steering Committee, had requested that a minimum of two teachers and the principal from any single school enter the Project on the basis of full participation. This was suggested as a means both of building in support for the teachers and of reinforcing the concept of staff development. Of equal importance, the full understanding and support of the building principal was deemed essential to the successful attainment of Project goals. Each district also was asked to budget its Project funds so as to include release time coverage for Project teachers for various in-service offerings, visitations and observations in other classrooms and schools, working with fellow teachers, interns, specialists and the like. Funds were also budgeted for

materials and supplies to supplement standard classroom materials. Due to reduced NEPTE funding for the second year of operation, this budget item was omitted. However, during all four semesters of Project operation, Project teachers were provided with small amounts of cash reserves for classroom items and materials. The Project directors agreed to plan and run appropriate teacher preparation experiences in the form of an intensive three-week summer workshop each summer, if funded, and to provide various kinds of in-service sessions throughout the school year. During the first full year of operation, resource people<sup>12</sup> went from the University were provided two days per week to Kennebunk, Kennebunkport, and Brattleboro for the first semester. Their visits were extended to four days each week during the second semester because of the addition of interns in the classrooms. Gateway Regional District had one day's services of a resource person first semester, two days the second semester of the first year. One of the two co-directors served as part-time resource person to the four teachers and interns in Wellesley the second semester of the first year. During the second year of Project implementation, 1972-1973, three districts, Brattleboro, Kennebunk, and the Gateway District, each had the services of a resource

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<sup>12</sup>For a fuller accounting of the services of resource persons, please refer to that heading under Support Procedures from the University in this chapter, beginning on p.81.



person two full days per week; Wellesley, because of its increased number of participating teachers and, hence, interns had the services of two resource people, or four days of coverage. The assistantship salaries and travel expenses of three resource persons came from funds provided by NEPTE; salaries and travel expenses of two resource persons came from the School of Education. The University's commitment also included interns from their teacher preparation program who were prepared through the same procedures and toward the same goals as the Project classroom teachers. Training of interns began Fall semester, 1971, with that group ready to intern Spring of 1972. Interns continued to work alongside Project teachers all day, full time each remaining semester of the Project's two years of operations wherever possible.

In summary, before preparation procedures had begun, the entering commitments of both participating school districts and the University-based Project directors were specified. The organizational framework of the Integrated Day had been defined, clarified, and approved by the representative governance body. Within the general policy for entry established by the Steering Committee and which was reaffirmed at various times throughout the subsequent two years of operation, entry of both school districts and teachers was on a voluntary request basis

subject to approval by the Steering Committee.<sup>13</sup> Plans had been made to extend the Project for a minimum of three years, providing money to do so could be had. However, as part of the planning, procedures for early withdrawal by any participating body were defined. Teachers, principals and other administrators as well as the University at the end of each academic year reviewed the Project and evaluated the benefits and debits of Project continuation. Thus, both entry and departure were defined prior to implementation of the SDC/Integrated Day Project.

Participation during the 1971-1972 year of Project operations numbered as following:

	<u>Teachers</u>	<u>Principals</u>
Kennebunk and Kennebunkport, Maine	10	2
Brattleboro, Vermont	9	2
Gateway Regional District, Massachusetts	6	2
Wellesley, Massachusetts	<u>4</u>	<u>2</u>
Total -----	29	8

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<sup>13</sup>One major exception to this policy occurred at the beginning of the second full year of operations when Wellesley added sixteen teachers in eight elementary schools, with seven principals, to the Project, beginning with participation in the summer workshop. This was done without obtaining prior approval from the Steering Committee, nor was the Project director informed until after the Wellesley School Committee had budget funds, teachers had volunteered and irreversible plans set in motion.

Integrated Day - METEP trained interns totaled 49.<sup>14</sup>

Participation during the 1972-1973 year of Project operations numbered as following:

	<u>Teachers</u>	<u>Principals</u>
Kennebunk and Kennebunkport, Maine	10	2
Brattleboro, Vermont	9	1
Gateway Regional District, Massachusetts	9	1
Wellesley, Massachusetts	<u>19</u>	<u>9</u>
Total -----	47	13

Integrated Day - METEP trained interns for Fall semester numbered 31<sup>15</sup>; for Spring semester, the figure was 44.

Twenty-one Project teachers continued with the Project for the second year of operations. Of the eight who did not, only one withdrew by choice; the others either changed positions, teaching in schools not associated with the Project, or began advanced degree work.

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<sup>14</sup> Because of so large a number of interns, Project teachers had a choice of working with one or two interns during Spring Semester, 1972.

<sup>15</sup> Because of the smaller number of students selected by the Integrated Day-METEP Program, few interns were available Fall semester. Priority was given to teachers in their second year of Project participation, whenever possible.

### Preparation of Student Teachers

The Integrated Day became an approved program in the School of Education, Spring of 1972. The METEP faculty and doctoral students had worked toward the creation of this program, broader in scope than the original METEP. As a consequence of this reorganization, METEP specifically became the pre-service component of the Integrated Day Program, at the same time serving this function for the SDC/Integrated Day Project. Performance criteria are less rigidly adhered to than as originally, but behaviorally stated objectives and expectations of student-competency still are maintained. METEP's assumptions and beliefs about the teaching-learning process are concomitant with those of open education.

Students are selected for METEP on the basis of a personal interview with several members of the Integrated Day Program, students and faculty. Included in the materials initially handed to those students selected for the Program are the following statements:

METEP is a program which provides participants with those competencies necessary to function effectively in integrated day programs or any educational setting where active learning is emphasized. The METEP philosophy encourages a student to assume much of the responsibility for his own learning. The teacher's responsibility is to expose the student to a rich environment of materials, to encourage him to become self-directing, to permit him to become more intensely involved with those activities which interest him, and by continual diagnosis and assessment of his intellectual growth and development to guide him to experiences which will allow him to maintain a maximum rate of growth and development in all areas of concern. In this way, the student learns how to learn and develops an ability for self-education. The

evidence that a teacher teaches as he has been taught has led the METEP staff to believe that the METEP participant who is himself exposed to this approach will indeed pattern his teaching in similar fashion.

METEP requires a minimum of two full-time semesters of student participation. The first semester concentrates on preparing the students for the classroom using an active, experiential approach to teaching and learning. Usually referred to as the METEP workshop, students take no outside courses, concentrating solely on those which comprise the workshop. Workshop offerings emphasize an integrated approach to all curriculum areas, including aesthetics and human relations, rather than compartmentalizing subject matter areas. Each student's performance becomes the critical factor in diagnosis and extension by the total METEP faculty and staff and also by the student, him or her self. The students spend one day per week regularly in the field, actively participating in classroom activities. Additional days in the field are used for special student projects demonstrating curriculum integration. Whenever possible, field experiences have taken place in SDC/Integrated Day Project classrooms, strengthening both the pre-service and in-service components. The second semester of METEP is the practicum with the student interning full-time every day for the full semester, usually in a Project classroom, working with a teacher who has undergone similar training by the same staff toward the same goals. Interns work closely with their cooperating teacher

in the movement of the classroom toward openness. Resource people and METEP faculty also work with the intern in the field, partially through a field seminar designed to serve as an extension of their METEP workshop experiences to their field work.

A third semester is encouraged for post-interns but not required. A large variety of experiences are available and individual study projects usually are negotiated with various METEP faculty. Increasingly students are finding their internships to be so valuable that more are considering a second internship.

The Integrated Day Program in response to perceived needs, has expanded the scope of teacher education to include other courses. For example, one course, which is specifically designed for Freshmen education majors, combines actual experience in classrooms with the theoretical and philosophical foundations of open education.<sup>16</sup> An objective of this course is that of helping students clarify the degree of their commitment to the teaching profession early in their college careers and also to aid in the selection of future students for METEP. Another example of Program extension of teacher education is the graduate level seminar given in the field by METEP faculty and staff, enabling teachers, particularly Project teachers and

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<sup>16</sup>Post-interns assist in this course, on a selective basis.

administrators, to persue special activities or projects in their own classrooms, communities or districts.

In summary, METEP is the pre-service component of the SDC/Integrated Project. It represents an innovative approach to teacher preparation emphasizing the integration of subject matter and the development of teaching competencies appropriate to sound open education goals and practices.

#### Preparation Procedures for the SDC/Integrated Day Project

The three major means of teacher and administrator preparation in the Project are 1) in-depth experiences with Project colleagues in open education practices based upon its assumption about learning and knowledge at summer workshops; 2) on-site, in-service workshops in each of the districts throughout the school and 3) in-service workshops for all Project participants held at the University.

#### Summer Workshops

Two concentrated three-week summer workshops<sup>17</sup> were organized by SDC/Integrated Project Directors and staff during July of 1971 and July of 1972. The two primary purposes of these intensive workshops were to help teachers, principals and other school administrators clarify their understanding of the organizational framework

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<sup>17</sup>The same teachers did not attend both workshops. The second workshop provided preparation for those teachers who joined the SDC/Integrated Day Project in the second year of operation.

of the Project and to help them prepare themselves for implementing the Integrated Day in their own classrooms and schools. In general the teaching-learning experiences provided by the Integrated Day faculty and staff were similar to those used in their teacher preparation program, METEP. Consequently, the two summer workshops were vital to the entire Project operation. During these three-weeks the classroom teachers and administrators had intensive contact with each other and with the Integrated Day Program and staff. Plans were made and activities initiated which helped give direction for the coming year. Relationships were established. Emphasis was placed on active, participatory learning. All participants and staff in the 1971 and 1972 workshops were in residence in Amherst during the workshop period.

Expectations for the Workshop were that a responsive environment would provide the basis for a commonly shared spirit of adventure and purpose, for insightful learning experiences, and for participants (and staff) to pace and direct their own learning -- to learn what it is like to over-schedule oneself, or to do nothing at all -- in short, to experience significant aspects of a good classroom. Workshop expectations included that of peer instruction. We hoped to identify participants' individual strengths and experiences,



to facilitate these and also to share them. Specific aims and goals were expressed for the workshop participants (see the evaluation chapter for an evaluation of the 1972 Workshop). The modeling of sound open education practices provided the underlying thread of all experiences throughout both three-week workshops.

### Physical Spaces

Space in Mark's Meadow Elementary School, the laboratory school of the School of Education, University of Massachusetts, was made available to the SDC/Integrated Day Project. Three adjoining classrooms, from which the connecting walls had been removed, on one side of the Intermediate corridor and two classrooms similarly set up on the other side provided the major physical spaces of the workshop. Learning and activity centers were set up: reading and language arts, math, science, curriculum extensions, crafts, movement, information and messages and supplies. As the workshop progressed, specific curriculum areas became less spatially defined. Many activities and sessions radiated into other areas and into the out-of-doors, adjacent to the school as well as the larger campus/Amherst area. One of the classrooms was used as a lounge; large group meetings and a communications area with coffee and doughnuts available by 8:30 a.m. every morning were located there. Films were shown in the school's auditorium with the ensuing discussions held in small groups and in appropriate spaces. Some support groups met in workshop space, others met at the motel or at swimming holes or at staff members'

houses.

### Participants

Due to the realities of workshop costs and limited outside funding, the two workshops were opened also to non-Project teachers and principals who were interested in open education and who paid tuition. Thus, at each of the workshops, Project teachers and administrators interacted closely with non-Project colleagues. Although this was done mainly out of financial necessity the first year, the inclusion of non-Project people was repeated for educational purposes the second year. General concensus of participants and staff was that the two groups benefited from their close interactions and positive exchanges. Attendance at the first workshop totaled sixty-nine, of this number thirty-seven people participated in the workshop; thirty-four of these were Project teachers and principals. Non-Project teachers and administrators came to both workshops from across the country and some came from Europe. Course credit was availabel for all participants who desired it, with NEPTE funds providing tuition, campus and credit fees for Project people. In every instance, the four Project school districts provided some expense money for their staff members attending the two workshops. However, some were able to provide more adequately than others; for example, Wellesley paid salaries to their teachers and principals while they attended the workshops.

Workshop Sessions<sup>18</sup>

All workshop participants were involved in a variety of whole group, small group and independent activities. An individually negotiated project was required of each participant expecting to receive University credit. This project was conceived of by the staff as a theme or focus which could serve to coordinate and to organize each participant's learning experiences. Participants were encouraged to identify an area of strength in their teaching and to use that as a vehicle in working toward opening their classrooms. One function of the daily support group was to help participants assess and evaluate their own progress throughout the workshop.

Six whole group sessions<sup>19</sup> were offered: "Math-In", "Bookbinding", "Scrounge Day" - using scrounged and found materials creatively in curriculum, "Problem Solving", "Natural Foods", and "Kites". The Math-In was used to start things off at the beginning of the workshop. Participants were fully involved in an active approach to mathematics using data generated by themselves. These whole group experiences were particularly important of modeling staff - participant learning and interactions, for increasing rapport and for emphasizing the integration of curriculum areas.

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<sup>18</sup>The examples which are cited are from the 1972 Summer Workshop.

<sup>19</sup>The term "whole group" is used to designate those sessions presented with no conflicts in scheduling. Although attendance at no session was mandatory, the staff hoped that everyone would participate in these.

Certain small group sessions such as offerings in curriculum areas, classroom management and room arrangements were pre-scheduled. Participants quickly involved themselves with the scheduling process, requesting that offerings be extended or repeated, giving sessions, suggesting offerings. A large three-week schedule was mounted in the lounge area. A participant from the first year's workshop returned for this summer's and assumed responsibility for keeping the schedule up to date and also made daily announcements. Small group activities included:

Cameras in the Classroom

Structure in an Integrated Day Classroom

Making Musical Instruments

Creative Vocabulary Development with Kites

Setting up Math Activity Areas

Children's Art: Stages of Development

Institutionalized Racism

Being a Cooperative Teacher - You and your Intern

Several sessions were scheduled during the same or overlapping time slots. Each participant focused upon at least one curriculum area in addition to attending as many special sessions as possible.

One faculty member reflected on her curriculum area:

Most requested were the sessions on individualized reading. The 'fun' things such as Haiku, rounds, test-taking and 'beating the basal' were also very well attended. Many participants decided to use Language Arts as an area for 'opening up' in

their classrooms. One young woman (a project teacher) progressed from total rejection of the idea of individualized reading to an excellent plan for how she would implement it fully in her classroom -- all in the space of three weeks! Other participants indicated that they were comfortable with varying levels of individualization in their reading programs.

### Support Groups

Support groups met daily; although these were not required meetings, it was clear to everyone that there was an expectation for consistent attendance and participation. The support groups were designed to respond to each participant's needs of individual affiliation with one member of the workshop faculty. Each support group consisted of one staff member who acted as leader and 8-9 teacher participants. The support group functioned to aid each participant in clarifying and communicating an attitude toward learning, in sharing ideas, fears, hopes, successes, and anxieties, in decision-making (scheduling and choice of activities), and in self-evaluation. Support groups also provided a regularly scheduled time and place where group members could be sure of finding each other. One staff member reflected on the support group mechanism:

The support group was 'an extremely effective vehicle' for developing the helping relationship. The group spent its daily hour discussing the flow of activities, their relationship to the self as a learner, and to the self as a teacher. At least one 'metamorphosis' took place. This member changed from a withdrawn non-communicative, 'up-tight' person to one who could say, 'I feel good about myself. These people have helped me feel free to share my things. I like that feeling.'

### Administrators

Principals and other administrators whose schools were joining the SDC/Integrated Project attended at least one full-week; however, several returned at other times for additional experiences. Although they participated alongside the teachers in most activities, some sessions were specially scheduled during this week which would be of particular interest to administrators: "Administration for Open Education", "One Principal's Attempts toward Open Education", "Reporting to Parents". Many teachers also attended these sessions.

### Summary

The two workshops proved to be extremely successful, from the viewpoint of both participants and staff, in establishing a sense of group cohesion, in clarifying both the underlying assumptions of open education and at least some application of these assumptions in classrooms with children. Working relationships and support procedures of the University and the districts during the coming year were defined. Needs and interests were assessed and possible next steps and extensions suggested by participants as well as by staff members. In general, openness to helpful, supportive working relationships and a clear understanding of the organizational framework of the Project were established. Additionally, Project teachers had undergone active learning and decision-making experiences similar to those of the METEP interns who would enter their classrooms and these experiences had been shared by their principals.

### On-Site Workshops in Districts

Various kinds of workshops offerings and work sessions took place in each of the four districts. During the first year of operation funds were available for teacher release time and many in-service sessions were held during school hours. Reduced funding the second year cut out extensive release time; however, each of the four districts made some release time available through their own budgeting. Most workshops were held after school hours during the second full year of Project operation. Topics were generated usually by Project teachers and interns themselves, based upon needs and interests which emerged as they worked together toward opening their classrooms. They were able to act as the initiators largely because of the open nature of their summer workshop experiences with the University's Integrated Day staff and with each other, including their administrators. Some sessions originated with the University staff, particularly the district's resource person who was an experienced classroom teacher now enrolled as a doctoral student and who spent two full days per week working with the district's teachers, interns, administrators, parents and children. The resource person was invaluable, acting as a liaison between the Integrated Day faculty and staff and those in the field involved with the Project. They were in a position to help Project teachers, interns, principals and others clarify existing needs, extend apparent interests as well as to suggest University input, when appropriate. Faculty members, resource people,

staff members, Project teachers and interns, and school administrators presented, participated in and served as consultants for the myriad workshop offerings. Topics ranged from those of group interest, such as record keeping in the open classroom, reporting to parents and the process of on-going intern evaluation, to the more specific, such as introduction to cuisenaire rods for K-1 teachers and interns and student conferences in an individual reading program. The Project teachers themselves tended to assume increasingly more active roles in both determining and implementing these in-service offerings as the Project evolved. Only toward the last third of the second full year of Project operations has the concept of staff development begun to clearly emerge with the teachers themselves, using the University staff and resource person as consultants, assuming full responsibility for long-term planning toward the realization of SDC/Integrated Day Project objectives.

#### Workshops Held at the University

A one-week workshop was held at the University of Massachusetts for all Project teachers and principals the last week in June, 1972, at the completion of the first full year of Project operations.<sup>20</sup>

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<sup>20</sup>A one day reunion for all 1971 summer workshop participants had been held in January at the University of Massachusetts, in the METEP classrooms.



This workshop was designed to respond to expressed needs and to fill requests made by those SDC Project teachers who were completing their first year and were remaining with the Project for the 1972-1973 academic year. Although attendance was not compulsory, all of Gateway Regional School District Project teachers came; all but one of Brattleboro's; all but two of Kennebunk's; three Wellesley teachers had made prior plans and were unable to attend. During the Spring, two questionnaires had been sent out by our staff to the teachers. After the information from the first questionnaires had been tabulated and the METEP faculty here consulted, the second questionnaire established the major areas of workshop concentration. Each teacher selected one of the five curriculum areas, reading/language arts, social studies/curriculum, science or math and participated in five, in-depth, sequential offerings included such topics as "the Role of the Resource Person", "Intern-Cooperating Teacher Relationships", "Classroom Meetings", "Human Relations", "Science and Art". Thus, the Graduate Workshop emphasized experiences and information which has direct carry-over to the participants' classrooms. From all verbal and written expressions, the Project teachers deeply valued this week as their 100% daily attendance tends to support.

A second three-day workshop was held for all Project teachers and administrators during the Spring of 1973 at the School of Education, in the METEP classrooms. METEP students who will be interning

in the Fall of 1973, joined some activities and participated in some workshop sessions. The theme for these three days was Extensions and it was especially appropriate. Teachers participated fully, organizing and leading discussions on topics relevant to them: organizing your room for children's uses, arranging for children to assume responsibility, record keeping, scheduling. Teachers from different schools and from different districts worked together in presenting special sessions such as "Science without Kits", "Pictorial Representation", and "New Approaches to Spelling". Many materials were brought by teachers, displayed and used in sessions. Individual teachers shared approaches that they were using in their classrooms: class meetings, parents as teachers, and activity cards.

Project teachers also participated in other of the various hundreds of marathon offerings. Some joined teacher planning sessions with interns in Mark's Meadow School. Others used the opportunity to get together, share their successes and concerns in their joint effort in moving toward open classrooms, to schedule conferences with METEP staff and to examine materials.

One of the most exciting outcomes of the workshop was the leadership role assumed by Project teachers, one of the primary goals of staff development. Plans were made for both shorter and longer term continuation of this role once the teachers and principals returned

to their school districts. Some workshops and sessions planned and implemented by teachers for teachers already have been held directly as a result of these plans. For example, all of the Project-associated in-service workshops held in Wellesley during the last three months of this academic year were planned and implemented by the Project teachers there. Furthermore, Project teachers in all four districts have organized themselves so as to be more independent in seeking University services and resources. One request was for these kinds of short, intensive sessions on a more frequent basis, at least twice a year, with the teachers assuming major responsibility. The Project goal of staff development demonstrated its viability.

#### Support Procedures in the Districts

Project teachers, supported by each other, their school administration and the University in moving toward open classrooms, began to change many practices more in keeping with conventional classrooms. Some of these changes involved the methods used for reporting to parents; for example, the fourth grade Project teachers in Brattleboro, Vermont, worked together to devise a student developmental-process chart which was combined with a parent conference, which the child also attended, and follow-up letter. When the fourth grade parents were given an option of this method versus the traditional letter grade report card, over 90% selected the more information approach. Some changes were small ones, such as the new inclusion of cooking in the intermediate grades, a learning experience that

previously had ended at third grade. Other changes involved the re-examination of school rules, such as that of one school in Kennebunk which allowed nothing to be sold. This rule was waived when the corresponding mathematic, language arts and social skills were spelled out by the resource person and presented to the principal. Scheduling of specialists were reorganized so that in one instance three Project teachers in the same building organized and participated in a weekly arts and craft afternoon which revolved around the classes' projects and interests rather than each having the art specialist give a forty-five minute "art lesson" in their independent classrooms. Recess, library and other rigidly scheduled blocks also were reexamined as to their value and appropriateness. In some instances, modifications were made in even the time at which children were allowed to be in their classrooms in both mornings and after school. Project teachers in all four districts' schools joined forces in their supplies and materials ordering and through sharing greatly enlarging what was available to their children. All of these changes, and others, came about due to SDC/Integrated Project teachers assuming greater responsibility in working toward the kinds of classrooms and schools they desired. This active role in decision-making combined with fellow teacher and administrator cooperation is at the essence of staff development.

The building principal and other school administrators were verbally and practically supportive. They supported the concept of

release time, not only for in-service workshops but also to enable two, three, or more teachers to plan and work together. By their very attendance and active participation at summer workshops and in-service sessions, they indicated their support. Principals and even one assistant superintendent of schools took over Project teachers' classrooms at various times in order that the teacher could meet with parents, other teachers, University staff, or even work on a vital project. They allowed rules to undergo reexamination, budgets to be changed, materials and supplies to be reallocated. They encouraged greater parent activity in classrooms and approved new methods of reporting to parents. Project school administrators were willing to take increased risks to support and advance the Integrated Day concept. For example, Kennebunk partially underwrote the expenses of three Project primary-level teachers who spent two weeks visiting schools in England while the academic year still was in process. When the school board requested "good reason" as to why this travel had been approved, the three teachers were so positive about the value of their observations that now the school board is budgeting funds so that other, not only Project, teachers can go next year. Perhaps more fundamental, the principals of schools with Project classrooms have discussed with parents in a positive, knowledgeable manner the goals and practices of this open education model. This kind of support certainly seems essential to any organizational framework hoping to affect educational change.

## Support Procedures for the University

Resource Persons. The doctoral students who served as resource persons played a vital role in the progress of the SDC/Integrated Day Project. Their primary function was that of supporting the Project teacher and intern as they moved toward sound open education practices in their classroom. In addition, they served as a means of direct communication between the University and Project participants in the field. Selected from the Integrated Program whenever possible, the resource persons all were experienced classroom teachers. When they were identified in time to do so, they participated in the summer workshop preparation, which enabled them to clarify their understanding of Project objectives, provided them an opportunity to work with all Project participants before the school year began and also served to specific individual faculty members' areas.

Certain of their responsibilities were defined by the Project directors: two school days per week in the field, adherence to the school district's calendar, the writing of regular, detailed field reports, helping in the placement of interns, and attendance at a weekly University seminar, which was added the second year of Project operation. Field activities were varied, depending upon the needs and interests of Project teachers, interns, principals and other administrators, parents and others, including the children themselves. They set up and gave in-service workshop sessions and worked with individual teachers and small groups on practices associated with implementing

open education. In addition to providing actual materials resources, they supported the strengths and interests of Project teachers and facilitated their growing reliance upon one another. Always the resource person communicated with the building principal, clarifying specific activities and practices and planning next steps. Occasionally they were called upon to serve the Project politically, speaking before P.T.A. groups and at school board meetings. Although the resource person focused primarily upon the Project teachers, interns and principals, other interested teachers in the districts were included in many discussions and in-service sessions. The resource persons acted as support group leaders for both teachers and interns, meeting regularly with interns after school hours and greatly enhancing the depth of communication between cooperating teacher and intern. In this role as liaison between University and district, the resource persons were closely involved with the Integrated Day - METEP faculty, planning with them various kinds of in-service sessions, conferences, observations, making specific appointments and conveying teacher and intern requests. Resource persons frequently served as a buffer between status quo rules and regulations in the field and the forward movement of the classroom. In summary, the myriad functions served by the resource persons were worked out with Project participants in the field. Guidance for this came from Project directors and staff largely through the weekly seminar. The seminar served to heighten the resource person's level of participation in the Project,

thereby increasing their ability to communicate fully and accurately with those in the field. Through problem solving and shared discussions, and experiences, the seminar also created a more cohesive feeling among the resource persons themselves, increasing both the number and level of their interactions with one another.

### Interns

Of all University support the Project teachers tended to rank their interns as invaluable. Certainly one contributing factor was that both teacher and intern had undergone similar preparation procedures, usually with the same staff. Interns and teachers, aided by resource persons and the Project directors, went through a process of mutual placement selection. As a consequence of both of these factors, interns and teachers tend to adapt to one another readily, moving forward with the shared goal of implementing sound open education practices. Occasionally, the intern served as the major innovator, encouraging and supporting a less sure classroom teacher. However, usually the cooperating teacher and intern worked in a collegial relationship, with the intern's responsibilities continually changing and expanding throughout the sixteen to eighteen weeks. There was no one set time at which an intern "took over" the class and a supervisor would arrive to observe. Rather the cooperating teacher served also as intern supervisor with guidance from the resource person, principal, and University staff. Experiences and



responsibilities continued to evolve throughout the internship. When the Project teachers attended the April, 1973, workshop at the University, their interns also acted as substitute teachers in most instances. While the three Kennebunkport Project primary teachers visited English Infant Schools, their masters' level interns took on full classroom responsibility. Two interns already have been hired as full-time teachers in the Gateway District starting the Fall of 1973. Thus, interns from the Integrated Day Program revealed in various ways their dedication and competence. They were able to extend their teacher preparation through a close working relationship with a teacher who shared similar assumptions and beliefs about teaching, learning, and children. Both teacher and intern were enriched as a consequence. This pre-service, in-service continuum proved fundamental to the progress of the SDC/Integrated Day Project.

#### University Staff

The Integrated Day - METEP faculty made numerous visits to the field, working on-site with interns, teachers, and administrators. They visited Project classrooms, gave workshops for Project as well as non-Project people, consulted with teachers about course projects, specific problems and students' needs, provided a wide variety of materials and resources, actively involved parents in open education practices at P.T.A. meetings, worked closely with resource people and were always available to help the forward movement of the Project.

In addition, they participated in the two all-Project workshops held at the Universtiy. All of these were given freely with no extra monetary compensation. They took on the additional responsibility of two special courses in the field, one for METEP interns and one for Project teachers, as overload courses. In all these ways, the faculty actively demonstrated their belief in and support for an in-service extension in the field of this innovative pre-service program. Without their cooperation and support, University extension to teacher education would not be possible.

#### School of Education

The School of Education's administration demonstrated their support of this pre-service, in-service continuum in many ways. In addition to creating an atmosphere conducive to experimentation and emphasizing a commitment to educational change, they give specific help, such as the recognition of the Integrated Day Program and making space available at no cost for both summer and in-service workshops held at the University. They supported most of the METEP faculty members' salaries for the summer workshops and also contributed the salaries and travel expenses of two resource persons as well as creating a travel fund for METEP faculty's field visits. They made it possible for University credit to be awarded for courses given in the field, readily supporting the fact that faculty members can and should work with teachers, students teachers, and principals in the schools.

At this time, the School of Education administration is considering a proposal submitted by the Integrated Day Program for a part-time, master's level degree program especially designed for teachers in the field. No such program is now available, campus residency being one requirement of currently-existing master's level programs. If this proposed program becomes a reality, it will represent a further advance in continuous extension of teacher education as a life long process.

#### In Touch

This publication was intended initially to serve as a vehicle for increased communication among all SDC/Integrated Day Project districts, Steering Committee representatives and those at the University. The first issue was published following the 1971 summer workshop; eight additional issues have followed. Supported by NEPTE Project funding, "In Touch" is now available on a subscription basis. Currently, over 450 copies of each issue go to Project, participants and subscribers. Articles are contributed by Project teachers, interns, principals, Project directors, resource persons and Integrated Day students as well as by others interested in open education.

In summary, University-based support to the participation SDC/Integrated Project districts include the numerous, regular services of resource persons, the preparation and placement of interns each

semester, close field working relationships with the Integrated Day faculty and staff, courses taught in the field with University credit, financial and other contributions from the School of Education administration and the nationally distributed Integrated Day publication, "In Touch". The University-based Project directors gave continuously of themselves to forward educational change through this pre-service, in-service continuum - SDC/Integrated Day Project.

## C H A P T E R I V

### EVALUATION

In reviewing the literature on the evaluation of open education, major interest in developing appropriate instruments is quite recent with most of the research published within the past three years. At least two, Bussis and Chittenden (August, 1970) and Walberg and Thomas (May, 1972) grew out a need to evaluate open education practices used in the Educational Development Center's (Newton, Mass.) Follow-Through Program. Both of these evaluation research studies were supported by the United States Office of Education. Traub, et. al, at the Ontario (Canada) Institute for Studies in Education, have developed an instrument for "assessing the extent to which a school's program embodies the characteristics of open education."<sup>1</sup> The instrument developed is a teacher questionnaire based upon observable characteristics within a given school.<sup>2</sup> Bussis, Chittenden and Amarel of ETS have focused their recent attentions on the teacher's

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<sup>1</sup>Ross E. Traub, Joel Weiss, C.W. Fisher and Don Musella, "Closure on Openness: Describing and Quantifying Open Education," an unpublished report from the Ontario (Canada) Institute for Studies in Education, Spring, 1973.

<sup>2</sup>One dimension, curiosity behavior of students, has been emphasized by two of Traub's associates, Carol Corlis and Joel Weiss, "Open Education and Curiosity: Empirical Testing of a Basic Assumption," paper presented at the American Research Association Meetings, New Orleans, February, 1973.

role in all aspects of classroom decision-making, developing a semi-structured interview as their method.<sup>3</sup> This research seems quite valuable and highlights the need for greater investigation into the necessary changes a teacher must make as he or she moves from traditional to open education. Walberg and Thomas, through further testing, have added to the validity of the fifty-item observers' rating scale of classroom openness.<sup>4</sup> In this article, the authors report empirical evidence to support the use of the eight themes which they had drawn from major analytical and descriptive writings on open education to distinguish open from traditional classrooms. (See Appendix P for the fifty items grouped around the eight themes.) In this author's opinion, Walberg and Thomas' research is extremely valuable in assessing the degree of openness in a given classroom. Growing numbers of researchers, in addition to those already cited here, are becoming involved in the evaluation of open education (Tuckman, Cochran, Travers, 1973; Thompson, 1973; Rentfrow, Goldupp, Hunt, 1973; Coletta, 1972; Kohler, 1973; Green, Keilty, 1973). How-

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<sup>3</sup>Marianne Amarel, Anne M. Bussis and Edward A. Chittenden, "Teacher Perspective on Change to Open Education," paper presented at the American Research Association Meetings, New Orleans, February, 1973.

<sup>4</sup>Herbert J. Walberg and Susan Christie Thomas, "Open Education: An Operational Definition and Validation in Great Britain and United States," American Educational Research Journal, (Vol. 9, No. 2, Spring, 1972), pp. 197-207.

ever much remains to be done, especially in terms of developing instruments appropriate to the evaluation of characteristics and assumptions of open education. A crucial need exists for adequate, appropriate evaluation of the effects of sound open education practices on children. Without a means of proper evaluation, open education might become just another educational gimmick, denied its tremendous potential to enhance the teaching, learning process.

Evaluation represents a basic aspect of any educational change innovation. At the very minimum, one must be able to determine objectively whether or not any change has taken place. However, as has been pointed out in Chapter II, the development of an adequate, appropriate evaluation component presents many difficulties. As a result of these difficulties, a given project's formal evaluation too frequently is left either to a last consideration or ignored completely. In addition to the conceptual and methodological problems, some researchers based at universities tend to regard themselves as "pure researchers" and, as such, totally removed from the ecology of the public schools,<sup>5</sup> moving in only to collect data on research problems largely of their own devising. Not only do they pay too little attention to the effects that their data collecting has on those within the school, but results and feedback often are not even given

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<sup>5</sup>Seymour B. Sarason Discusses both the ecology of the school and the role of outsiders in relationship to educational change in Chapters II and III of The Culture of the School and the Problem of Change, (Boston: Allyn and Bacon, Inc., 1972), pp. 7-29.

to the assessed classroom teacher, students or parents in a form that might lend itself to fostering positive changes. Too few educational researchers perceive of themselves as also having the potential of being personally supportive and helpful to specific individuals within the schools. At the same time, many teachers fail to see any advantages accruing to themselves as a result of an outside evaluation and, in fact, often seem to fear that just the reverse might happen -- their inadequacies may be highlighted. These attitudes and fears can cause reluctance on the part of some teachers to participate fully with an evaluation team. Administrators can assume a protective attitude toward their school, undermining the efforts and results of an evaluation team while at the same time supporting the goals of a project. Thus, the evaluation component may present some of the most complex problems to be faced in initiating and implementing an educational change project. Despite these problems, the SDC/Integrated Day Project directors realized the necessity of evaluating the model and were eager to insure that some means of formal evaluation were undertaken.

In this chapter, emphasis will be placed on a descriptive statement of the process of the Project evaluation and on the problems encountered rather than on the results and data presented. A dissertation which evaluates a given innovation concentrates on the methodology, the experimental design and the validity and reliability of the statistical results. Thus, an evaluation dissertation represents a



different approach and point of view from a dissertation such as this one which focuses on the initiation and implementation of an educational innovation. The background of the Project's first year's evaluation will be presented briefly; the cross-campus liaison with members of the Psychology Department will be discussed in greater depth. The evaluation of the second summer's workshop is reported fully as are the data obtained on the movement of the Project classrooms toward openness. A discussion of some implications for future research will be included in the last chapter of this dissertation. Throughout, the evaluation has been regarded as a process of formatively assessing the progress and movement of individuals toward the goals and assumptions associated with sound open education practices.

### Background

During the first year of implementation, each of the four school districts participating in the SDC/Integrated Day Project agreed to assume responsibility for conducting their own evaluation in terms of their own needs. Funds required for this were originally included in each district's budget. However, only one district, Brattleboro, maintained this budget item and undertook a formal evaluation of their Project classrooms.<sup>6</sup> Under the guidance of a faculty member in

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<sup>6</sup>The Gateway Regional School District did maintain some of its evaluation funds which were used to prepare a video tape of one of their Project classrooms. The tape was used at meetings with parents, teachers and administrators. However valuable this might be, in no way can it be termed an evaluation.

the Psychology Department of the University and with the help of the resource person, Brattleboro's Assistant Superintendent of Schools directed the evaluation. Control groups were set up; a parental attitude questionnaire was distributed to both Project and control classroom parents. Academic measures of the two groups were based on data obtained from two national achievement tests already in use in the district, the Gates McGinitie and the Iowa Achievement Test. Creativity was measured by two items taken from Torrance's Tests of Creative Thinking. The Coopersmith Self-Concept Scale was used to assess self-concept of the groups of students. Students' attitudes toward school were measured by five items on a semantic differential scale. The results and discussion of Brattleboro evaluation are included here as Appendix E. No other district Project evaluation was undertaken during the first year.

During the Spring of 1972, the Project administrators brought the need for a formal Project evaluation to the Steering Committee and received direction from them to explore means whereby a more equalized evaluation could be mounted in all four districts. Several possible approaches were investigated. At a subsequent Steering Committee meeting, a decision was reached to extend contacts with faculty members and graduate students in the Educational Psychology Area of the University's Psychology Department.<sup>7</sup> This cross-campus

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<sup>7</sup>These faculty members and graduate students will be referred to as the evaluation team henceforth.

liaison has proven to be mutually beneficial with the Project gaining professional assistance in the evaluation process and the educational psychology graduate students gaining practical experiences in actual classrooms and through contacts with Project participants. By late May, initial plans were underway for the development of an evaluation process that would be formative in nature, rather than summative. Major emphasis was placed on initiating and sustaining a process of evaluation that would relate vitally to the goals and assumptions of open education, enabling Project participants to positively benefit from and to fully understand the implications of the results of data gathered in their classrooms and schools.

The evaluation team agreed to undertake the following five responsibilities:

- 1) to contribute their expertise in helping the Project staff conceptually define the goals of the Project and to select and refine appropriate evaluation instruments relating to these goals.
- 2) to provide assistance in selecting an appropriate sample and in developing the experimental design procedures for the Project,
- 3) to enlist and train people to administer the appropriate instruments,
- 4) to assume responsibility for the collection, reduction and analysis of data, and
- 5) to assist the Project participants in interpreting the results of the evaluation component.

Representatives of the evaluation team also reported to the Steering Committee, either directly or in writing, accepting guidance from the

Committee members. During the 1973 Spring Workshop, two members of the evaluation team described and discussed the evaluation component with the Project teachers and administrators who attended. A close working relationship was established between the Project staff and the evaluation team. The Project field director worked directly with the evaluation team on all aspects of the evaluation's development, attending and presenting seminars and meetings and participating in training sessions.

The SDC/Integrated Day Project evaluation is in two parts. The first part discusses the process set up to assess participants' responses to specific aspects of the 1972 Summer Workshop. Part two describes the process used to assess specific aspects of the Project's development in the classroom, during the school year, 1972-1973.

#### 1972 Summer Workshop Evaluation

The evaluation of the 1972 July Workshop was directed by faculty members of the evaluation team as our liaison was established too late for graduate students to participate also. In order to coordinate Project concerns with their expertise in measurement and design, the Workshop staff and the evaluation team began by meeting jointly to spell out our aims for this three-week session. Additionally, we attempted to determine just what goals we had for the evaluation component.

Our staff members agreed upon four over-all aims with the underlying thread throughout that we were modeling sound open education

practices:

1. participants will enjoy and be excited by their experiences during the workshop.
2. participants will have the ability to open at least one additional curriculum area and/or one new time period in their classrooms by the end of the Workshop.
  - a. participants will become familiar with open classroom management techniques.
3. participants will have a clear understanding of Integrated Day (Open Classroom) and be able to articulate this understanding.
4. participants will increase their resourcefulness in terms of materials and approaches.

We decided not to attempt an assessment of these general aims but rather to concentrate on our more specific goals. We wanted the results of this evaluation to:

1. help us assess the participants' responses to the total Workshop experience.
2. determine if the individual goals articulated by Workshop participants were met.
3. assess the value of outside consultants to the participants.
4. attempt to determine any movement toward openness in participants' attitudes during the three-week period.
5. specify participants' suggestions for changes for future workshops.

A number of scales were devised and modified in order to get at some of this information. An advanced doctoral student, funded by NEPTE, was responsible for the data reduction and analysis.

The sample for the evaluation consisted of 24 non-project people who paid their own tuition (18 females and 6 males) and 28 Project teachers (22 females and 6 males) fifteen of whom were supported by their local school department (Wellesley). A wide range of individual differences existed among the participants in terms of prior exposure to philosophy, background and experience with open education.

Three major instruments were used to assess the goals of the Workshop:

One was a five page questionnaire (see Appendix F) which included each participants' educational and professional background, general evaluation of the Workshop, suggestions for change as well as specifying their own goals for the Workshop and whether or not these goals were met. This questionnaire was administered to all participants toward the end of the Workshop.

The second instrument was a nine item questionnaire designed for participants' evaluation of outside consultants (see Appendix G). This was administered to Workshop participants after each consultant's presentation.

The third instrument was a modification of the Walberg-Thomas scales used in order to assess changes in attitude toward openness which occurred as a result of the Workshop (see Appendix H). It was

administered to participants on both a pretest basis, given on the first day, and a posttest basis, given two days before the conclusion of the Workshop.

In order to assess the participants' evaluation of the total Workshop experience, item 11 on the general questionnaire was: "In general, how would you rate the workshop?"

\_\_\_\_\_excellent      \_\_\_\_\_good      \_\_\_\_\_satisfactory      \_\_\_\_\_poor."

Table 1  
Rating of Workshop in %

	N	Excellent	Good	Satisfactory	Poor
<u>Project</u>	26	88%	12%	0	0
Brattleboro	4	100%	0	0	0
Gateway	6	100%	0	0	0
Kennebunk	1	100%	0	0	0
Wellesley	15	74%	26%	0	0
<u>Non-Project</u>	24	87%	30%	0	0

This response reflects an extremely positive evaluation of the total workshop. The figures do not present, however, the enthusiasm and excitement generated by participants. They arrived early, often before 8 a.m. and remained late, usually after 5 p.m. even throughout a ten-day heat wave. Although no attendance records were kept, very few participants missed even half a day. The comments and reflections on the Workshop to staff members were extremely favorable.

In order to determine whether or not the participants' individual goals were or were not met, item 20 of the general questionnaire asked

"List your personal goals and expectations for the workshop. Check the extent to which your goals were met: 1 - not met; 2 - somewhat met; 3 - were met." Five spaces were provided for participants' responses. The numbers of goals noted by participants ranged from one to five. Many of the participants' goals consisted of specific skill and content areas associated with open education, i.e., record keeping and scheduling, activity cards, developing an individualized reading program, integrating math, science, and the like. However, a larger number of goals covered highly personal concerns, i.e., fellowship, human relations, exchanging feelings with other people and the like.

Table 2  
Number of Participants' Goals Met

	# of goals	not met	somewhat met	were met
Project	91	9 (10%)	34 (27%)	48 (53%)
Brattleboro	12	1	7	4
Gateway	22	1	9	12
Kennebunk	1	0	0	1
Wellesley	56	7	18	31
Non-Project	77	4 (5%)	21 (27%)	52 (68%)

These results tend to indicate that a substantial number of the goals set by the Workshop participants were met. Only about 7% of their goals were not met. Therefore, approximately 93% either were met or were somewhat met. This is remarkable especially when one considers the highly idiosyncratic nature of many of the goals cited as well as the disparities in open education backgrounds on the part of the



participants.

A nine item questionnaire was used for participants to assess each outside consultant (see Appendix G). A total score of the nine items was used with 45 the highest possible rating. Seven consultants were evaluated in all. Each consultant was involved with various aspects of open education and shared his or her expertise with the Workshop participants in a variety of experiential ways. Topics covered by the outside consultants included the use of found and scoured materials in the classroom, social studies in the participants' communities, the inclusion of the environment and ecology in the classroom, children's literature, parent-community-school relationships, and evaluation and assessment of open education.

The lowest rating given an outside consultant by the Project participants was 31.0; the highest rating given by these participants was 40.9. The lowest score given an outside consultant by Non-Project participants was 34.2, with the highest being 42.5. These results tend to show the participants' satisfaction with the outside consultants. All seven of the consultants were rated as above average and several were ranked quite high.

Item 28 of the general questionnaire asked participants to "Please comment on other aspects of the workshop." Consultants was one sub-item. Responses to this open-ended question include such comments as "excellent" and "exciting", but many are qualified, i.e., "Interesting but definitely not as meaningful as the rest of the workshop"; and

"mostly, I felt, superfluous - the staff has so much to offer and the other participants, too, that for the most part the consultants were unnecessary." Thus, despite the high quality of the consultants' presentations, a number of participants questioned the actual value of outside consultants to this kind of experiential workshop.

In an attempt to assess changes in participants' attitudes toward openness which took place as a result of their workshop experiences, a modification of the Walberg-Thomas scale was administered on both a pre- and a posttest basis.

Table 3

## Walberg-Thomas Attitudinal Scale

Project	N	Pretest		Posttest		Difference
		Mean	SD	Mean	SD	
Brattleboro	4	213.5	27.2	219.5	43.1	6.0
Gateway	6	232.5	10.9	248.7	14.0	16.0
Kennebunk	1	220		279.0		59.0
Wellesley	15	225.5	23.7	244.7	17.7	19.5
Total	26	224.1	21.4	243.6	21.1	19.5
Non-Project	24	239.3	35.7	255.6	17.0	16.3

These results suggest that positive gains in attitudes toward openness were made by all participants. In general, slightly larger gains were made by Project participants. Note the large gain made by the single Project participant from Kennebunk. She feels that the Workshop "changed my life!".

At least three items on the general questionnaire encouraged

participants to suggest any changes in the workshop. Item 21 asks "What single change would you introduce in the whole workshop organization, starting with selection of participants or staff and going through follow-up procedures during the year after the Workshop?" In general participants were extremely satisfied with the Workshop as it was set up, responding "none", "not a single thing" and the like. However, some suggestions were made: "follow-up contact with other participants", "include a totally unscheduled hour in the afternoon", "shorten it to two weeks", "longer time", "more male participants", "air conditioning", "fewer conflicting presentations". Few substantive changes were suggested. The tenor of these responses again tends to support the generally high level of participants' satisfaction with the Workshop.

Item 23 of the general questionnaire asked the participants to "List comments on support groups." In general, the participants were both supportive and appreciative of these hourly sessions held at the end of each day. A sample of their comments follows: "Probably one of the best parts of the program. It helped to discuss and tie together many of the loose ends that occurred by the end of the day" and "I thoroughly enjoyed the togetherness and exchange of the support group - it was a warm supportive encounter that I looked forward to each BUSY day" and "The support group helped hold my head together." Much of the success of a support group depends upon interactions of group members and the leader. Some groups seemed to be

less cohesive and interactive than others and several negative comments were included: "There was no leader. I wanted a closeness that never developed but could have with either more skill on my part or the help of a leader," and "I do not feel that I got much from the support group." However, the large majority of the participants found their support groups to be helpful, stimulating, and stable.

Overall, the evaluation results indicate that the Workshop was extremely successful. The participants (and staff members) were busy, excited and happy with their experiences. Participants were involved with myriad learning experiences, leaving the three-week session philosophically, materially and personally enriched - able and anxious to begin the task of opening their own classrooms. However, several aspects of the Workshop bear careful examination in terms of creating a model for future sessions. The time length of the total session as well as the hours per day involved is one such area. The value of outside consultants' contributions to the aims of the total Workshop is another. Furthermore, greater care needs to be shown in both the selection and assignment of leaders and members of support groups. Other responses to items on the questionnaire suggest that the practice of the daily showing of films requires some reassessment. Efforts to separate project and non-project participants in any way demands some rethinking. However, there is no question about the total value of the Workshop. The participants were sometimes frustrated, always working too hard, trying to cram an

impossible number of experiences and learnings into three weeks but their self reports indicate that it was an immensely enjoyable experience. The Summer Workshop proved to be an invaluable means of preparing teachers, principals and Project staff and faculty for the ensuing academic year.

#### 1972-1973 Evaluation of the SDC/Integrated Day Classrooms

The Project staff and the evaluation team spent most of the Fall semester conceptually defining the goals of the Project, a process which proved worthwhile in spelling out the Project's definition of the Integrated Day and how these characteristics might be revealed in the classroom. Consensus was that the single most important goal needing assessment was the movement of the Project teachers toward openness as evidenced in their classrooms. Other, related, aspects of the Project to be evaluated were the children's attitudes toward school and toward two curriculum areas, the children's perceptions of who makes what kinds of decisions in their classrooms, the teachers' responses to the various services and aspects of the Project and parents' attitudes toward their children's progress in these classrooms. Much of this data is still in the stages of reduction and analysis; some, the teacher and parent questionnaires, is still being collected. Since the major thrust of this dissertation is not the evaluation of the SDC/Integrated Day Project but the establishment of a model for pre-service, in-service continuum, the actual data are not as important as is the model of the evaluation process. Hopefully, one of the Educational Psychology graduate students will prepare his

on her dissertation on this rich field. The evaluation of the movement of the Project classroom teachers toward openness is discussed fully here as this represents the major goal of the Project. The other scales used are included in the appendices: the teacher questionnaire, Appendix I; the parent questionnaire, Appendix J; the "Who Decides" questionnaire modified from Cusson, Appendix K; the math (Dutton) and reading (Estes) attitude scales (Scales 1, K-3, Scales 2, 4-6), Appendix L; the "Alberti Self-Perception-In-School Inventory," Appendix M; and attitudes toward school as measured by Anderson's "My Class," Appendix N.

Three of the Project school districts, Brattleboro, Gateway and Kennebunk cooperated to a large extent with the evaluation team.<sup>8</sup> They were also willing to find and randomly select classrooms matched for grade level to serve as a control group. However, Wellesley's central administration refused to cooperate on any assessment of children's attitudes in Project or non-Project classrooms despite the Wellesley teachers' willingness to do so. The central administration there had conveyed their refusal to allow control groups to be set up during the late Spring. As Wellesley's classrooms account for approximately half the sample, the evaluation team then decided not to use any control groups this year thus avoiding any corresponding political

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<sup>8</sup>We have just learned that neither Kennebunk nor Kennebunkport sent out the parent questionnaire. No reason was given for not doing so. This is somewhat ironic in view of the community thrust for open education there.

problems.<sup>9</sup> The hope was that once an initial process of evaluation had been developed, teachers and administrators would have a clearer understanding of the process and be somewhat more at ease with the evaluation the second year. Wellesley's central administration did not convey their refusal to allow the children's math and reading attitudes to be surveyed, Cussen's "Who Decides" questionnaire, the "Alberti-Self-Perception-In-School Inventory", Anderson's "My Class" attitude toward school survey or the parent questionnaire to be sent out<sup>10</sup> until the day before those trained to administer the scales were to arrive in classrooms where they were expected. The official reason given was that some parents had complained about an earlier questionnaire designed and administered by a Wellesley College undergraduate to some students in one of the elementary schools in Wellesley which also had two Project classrooms. Fortunately, the Walberg and Thomas observations were completed before this confrontation occurred. Certainly this problem stresses a need for both the Project directors and the evaluation team to work more closely in the future with the central administration as well as with the building principals and the teachers. Only through a closer, more open

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<sup>9</sup>The Project resource people were apprehensive also about the use of control groups, feeling that to use them would create a "we - they" designation of teachers in the same district.

<sup>10</sup>This is at least understandable as Wellesley had never disclosed publically their participation in the SDC/Integrated Day Project.

relationship can these kinds of unfortunate misunderstandings be avoided. However, the assessment of those scales is less valid without data from Wellesley's Project classrooms and from control groups.

#### Movement of the Project Classrooms Toward Openness

The evaluation of the movement of the Project classrooms' teachers toward openness was conducted on a pre- and posttest basis, using the Walberg and Thomas Observation Rating Scale. Dr. Daniel Sheehan, supported by NEPTE funds, assumed major responsibility for the collection, reduction and analysis of data.

Eight classrooms in two schools in Brattleboro, Vermont, grades 1-6; nine classrooms in three schools in the Gateway Regional District, Western Massachusetts, grades K-3; ten classrooms in Kennebunk and Kennebunkport, Maine, grades K-6; and seventeen classrooms in nine schools in Wellesley, Massachusetts, grades 1-5 made up the sample. In general, following the Project Steering Committee guidelines, each school had a minimum of two Project classrooms. For a complete listing of schools and teachers, see Appendix O.

The Walberg and Thomas Observational Scale was used by trained observers to assess the degree of openness evidenced by a given classroom. This Scale is made up of fifty items grouped under eight broad themes of open education (see Appendix P). The number of items comprising each theme is based upon Walberg and Thomas' research of major analytical and descriptive writings and reflects the emphasis



placed upon each theme by experts in open education.<sup>11</sup> The eight themes and the number of items organized under each theme are as follows:

Theme	Number of Items
Provisioning for Learning	25
Humaneness, Respect, Openness and Warmth	4
Diagnosis of Learning Events	4
Instruction, Guidance and Extention of Learning	5
Evaluation of Diagnostic Information	5
Seeking Opportunities for Professional Growth	2
Self-Perception of Teacher	1
Assumptions about Children and the Learning Process	4

As validity evidence, Walberg and Thomas point out that their Observation Rating Scale distinguishes open from traditional classrooms. Five of the eight themes clearly differentiate open from traditional classrooms. These five themes are provisioning, humane-ness, diagnosis, instruction and evaluation.

In scoring this scale, the observer uses the following scoring procedures for the positive items: 1 for no evidence, 2 for weak infrequent, 3 for moderate occasional and 4 for strong frequent evidence. This is reversed for the negative items. Theme scores are determined by adding the ratings of the number of items under each theme. The sum of the scores of the eight themes is the total openness score.

Each of the Project classrooms was rated by two different

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<sup>11</sup>Walberg and Thomas, loc. cit., 1972.

observers using the Walberg-Thomas Observation Rating Scale. This rating was done on two sets of visits. The first set of visits occurred during the last week of November and the first week of December in 1972. The second occurred during the last week of April and during the first week of May in 1973. The two observers used for the first set were not the same as those used for the second.

Undergraduate students in educational psychology classes at the University of Massachusetts were used as observers on both rating occasions. In both cases all of the observers attended two training sessions. During the first training session slides depicting open education practices in classrooms were shown by the Project staff with a discussion following. In addition, each of the fifty items on the Observation Rating Scale had been made more specific by the Project staff and the evaluation team, providing concrete examples of what the observers should look for during their observations. Following this first session, the student observers practiced using the Observation Rating Scale by observing several open classrooms at a nearby elementary school. During the second training session these practice observations were discussed and troublesome items were explored in detail.

The major difference between the training instructions for the first and second set of visits was that, for the second, pairs of observers were admonished not to collaborate on their observations nor to interrupt ongoing classroom proceedings while observing a

class.

Tables 4 and 5 show the rank ordering of the districts on the basis of total openness scores for both the pre- and post observation visits.

Table 4

Rank Ordering of the School Districts on the Basis of Walberg-Thomas Total Scores (pretest results with mean scores in parentheses)

District with Mean Score
1. Wellesley (153.5)
2. Brattleboro (147.4)
3. Gateway (141.9)
4. Kennebunk (127.3)

Table 5

Rank Ordering of the School Districts on the Basis of Walberg-Thomas Total Scores (posttest results with mean scores in parentheses)

District with Mean Score
1. Kennebunk (158.3)
2. Gateway (155.5)
3. Wellesley (154.1)
4. Brattleboro (152.2)

As can be seen from these tables all of the districts had higher total openness scores on the post occasion. The Kennebunk District in particular, and also the Gateway District experienced large gains in total openness scores on the post observation occasion. A substantial gain was also achieved by the Brattleboro District. Table 6 shows that the differences between the Kennebunk and Gateway pre and post occasion means are significant at the .001 level. The difference between

Table 6  
Comparison of Pre Walberg-Thomas Mean Total Scores with  
Post Walberg-Thomas Mean Total Scores for the Total  
Group and for each of the School Districts

Comparison	Number of cases	Pre Test Mean	Pre Test Standard Deviation	Post Test Mean	Post Test Standard Deviation	t Statistic	2-Tail Probability Value
Total Group	74	143.8	19.7	155.8	15.7	4.43	.000
Brattleboro District	9	147.4	9.9	155.0	14.1	2.66	.029
Gateway District	16	141.9	8.3	154.8	9.7	4.57	.000
Kennebunk District	18	125.8	25.6	156.6	16.9	4.96	.000
Wellesley District	31	154.3	14.1	156.1	18.4	.45	.660

the Brattleboro pre- and posttest means is significant at the .05 level.

Table 6 also shows that the posttest mean total openness score computed,

by summing over all of the districts was significantly greater than the pre test mean total openness score. This difference was significant at the .001 level.

An examination of Tables 4 and 5 reveal that a practical ceiling of the Observation Rating Scale may occur around the score of 160. This may have been one of the reasons why the district that had the highest mean openness score on the pre occasion, Wellesley, failed to show the great gains that the other districts realized.

To summarize, the results of the Walberg and Thomas Observation Scales indicate that a highly significant movement toward openness took place in the SDC/Integrated Day Project classrooms between the pre and post observation. This gain would seem to imply that the major goal of the Project which was the movement of the participating teachers toward open education practices, behaviors and attitudes evidenced in their classrooms, was a realistic goal. The significance of these results would seem to indicate that the strategies and means used by the Project staff to facilitate this goal were effective. One criticism of the Walberg and Thomas Observation Scale might be its low ceiling effect which may preclude the use of the instrument in differentiating movement in already open classrooms.

## C H A P T E R V

### SUMMARY OF THE MODEL AND IMPLICATIONS FOR FUTURE RESEARCH

The purpose of this dissertation has been to present a model for educational change which can be undertaken by schools of education. In-service and staff development supported by an innovative pre-service program has been the means used to implement this change model which is based upon open education as the organizational framework in the elementary school. Economic and population factors as well as an accelerating spiral of knowledge experienced within the past two decades have added to already existing demands for educational change. These demands are especially heavy on elementary school teachers and administrators who traditionally have served as educational generalists responsible for teaching all subjects to children with wide ranges of individual differences. Schools of education now have the opportunity to meet these demands for educational change by devising systematic, clearly defined programs of in-service and staff development teacher education. These programs should take place in the field and be coordinated with revised teacher preparation programs which are selective in nature and professional in training and commitment.

In reviewing the literature, both the broad area of educational change and the implementation of specific innovations such as in-service, staff development programs lack conceptual, theoretically

defined models. However, some formerly accepted concepts such as that of the initial resistance to change on the part of organizational members are undergoing careful scrutiny by current researchers and theorists. The goals of teacher education appear to be expanding, at least within the public schools, so that in-service, professional training has assumed a greater importance, especially during the past decade. A few schools of education are beginning to contribute to the development of in-service, staff development programs in the field. However, only a very few have begun to develop coordinated pre-service, in-service programs for continuous teacher education.

The experiences and results of three years of SDC/Integrated Day Project operations seem to indicate that the following factors tend to contribute to the realization of desired educational change goals:

- 1) Perhaps most significant is the need for an underlying framework of a clearly articulated form of basic organization with which there is agreement on the part of all those involved.

Open education, or the Integrated Day, served as such a framework for the teachers, student teachers, administrators, parents and University faculty and staff participating in the SDC/Integrated Day Project. Other clearly thought out structures might serve as well but open education seems particularly appropriate at this time. The investigation of other basic organizational frameworks - team teaching, differentiated staffing, the use of performance-based criteria, individualized instruction, the recognition and acknowledgement of creative behavior,

spiraling curricula - represents broad areas for future research. Once an organizational system is agreed upon, organizational members can plan for an initiate appropriate preparation procedures, evolve means for entry into and departure from the innovation, establish governance and set up a means of evaluation. Furthermore, a clearly specified organizational framework encourages an articulate understanding of the stages necessary to the initiation, implementation and incorporation of a given educational innovation. At the same time, such a framework demonstrates which skills, materials, supportive measures and reorganization of existing procedures are necessary in order to implement the change model.

- 2) Carefully constructed selection procedures must be used to recruit undergraduate education majors. The quality and relevance of the professional training provided them must match the goals of the program.
- 3) Faculty members must be willing and able to work in the field as well as on campus.
- 4) Steps must be taken to secure University support for the establishment of academically accredited courses and programs which are given off campus in the schools where teachers (and student teachers) work.
- 5) The nature of schools' contacts and entry needs to insure that these steps occur on a reasonably voluntary basis.
- 6) Approaches need to be developed to insure the active



- involvement, participation and support of the building principal and other school administrators in the proposed innovation, especially in terms of the evaluation component.
- 7) Means need to be specified which encourage support and communications between participants in the field and those based at the School of Education.
  - 8) Parental and community involvement must be carefully considered prior to the initiation of an educational innovation.
  - 9) A last factor to be cited here is that of duration of the proposed innovation. Sufficient allowance must be made for a length of time appropriate to the achievement of the innovation's goals. Too many educational change projects fail because too much is expected in too brief a time.<sup>1</sup>

In this author's opinion, given the present level of both public and professional dissatisfaction with and concern about the state of American public education, schools of education must reexamine their current practices and training procedures and must establish new goal priorities so as to emphasize an expanded conception of teacher education.

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<sup>1</sup>The educational change literature is filled with unsuccessful, short-term, six to twelve month, projects which nonetheless aimed toward basic, broad attitudinal and behavioral changes on the part of teachers. Gross, Giacuinta and Bernstein (1970) and Barth (1972) record failures in two such attempts.

as a long-term professional commitment.<sup>2</sup>

#### Implications for Future Research

A number of implications for future research have arisen from the initiation and implementation of the SDC/Integrated Day Project. In any educational change innovation, goals need to be both conceptually and operationally specified in order to ascertain whether or not they have been attained. Open education suffers from a lack of evaluation instruments which will reveal learning outcomes in keeping with the goals and assumptions about learning, knowledge and children concomitant with open education practices. Although some scales have been devised, notably those by Walberg and Thomas, Bussis and Chittenden, and Traub, researchers in open education tend to use already existing instruments which were not designed to evaluate open education concepts and practices. Such instruments need to be developed.

A second area for future research involves the role played by a school's administrators in fostering an in-service, staff development project coordinated with a pre-service program. With the sole exception of Wellesley, Project districts have undergone major changes in administration personnel. The effects of these changes on the progress of the Project are deserving of further study. Furthermore, the specific role of the building principal in facilitating staff development

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<sup>2</sup>Walter K. Beggs, The Education of Teachers, (New York: The Center for Applied Research in Education, Inc., 1965), p. 19, states that "There is some conviction that the most important development in teacher (preparation) in the 20th century has been the large universities' acceptance of major responsibility in this area."

requires additional investigation. The relationship between a school's administrators and outside evaluators needs further clarification.

A third implication relates to the effects on the Project of community involvement, or by the lack of it. Some districts entered the Project with greater levels of community support than did others; one, Wellesley, has yet to inform its community of their participation in the Project. The probability of cause and effect between the success and failure of an innovation and who initiates the innovation needs to be explored more fully.

The four participating school districts sought entry for different reasons. The rate and extent of the participating school's progress toward the attainment of Project goals deserve assessment in relation to the school's impetus for entry into the Project.

The participating school districts represent diverse socioeconomic levels. Any one of these could be explored in depth in order to determine any impact that this factor might have on their progress in the Project.

A sixth large area demanding further research is that of determining the most effective role for the resource person, assessing the relative value of the amount of time spent in the classroom, the amount of time spent with teachers outside of the classroom, with the principal, with other administrators, with parents and other in the community, with interns, with the children themselves, with the

Integrated Day faculty, in workshops, with each other, in seminars. It is vital that a deeper understanding of the most effective use of the resource person be developed.

A final area for future research to be discussed here is related to the long-term effects on future teachers of the Integrated Day - METEP teacher preparation program. The numbers of them getting teaching positions, the length of their active involvement in education, the openness of their classrooms, their level of interactions with their colleagues as well as other areas need to be explored more fully.

These represent the most immediate needs for future investigation and research which have evolved from the three years operations of the SDC/Integrated Day Project, a pre-service, in-service continuum committed to continuous teacher education.

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Appendix A

An Adaptation of Barth's Assumptions About the  
Nature of Learning and Knowledge in Open Education

Motivation

1. Children are innately curious and will explore their environment without adult intervention.
2. Exploratory behavior is self-perpetuating.

Conditions for Learning

3. The child will display natural exploratory behavior if he is not threatened.
4. Confidence in self is highly related to capacity for learning and for making important choices affecting one's learning.
5. Active exploration in a rich environment, offering a wide array of manipulative materials, will facilitate children's learning.
6. Play is not distinguished from work as the predominant mode of learning in early childhood.
7. Children have both the competence and the right to make significant decisions concerning their own learning.
8. Children will be likely to learn if they are given considerable choice in the selection of the materials they wish to work with and in the choice of questions they wish to pursue with respect to those materials.
9. Given the opportunity, children will choose to engage in activities which will be of high interest to them.
10. If a child is fully involved in and is having fun with an activity, learning is taking place.

Social Learning

11. When two or more children are interested in exploring the same problem or the same materials, they will often choose to collaborate in some way.
12. When a child learns something which is important to him, he will wish to share it with others.

Intellectual Development

13. Concept formation proceeds very slowly.

14. Children learn and develop intellectually not only at their own rate but in their own style.
15. Children pass through similar stages of intellectual development, each in his own way and at his own rate and in his own time.
16. Intellectual growth and development take place through a sequence of concrete experiences followed by abstractions.
17. Verbal abstractions should follow direct experience with objects and ideas, not precede them or substitute for them.
18. The preferred source of verification for a child's solution to a problem comes through the materials he is working with.
19. 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.
20. Those qualities of a person's learning which can be carefully measured are not necessarily the most important.
21. Objective measures of performance may have a negative effect upon learning.
22. Learning is best assessed intuitively, by direct observation.
23. The best way of evaluating the effect of the school experience on the child is to observe him over a long period of time.
24. The best measure of a child's work is his work.

## II. ASSUMPTIONS ABOUT KNOWLEDGE

25. 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.
26. Knowledge is a function of one's personal integration of experience and therefore does not fall into neatly separate categories or "disciplines."
27. The structure of knowledge is personal and idiosyncratic; it is a function of the synthesis of each individual's experience with the world.

28. Little or no knowledge exists which it is essential for everyone to acquire.
29. It is possible, even likely, that an individual may learn and possess knowledge of a phenomenon and yet be unable to display it publicly. Knowledge resides with the knower, not in its public expression.

Appendix B



An Adaptation of Rathbone's Four Organizational  
Features of Open Classrooms

1. The organization of space - flexibly defined, communal learning areas within the classroom which are redefined throughout the year according to activities, materials, needs and interests of students and teacher, with multi-purpose furniture which is adaptable to these purposes. Other spaces also are flexibly used: corridors, hallways, classrooms, the playground or school yard and the surrounding environment. "The Open Education classroom is spatially organized in an organic way and on a predominately functional basis." (p. 31)
2. The organization of time - flexibly defined, highly individualized schedules worked out by teacher and student with a correspondingly minimal number of interruptions from over-all school organization. Often the availability of the school building and the classroom is increased; the aim is for "temporal arrangements (to) coordinate with instructional exigencies, individually determined." (p. 36)
3. The organization of groups of children - tend toward vertical or multi-age grouping (especially in England with its multiple entry points for five years olds) in ungraded classrooms with a corresponding instructional emphasis upon the needs of each individual child with small group and occasionally whole class groupings serving that end. "In sum, grouping of children in Open Education schools is both flexible and functional...the overall impression is that school is a place where people come together to work and to learn, whether the learning takes place alone or alongside others is a function of the task itself and a decision of the particular individuals involved." (p. 44)
4. The organization of instruction - places emphasis upon the teacher as responsible for arranging and extending the children's learning experiences both through "the selection, arrangement and assignment of specific items of instructional equipment" and through the establishment of long term goals with appropriate objectives. (p. 45)

Appendix C

PROVISIONING FOR LEARNING

- P1. Manipulative materials are supplied in great diversity and range with little replication; i.e., not class sets.
- P2. Books are supplied in diversity and profusion.
- P3. The environment presents a balance of commercially prepared materials and materials brought in or developed by teacher and students.
- P4. Common environmental materials (plant life, rocks, sand, and water, pets, egg cartons, plastic bottles, etc.) are used.
- P5. Materials are readily accessible to children.
- P6. The teacher constantly modifies the content and arrangement of the classroom based upon continuing diagnosis and reflective evaluation of the children.
- P7. Children work directly with the manipulative materials.
- P8. The teacher permits and encourages constructive unplanned use of materials.
- P9. Space is divided into activity areas.
- P10. Students do not have their own individually assigned desks.
- P11. Activity areas are attractive and inviting.
- P12. Activity areas provide for a variety of potential usage and allow for a range of ability levels.
- P13. Spatial arrangements are flexible.
- P14. Children are able to make use of other areas of the building and school yard for educational purposes.
- P15. Children move freely about the room without asking permission.
- P16. Many different activities go on simultaneously.
- P17. Talking among children is encouraged.
- P18. Children help one another.
- P19. There are very few fixed time periods.
- P20. Determination of each child's routine each day is largely the child's choice.
- P21. Children generally work individually and in small groups.

- P22. Children generally group and re-group themselves through their own choices.
- P23. The teacher does not group children by ability according to tests or norms.
- P24. Formal class lessons are not conducted.
- P25. The teacher sometimes gathers the whole group for such activities as story or discussion.
- P26. The class is heterogeneous with regard to age.
- P27. The class is heterogeneous with regard to ability.
- P28. There is an overall purposefulness and a sense that the children value their work and their learning.
- P29. There is an overall sense of community of mutual respect and cooperation.

#### DIAGNOSIS OF LEARNING EVENTS

- D1. To obtain diagnostic information, the teacher takes an involved interest in what the child is doing.
- D2. Diagnosis is based upon attention to the child's thought processes more than his solutions.
- D3. Errors are seen as desirable, as a necessary part of the learning process because they provide information valuable to further learning.
- D4. Fantasy is valued; it is another way of knowing about the child and a means the child may use for learning.
- D5. Children do not always depend on teacher judgment; they also diagnose their progress through the materials they are working with.

#### INSTRUCTION - GUIDANCE AND EXTENSION OF LEARNING

- I1. The basis for a child's instruction at the primary level is his interaction with materials.

- I2. The teacher becomes involved with the child diagnostically before suggesting any change, extension, or redirection of activity.
- I3. The teacher plans instruction individually and pragmatically, based upon reflective evaluation of each child's particular needs and interests.
- I4. The teacher becomes "actively involved in the work of each child.... as one who seeks to help him realize his goals and potential."
- I5. The teacher tends to give individual children small concentrated amounts of her time rather than giving her general attention to the children as a class all day.
- I6. Instead of giving assignments, the teacher amplifies and extends the possibilities of activities children have chosen, through individualized conversation, introduction of related materials.
- I7. The teacher refrains from direct correction and from making judgmental statements.
- I8. The teacher encourages children's independence and exercise of real choice.
- I9. The teacher keeps in mind long-term goals for her children which inform her guidance and extension of a child's involvement in his chosen activity.
- I10. The teacher provides direct instruction and assignments when warranted.
- I11. The approach to learning is interdisciplinary; e.g., the child does not generally confine himself to a single subject, such as mathematics, when learning.
- I12. Activities do not arise from pre-determined curricula.

#### REFLECTIVE EVALUATION OF DIAGNOSTIC INFORMATION

- E1. Evidence of learning is assessed through direct observation of what the child does and says and produces.
- E2. Pre-determined yardsticks of performance are not used in evaluating children's work.
- E3. The teacher avoids traditional testing procedures and tests.

- E4. Evaluation of the effect of a child's school experience covers a long range of time; the teacher preferably has each child more than one year.
- E5. The teacher's record-keeping consists of individual histories chronicling the child's development.
- E6. The teacher keeps a collection of each child's work and makes use of it as the appropriate measure for his evaluation.
- E7. The teacher uses evaluation to provide information she will use in seeking better ways of encouraging and providing for children's development.

HUMANENESS - RESPECT AND OPENNESS AND WARMTH

- H1. The teacher respects each child's personal style of operating - thinking and acting.
- H2. The teacher rarely commands or reprimands.
- H3. The teacher values the children's activities and products as legitimate expressions of their interests, not simply as reflections of their development.
- H4. The teacher respects the children's ideas.
- H5. The teacher respects the children's individuality by rejecting ability grouping, group norms, homogenization.
- H6. The teacher takes children's feelings seriously.
- H7. The teacher recognizes and does not hide her own emotional responses.
- H8. Children generally do not try to suppress emotions.
- H9. The teacher strives to recognize emotions differentially and to act as a stabilizer upon whom children can depend when the going is difficult.
- H10. Conflict is recognized and worked out within the context of the group, not simply forbidden or handled by the teacher alone through punishment or exclusion.
- H11. There is no abdication of adult authority and responsibility.
- H12. The class operates within clear guidelines, made explicit.

- H13. The teacher promotes openness and trust among children and in her relationship with each child.
- H14. In general, relationships are characterized by warmth and affection.
- H15. The teacher recognizes and admits her limitations when she feels unable to give a child the help he needs.
- H16. In evaluating children's work, the teacher responds honestly, based upon a real examination of the product and a sensitive judgment about the particular child and circumstances.
- H17. The climate is unthreatening; fear of failure is absent.

#### SEEKING OPPORTUNITY TO PROMOTE GROWTH

- S1. The teacher seeks further information about the community and its physical and cultural resources.
- S2. The teacher seeks information about new materials.
- S3. The teacher experiments herself with materials.
- S4. The teacher makes use of help from someone who acts in a supportive advisory capacity.
- S5. The teacher enjoys on-going communication with other teachers about children and learning.
- S6. The teacher attempts to know more about her children by getting to know their parents or relatives and their neighborhood.

#### ASSUMPTIONS - IDEAS ABOUT CHILDREN AND THE PROCESS OF LEARNING

- A1. Children's innate curiosity and self-perpetuating exploratory behavior should form the basis of their learning in school; they should have the opportunity to pursue interests as deeply and as long as they find the pursuit satisfying.
- A2. Providing for sustained involvement requires a flexible and individualized organization of time.
- A3. Children are capable of making intelligent decisions in significant areas of their own learning.

- A4. Learning depends upon direct interaction with materials and one's social and physical environment.
- A5. Premature conceptualization based upon inadequate direct experience leads to the child depending on others for his own leadership.
- A6. Individual children often learn in unpredictable ways, at their own rate, and according to their own style.
- A7. Work and play are not distinguishable in the learning process of children.
- A8. Knowledge is a personal synthesis of one's own experience, and learning of "skills" and "subjects" proceeds along many intersecting paths simultaneously.
- A9. There is no set body of knowledge which must be transmitted to all.
- A10. Measures of performance may have a negative effect on learning and do not necessarily get at those qualities of learning which are most important.
- A11. Sensitive observation over a long period of time is the preferable means of evaluation of a child's intellectual, social, and emotional development.
- A12. Children have the right to direct their own learning, to make important decisions regarding their own educational experience.
- A13. The child must be valued as a human being, treated with courtesy, kindness, and respect.
- A14. The child's life in school should not be viewed as preparation for the future; to live as a child is the best preparation for adulthood.
- A15. Under consistent, reasonable, and explicit restrictions, children are able to be more free and productive.
- A16. An accepting and warm emotional climate is an essential element in children's learning; learning is facilitated by relationships of openness, trust, and mutual respect.
- A17. Competition does not contribute effectively to learning.
- A18. Fear of making mistakes or of not doing well impedes a child's progress in learning.
- A19. Objectives of education should go beyond literacy, dissemination of knowledge and concept acquisition.
- A20. The function of school is to help children learn to learn, to acquire both the ability and the willingness to extend their intellectual and emotional resources and bring them to bear in making decisions, organizing experience and utilizing knowledge.

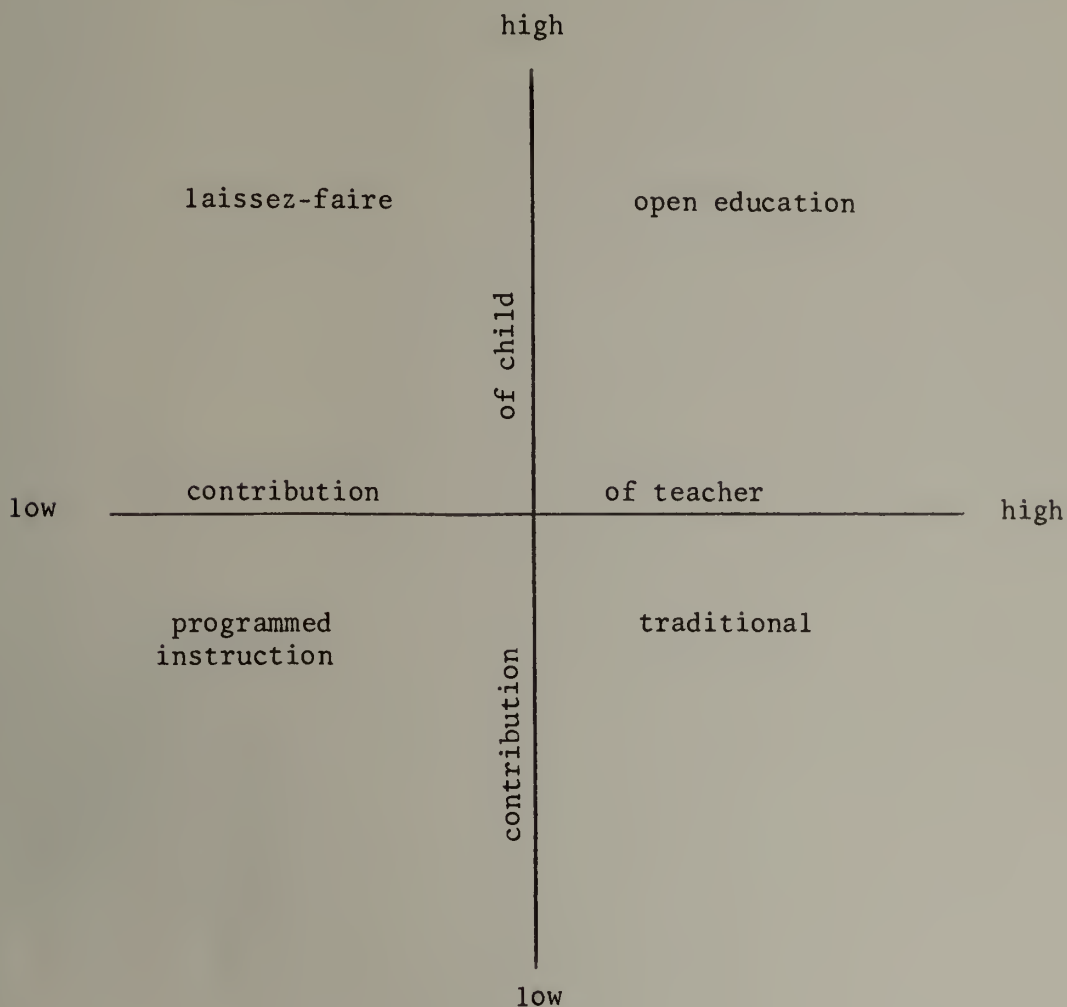


## SELF-PERCEPTION OF THE TEACHER

- SP1. The teacher views herself as an active experimenter in the process of creating and adapting ideas and materials.
- SP2. The teacher sees herself as a continual learner who explores new ideas and possibilities both inside and outside the classroom.
- SP3. The teacher values Open Education as an opportunity for her own personal and professional growth and change.
- SP4. The teacher feels comfortable with children taking the initiative in learning, making choices, and being independent of her.
- SP5. The teacher is able to recognize her own needs (e.g., for importance, recognition) and restrain herself from intervening in children's activities based on these needs rather than the children's.
- SP6. The teacher accepts the legitimacy in the classroom of her own feelings.
- SP7. The teacher trusts children's ability to operate effectively and learn in a framework not structured by her and not centered on her.
- SP8. The teacher sees herself as one of many sources of knowledge and attention in the classroom.
- SP9. The teacher feels comfortable working without pre-determined lesson plans, set curricula, or fixed time periods.
- SP10. The teacher trusts herself as one who generally can respond sensitively and effectively moment by moment in the classroom.

Appendix D

Double Classification Scheme Based upon Extent to which (1) the Individual Teacher and (2) the Individual Child is an Active Contributor to Decisions Regarding the Content and Process of Learning. (Bussis and Chittenden, 1970)



Appendix E

INTRODUCTION

The 1971-72 school year was the first school year that the Brattleboro Public Schools operated classrooms in the Staff Development Cooperative Project. The Cooperative includes classrooms in the public schools of Kennebunk, Maine; Wellesley, Massachusetts; Gateway Regional, Massachusetts; and the Universities of Massachusetts and New Hampshire.

This is a report of the program evaluation activities which have been conducted during the past school year.

In December of 1971, all parents of children in SDC project classrooms were surveyed as to their perceptions of their child's educational program. The survey returns at that time indicated a fairly high level of parental satisfaction with the SDC project classrooms although the satisfaction level was decidedly higher in the Green Street School area than in other school areas offering SDC classrooms. In all cases however a majority of parents felt positively about their children's classrooms. A more detailed report on the December parent survey was submitted to the school directors on January 7, 1972

GROUPS ASSESSED

Evaluation activities were conducted in ten Brattleboro classrooms, six project classrooms and four non-project classrooms. All classrooms (with one exception) were organized on a self-contained basis--one teacher with one group of students all day. A grade level breakdown is as follows:

<u>Grade</u>	<u>SDC</u>	<u>Non-SDC</u>
4	3	2
5	2	1
6	1	1

Included in the assessment program were classes from the Green Street, St. Michaels, Canal and Oak Grove Schools.

INSTRUMENTS USED

The following is a list of the instruments used in the evaluation program, all of which were administered in late May and early June of 1972.

Academic Measures: Reading-Gates McGinitie (vocabulary, comprehension, speed and accuracy).

Mathematics--Iowa National Achievement Test  
(computation and problem solving).

Creativity Measures: Torrance Tests of Creative Thinking  
(Unusual Uses, Just Suppose).

Self-Concept: Coopersmith Self-Concept Scale.

Attitudinal Survey: Semantic Differential Scale (on the  
following concepts--ME, Classmates,  
Teacher, School, Reading for Fun).

Parental Attitudes: Parent Questionnaire

### LIMITATIONS

There are limitations which merit identification before any data analysis or conclusive statements are made relative to this study.

First, it is to be noted that SDC classrooms have operated in Brattleboro for just over 9 months. This is not considered enough time to warrant placing much credence in data gathered to this point. Additionally, the extent and intensity of out-of-school influences on school performance in academic and attitudinal areas although suspected to be fairly substantial is not as yet fully determined. Group selection in the evaluation design attempted to take these variables into account so as to assure a semblance of comparability.

The general limitations of instruments used in educational evaluation is to be noted here. Recently a leading natural scientist complained of the degree of error in measuring instruments used in his field. Education is a social science and as such the ability of testing instruments to detect significant differences, and the validity and reliability of such instruments require that generalizations made on the basis of data collected indeed be cautious. Education is simply not an exact science. Kids and other people just don't sit still in laboratories. In examining the following data, this point should be taken into consideration.

### ANALYSIS OF DATA

Reading: There were no significant differences in vocabulary and reading comprehension scores between SDC and non-SDC classes at any of the grade levels tested. Significant findings in the reading accuracy scores at one grade level favoring one group were offset by findings in a contrary direction at another grade level.

- Mathematics: There were no significant differences in problem-solving at any grade level and none in computation at the fourth and sixth grade levels. At the fifth grade level a significant difference in computation was found favoring the SDC classes.
- Attitudes: At the grade four level there were significant differences in attitudes toward Teacher and Reading for Fun favoring project classrooms. There were no significant differences with the concepts, "Me", "Classmates", or "School". At the grade five level there were significant differences with the concepts "Classmates", or "Reading for Fun". At the sixth grade level the results were mixed with a difference in attitude toward "School" favoring the non-project classroom. All other concepts showed no significant differences.
- Creativity: Of the six sub-tests administered at the three grade levels (a total of 18 analyzed) there were no differences in fourteen. The four subtests showing a significant difference all favored the project classes. These subtests are originality at the grade four level in both the Unusual Uses and Just Suppose tests and the fluency and flexibility subtests at the grade six level. There were no significant differences found in either direction at the grade five level.
- Self-Concept: The only significant difference in this activity was found at the grade five level favoring the non-project class.
- Parent Survey: There were no significant differences of parental perceptions at the grade six level between project and non-project classrooms. Significant differences in favor of SDC classes were found at the grade four level and a trend (though not statistically significant) was noted favoring project classes at the grade five level.

#### COMMENTS

A general review of the data on the academic tests indicates that no claim which suggests greater pupil gains in math or reading in project or non-project classrooms is reasonable. The evidence also does not substantiate any inference that a child suffers academically by attending a project or non-project classroom.

Although several sub-tests in the attitudinal areas revealed significant differences the direction of the differences were mixed

to such an extent that no generalizations should be made. Of the seven sub-tests revealing significance, four favored non-project classes and three favored project classes. It may be worthwhile to compare these results with a similar study next spring to note whether or not a pattern or trend emerges. This suggestion would apply to all areas assessed in this study.

Two sub-tests of the Torrance Tests of Creative Thinking were used in this study. They were the Unusual Uses, and Just Suppose sub-tests. In the test of Unusual Uses children are asked to list as many interesting and unusual uses of a cardboard box which they can think of. In the Just Suppose activity children were asked to just suppose that clouds had strings attached to them which hand down to earth and to list their ideas about what would happen.

Fourth grade children in project classes responded with a greater number of responses which were less obvious on both the Unusual Uses and Just Suppose tests. At the grade six level, children in the project class were able to list a greater number of different categories of uses.

All of the significant differences between groups on the creativity tests favored SDC classes and although any conclusions should be reserved at this time, the results are consistent enough at two grade levels to be of interest. Results of future evaluations should be reviewed to determine longitudinal consistency in the development of divergent thinking skills.

The perceptions of parents of their children's school life is more positive with SDC classes at the grade four and grade five levels than with non-SDC classes. Most significant in the parent surveys however is the consistency of positive attitudes from December to June. It might be said that in general parents of children who were in a project classroom during the 1971-72 school year suffered no letdown in satisfaction.

### CONCLUSION

On the basis of the study reported here, and the level of teacher and parent interest in Brattleboro's participation in the Staff Development Cooperative, it is recommended that such participation be continued for at least two more school years through June of 1974. During the course of these two years, it is suggested that similar evaluation activities be conducted each year and that future commitments be based on the evidence generated by these studies.

Any diminution of currently available alternatives offered parents and children in the Brattleboro Elementary Schools would be in my opinion an irresponsible infringement of the rights of each citizen.



Appendix F

QUESTIONNAIRE TO ALL PARTICIPANTS IN INTEGRATED  
DAY WORKSHOP SUMMER, 1972

1. Name \_\_\_\_\_
2. Home Address \_\_\_\_\_
  - a. School Address \_\_\_\_\_
  - b. School District \_\_\_\_\_
3. Home Telephone \_\_\_\_\_; School Telephone \_\_\_\_\_
4. Sex M F (circle one)    5. Age \_\_\_\_ 20-26 \_\_\_\_ 27-33 \_\_\_\_ 34-40 \_\_\_\_ 41 & over
6. Degrees held or studies in progress \_\_\_\_\_
7. Grade level you currently teach \_\_elementary\_\_ junior high \_\_other (specify)
8. Type of school you teach in: \_\_Public\_\_ Private \_\_Parochial\_\_ other (specify)
- 9 a. Project teacher \_\_yes\_\_ \_\_no\_\_
9. Years of teaching experience, excluding the current year: 0-1, 2-3, 4-5, 6-7, 8-9, 10-more (circle one)
10. Where is the school you teach in: Core-city, inner suburb, suburb, rural (circle one)
11. In general, how would you rate the workshop?
  - a. \_\_\_\_ excellent \_\_\_\_ good \_\_\_\_ satisfactory \_\_\_\_ poor.
  - b. \_\_\_\_ very imformative \_\_\_\_ adequately informative  
\_\_\_\_ informative \_\_\_\_ not very informative
12. During the workshop was there: \_\_\_\_ too much free or unscheduled time  
\_\_\_\_ too little free or unscheduled time  
\_\_\_\_ a satisfactory amount of free or unscheduled time

Comment on what you thought was most notable about the availability and/or use of the free time -- by yourself or other participants.

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13. What changes in content, format, timing or staffing would you recommend for the workshop?

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14. What specific changes would you predict will occur in your teaching (including content, material, scheduling, objectives) as a result of your participation in the workshop?

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15. What part or parts of the workshop did you feel would lead to changes in your teaching. Please be specific and describe.

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16. Specifically, what in the workshop has been most valuable to you? Please describe.

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17. Prior to the workshop, how would you rate your level of innovativeness in the classroom?

- highly innovative
- more than average
- average
- less than average (check one)

18. Have you tried to introduce the integrated day philosophy  yes  no

with parents?  yes  no

with fellow teachers?  yes  no

19. Have you tried integrated day components in your classroom?  yes  no

20. List your personal goals and expectations for the workshop?  
Check the extent to which your goals were met: 1- not met  
2- somewhat met 3- were not

	1	2	3
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

21. What single change would you introduce in the whole workshop organization, starting with selection of participants or staff and going through follow-up procedures during the year after the workshop?

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. How well organized was the workshop? (i.e. How were administration problems handled prior to the workshop? Past workshop?)

Prior \_\_\_\_\_

Past \_\_\_\_\_

23. List comments on the support group.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. Describe your best all (i.e. all participants present) group experience.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

25. What components were involved in your poorest all group experience?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26. Which curriculum area/areas provided the environment for your growth?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. Estimate the number of hours you spent on your project. \_\_\_\_\_ hours.

How would you evaluate your project?

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28. Please comment on other aspects of the workshop.

Consultants: \_\_\_\_\_

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Schedule Board: \_\_\_\_\_

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Accomodations: \_\_\_\_\_

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Other: \_\_\_\_\_

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## Appendix G

### Consultant Questionnaire

This questionnaire is designed to find out how you feel about the consultant and his presentation.

On the accompanying answer sheet place the name of the consultant in the space marked school and whether you are a project teacher or not, in the space marked city.

Using a pencil darken in the space below the number on the answer sheet which most nearly indicates your response to each question.

1. How relevant is the consultant's presentation to the goals of the workshop?
  1. extremely relevant
  2. quite relevant
  3. fairly relevant
  4. not very relevant
  5. completely irrelevant
  
2. How well prepared was the consultant?
  1. extremely well prepared
  2. quite well prepared
  3. fairly well prepared
  4. not very well prepared
  5. not at all well prepared
  
3. How well organized were the consultants presentation(s)?
  1. extremely well organized
  2. well organized
  3. fairly well organized
  4. not very well organized
  5. not at all well organized
  
4. How stimulating were the consultants presentations?
  1. exceptionally stimulating
  2. quite stimulating
  3. fairly stimulating
  4. not very stimulating
  5. not at all stimulating
  
5. How did the consultant regard participants viewpoints different from his own?
  1. welcomed differences in viewpoint
  2. quite tolerant of differences in viewpoint
  3. exhibits some bias, but usually is tolerant
  4. often is intolerant
  5. allows no contradictions, is intolerant
  
6. How approachable was the consultant?
  1. extremely approachable
  2. quite approachable
  3. fairly approachable
  4. not very approachable
  5. extremely unapproachable



7. How would you describe the attitude of fellow participants toward the consultant
  1. extremely attentive
  2. quite attentive
  3. passive and indifferent
  4. fairly inattentive
  5. antagonistic and extremely inattentive
  
8. How relevant was the consultant's presentation for use in your own classroom?
  1. extremely relevant
  2. quite relevant
  3. fairly relevant
  4. not very relevant
  5. completely relevant
  
9. In general how valuable did you find the presentation in terms of contributing to your own learning?
  1. extremely valuable
  2. quite valuable
  3. fairly valuable
  4. not very valuable
  5. worthless

Appendix H

## QUESTIONNAIRE

The following statements are concerned with various aspects of classroom teaching.

For each statement mark the number which most closely expresses your estimate of the extent to which you would agree with that statement.

Mark your answer on the accompanying answer sheet.

If you STRONGLY AGREE mark number 1

If you MODERATELY AGREE mark number 2

If you WEAKLY AGREE mark number 3

If you WEAKLY DISAGREE mark number 4

If you MODERATELY DISAGREE mark number 5

If you STRONGLY DISAGREE mark number 6

1. Texts and materials are supplied in class sets so that all children may have their own.
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.
3. Materials are kept out of the way until they are distributed or used under my direction.
4. Many different activities go on simultaneously.
5. Children are expected to do their own work without getting help from other children.
6. Manipulative materials are supplied in great diversity and range, with little replication.
7. The day is divided into large blocks of time within which children, with my help, determine their own routine.
8. Children work individually and in small groups at various activities.
9. Books are supplied in diversity and profusion including reference books, children's literature.
10. Children are not supposed to move about the room without asking permission.
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.
12. The environment includes materials I have developed.
13. Common environmental materials are provided.
14. Children may voluntarily use other areas of the building and schoolyard as part of their school time.
15. Our program includes use of the neighborhood.
16. Children use "books" written by their classmates as part of their reading and reference materials.

17. I prefer that children not talk when they are supposed to be working.
18. Children voluntarily group and regroup themselves.
19. The environment includes materials developed or supplied by the children.
20. I plan and schedule the children's activities through the day.
21. I make sure children use materials only as instructed.
22. I group children for lessons directed at specific needs.
23. Children work directly with manipulative materials.
24. Materials are readily accessible to children.
25. I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.
26. I use test results to group children in reading and/or math.
27. Children expect me to correct all their work.
28. I base my instruction on each individual child and his interaction with materials and equipment.
29. I give children tests to find out what they know.
30. The emotional climate is warm and accepting.
31. The work children do is divided into subject matter areas.
32. My lessons and assignments are given to the class as a whole.
33. To obtain diagnostic information, I observe the specific work or concern of a child closely and ask immediate, experience-based questions.
34. I base my instruction on curriculum guides or the text books for the grade level I teach.

35. I keep notes and write individual histories of each child's intellectual, emotional, and physical development.
36. I have children for just one year.
37. The class operates within clear guidelines, made explicit.
38. I take care of dealing with conflicts and disruptive behavior without involving the group.
39. Children's activities, products and ideas are reflected abundantly about the classroom.
40. I am in charge.
41. Before suggesting any extension or redirection of activity. I give diagnostic attention to the particular child and his particular activity.
42. The children spontaneously look at and discuss each other's work.
43. I use tests to evaluate children and rate them in comparison to their peers.
44. I use the assistance of someone in a supportive advisory capacity.
45. I try to keep all children within my sight so that I can be sure they are doing what they are supposed to do.
- 46.. I have helpful colleagues with whom I discuss teaching ideas.
- 47.. I keep a collection of each child's work for use in evaluating his development.
48. Evaluation provides information to guide my instruction and provisioning for the classroom.
49. Academic achievement is my top priority for the children.
50. Children are deeply involved in what they are doing through the day.

Appendix I

A Questionnaire to Assess the Value of  
Various Aspects of the Integrated Day Program

In an attempt to determine the extent to which the Staff Develop. Project has had an effect on your class, an evaluation team from the University of Massachusetts developed this questionnaire for teachers involved with the project.

The information collected will help to provide guidelines for improvements and changes in any future activities. We, therefore, encourage you to answer questions completely and honestly. It is not necessary for you to indicate your identity at any place on the questionnaire.

Please indicate your answers to the multiple-choice questions by circling the number beside your choice. Remember that for the multiple-choice questions you may select only one choice per question. For one question you will be asked to rank-order several aspects of the Integrated Day Program. The remaining questions will require short written answers. Remember there are no correct answers. You should indicate your true feelings.

There are three preliminary questions we would like to ask first:

1. What school district do you teach in?

- (1) Brattleboro                      (2) Kennebunk - Kennebunkport  
(3) Wellesley                        (4) Gateway

2. How many integrated day workshops (summer workshops at the University of Massachusetts or workshops at your school) have you attended?

- (1) None                                (2) One or two  
(3) Three or four                      (4) More than four

3. How many years have you been in the Integrated Day Program?

- (1) One                      (2) Two                      (3) Three                      (4) Four or more

4. Please rank-order, from most helpful to least helpful, the following aspects of the project. After you have rank-ordered the various aspects of the project, place the appropriate numbers in the spaces provided.

Summer workshops	_____	most helpful (1)
Graduate workshops	_____	
Resource people	_____	
Publication: <u>In Touch</u>	_____	
Fellow teachers	_____	
METEP faculty	_____	
Administrators	_____	
Parents	_____	
Interns	_____	least helpful (9)

↑  
↓



5. Did the summer workshop help prepare you for the actual experience of beginning to open your classroom?

(1) very                      (2) somewhat                      (3) not at all

6. Now that you have had the perspective of time, what activities or aspects of the summer workshop were most beneficial? (Please list the activities, if any.) \_\_\_\_\_

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7. What activities or aspects of the summer workshop were least beneficial? (Please list the activities, if any.) \_\_\_\_\_

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8. How beneficial did you find the graduate workshop(s) (June, 1972 and April, 1973)?

(1) very                      (2) somewhat                      (3) not at all

9. Now that you have had the perspective of time, what changes would you make in the summer workshops? (Please list the changes, if any.) \_\_\_\_\_

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10. What aspects of the graduate workshops did you find most helpful to your class? (Please list the aspects, if any.) \_\_\_\_\_

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11. What aspects of the graduate workshops did you find least helpful to your class? (Please list the aspects, if any.) \_\_\_\_\_

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12. What changes would you make in the graduate workshops? (Please list the changes, if any.) \_\_\_\_\_

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13. How helpful were your contacts with the resource people?

- (1) very                      (2) somewhat                      (3) not at all

Comments (please be specific):

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14. Would you have preferred more or less contact with the resource people?

- (1) More
- (2) Less
- (3) Same
- (4) No opinion

15. Are there services you feel the resource people should have provided, but didn't? (Please list these services, if any.)

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16. Are there services you feel the resource people should not have provided? (Please list these services, if any).

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17. How helpful was the publication In Touch?

- (1) Very
- (2) Somewhat
- (3) Not at all

18. What things would you like to see added to In Touch?

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19. What things would you like to see deleted from In Touch? (Please list, if any.)

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20. How helpful were the interns?

- (1) very            (2) somewhat            (3) not at all

Comments (please be specific):

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21. How well prepared did you feel the interns were when they entered your classroom?

- (1) very            (2) somewhat            (3) not at all

Comments (please be specific):

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22. What aspects in the training of interns would you stress? (please list the aspects.)

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23. How helpful were the Metep faculty visits, if <sup>168</sup>any, to your classroom?

- (1) very                      (2) somewhat                      (3) not at all

Comments (please be specific):

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24. Would you have preferred that they spend more or less time in your room?

- (1) more                      (2) less                      (3) same                      (4) no opinion

25. How helpful were the Metep faculty after-school workshops in your district?

- (1) very                      (2) somewhat                      (3) not at all

26. Have you earned any academic credit from the University due to your participation in the Project?

Yes \_\_\_\_\_ No \_\_\_\_\_

1-3 hours \_\_\_\_\_  
4-6 hours \_\_\_\_\_ more than 12 hours \_\_\_\_\_  
6-12 hours \_\_\_\_\_

27. Would you have preferred more or less credit for work directly relating to your class?

- (1) more                      (2) less                      (3) same                      (4) no opinion

Comments (please be specific):

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Appendix J



## Appendix K



## Instructions for "Who Decides" Questionnaire

(After you have ten students seated in the testing room, read the following instructions).

There are some things we want to know about your classroom, and so we are going to ask you some questions. This is not a test, and so you will not get a grade in it. We will not show your answers to your teacher nor to anyone else.

Every day in your class, many things happen. For example, you might go to the playground, you might do arithmetic problems, you might work on science and so on. What we want to know is who decides when and how you will do all of these things. Let's do some questions just for practice. (Hand out practice questions.) You see there are 3 questions and four lines after each question. You will answer each question by putting an "x" on one of the lines after it. Put an "x" on the first line if you are the one who decides, on the second line if the whole class decides, on the third line if your teacher decides, and on the fourth line if your parents, your mother and father, decide. (Point to each line as you talk about it.) Now, please answer the first question. (Wait till they've all read and answered it. Check to see everyone got it right.) You should have an "x" on the third line because your teacher decides what will go in her desk. Now answer the second question. (Wait and look) Some of you may have put an "x" in the first line if you decide what you wear to school. Other people may put an "x" in the fourth line if your parents decide what you will wear. You can see that sometimes you will be putting down different answers from what other students write, and that's o.k. Now, do the third question please. (Wait and look.) You should put an "x" in the second line because the whole class decides who is president. (If some of the students have never had a class election, explain to them how the whole class decides who is president.)

O.K. Now we are going to ask some more questions (hand out test.)

Most times in your classroom, who decides:

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	Me	Whole Class	Teacher	Parents
1. What your teacher keeps in her desk?	—	—	—	—
2. What you wear in school?	—	—	—	—
3. In an election, who the class president is?	—	—	—	—

### Cussen's "Who Decides"

Most times in your classroom, who decides:

		Whole			
	Me	Class	Teacher	Parents	
1. When you can talk or whisper to a friend in your room?	___	___	___	___	
2. When you can go to the play ground?	___	___	___	___	
3. When your work is finished?	___	___	___	___	
4. When you can get a drink?	___	___	___	___	
5. What things will be at the Science Center? (plants, animals, rocks, shells, etc.)	___	___	___	___	
6. Where to keep Arithmetic (math) everyday? (Math Activity cards)	___	___	___	___	
7. If your work is to be hung up or displayed for others to see? (painting, poem, story)	___	___	___	___	
8. If you can work in another classroom or part of the school? (gym, cafeteria, playground)	___	___	___	___	
9. When recess time is over?	___	___	___	___	
10. How (many pages) or how much work to do in Arithmetic (math) everyday? (Math activity cards)	___	___	___	___	
11. How the room is to be arranged? (Are students involved in rearranging the room?)	___	___	___	___	
12. Whose job it is to water the plants in your room?	___	___	___	___	

	Me	Whole Class	Teacher	Parents
13. What kind of pictures you can draw or paint?	—	—	—	—
14. How many work pages (activity-cards) to do every day?	—	—	—	—
15. When it's time to straighten-up the room?	—	—	—	—
16. When you've done enough reading for the day?	—	—	—	—
17. How far or how many pages to read in your book? (during reading time)	—	—	—	—
18. The rules in your room?	—	—	—	—
19. When to do Arithmetic (or Math or Number work)?	—	—	—	—
20. When you can tell something to the whole class?	—	—	—	—
21. What desk or seat you can sit in?	—	—	—	—
22. What to write in your notebook or journal?	—	—	—	—
23. What you can write a story about?	—	—	—	—
24. What you will do at the math center? (can child choose or does the teacher assign?)	—	—	—	—
25. What to do when you come into the room in the morning?	—	—	—	—
26. Sometimes you and your teacher may decide that you work at the Math Center. Once you are at the Math center, generally who decides what you will do?	—	—	—	—

Appendix L

Reading Scales  
(modification of Estes, 1971)

General Instructions

Use the set of directions below that are appropriate for the grade you are administering the scale to. If you feel a child is having difficulty, ask him/her gently about their difficulty. In cases where you are reading the scale items (K-3 only) you may explain a word if they don't seem to understand it. The instructions below should be adequate, however, if in your judgment they are unclear, you are free to appropriately augment them.

Reading Scale Directions for Grades K-3

In front of you are 16 sentences about reading. First, please put your name and your teacher's name at the top of the paper. When we begin, I will read the first sentence and you may follow along as I read the sentence. If you agree with the sentence, circle A, if you are undecided, circle B, and if you disagree, circle C. For example, (tester reads out loud the first sentence and says):

"Circle one of the letters A, B, or C below sentence one, depending on whether you agree, are undecided, or disagree with the first sentence."

Now we will go to the rest of the sentences and do them just like we did the first one. I will read each sentence twice and then you are to circle A, B, or C. Remember, this is not a test; there are no correct answers; answer the questions according to how you feel. Are there any questions?

Reading Scale Directions for Grades 4-6

In front of you are 20 sentences about reading. First, please put your name and your teacher's name at the top of the paper. When we begin, I will read the first sentence and you may follow along as I read the sentence. If you strongly agree with the sentence, circle A, if you agree, circle B, if you are undecided, circle C, if you disagree circle D, or if you strongly disagree, circle E. For example, (tester reads out loud the first sentence and says):

"Circle one of the letters A, B, C, D, or E below sentence one, depending on whether you strongly agree, agree, are undecided, disagree, or strongly disagree with the first sentence."

Now you will go to the rest of the sentences and read them silently and do them just like we did the first one. Remember, this is not a test; there are no correct answers; answer the questions according to how you feel. Are there any questions?

Your Name \_\_\_\_\_

Scale 1

Your Teacher's Name \_\_\_\_\_

1. Reading is for learning but not for enjoyment.

A	B	C
agree	undecided	disagree

2. It's good to spend money on books.

A	B	C
agree	undecided	disagree

3. Reading books doesn't help me.

A	B	C
agree	undecided	disagree

4. Books are dumb.

A	B	C
agree	undecided	disagree

5. Reading is a good way to spend time.

A	B	C
agree	undecided	disagree

6. Sharing books in class is a waste of time.

A	B	C
agree	undecided	disagree

7. I like to read.

A	B	C
agree	undecided	disagree

8. Books aren't usually good enough to finish.

A	B	C
agree	undecided	disagree

9. Reading helps me learn.

A	B	C
agree	undecided	disagree

10. Most stories I read are too long and dumb.

A	B	C
agree	undecided	disagree

11. There should be more time for reading during the school day.

A	B	C
agree	undecided	disagree

12. There are many books which I want to read.

A	B	C
agree	undecided	disagree

13. I don't need reading.

A	B	C
agree	undecided	disagree

14. A part of summer vacation should be set aside for reading.

A	B	C
agree	undecided	disagree

15. Books make good presents.

A	B	C
agree	undecided	disagree

16. Reading is dull.

A	B	C
agree	undecided	disagree



Your Name \_\_\_\_\_

Scale 2

Your Teacher's Name \_\_\_\_\_

1. Reading is for learning but not for enjoyment.  
A                      B                      C                      D                      E  
strongly agree    agree    undecided    disagree    strongly disagree
2. It's good to spend money on books.  
A                      B                      C                      D                      E  
strongly agree    agree    undecided    disagree    strongly disagree
3. Reading books doesn't help me.  
A                      B                      C                      D                      E  
strongly agree    agree    undecided    disagree    strongly disagree
4. Books are a bore.  
A                      B                      C                      D                      E  
strongly agree    agree    undecided    disagree    strongly disagree
5. Reading is a good way to spend spare time.  
A                      B                      C                      D                      E  
strongly agree    agree    undecided    disagree    strongly disagree
6. Sharing books in class is a waste of time.  
A                      B                      C                      D                      E  
strongly agree    agree    undecided    disagree    strongly disagree
7. I like to read.  
A                      B                      C                      D                      E  
strongly agree    agree    undecided    disagree    strongly disagree
8. Reading is only for grade grubbers.  
A                      B                      C                      D                      E  
strongly agree    agree    undecided    disagree    strongly disagree
9. Books aren't usually good enough to finish.  
A                      B                      C                      D                      E  
strongly agree    agree    undecided    disagree    strongly disagree
10. Reading helps me learn.  
A                      B                      C                      D                      E  
strongly agree    agree    undecided    disagree    strongly disagree

11. Reading becomes boring after about an hour.

A B C D E  
strongly agree agree undecided disagree strongly disagree

12. Most books are too long and dull.

A B C D E  
strongly agree agree undecided disagree strongly disagree

13. Free reading doesn't teach anything.

A B C D E  
strongly agree agree undecided disagree strongly disagree

14. There should be more time for free reading during the school day.

A B C D E  
strongly agree agree undecided disagree strongly disagree

15. There are many books which I hope to read.

A B C D E  
strongly agree agree undecided disagree strongly disagree

16. Books should not be read except for class requirements.

A B C D E  
strongly agree agree undecided disagree strongly disagree

17. Reading is something I can do without.

A B C D E  
strongly agree agree undecided disagree strongly disagree

18. A certain amount of summer vacation should be set aside for reading.

A B C D E  
strongly agree agree undecided disagree strongly disagree

19. Books make good presents.

A B C D E  
strongly agree agree undecided disagree strongly disagree

20. Reading is dull.

A B C D E  
strongly agree agree undecided disagree strongly disagree

Math Scales (modification of Dutton, 1951, 1962, and Fedon, 1958)

General Instructions

Use the set of directions below that are appropriate for the grade you are administering the scale to. If you feel a child is having difficulty, ask him/her gently about their difficulty. In cases where you are reading the scale items (K-3 only) you may explain a word if they don't seem to understand it. The instructions below should be adequate, however, if in your judgement they are unclear, you are free to appropriately augment them. Good Luck!

Math Scale Directions for Grades K-3

In front of you are 15 sentences about math. First please put your name and teacher's name at the top of the paper. When we begin, I will read the first sentence and you may follow along as I read the sentence. If this sentence is like you, circle yes; if this sentence is not like you, circle no. For example: (tester reads 1st sentence and says)

"If this sentence is like you (or applies to you) circle yes or if this sentence is not like you, circle no."

Now we will go to the rest of the sentences and do them just like we did the first one. Please circle yes or no for every question. This is not a test, there are no correct answers, you may answer anyway that you want. Are there any questions?

Math Scale Directions for Grades 4-6

In front of you are 20 sentences about math. First, please put your name and teacher's name at the top of the paper. When we begin, I will read the first sentence and you may follow along as I read the sentence. If this sentence is like you, circle yes; if this sentence is not like you, circle no. For example: (tester reads 1st sentence and says)

"If this sentence is like you (or applies to you) circle yes or if this sentence is not like you, circle no."

Now you will go to the rest of the sentences and you will read them silently and answer yes or no just like we did the first one. Please answer yes or no for every question. This is not a test, there are no correct answers, you may answer any way that you want. Are there any questions?

Your Name \_\_\_\_\_

Scale 1

Your Teacher's Name \_\_\_\_\_

- |     |  |     |    |
|-----|--|-----|----|
| 1.  | Math is something you have to do even though its no fun.                   | yes | no |
| 2.  | I think about math problems outside of school and I like to work them out. | yes | no |
| 3.  | I like math but I like other subjects just as well.                        | yes | no |
| 4.  | I like math because you can use it for lots of things.                     | yes | no |
| 5.  | Arithmetic is as important as any other activity (subject).                | yes | no |
| 6.  | Sometimes I like to try hard math problems.                                | yes | no |
| 7.  | I am afraid of math.   | yes | no |
| 8.  | I would like to do more math in school.                                    | yes | no |
| 9.  | I hate math and don't want to do it.                                       | yes | no |
| 10. | I like doing problems when I know how to do them well.                     | yes | no |
| 11. | I don't want to do math because I'm not good at it.                        | yes | no |
| 12. | Math is very interesting.  | yes | no |
| 13. | I never liked math.  | yes | no |
| 14. | I think math is more fun than any work I ever did.                         | yes | no |
| 15. | I don't think math has much value.   | yes | no |

Your Name \_\_\_\_\_

Scale 2

Your Teacher's Name \_\_\_\_\_

- |     |  |     |     |
|-----|--|-----|-----|
| 1.  | Math is something you have to do even though it's no fun.                  | yes | no  |
| 2.  | I think about math problems outside of school and I like to work them out. | yes | no  |
| 3.  | I'm not sure of myself in math.  | yes | no  |
| 4.  | I like to see how fast I can get math problems right.                      | yes | no  |
| 5.  | I like math, but I like other subjects just as well.                       | yes | no  |
| 6.  | I like math because you can use it for lots of things.                     | yes | no  |
| 7.  | Math isn't fun, but I always try to do well in it.                         | yes | no  |
| 8.  | I don't love math, but I don't mind it either.                             | yes | no. |
| 9.  | Math is as important as any other subject.                                 | yes | no  |
| 10. | Sometimes I like to try hard math problems.                                | yes | no  |
| 11. | I have always been afraid of math.   | yes | no  |
| 12. | I would like to do more math in school.                                    | yes | no  |
| 13. | I hate math and don't want to use it at all.                               | yes | no  |
| 14. | I like doing problems when I know how to do them well.                     | yes | no  |
| 15. | I don't want to do math because I'm not very good with numbers.            | yes | no  |
| 16. | Math thrills me, and I like it better than any other subject.              | yes | no  |
| 17. | Math is very interesting.  | yes | no  |
| 18. | I have never liked math.   | yes | no  |
| 19. | I think math is more fun than any subject I ever took.                     | yes | no  |
| 20. | I don't think math has much value.   | yes | no  |

Appendix M

DIRECTIONS FOR ADMINISTERING INVENTORY:  
SELF-PERCEPTION-IN-SCHOOL

Today we're going to play a game called "Like Me." To play this game I've brought some pictures. I'm going to put each picture on this projector and you will be able to see it on the screen (wall?). These are pictures of children just like you. They are in school just like you. They are doing some of the things you do in school. When we play this game, you will look at the picture and pick the child that is doing what you do in school, the child that is "like you." Now I am going to give everyone a paper. You will write your answers on this paper. While I am passing out the papers, take out a pencil.

[DISTRIBUTE PAPERS]

If you don't have a paper raise your hand.

[CHECK THAT ALL CHILDREN HAVE PENCILS.]

At the top of your paper you see the word Name. (POINT TO IT ON ANSWER TRANSPARENCY.) Next to it you see a line. On the first line PRINT your first name. On the second line PRINT your last name (PAUSE. PRINT NAMES) Next you see the word Grade. On the line write the number of the grade you are in. (WRITE GRADE)

Before we begin the game we have to learn how to write our answers on this paper. To do this we have some practice pictures. On your papers you see the numbers 1-5. These are the practice pictures. When we finish with those five then you will know how to mark your papers and we will begin the regular part of the game and you see we have letters for the regular part of the game.

To begin, put your finger on #1 because that is the box where we will write the first answer. (POINT TO IT ON TRANSPARENCY. CHECK TO SEE IF EVERYONE HAS CORRECT PLACE.) When you write your answer, you will be putting an X on the 1 in that box (DEMONSTRATE) or you will put an X on the two 11's in that box. (DEMONSTRATE) I'll explain a little more when I show you the first picture.

(TRANSPARENCY 1)

This is picture 1 (POINT TO "1" ON TRANSPARENCY). We see two boys. Tell me how this boy feels (POINT TO BOY ON LEFT)? (CALL ON SOMEONE TO ANSWER.) That's right, he feels happy. How can you tell he feels happy? (CALL ON SOMEONE.) That's right, he is smiling and his eyes are wide open. They're nice and bright. He looks happy.

He is #1 (POINT TO #1 BENEATH HAPPY BOY) so if I ask you to pick the boy who is happy, then you will put an X on your paper on the 1. Don't mark anything yet.

Now, how does this boy feel? (POINT TO BOY ON RIGHT). (CALL ON SOMEONE.) That's right, he feels sad. How can you tell he feels sad? (CALL ON SOMEONE.) That's right, his mouth is turned down and his eyes look sad and kind of droopy.

He is #2, two 11's (POINT TO 11), so if I ask you to pick the boy who is sad, then, on your paper, you will put a big X on the two 11's.

Now we're ready to pick, so listen carefully. Put your finger on the first box. (CHECK TO SEE IF EVERYONE HAS THE RIGHT PLACE.)

Okay, pick the child who is sad. Mark the number on your paper that shows the child who is sad. Put a big X on the number in the first box. (MARK IT ON ANSWER TRANSPARENCY). CHECK TO SEE IF EVERYONE UNDERSTANDS AND HAS MARKED HIS PAPER CORRECTLY -- #11)

What number did you mark? (CALL SOMEONE) Very good. Number 2 is the boy who is sad so on your paper you should have an X on the two 11's. Does everyone have that? (CHECK) Very good.

Now we're ready for the second picture so put your finger on the number 2 in front of the next box. (DEMONSTRATE). That's the box where you'll write the next X. You'll put an X on the 1 or on the two 11's (DEMONSTRATE AGAIN). Keep your finger there so you'll know where to write the answer.

(TRANSPARENCY 2)

In picture 2 we see some children in school. Let's look at the children in red. This girl has a pencil in her hand. And she is writing something or drawing on her paper. If I ask you to pick the child who is writing, you would put a big X on the 1 because there is a 1 in front of the girl who is drawing (POINT TO THE 1 ON THE PICTURE.)

What is this boy doing? (POINT TO THE BOY). (CALL SOMEONE.) Very good. He's reading a book. If I ask you to pick the child who is reading, then on your paper you will put an X on the two 1's because there are two 1's in front of the child who is reading (POINT TO THE 11'S ON THE PICTURE.)

Okay we are ready to choose. Put your finger on the box with the 2 in front of it.

Okay. Pick the child who is writing. (PAUSE) On what number did you put the X? (CALL ON SOMEONE.) That's right, you put an X on the 1 because it was the girl who was writing.

(CHANGE TO ANSWER TRANSPARENCY.) (MARK IT ON TRANSPARENCY.) CHECK TO SEE IF EVERYONE HAS MARKED HIS PAPER CORRECTLY.



So on your paper you should have an X on the 1 in the box that has the 2 in front.

Make sure you don't have two X's in the same box.

Okay. We're ready for #3 so put your finger on the box with three in front. (POINT TO IT ON ANSWER TRANSPARENCY.) That's where your answer will go for the third picture.

(TRANSPARENCY 3)

In picture 3 we see children in school again but this time they are painting. Now let's look at the children in red. See, the boy is not happy. He doesn't like to paint. So he feels sad. He is #1. (POINT) If I ask you to pick the child who doesn't like to paint, then on your paper you will make an X on the 1. Do not mark it yet.

How does this girl feel? (CALL SOMEONE.) Right. She is happy. She likes to paint. The girl who likes to paint is number 2. (POINT TO TWO 1's) If I ask you to pick the child who likes to paint, you will put an X on your paper on the two 1's.

Now we are ready to choose. Put your finger on the box with the 3 in front.

Okay. Pick the child who does not like to paint. Put a big X on the number like the child who doesn't like to paint. (PAUSE) On what number did you put an X? (CALL SOMEONE.) That's right. (PAUSE)

(ANSWER TRANSPARENCY) You put an X on the 1 in the third box because it was the boy who doesn't like to paint. (MARK IT ON ANSWER TRANSPARENCY.) (CHECK AGAIN.)

You should have one X in each box.

Okay. We're ready for #4. Put your finger on the box with a 4 in front. (POINT TO IT ON ANSWER TRANSPARENCY.) That's where the next answer will go.

This one is a little different so listen carefully.

(TRANSPARENCY 4)

In picture 4 we see some children on their way to school. Let's look at the children in red. Here we see the girl is number 1 and the boy is number 2.

This is going to be the first time I'm going to ask you to choose the child that is like you. That is, if you are a girl, then you put your X on the number 1 because the girl is #1. If you are a boy, you put your X on the two 1's because the boy has two 1's.

Now on your papers mark the one that is like you. In box #4 mark the 1 if you are a girl or the 2 if you are a boy.

I should mention here that you should not be looking at someone else's paper, because if you're a boy and there's a girl sitting next to you and you copy what she writes on her paper what's that going to mean? (LET CLASS RESPOND) Right. It means that you're a girl. You boys don't want to be girls do you? (PAUSE) No. Make sure you put the answer that is right for you. Don't copy the answer from the person sitting next to you.

On what number should I draw an X on my paper for #4. (CALL SOMEONE.)  
That's right, #1. (MARK IT ON ANSWER TRANSPARENCY.)

Now we're ready for the last practice picture, number 5. Put your finger on the box with a 5 in front.

This time we have more children in the picture.

(TRANSPARENCY 5)

In picture 5 we see some children playing. Let's look at the children in red. Here we see the boy on the wall (POINT TO IT) is playing alone and the girl in the sandbox (POINT) is also playing alone. They are both number 1 (POINT) because each one is playing alone.

Here (POINT TO GROUP) the boy and girl in red are playing with other children. Both of them are #2 because they're playing with other children.

Now, again you are going to pick the one that is like you. That is, if when you play, you usually play by yourself like these children (POINT) then put your X on 1 in the box. If on the other hand, when you play you usually play with another child or some other children (POINT) then put your X on the two.

Some of us play both ways. But you do one a little more often than you do the other. So mark the one that you do more often.

Remember there is no right or wrong answer because whatever you do is the right answer for you. Just pick the child who is playing like you play, the one who is playing alone or the one who is playing with others. (CHECK TO SEE IF EVERYONE UNDERSTANDS AND HAS MARKED HIS PAPER.)

Remember, too, don't look at someone else's paper because what he does is not necessarily what you do. We want to know what you do.

We have finished the practice pictures. Now we are ready to begin the game.

The rest of the pictures will be done just like the last one. Each one will show several children in school. You will pick the one that is like you. Remember there is no right or wrong answer.

Okay. These pictures will have letters instead of numbers. The first one is letter "a".

Put your finger on the box with an "a" in front. (POINT TO IT.) That's where you'll write your answer.

(TRANSPARENCY a)

These children are just coming to school.

This is how children #1 (POINT) feel when they come to school and this is how children #2 (POINT) feel when they come to school.

Mark the one that is like you, how you usually feel when you come to school. Mark #1 or #11. We know some children feel like #2 and some feel like #1. So let's show how we really, truly feel.

(WATCH THE CHILDREN, AND MOVE ON TO THE NEXT ITEM AS SOON AS THE CHILDREN HAVE FINISHED MARKING.)

(TRANSPARENCY b)

Letter b. Now it's time for number work in school. See the number work up here on the board (POINT) and the number work on the papers (POINT).

This is how children #1 feel about number work (POINT) and this is how children #2 feel about number work (POINT).

Mark the one that is like you, how you feel about number work. Mark #1 or #11. Be sure you are marking in box b.

Okay. We're ready for letter c. Put your finger on the box with the letter c.

(TRANSPARENCY c)

This time we're going to look at the children's desks and their clothes.

If your desk, inside or outside looks something like this (POINT TO #1's) then you mark #1. If yours looks something like this (POINT TO #11's), you mark #2.

Mark the one that looks like you. #1 or #11. Remember, mark it as it really and truly is, not as it should be, or as the teacher tells you-  
-but as it really is.

Okay, we're ready for letter d. Put your finger on the box.

(TRANSPARENCY d)

See what these children are doing over here with the teacher (POINT TO #11's). These are doing something else (POINT TO #1).

Mark the one that is like you. #1 or #2.

Next one is e.

(TRANSPARENCY e)

These children just got their papers back from the teacher.

Are your papers usually marked like this (POINT TO #1's) or like this (POINT TO #11's)? We all get papers marked each way. But we get one kind of mark more often than the other.

Mark the one that is more often like you. #1 or #2.

Okay. Letter f.

(TRANSPARENCY f)

See what is happening in this picture.

Mark the one that is like you. #1 or #2. Remember it doesn't have to be exactly like this (POINT TO #1) but you know what we're trying to show.

The last one in column 1 -- letter g.

(TRANSPARENCY g)

Here we see the teacher is talking to the class. Let's see what the class does.

Mark the child that is doing what you do when the teacher is talking to the class--the one that is like you. #1 or #2.

The rest of the answers go in the second column. Put your finger on the box with the h in front, so you know where to write the answer.  
(CHECK TO SEE IF ALL ARE READY TO CONTINUE.)

(TRANSPARENCY h)

This time the teacher is busy. She has her back turned to the class.

Now pick the child that shows what you do when the teacher is not looking.

These children have work to do in their school books.

Mark the child that is like you.

(TRANSPARENCY j)

Now the children are lining up and the teacher is not there.

Mark the child that is like you.

(TRANSPARENCY K )

We're going to look at the children's papers again. This time we're going to see how they look. They have the right answers but how do their papers look? It doesn't just mean arithmetic papers but any school papers.

Mark the one that is like you. #1 or #2.

Ready for letter m?

(TRANSPARENCY L)

Now, mark the one that is like you in this picture.

(TRANSPARENCY M)

Look at what the teacher and the class are doing. The teacher has given some directions.

Pick the child that is like you. #1 or 2.

(TRANSPARENCY N)

These children have work to do also.

Mark the child that is like you.

Now it's time for reading.

Mark the child that is like you.

(TRANSPARENCY P)

This time the children have to get up in front of the class.

Mark the child that is like you.

(TRANSPARENCY Q)

These children have work to do. These children are working this way (POINT TO #1's). It doesn't just mean art work, cutting and pasting. It means any kind of work in school. They are working that way (POINT TO #1) and these children (POINT TO #11's) are helping.

Mark the one that is like you.

The last one.

(TRANSPARENCY R)

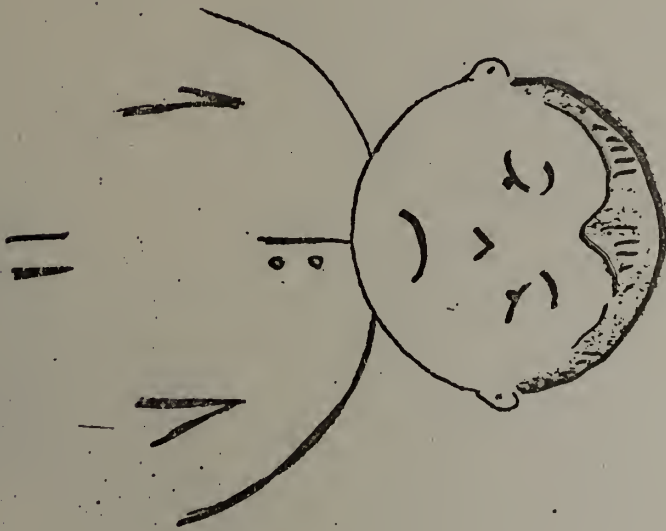
Again the children have work to do. They're supposed to do the work on the board.

Pick the one that is like you.

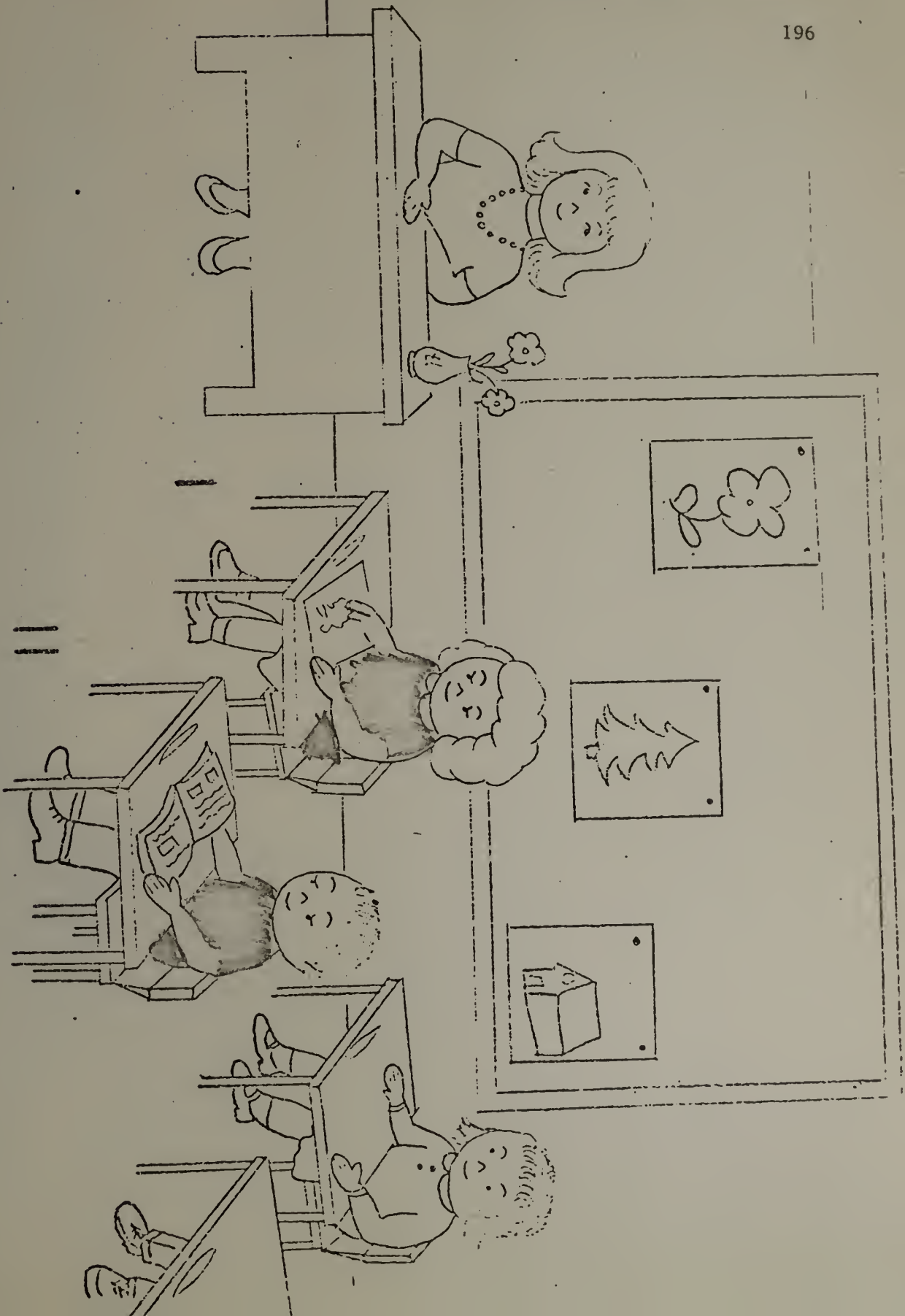
When you are finished marking that one, you may put your pencil away.

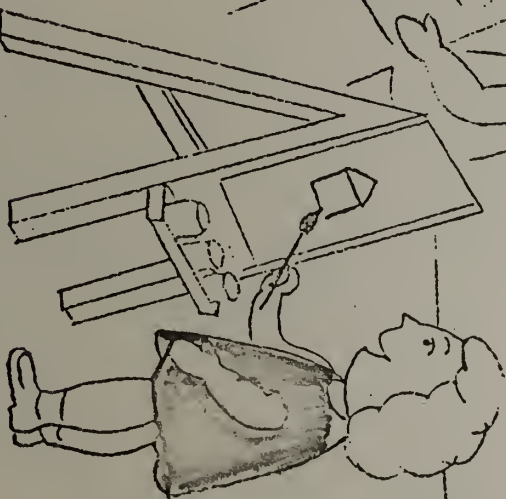
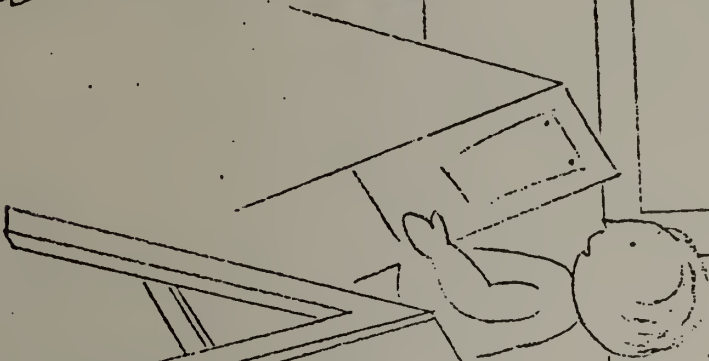
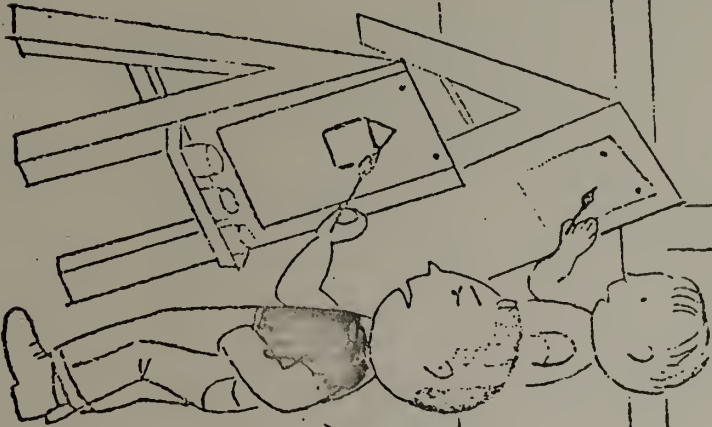
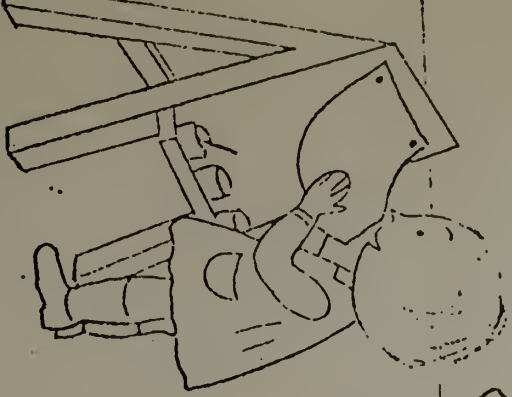
"Warm-up" Pictures

	#	FOCUS
Administrator directs specific choice of character.	1.	Facial expression smiling (happy), sad (unhappy)
	2.	School activity reading, writing
	3.	Facial expression with activity unhappy (dislikes), happy (likes) activity
First choice of character "like me."	4.	Sex identification
Choice of character from complex stimuli	5.	Choice of focal character among others playing alone and playing with others

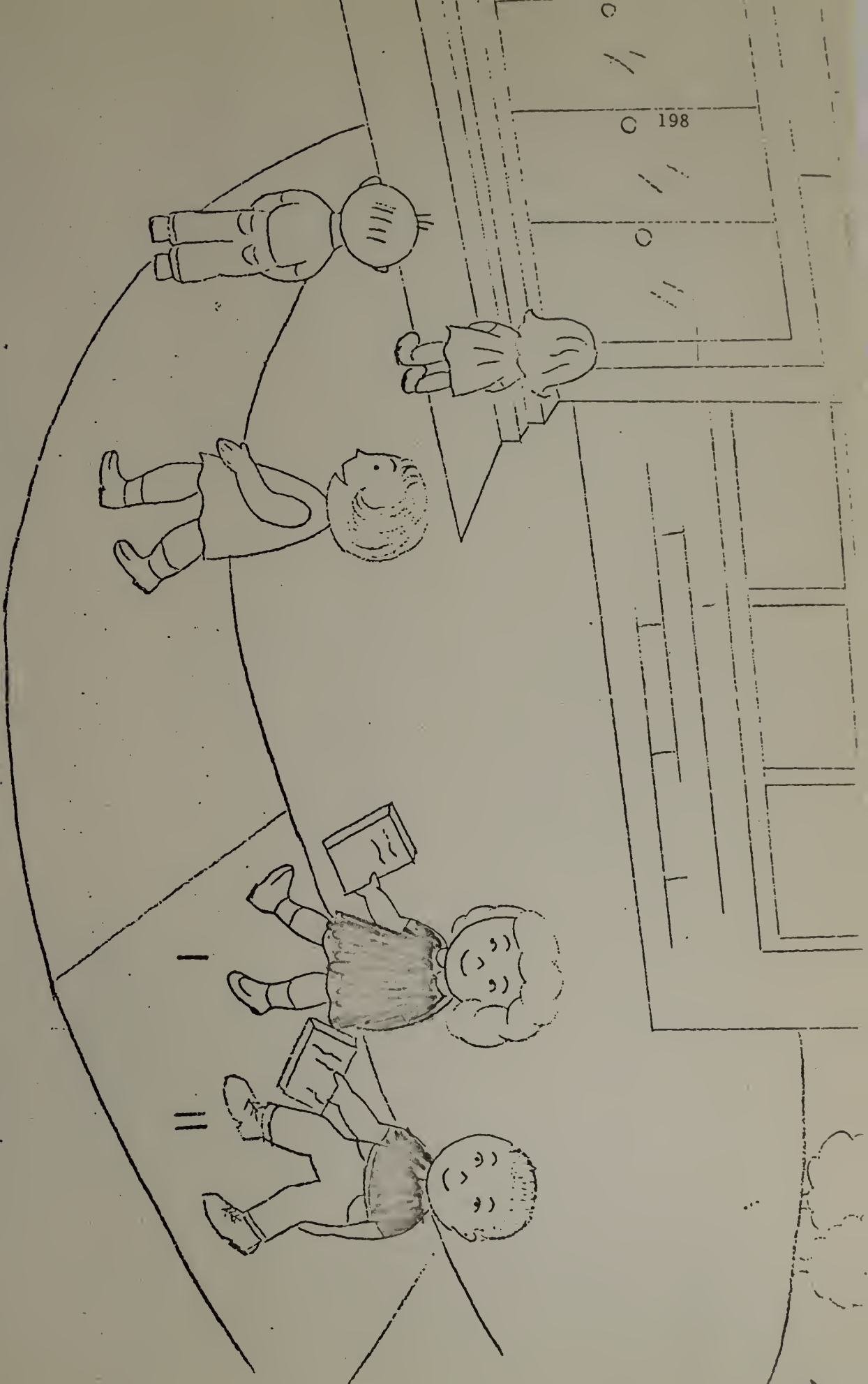


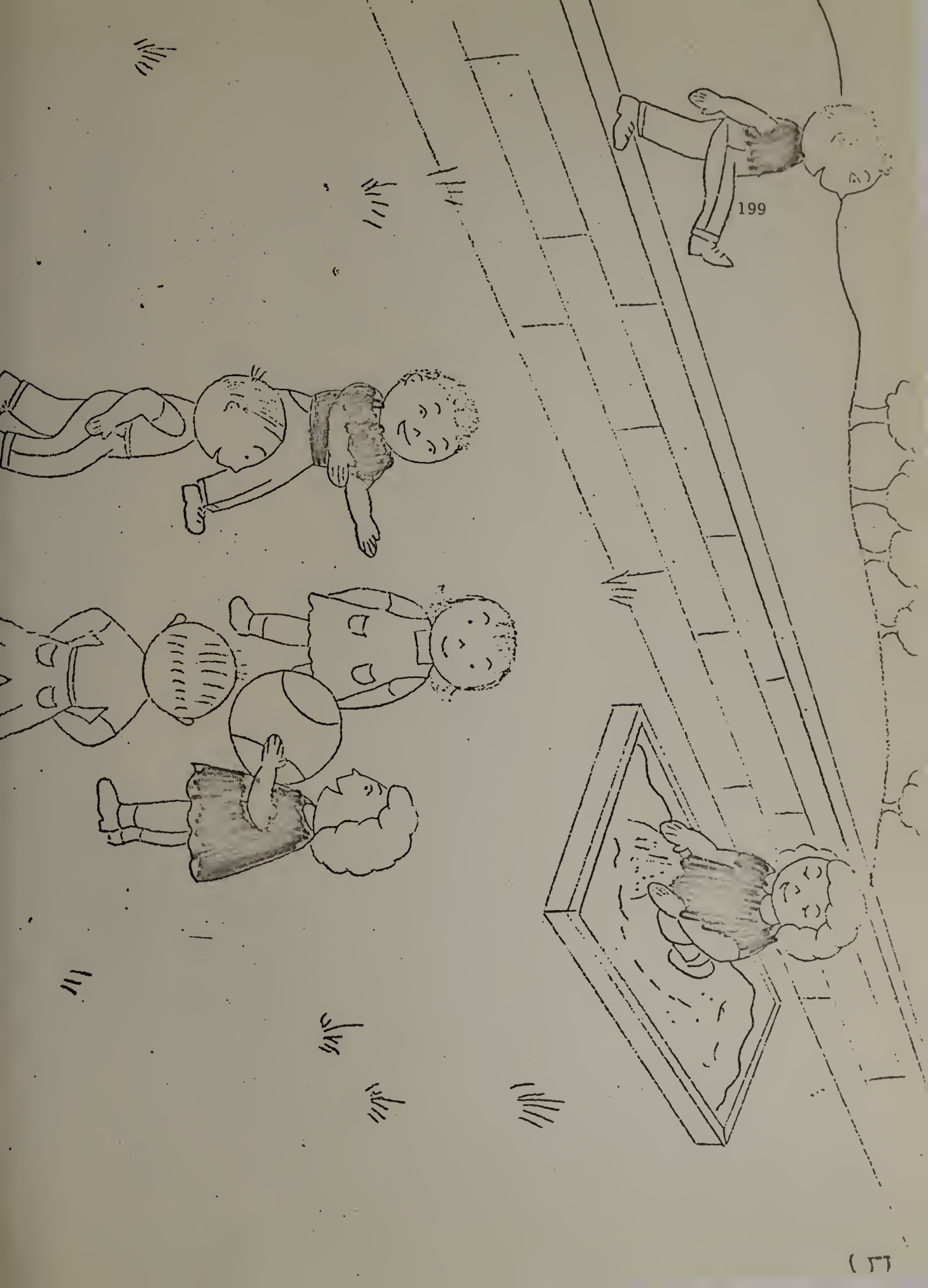






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## Order of Presentation &amp; Scoring Key

<u>Order of Presentation</u>	<u>"Keyed" Response</u>	<u>Correct Option</u>
a	"happy" to go to school	1
b	"likes" number work	1
c	"neat," clean desk and clothing	11
d	"helpful" to teacher	11
e	"smart"; doesn't make mistakes	11
f	not scolded or punished	11
g	"attentive" to teacher	1
h	not misbehaving	11
i	"attentive" to work	11
j	not aggressive	1
<del>k</del>	<del>"accepted" by teacher</del>	eliminated
K	"neat," careful worker, paper not messy	11
L	not "noisy"	1
M	"obedient," follows teacher's directions	11
N	learns "easily," not puzzled by work, knows what to do	11
O	"likes" reading	1
P	"at ease" (self-confident) in front of class	1
Q	"helpful" toward classmates, doesn't work alone	11
R	"independent," doesn't need teacher's help	1

Appendix N

## DIRECTIONS

This is not a test. The questions inside are to find out what your class is like. Please answer all the questions.

Each sentence is meant to describe your class. If you agree with the sentence circle yes. If you don't agree with the sentence, circle no.

### Example

Circle  
Your  
Answer

1. Most children in the class are good friends. Yes No

If you think that most children in the class are good friends, circle the yes like this:

1. Most children in the class are good friends.  Yes No

If you do not think that most children in the class are good friends, circle the no like this:

1. Most children in the class are good friends. Yes  No

Now turn the page and answer all the questions about your class.

	<u>Circle Your Answer</u>	
	Yes	No
1. The pupils enjoy their schoolwork in my class.	Yes	No
2. Children are always fighting with each other.	Yes	No
3. The same people always do the best work in our class.	Yes	No
4. In our class the work is hard to do.	Yes	No
5. My best friends are in my class.	Yes	No
6. Some of the children in our class are mean.	Yes	No
7. Most pupils are pleased with the class.	Yes	No
8. Children often race to see who can finish first.	Yes	No
9. Many children in the class play together after school.	Yes	No
10. Most children can do their schoolwork without help.	Yes	No
11. Some pupils don't like the class.	Yes	No
12. Most children want their work to be better than their friend's work.	Yes	No
13. Many children in our class like to fight.	Yes	No
14. Only the smart people can do the work in our class.	Yes	No
15. In my class everybody is my friend.	Yes	No



Circle  
Your  
Answer

- |   |     |    |
|---|-----|----|
| 16. Most of the children in my class enjoy school.                  | Yes | No |
| 17. Some pupils don't like other pupils.                            | Yes | No |
| 18. Some pupils feel bad when they do not do as well as the others. | Yes | No |
| 19. In my class I like to work with others.                         | Yes | No |
| 20. In our class all the pupils know how to do their schoolwork.    | Yes | No |
| 21. Most children say the class is fun.                             | Yes | No |
| 22. Some people in my class are not my friends.                     | Yes | No |
| 23. Children have secrets with other children in the class.         | Yes | No |
| 24. Children often find their work hard.                            | Yes | No |
| 25. Most children don't care who finishes first.                    | Yes | No |
| 26. Some children don't like other children.                        | Yes | No |
| 27. Some pupils are not happy in class.                             | Yes | No |
| 28. All of the children know each other well.                       | Yes | No |
| 29. Only the smart pupils can do their work.                        | Yes | No |
| 30. Some pupils always try to do their work better than the others. | Yes | No |

Circle  
Your  
Answer

- |  |     |    |
|--|-----|----|
| 31. Children seem to like the class.                             | Yes | No |
| 32. Certain pupils always want to have their own way.            | Yes | No |
| 33. All pupils in my class are close friends.                    | Yes | No |
| 34. Many pupils in our class say that school is easy.            | Yes | No |
| 35. In our class some pupils always want to do best.             | Yes | No |
| 36. Some of the pupils don't like the class.                     | Yes | No |
| 37. Children in our class fight a lot.                           | Yes | No |
| 38. All of the pupils in my class like one another.              | Yes | No |
| 39. Some pupils always do better than the rest of the class.     | Yes | No |
| 40. Schoolwork is hard to do.                                    | Yes | No |
| 41. Certain pupils don't like what other pupils do.              | Yes | No |
| 42. A few children in my class want to be first all of the time. | Yes | No |
| 43. The class is fun.  | Yes | No |
| 44. Most of the pupils in my class know how to do their work.    | Yes | No |
| 45. Children in our class like each other as friends.            | Yes | No |
-

Appendix 0

SAMPLE

Brattleboro, Vermont

Green Street School

- Grade 1 - Esther Whelock
- 2 - Connie Carlson
- 5 - Jeff Griffith
- 5 - Rosetta Pyle
- 6 - Marcia Hunker

St. Michael's School

- Grade 3 - Marjorie Anderson
- 4 - Alice Chapman
- 4 - Lucky Good

Gateway Regional School District

Chester School

- Grade K - Faith Beard
- 1 - Mary Cullinan
- 2 - Hazel Van Wert

Worthington School

- Grade K-1 - Beverly Gould
- 2 - Beverly Bowman
- 3 - Helen Magargal

Blandford School

- Grade K - Susan Schiller
- 1 - Mae Anderson
- 2 - Alice Williams

Kennebunkport & Kennebunk, Maine

Cousens School

- Grade K - Loralie Frwerda
- 1 - Jackie Starace
- 2 - Pam MacAlevey

Park Street School

- Grade Special - Karen Ames
- 3 - Gertrude Graham
- 6 - Jane Anderson

Consolidated School

- Grade K - Eve Burgess  
1 - Anne Miller  
2 - Linda Skillins

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So. Curch School

- Grade 2 - Ruth Nunan

Wellesley, Massachusetts

Bates School

- Grade 5 - Barry Karas & Frank Sullivan

Brown School

- Grade 3 - Janice Snyder  
4 - Judy Taylor

Fiske School

- Grade 1 - Nancy Grant  
2-3 - Sue Rotondi

Hardy School

- Grade 1 - Syliva Doran  
2 - Diane Campbell

Kingsbury School

- Grade 3 - Nancy Pacini  
4 - M.J. Woodburn

Perrin School

- Grade 3 - Sandy Gewinner  
4 - Kathy McDevitt

Schofield School

- Grade 2 - Carol Wenmark  
3 - Bea Ricks

Upham School

Grade 3 - Andrea Dembrowski

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Warren School

Grade 1 - Nancy Howe

4 - June Fletcher

Appendix P

1.
2.
3.

### OBSERVATION RATING SCALE

	no evidence	moderate occasional	weak infrequent	strong frequent
1. Texts and materials are supplied in class sets so that all children may have their own.	1	3	2	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	3	2	4
3. Materials are kept out of the way until they are distributed or used under the teacher's direction.	1	3	2	4
4. Many different activities go on simultaneously.	1	3	2	4
5. Children are expected to do their own work without getting help from other children.	1	3	2	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	3	2	4
7. Day is divided into large blocks of time within which children, with the teacher's help, determine their own routine.	1	3	2	4
8. Children work individually and in small groups at various activities.	1	3	2	4
9. Books are supplied in diversity and profusion (including reference, children's literature).	1	3	2	4



	no evidence	weak infrequent	moderate occasional	strong frequent evidence
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. The environment includes materials developed by the teacher.	1	2	3	4
13. Common environmental materials are provided.	1	2	3	4
14. Children may voluntarily make use of other areas of the building and school yard as part of their school time.	1	2	3	4
15. The program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4
17. Teacher prefers that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. Teacher plans and schedules the children's activities through the day.	1	2	3	4
21. Teacher makes sure children use materials only as instructed.	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent
22. Teacher groups children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4
25. Teacher promotes a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26. Teacher uses test results to group children for reading and/or math.	1	2	3	4
27. Children expect the teacher to correct all their work.	1	2	3	4
28. Teacher bases her instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29. Teacher gives children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. The teacher's lessons and assignments are given to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, the teacher closely observes the specific work or concern of a child and asks immediate, experience-based questions.	1	2	3	4

	no evidence	moderate occasional	weak infrequent	strong frequent evidence
34. Teacher bases her instruction on <del>curriculum</del> guides or text books for the grade level she teaches.	1	3	2	4
35. Teacher keeps notes and writes individual histories of each child's intellectual, emotional, physical development.	1	3	2	4
36. Teacher has children for a period of just one year.	1	3	2	4
37. The class operates within clear guidelines made explicit.	1	3	2	4
38. Teacher takes care of dealing with conflicts and disruptive behavior without involving the group.	1	3	2	4
39. Children's activities, products, and ideas are reflected abundantly about the classroom.	1	3	2	4
40. The teacher is in charge.	1	3	2	4
41. Before suggesting any extension or redirection of activity, teacher gives diagnostic attention to the particular child and his particular activity.	1	3	2	4
42. The children spontaneously look at and discuss each other's work.	1	3	2	4
43. Teacher uses tests to evaluate children and rate them in comparison to their peers.	1	3	2	4
44. Teacher uses the assistance of someone in a supportive, advisory capacity.	1	3	2	4
45. Teacher tries to keep all children within her sight so that she can make sure they are doing what they are supposed to do.	1	3	2	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
46. Teacher has helpful colleagues with whom she discusses teaching.	1	2	3	4
47. Teacher keeps a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Teacher views evaluation as information to guide her instruction and provisioning for the classroom.	1	2	3	4
49. Academic achievement is the teacher's top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing.	1	2	3	4

