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Procedures and Techniques for Conducting a Fort Hays Kansas State College Curriculum Evaluation in the Public Schools

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PROCEDURES AND TECHNIQUES FOR CONDUCTING A
FORT HAYS KANSAS STATE COLLEGE CURRICULUM
EVALUATION IN THE PUBLIC SCHOOLS

A Master's Report
Presented to
The Graduate Faculty
Fort Hays Kansas State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
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Date Aug 1, 1963

Approved *Gordon St. Paul*
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Chairman Graduate Council

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
II. ADMINISTERING AND EVALUATING BEHAVIORAL OUTCOMES Q-SORT AND RELATIVE RESPONSIBILITY EVALUATION INSTRUMENTS	4
Administering the Questionnaire	4
Determining the Results of the Questionnaire	10
Explanation of the Results of the Questionnaire	21
III. CURRICULUM EVALUATION SHEETS	25
Presentation of Curriculum Information Gathering Devices	25
Evaluating the Curriculum Data	27
College Consultants	28
IV. CRITERIA FOR CHECKING DRAFTS OF FINAL CURRICULUM REPORTS	37
V. SUMMARY	42

CHAPTER I

INTRODUCTION

The Educational Field Service at Fort Hays Kansas State College was organized to provide service to schools in western Kansas. Much of the research, calculation, and evaluation is done by graduate students under the guidance of college consultants and this paper is designed to show a step by step procedure of the processes involved in carrying out an Educational Field Service Survey. It is hoped that this report will be of particular value to those students working with the Fort Hays Kansas State College Educational Field Service but it may also offer suggestions for any studies requiring the conducting of curriculum evaluations in the public schools.

Studies by the Educational Field Service are done at the request of school boards who wish to have the building facilities and curriculum of their local schools evaluated and recommendations for improvement then made.

This report will not cover the techniques and procedures used in evaluating building facilities. It will be limited to the procedures and techniques employed in conducting a Fort Hays Kansas State College curriculum evaluation in public schools and will include some criteria for checking drafts of final curriculum reports.

Graduate students from the Department of Education at Fort Hays Kansas State College assist the directors of the Educational Field Service in administering and evaluating a statement of objectives known as the Behavioral Outcomes Q-Sort, which will be explained later in this report. They also help present materials and outlines to the teachers of the school being evaluated, and offer methods and suggestions on completing them. After the teachers have completed these outlines, showing what is being taught on various grade levels, the graduate students place this information on a flow chart which will show what is being taught in a given subject or area from the first grade through the twelfth. The information obtained in this manner is sent to subject matter specialists from Fort Hays Kansas State College who analyze the program in terms of content, time allotment, and method of teaching and make recommendations for curricular improvement. The graduate students then condense and organize this material into the final report.

In this manner a close-working relationship can be developed between the college and local operating school systems in western Kansas. Also, by having subject matter specialists at Fort Hays State College assist in various areas, these school systems can enjoy the benefits of individual help with their own particular problems.

The development of a curriculum evaluative report

consists of the following step by step procedure.

1. Administering the Behavioral Outcomes Q-Sort and Relative Responsibility Questionnaire.
2. Determining the results of the questionnaire.
3. Explanation of the results of the questionnaire.
4. Presentation of curriculum information gathering devices.
5. Evaluating the curriculum data.
6. Presenting curriculum evaluative data to college consultants.
7. Writing the final curriculum report.
8. Checking the drafts of final curriculum report.

CHAPTER II

ADMINISTERING AND EVALUATING BEHAVIORAL OUTCOMES Q-SORT AND RELATIVE RESPONSIBILITY EVALUATION INSTRUMENTS

Before a study is started in a school system the educational objectives of that particular school and community should be determined. These objectives must be in specific terms so that an evaluation of the educational program can determine how well these objectives are being achieved.

I. ADMINISTERING THE QUESTIONNAIRE

The questionnaire now being used by the Educational Field Service to determine these objectives was developed by William Ramsey at Colorado State College in 1959 and is called the Behavioral Outcomes Q-Sort Questionnaire. It contains the following sixty statements considered to be desirable behavior on the part of a high school graduate.

1. Participates in artistic and aesthetic activities.
2. Understands the basic facts concerning health and disease.
3. Is a participant and spectator in many sports and other pastimes.
4. Works well with others holding differing views, still maintaining his own views, ideas, and standards.
5. Works to improve the health of the community.

6. Can read the English language with understanding.
7. Knows satisfaction and pride in good workmanship.
8. Is skilled in homemaking.
9. Enjoys a sincere and varied social life.
10. Understands the requirements and opportunities for various jobs.
11. Maintains democratic family relationships.
12. Has moral values to give direction to his own life.
13. Has a command of social courtesies and skills needed in interpersonal relationships.
14. Uses some leisure time to read for pleasure and information.
15. Appreciates beauty.
16. Protects his own health and that of his dependents.
17. Is skilled in listening and observing.
18. Is especially careful to apply the principle of full respect of the personality of the individual when he represents cultural, racial, and religious interests different from his own.
19. Can work and play with others.
20. Is skilled in social behavior.
21. Has recognized his own potential and accepted his limitations.
22. Takes appropriate measures to safeguard his economic interests.
23. Understands the importance of the use, management, and conservation of natural resources.
24. Appreciates the social value of various kinds of work.

25. Can write the English language clearly.
26. Has an interest in and respect for his fellow man.
27. Has respect for the law.
28. Recognizes the family as a social institution.
29. Can speak the English language clearly.
30. Has some literate tastes and standards.
31. Understands the merits of the free economic system.
32. Understands in a general way the basic facts of heredity and eugenics.
33. Has developed his specialized academic talents.
34. Has developed his creative talents.
35. Has an understanding of scientific advances and their contribution to the general welfare.
36. Understands the major problems and issues facing us in our relations with other peoples of the world.
37. Recognizes the discrepancies between democratic ideals and practices.
38. Has an understanding of the way public opinion is formed.
39. Understands competing economic systems, such as communism.
40. Has a desire for learning.
41. Understands social structures and social processes.
42. Has standards to guide his expenditures of money in personal living.
43. Has a sense of historical time and of cultural perspective.

44. Has a basic knowledge about the various sciences.
45. Understands how he can act to bring about orderly change to make practice closer to our ideal of the democratic process.
46. Has developed specialized vocational competency.
47. Becomes a good member of work groups.
48. Prepares defenses against propaganda.
49. Understands the scientific method and its application to problem-solving.
50. Has an understanding of the Constitution and government of the United States.
51. Has selected his occupation.
52. Has developed specialized non-academic talents such as art, music, and athletics.
53. Respects honest difference of opinion.
54. Can read and write at least one foreign language.
55. Accepts his civic duties.
56. Has some opinions on economic affairs of the community and its organizations and institutions based on his study of them.
57. Is sensitive to the disparities of human circumstance.
58. Has had volunteer work experience related to occupational choice.
59. Solves his problems of counting and calculating.
60. Has developed his intellectual ability.

Respondents are requested to assign the responsibility for attaining the desirable behavior reflected in these statements to the school, the home, the other agencies of the

community, or a combination of those agencies mentioned. Various groups--including the board of education, teachers, administrators, high school seniors, parents, and other patrons--are asked to complete the questionnaire in order that a comparison may be made regarding what various age groups and segments of the community consider to be desirable attributes in the high school graduate.

The graduate student administering the questionnaire asks each individual to arrange the sixty statements in an order of importance and to indicate the responsibility of the school in developing the specific behavior mentioned in each statement. The instructions for arranging the statements in order of importance should include the following statements:

1. Each of the sixty statements concerns a behavioral outcome which should describe what you feel is desirable behavior in the individual.
2. Give the high marks (there is a choice from 1 through 9) to the most important items which, in your opinion, describe the high school graduate.
3. Give the low marks to the least important items.
4. You should consider this question in evaluating each statement: Should public school graduates have this skill, knowledge, or awareness?

In addition to arranging the statements in order of importance, the individuals completing the questionnaire are also asked to indicate whether they feel it is the responsibility of the school to develop the specific behavior mentioned

in each statement. The instructions which should be given for completing this form are as follows:

1. If you feel this specific behavior is a major responsibility of the school not shared to any great extent by other social agencies such as the community or home, mark the item with a "1."
2. If you feel the behavior is a major responsibility of the school but shared by the home, community, or other social agencies, mark the item with a "2."
3. If the specific behavior is some responsibility of the school but the major responsibility of the home, community, or other social agencies, mark the item with a "3."
4. If the behavior is not the responsibility of the school, mark the item with a "4."

This approach was used since it must be assumed that the local community through the school board is responsible for determining the educational objectives of its schools. These objectives can be stated in terms of desirable behavior of graduates since the effectiveness of an educational program can be evaluated in how learning activities have changed the behavior of students in desirable ways.

All of the statements listed on the Behavioral Outcomes Q-Sort reflect desirable behavior of young people but only some of the specific behaviors mentioned should be the responsibility of the school since there are limitations as to time, staff, and facilities. Also, the school has been

established by the community to accomplish some things that are not usually accomplished elsewhere, such as reading and writing the English language clearly and with understanding, so these objectives will naturally rate higher than many others.

II. DETERMINING THE RESULTS OF THE QUESTIONNAIRE

After the Behavioral Outcomes Q-Sort Questionnaire has been administered, tables must be constructed to show the results. This evaluation is done by graduate students and the results from each group participating are tabulated separately. That is, the answers given by the seniors will be on a different table than the responses given by the teachers. In this way similarities and differences in opinion can be readily observed. It has been the practice in the past to list these results on three tables--seniors, teachers, and patrons. The patrons include parents, school board members and other interested parties.

These tables show the mean (or average) rating given to each statement. A copy of a sample table may be found on the next five pages and the steps used in determining the results will be listed following the table.

SUMMARY OF PARENTS' AND SCHOOL BOARD'S OPINIONS

BIRD CITY PUBLIC SCHOOLS

ITEM NO.	ITEM	MEAN	FREQUENCY DISTRIBUTION									RELATIVE RESPONSIBILITY			
			1	2	3	4	5	6	7	8	9	1	2	3	4
1	Has a desire for learning.	7.67	0	0	0	0	2	4	7	10	10	7	11	11	3
2	Has moral values to give direction to his own life.	7.00	0	1	0	1	4	7	3	11	6	1	3	22	7
7	Has respect for the law.	6.88	0	0	0	1	1	9	13	8	1	0	14	19	0
5	Can read the English language with understanding.	6.82	0	2	0	2	1	4	8	14	1	18	13	0	0
0	Has an understanding of the Constitution and government of the United States.	6.67	0	0	1	0	4	8	12	7	1	17	12	3	0
4	Works well with others holding differing views, still maintaining his own views, ideas, and standards.	6.48	0	0	0	3	5	8	8	8	1	0	16	15	2
7	Is skilled in listening and observing.	6.48	0	1	0	2	3	8	12	6	1	11	13	8	0
9	Can speak the English language clearly.	6.30	0	2	1	3	1	7	12	5	2	14	16	3	0
5	Has an interest in and respect for his fellow man.	6.30	0	0	0	1	7	11	9	5	0	0	14	18	1
5	Can write the English language clearly.	6.24	0	0	2	2	5	8	9	7	0	23	10	0	0
7	Knows satisfaction and pride in good workmanship.	6.18	0	2	0	2	2	14	7	5	1	0	18	15	0
3	Respects honest difference of opinion.	6.09	0	0	2	3	4	10	9	5	0	0	13	15	4

ITEM No.	ITEM	MEAN	FREQUENCY DISTRIBUTION									RESPONSIBILITY			
			1	2	3	4	5	6	7	8	9	1	2	3	4
3	Is especially careful to apply the principle of full respect of the personality of the individual when he represents cultural, racial, and religious interests different from his own.	5.82	0	1	1	2	8	11	7	3	0	1	14	15	2
7	Becomes a good member of work groups.	5.73	0	0	1	3	8	14	6	1	0	1	13	16	2
9	Can work and play with others.	5.67	0	1	0	3	13	9	4	2	1	0	19	14	0
0	Has developed his intellectual ability.	5.61	1	1	3	5	7	5	4	3	4	9	16	5	2
6	Understands the major problems and issues facing us in our relations with other peoples of the world.	5.55	0	0	3	4	9	10	4	2	1	2	19	10	0
4	Has a basic knowledge about the various sciences.	5.48	0	1	3	4	8	8	6	3	0	16	15	2	0
9	Understands the scientific method and its application to problem-solving.	5.48	0	1	2	3	12	7	6	2	0	14	12	6	0
1	Maintains democratic family relationships.	5.42	0	0	1	6	11	10	3	2	0	0	1	20	12
2	Has standards to guide his expenditures of money in personal living.	5.39	0	1	1	7	6	11	7	0	0	0	5	20	7
8	Recognizes the family as a social institution.	5.30	0	0	2	4	15	8	2	2	0	0	3	21	8
6	Protects his own health and that of his dependents.	5.24	0	2	1	8	8	7	4	3	0	0	5	21	6

ITEM No.	ITEM	MEAN	FREQUENCY DISTRIBUTION									RESPONSIBILITY			
			1	2	3	4	5	6	7	8	9	1	2	3	4
5	Has an understanding of scientific advances and their contribution to the general welfare.	5.15	0	0	1	9	12	7	3	1	0	8	22	3	0
5	Accepts his civic duties.	5.15	0	1	3	6	8	10	5	0	0	1	8	21	2
9	Solves his problems of counting and calculating.	5.06	0	1	3	10	7	5	5	2	0	9	19	3	1
1	Has recognized his own potential and accepted his limitations.	4.94	3	2	3	6	5	7	1	5	1	3	14	11	4
6	Has some opinions on economic affairs of the community and its organizations and institutions based on his study of them.	4.88	0	2	1	7	16	3	4	0	0	4	8	17	2
	Understands the basic facts concerning health and disease.	4.88	0	0	4	9	10	7	3	0	0	4	18	10	1
2	Takes appropriate measures to safeguard his economic interests.	4.85	0	0	4	9	13	2	5	0	0	0	7	15	8
0	Understands the requirements and opportunities for various jobs.	4.85	0	3	5	5	7	9	2	2	0	3	15	13	1
9	Understands competing economic systems, such as communism.	4.82	0	1	4	5	13	7	2	0	0	5	22	5	0
3	Has a command of social courtesies and skills needed in interpersonal relationships.	4.73	0	2	2	8	15	4	1	1	0	4	19	5	1
4	Uses some leisure time to read for pleasure and information.	4.73	0	0	5	8	10	7	2	0	0	1	10	11	8
4	Has developed his creative talents.	4.67	0	1	5	10	9	5	2	1	0	6	18	9	0

ITEM	MEAN	FREQUENCY DISTRIBUTION										RESPONSIBILITY			
		1	2	3	4	5	6	7	8	9	1	2	3	4	
5 Understands how he can act to bring about orderly change to make practice closer to our ideal of the democratic process.	4.67	0	0	5	12	7	7	2	0	0	2	19	10	0	
1 Understands the merits of the free economic system.	4.61	0	0	7	9	10	4	3	0	0	4	25	5	0	
4 Can read and write at least one foreign language.	4.58	3	1	6	5	6	7	4	1	0	26	5	0	1	
8 Prepares defenses against propaganda.	4.55	1	3	4	9	6	5	5	0	0	5	12	13	2	
3 Understands the importance of the use, management, and conservation of natural resources.	4.52	0	1	4	12	9	7	0	0	0	1	15	16	0	
2 Has developed specialized non-academic talents such as art, music, and athletics.	4.52	0	2	7	7	10	4	2	1	0	3	17	12	1	
8 Has an understanding of the way public opinion is formed.	4.42	0	0	7	11	9	6	0	0	0	4	18	8	1	
9 Enjoys a sincere and varied social life.	4.30	1	4	4	9	8	5	1	1	0	0	3	20	8	
1 Has selected his occupation.	4.30	4	5	6	4	3	3	4	3	1	0	11	15	16	
7 Recognizes the discrepancies between democratic ideals and practices.	4.18	0	2	8	4	16	2	1	0	0	2	22	7	1	
3 Has developed his specialized academic talents.	4.12	1	4	7	8	7	4	1	1	0	15	15	2	0	
0 Has some literary tastes and standards.	4.09	0	3	10	9	4	6	1	0	0	6	19	8	0	

ITEM	MEAN	FREQUENCY DISTRIBUTION										RESPONSIBILITY			
		1	2	3	4	5	6	7	8	9	1	2	3	4	
7 Is sensitive to the disparities of human circumstance.	4.06	0	3	12	6	6	4	2	0	0	0	9	21	2	
4 Appreciates the social value of various kinds of work.	4.03	2	2	5	14	7	1	1	1	0	0	16	15	2	
5 Works to improve the health of the community.	4.03	1	6	5	6	10	4	1	0	0	1	1	30	1	
0 Is skilled in social behavior.	4.00	0	7	5	9	6	5	1	0	0	1	8	23	1	
3 Has a sense of historical time and of cultural perspective.	4.00	1	6	8	5	7	3	2	1	0	8	13	9	2	
8 Is skilled in homemaking.	3.91	1	6	7	7	8	1	3	0	0	0	4	23	6	
5 Appreciates beauty.	3.88	2	3	8	7	10	3	0	0	0	1	8	16	5	
2 Understands in a general way the basic facts of heredity and eugenics.	3.88	1	3	7	11	10	1	0	0	0	5	18	9	1	
1 Understands social structures and social processes.	3.85	1	2	7	15	7	1	0	0	0	2	8	17	1	
6 Has developed specialized vocational competency.	3.70	3	6	6	9	6	0	2	0	1	8	16	7	1	
8 Has had volunteer work experience related to occupational choice.	3.67	0	11	5	4	10	3	0	0	0	2	7	13	10	
1 Participates in artistic and aesthetic activities.	3.36	0	12	8	6	3	4	0	0	0	4	16	11	1	
1 Is a participant and spectator in many sports and other pastimes.	2.85	5	10	13	6	3	1	0	0	0	1	19	11	2	

To obtain the results found on the preceding pages these steps should be followed:

1. In order to find the average rating for each statement, the evaluator must first determine the total number of points given to a specific behavior and then divide it by the number of individuals completing the questionnaire. For example: On the preceding table under Frequency Distribution, which shows the way the various individuals ranked a statement, it can be seen that for the first item (#40. Has a desire for learning.) two (2) individuals ranked this item number 5; four (4) ranked it number 6; seven (7) ranked it number 7; ten (10) ranked it number 8; while ten (10) gave it the highest possible rating of 9.
2. It will be found that upon adding the number of points given to this item you will have a total of 253 points. Since 33 people participated in completing this particular form, the total number of points (253) should be divided by 33 giving a mean (or average) rating of 7.67 to this particular item.
3. All of the means should be figured first and then arranged in a descending order of importance. It can be seen by looking at the preceding table that there were no other items which had an average rating higher than 7.67 so that item (#40. Has a desire for learning) is placed first followed by its frequency distribution ratings.

The next step in evaluating the questionnaire results is to determine the relative responsibility of the school, home, or community in developing specific behavior patterns. As mentioned earlier in this report, individuals participating in the study have been asked to indicate whether they think it is the major responsibility of the school, the home, or the community to develop certain behavior patterns. If the

person felt the specific behavior mentioned was a major responsibility of the school, he marked it with a "1"; if he felt the responsibility belonged to both the school and home but mainly to the school, he marked it with a "2"; those behaviors that he thought were some responsibility of the school but the major responsibility of the home, community, or other social agencies, he marked with a "3"; and finally, if he felt it was no responsibility of the school, he marked it with a "4." These numbers must then be tabulated, but it is a very simple process. The evaluator merely goes through the questionnaires and marks all the "ones" given to a specific item, the "twos," etc. If, after completing the tabulation, a specific behavior has been given more "ones" and "twos" than it has "threes" and "fours," it is considered to be a responsibility of the school. A larger percentage of "threes" and "fours" makes it a responsibility of the parents and other social agencies in the community. These items should be arranged on separate pages and the items should be listed in a descending order of importance. The items receiving the most ones would naturally be listed first on the table giving the school's responsibility as it is the behavior considered to be the most important responsibility of the school by one particular group. An example of a method of arrangement of these results may be found on the following two pages.

RESPONSIBILITY OF THE SCHOOL
(Parents)

General Objectives

- 60. Has developed his intellectual ability
- 40. Has a desire for learning
- 21. Has recognized his own potential and accepted his limitations
- 7. Knows satisfaction and pride in good workmanship
- 33. Has developed his specialized academic talents

Math	Social Science	Language Arts	Science	HPER	Guidance	Fine Arts	Practical Arts
59	47	6	44	2	10	52	46
	36	17	49	3		34	
	50	25	35			1	
	18	29	32				
	48	54	23				
	38	30					
	37						
	43						
	31						
	13						
	45						
	39						

OTHER ACTIVITIES
(Parents)

Moral Values	Personal Economics	Social Skills and Understanding	Citizenship	Family Relationships	Occupational Choices	Aesthetic Appreciation	Leisure Time Activities
12	42	19	27	20	20	15	14
	22	26	55	11	31		
		4	30	16			
		41	26	8			
		53	5				
		57					
		9					
		20					

As can be noted on the preceding pages, the responsibilities are divided into various categories. The specific behaviors listed on the table showing the responsibilities of the school are divided into areas of general objectives, math, social science, language arts, science, guidance, fine arts, health and physical education, and practical arts. The behavior patterns considered to be the major responsibilities of the parents and other social agencies of the community are listed under the areas of moral values, personal economics, social skills and understandings, citizenship, family relationships, occupational choice, aesthetic appreciation, and leisure time activities.

In order to determine under what category a specific behavior should be listed, the evaluator may look at the examples on the preceding pages to see where it has been placed in the past. If the item has been considered to be a responsibility of the parents in these examples and, on a different survey, becomes a responsibility of the school, the evaluator should simply use common sense to determine under which area it should then be listed. For example: On the survey used for these examples, item #27 (Has respect for the law) was considered by those completing the questionnaire to be more a responsibility of the parents than it was of the school so it was placed on the chart

showing responsibilities of the parents and other agencies, and listed under the area of citizenship. If, however, another survey showed it to be more of a responsibility of the school, it would be placed on the school responsibility chart and could be listed under the heading of social science.

Upon the completion of these charts and tables, the graduate students should have enough copies made of each to distribute among the teachers and patrons when the survey team again visits the school. In addition to mimeographed copies of the previously mentioned tables and charts, it has been the practice in the past to have the charts showing the relative responsibility of the school, home, and other agencies made into slides which can be projected onto a screen and discussed with a large group. To have slides made the graduate student should take copies of the charts he wishes to have reproduced to the visual-aids laboratory in Picken Hall at least two weeks before the completed slides are needed.

III. EXPLANATION OF THE RESULTS OF THE QUESTIONNAIRE

These tables, charts, and slides should be completed before proceeding to the next step in the survey which is the presentation of curriculum evaluation sheets to the teachers. This meeting of the teachers will offer an opportunity to explain the results of the Behavioral Outcomes Q-Sort

Questionnaire as well as the Relative Responsibility Charts. It is also wise to plan a meeting of the parents, school board, and other patrons on this same visit to the school so that they too can be informed of the results of the questionnaire. The meetings should be held separately, however, as the meeting of the teachers will include the distribution and explanation of the curriculum evaluation sheets.

These meetings should include an explanation, by the directors or graduate students conducting the meeting, concerning the fact that the order of importance of these desirable behavior patterns is not as important as the fact that all of the objectives hold some importance. A wide variety of answers will be found on a questionnaire of this type as it is a natural inclination for each individual to decide that what he has learned is so vital that everyone else should know it, and what he does not know or appreciate is unimportant or not worth knowing.

There will be, however, certain general objectives which should be the aim of the entire program. In looking at the previous pages showing relative responsibility, it can be seen that the general objectives which were considered to be the major responsibility of the school on one particular survey included the following five items: (1) Has developed

his intellectual ability, (2) Has a desire for learning, (3) Has recognized his own potential and accepted his limitations, (4) Knows satisfaction and pride in good workmanship, and (5) Has developed his specialized academic talents.

It should be stressed that these general objectives should be the aims of the entire program. A broad comprehensive program should then be developed that enables some individuals to develop their abilities in mathematics and science while others develop a competence in foreign languages, art, music, industrial arts or homemaking.

The main point to be emphasized is that what is desirable for one individual may not always be suitable for someone else. The curriculum must be planned, however, to best meet the needs of the majority. The results of the Behavioral Outcomes Q-Sort certainly do not suggest the removal of any part of the curriculum but stress the importance of evaluating the program in terms of the priority of the outcomes. Example: Placing homemaking in its proper perspective to the total educational program

The learning activities related to basic education should have first consideration in terms of time and effort devoted to them, but it must be remembered that a comprehensive program is essential to the development of special academic

and non-academic talents.

It should be stated at this meeting that the relationship of these behavioral outcomes to the entire program will become more evident as the survey continues.

CHAPTER III

CURRICULUM EVALUATION SHEETS

Prior to the meeting of teachers mentioned in the previous chapter, graduate students assigned to a particular survey should assemble adequate curriculum evaluation sheets for that particular school system. These sheets vary according to the area in which a person may be teaching. It is necessary, therefore, for the graduate students to know how many first grade teachers there are in the system, how many English teachers there are, etc. This material is combined into separate packets along with printed directions for filling out the forms. As mentioned preciously, there are a variety of forms but only two have been included in this report and will be found at the end of this chapter. One shows a form used by kindergarten teachers for the art area while the other is designed for the use of algebra teachers.

I. PRESENTATION OF CURRICULUM INFORMATION GATHERING DEVICES

After the teachers have been informed of the results of the Behavioral Outcomes Q-Sort conducted in their community, the graduate students should distribute the curriculum evaluation sheets. Directions are then given and questions answered by the directors of the Educational Field Service.

A few of the specific directions include such items as:

1. If you teach areas not included on these curriculum evaluation forms, please list them on supplementary sheets. They may be secured from your principal's office.
2. If there is insufficient space provided on the evaluation forms for listing major experiences or units, please use supplementary sheets. These may be secured from your principal's office.
3. In the space provided for total time in each area, please list the time to the nearest hour allotted each area in a year.
4. If you answer the question, "Do you use unit plans?", no, please list the major topics you teach in each of the areas in the space allotted for listing units.
5. In classes such as physical education, music, etc., please deduct the amount of time in which there is no instruction. For example: time used in dressing and showering, setting up chairs for band, etc.

A table is also included in the packet of evaluation forms which makes it quite easy to figure the number of hours per year spent on a particular area. For example: If a sixth grade teacher spends 40 minutes per day, 5 days a week, on arithmetic she/he can tell by a glance at this table that this amounts to a total of 120 hours per year.

It is stressed by the directors that the forms should be as complete as possible. Also, emphasis is placed upon the point that the information on the forms will be strictly confidential. After the forms are completed by the teachers they seal them in envelopes themselves. In this way they are

never seen by the administrators of the school and are not opened until they reach the Educational Field Service.

II. EVALUATING THE CURRICULUM DATA

After the forms reach the Educational Field Service Office, it has been the practice in the past to place this information on flow charts which then show what is being taught in a given subject or area from the kindergarten and first grade through the twelfth. For example: A long roll of paper would be divided off into thirteen areas for each of the grade levels from and including kindergarten through twelfth grade. By using the information found on the curriculum evaluation sheets, graduate students would list under each grade level the experiences that were being provided at that time in, for instance, the science area. They would also include the time allotted to the teaching of science at each grade level. Additional flow charts would be made for the areas of social studies, language arts, mathematics, practical arts, fine arts, and health and physical education.

Although the use of the flow chart is quite effective, it is also quite time consuming. Information is first transferred to the flow sheet which enables the graduate student to see quite easily how much time is being spent on a particular area and what experiences are being provided. This must then be summarized, copied, and later typed before

sending the material to college consultants. It is hoped to use a plan in the future where information from the curriculum evaluation sheets is merely dictated into tape recorders and this material is then typed into summaries to be sent to consultants.

III. COLLEGE CONSULTANTS

Special consultants from the staff of Fort Hays Kansas State College cooperate in offering recommendations in each of the curriculum areas. These consultants include specialists in the fields of elementary education, art, health and physical education, English, foreign languages, science, mathematics, social studies, music, economics and business, home economics, special education, driver's education and industrial arts, and the library.

The graduate students working on a survey take the summaries of information received to the consultants where they may or may not go over the material at that time with the specialist. Some consultants prefer to work with the graduate student making recommendations immediately while others may want time to go over the material and write their own suggestions. If the latter arrangement is used, an appointment should be made with the consultant to pick up the material as soon as possible. When the information is taken to the consultants a copy of the following letter should accompany the material.

From - Education Field Service Project Directors, Dr. Gordon Price and Dr. LaVier Staven.

To - Subject Matter Area Consultants.

Subjects: Evaluation of Curriculum.

We are submitting to you a summary of information regarding the curriculum of (Bird City, Tribune, Plainville, Oberlin). This information was compiled by graduate students from the several divisions and departments here at Fort Hays who were enrolled in curriculum classes.

The material has not been edited by the project directors or graduate assistants for fear of changing or misinterpreting the information supplied by the classroom teachers of the school.

It is desired that you, as a special consultant, will edit and add or change the recommendation sections and the summary of the total program. The information regarding hours and the information outlined under 'Curriculum Evaluative Outline' should not be changed as it is the basic data from the research tool.

Graduate students here at Fort Hays made the recommendations found in the sections titled 'Recommendations', and it is recognized that they were not expert, but were willing workers. You, as a college consultant, are being asked to implement and reinforce the recommendations in order that the curriculum in this public school system may be improved.

We would also like to have you go, as a part of a consulting team, to this school system to justify and elaborate on the recommendations. The dates for our visits to the school will be set following the completion of the written report.

If we can be of any help to you or if you are in need of additional information, please contact us.

As the recommendations by consultants are completed, final summaries can be written and given to the typist in the Educational Field Service Office who will cut the stencils for the finished report.

Following this chapter will be found the two examples of curriculum evaluation forms that were mentioned previously in this report.

Areas

Teach this: Time in
Yes No One Year

Unit Plans: If Yes, Please Give
Yes No The Titles of the Units

List the Major Experiences
Provided for the Student

1. Color							
2. Decoration							
3. Illustration							
4. Lettering							

FORSYTH LIBRARY

5. Modeling (Clay)

6. Crafts

7. Art Appreciation

8. Wood Construction

Yes No One Year Yes No The Titles of the Units Provided for the Student

9. Painting

10. Puppetry

11. Weaving

12. Paper Construction

1. General Numbers							
2. Signed or Directed Numbers							
3. Graphs							
4. First Degree Equations in two Unknowns							

5. Multiplication and Division of Algebraic Numbers						
6. Special Products and Factors						
7. Fractions						
8. Powers, Roots, and Radicals, ---Quadratic Equations and their uses in solving problems.						

Yes

No

One Year

Yes

No

The titles of the units

provided for the student

9. Ratio, Variation, and
Proportion -- Similar
Figures --- Numerical
Trigonometry

CHAPTER IV

CRITERIA FOR CHECKING DRAFTS OF FINAL CURRICULUM REPORTS

Since a final report contains such a large amount of material it is wise to have some type of check sheet to insure the inclusion of all necessary facts.

Each section of recommendations for a specific area, for instance, should be preceded by a page showing both the teachers' and the parents' responses regarding what they feel the school's responsibilities should be in that particular area. For example: Page 18 of this report lists under science the numbers of five statements which the parents participating in this survey considered to be the responsibility of the school. By checking the sixty statements of desirable behavior, the graduate student can determine what these five responsibilities are and list them along with those statements which are considered by the teachers to be the responsibilities of the school.

This page is followed by recommendations for each grade level in that area. Curriculum evaluative outline data is given for each grade showing what has been taught in the past and recommendations are then included with suggestions to improve the program.

At the end of each section of area recommendations, a summary of recommendations should be included for the entire

program. This will mean that there will be a total of seven summaries--one each for the areas of science, social studies, language arts, mathematics, practical arts, fine arts, health and physical education.

In addition to these area recommendations there should be a section on co-curricular activities, giving an evaluation of the present program and including recommendations for its improvement, and a summary of recommendations for the total library program.

The conclusion of the report should include a summary relating the outcome of the Behavioral Q-Sort Questionnaire in this school system to their present program and should point out specific recommendations which might strengthen the school's program in developing certain desirable behavior patterns.

The best method for developing a check sheet is to look through a previous report done by the Educational Field Service. This will give an idea as to the type of format that has been used in the past and offer suggestions for the writing of the introduction. Improvements can no doubt be made, and should be made, with each succeeding report. However, the following list is offered as a basis for checking final reports.

- I. Title pages.
 - A. Title page giving name of particular report.
 - B. Title page giving names of consultants and research team.

- C. Title page giving names of members on the Board of Education and names of administrators.
- D. Title page giving acknowledgements to the citizens of the community, the administrators, the teachers, and the college consultants. This page should also include a listing of the college consultants assisting with this report.

II. Table of Contents.

III. Introductions.

- A. General introduction including information concerning how the study is requested and how it is developed.
- B. Introduction explaining the Behavioral Outcomes Q-Sort, how to determine responsibilities from the Behavioral Outcomes, and the priority of importance of desirable behavioral outcomes.
- C. Tables showing results of Behavioral Q-Sort.
 - 1. Summary of parents' and school board's opinions.
 - 2. Summary of teachers' and administrators' opinions.
 - 3. Summary of seniors' opinions.
 - 4. Responsibility of the school (parents).
 - 5. Responsibility of other agencies (parents).
 - 6. Responsibility of the school (teachers).
 - 7. Responsibility of other agencies (teachers).

IV. Area recommendations

- A. Science
 - 1. Summary of relative responsibility from Science Behavioral Outcomes Q-Sort.
 - 2. Curriculum evaluative outline data and recommendations for grades kindergarten through twelve.
 - 3. Summary of recommendations for the total science program.
- B. Social Studies
 - 1. Summary of relative responsibility from Social Studies' Behavioral Outcomes Q-Sort.
 - 2. Curriculum evaluative outline data and recommendations for grades kindergarten through twelve.
 - 3. Summary of recommendations for the total social studies' program.

- C. Language Arts.
 - 1. Summary of relative responsibility from Language Arts' Behavioral Outcomes Q-Sort.
 - 2. Curriculum evaluative outline data and recommendations for grades kindergarten through twelve.
 - 3. Curriculum evaluative outline data and summary of recommendations for foreign language program.
 - 4. Summary of recommendations for the total language arts' program.
- D. Mathematics.
 - 1. Summary of relative responsibility from Mathematics' Behavioral Outcomes Q-Sort.
 - 2. Curriculum evaluative outline data and recommendations for grades kindergarten through twelve.
 - 3. Summary of recommendations for the total mathematics' program.
- E. Practical Arts.
 - 1. Summary of relative responsibility from Practical Arts' Behavioral Outcomes Q-Sort.
 - 2. Curriculum evaluative outline data and recommendations for the areas of home-making education, industrial arts, business education, and driver education.
 - 3. Summary of recommendations for the total practical arts' program.
- F. Fine Arts.
 - 1. Summary of relative responsibility from Fine Arts' Behavioral Outcomes Q-Sort.
 - 2. Curriculum evaluative outline data and recommendations for grades kindergarten through twelve in the areas of music and art.
 - 3. Summary of recommendations for the total fine arts' program.
- G. Health and Physical Education.
 - 1. Summary of relative responsibility from Health and Physical Education Behavioral Outcomes Q-Sort.
 - 2. Curriculum evaluative outline data and recommendations for grades kindergarten through twelve.
 - 3. List of tested and approved play equipment and supplies.
 - 4. Summary of recommendations for the total health and physical education program.

- V. Co-curricular Activities.
 - A. Curriculum evaluative outline data and recommendations for the co-curricular activities program.

- VI. Library.
 - A. Summary of recommendations for the total library program.

- VII. Summary of total report.
 - A. Each area of study--science, social studies, language arts, mathematics, practical arts, fine arts, and health and physical education--is summarized in regard to how well the present program is meeting the expectations found on the Behavioral Outcomes Q-Sort.

- VIII. Appendix.
 - A. May include a proposed schedule for a 6-6 school plan if the school is presently operating under an 8-4 plan.
 - B. May also include plans for a 6-3-3 system if the community is large enough.

CHAPTER V

SUMMARY

A study of this type allows for evaluation of the present school program by a group who can give relatively unbiased opinions. The trips to this school by the survey team will probably be the first time this group has ever been in the community, other than to just pass through the town, and, as a result, there will be no past influences from previous circumstances in the school or community.

The survey team also has the opportunity to see a broad over-all picture of the school curriculum. There is a natural tendency for each teacher in a school system to see very little beyond his or her own field, and this makes it difficult to view the curriculum as a complete and comprehensive program.

Each teacher is given a copy of the final study which enables them to know what another person is teaching and to give them ideas and suggestions on how they might build on the student's previous knowledge and also offer new experiences.