

1-1-1975

An approach to redesign elementary schools.

Gordon Henry Barker
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Barker, Gordon Henry, "An approach to redesign elementary schools." (1975). *Doctoral Dissertations 1896 - February 2014*. 2927.
https://scholarworks.umass.edu/dissertations_1/2927

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013543837

AN APPROACH TO REDESIGN ELEMENTARY SCHOOLS

A Dissertation Presented

by

GORDON H. BARKER

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

DOCTOR OF EDUCATION

May 1975

Elementary Education

(c) Gordon H. Barker 1975

All Rights Reserved

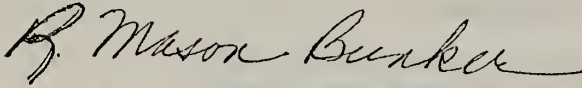
AN APPROACH TO REDESIGN ELEMENTARY SCHOOLS

A Dissertation

by

Gordon H. Barker

Approved as to style and content by:



Dr. R. Mason Bunker, Chairman of Committee



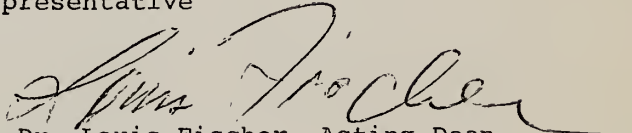
Dr. Emma Cappelluzzo, Member



Dr. Harry Schumer, Member



Dr. Robert Mackin, Dean's Representative



Dr. Louis Fischer, Acting Dean
School of Education

June 1975

DEDICATION

This dissertation is dedicated with warmth and love for my father, Gordon, who left us too soon, and to my mother Evelyn, who gives of herself so generously.

ACKNOWLEDGEMENTS

A great many people have contributed to the planning and implementation of the Staff Renewal Redesign Approach and I am deeply indebted to them. As a dissertation project, this research would not have been possible without the encouragement, patience, and continued support of Dr. R. Mason Bunker. My most sincere gratitude to Mason for getting me on the right track and keeping me on it.

To Dr. Emma Cappelluzzo and Dr. Harry Schumer is expressed deep gratitude for their advice in helping to make this work a reality.

Deep appreciation is extended to my colleagues and friends who listened, reacted and cared. Special thanks to Glenn Ray, John Browne, and Rick and Linda Welles.

A special gratitude is expressed to all the members of the Integrated Day Program who continuously strive to exemplify man's humanity toward man.

AN APPROACH TO REDESIGN ELEMENTARY SCHOOLS

GORDON H. BARKER

B. Ed. University of New Hampshire - Plymouth

M. Ed. University of Maine - Orono

Directed By: Dr. R. Mason Bunker

The purpose of this study has been to document the planning, implementation and evaluation of an educational change model. The focus of study has been on a planned inservice continuum for helping educators move from less open to more open schools and classrooms.

The model presented is based on fourteen months of initiation and implementation, and thirty months of evaluation in a K - 3 primary and a 4 - 6 intermediate school. This model for educational change was based on an Integrated Day Organizational Framework which acted as a focus for making decisions about the project and, at the same time, provided a basis for predicting training needs and the needs of the institution.

Inservice staff development, the organization and implementation of a summer laboratory school, the continuation of selected training programs during the academic year, provisioning for teachers integrated day experiences from which

to model their behaviors and classrooms, and the utilization of a team of educational specialists, have been the primary vehicles used to implement this change model.

Included in the study is a review of the literature on educational change with particular attention given to six bodies of knowledge which help facilitate change efforts. The empirical and descriptive literature on the Integrated Day is reviewed and provided the organizational framework for this change approach. Selected current literature on inservice teacher education, as a planned process, provided the vehicle through which the study was implemented. A review of the literature on perceptual psychology identified the "helping behaviors" which facilitate changing the audience behaviors and attitudes while redesigning their schools. A fourth area of research reviewed was the role leaders play in promoting, facilitating, and sustaining redesign efforts. The focus of the review of the literature was to collect evidence from several bodies of knowledge, draw it together, and then apply an approach which could effectively redesign schools and classrooms into more open environments.

Fully presented are the preparation procedures, a description of the support groups, and the continuous process of need identification. Inclusive is what occurs when teachers are responsible decision-makers in helping to plan,

implement and sustain both training designs and classroom practices. The evaluation process used to begin to assess the effects of the innovation on teachers is also described.

The study concludes with a series of recommendations for continued research on redesign efforts.

TABLE OF CONTENTS

DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
PREFACE	xiii
 Chapter	
I. INTRODUCTION	1
II. REVIEW OF THE LITERATURE	21
III. PLANNING AND IMPLEMENTING THE STAFF RENEWAL REDESIGN APPROACH	99
IV. EVALUATION	166
V. SUMMARY AND RECOMMENDATIONS	211
.	
APPENDIX A	230
An Adaptation of Barth's Assumptions About the Nature of Learning and Knowledge in Open Education	
APPENDIX B	234
An Adaptation of Rathbone's Four Organizational Features of Open Classrooms	
APPENDIX C	236
Buis and Chittenden Double Classification Scheme	
APPENDIX D	236
Walberg-Thomas Characteristics of Open Education	

APPENDIX E	246
Evans Teacher Questionnaire	
APPENDIX F	252
Program Objectives	
APPENDIX G	258
Procedural Guidelines	
APPENDIX H	322
Training Schedules	
APPENDIX I	327
Mathematical Areas of Study	
BIBLIOGRAPHY	337

LIST OF TABLES

1.	Student Population Interviewed	189
2.	Student Interviews by Instructional Teams	189
3.	Evaluation Instruments and Population Respondents . .	191
4.	Comparison of Pre and Post Mean Scores and Group Gain Scores on the WRAT	193
5.	Teacher Responses to "Meeting with Specialists" and the Affectiveness of the Specialists	196
6.	Achievement of Program Goals	198
7.	Parent Evaluations	202
8.	Student Responses to Liking Summer School	204
9.	Teacher Scores on the Evans Teacher Questionnaire . .	206

LIST OF FIGURES

1.	Bussis and Chittenden's Contributions to the Learning Environment	68
2.	Theoretical Framework for the Implementation of the Staff Renewal Redesign Approach	101
3.	Training Design	104
4.	Time Line for Project Implementation and Evaluation	108
5.	Daily Schedule	134
6.	Unified Arts Schedule	135
7.	Factors to Consider When Planning an Integrated Curriculum Unit	160
8.	Integrated Curriculum Unit	162

PREFACE

For the past several years this researcher has worked with numerous school districts throughout the United States and Europe in the design and implementation of change strategies. Regardless of the successful impact of the strategies and procedures utilized, differing constraints prevented the actualization of continuous growth to one degree or another. These constraints emerged in areas of organizational development, leadership behavior and support, human interactions, communications, decision-making, and support groups to name a few.

In designing the Staff Renewal Redesign Approach, this researcher first identified the various success variables and constraints which influenced other redesign projects for which he has been responsible. This identification led to the generation of a series of questions from which to seek answers. The result of researching these questions provided a basis for the design of a theoretical inservice model. The implementation of the model resulted in the content of this study.

C H A P T E R I

INTRODUCTION

For many years educators have been in the process of developing educational systems designed to meet the needs of various student populations for whom they have responsibility. During the past decade the momentum for providing responsive educational institutions for both learner and community needs has increased considerably. This momentum for change has come from many sectors of society. The impact of parents, students and educators seeking alternative forms of education which are more humane, reality based, less restrictive and more responsive to the needs of society has been felt by the educational community. Authorities such as Kozol (1967), Holt (1964), and Silberman (1970) have exposed the futility and hypocrisy which exist in many schools today. As a result, action groups comprised of parents, students, educators and others are demanding that the learner be treated with respect and given opportunities for choice within the environments affecting his/her education which at the same time build the learner's competencies to function successfully in society.

In the attempt to build alternatives within educational institutions, the past decade has seen the emergence of new concepts and philosophies affecting the environments of learners. Alternative schools, free schools, store-front schools, open campus schools, open classrooms, open universities, work study opportunities-- these are but a few of the alternatives attempted. Each in turn has faced issues of purpose, accountability and freedom versus licence, responsibility, and competence.

Each incident of change has brought forth both praise and criticism from multiple segments of society. This criticism is not restricted to those institutions adopting newer approaches to education. Criticism of our educational system is known in every sector of society. Our current need is not for more criticism, but for us to strive for processes which facilitate constructive change. Silberman (1970) argues for a radical transformation of schools which will provide for humane environments and be simultaneously child-centered and subject or knowledge centered.

To bring about such a transformation of schools, Silberman (1970) looks to the British Infant Schools as an example of the direction American schools should take. The Integrated Day approach to education has generated a

great deal of interest by both school and community groups. This approach is characterized by classroom environments which are responsive to the needs of children. Provision is made for active involvement and choice by learners to pursue individual interests with media and with other learners (Rathbone, 1970). Minimal large group instructional practices are observable. Within this environment learners are respected and trusted to direct many aspects of their own learning. The organization of the environment allows the learner to exercise choice about what he/she is going to do, when he/she is going to do it, and with whom he/she will do it (Stephens, 1974). The Integrated Day teacher fashions the environment so that learning and progress can take place (Barth, 1970; Rathbone, 1970). In essence the Integrated Day teacher plays the role of facilitator rather than the role of provider or impartor of knowledge.

The Integrated Day classroom differs distinctly from the more traditional or conventional classroom (Bussis and Chittenden, 1970). The Integrated Day classroom emphasizes the individuality of the learner both as a student and as a person. Here the learner is encouraged to participate in exploring ideas and things. Learning occurs through this exploration; it occurs within a humane

environment which promotes self-confidence and in which children are trusted as responsible human beings. Decision-making by students and teachers is a shared process. Integrated Day teachers realize that freedom and structure are not incompatible. Part of the role of the teacher is to define a structure within which choice can be exercised, which implies the development of specific areas or conditions in which learners are free to make choices (Stephens, 1974).

In contrast, the traditional classroom is often characterized by a formal prescribed curriculum for all children, enacted by ability groupings that are based on age, reading level, schedules, textbooks, lesson plans, grades and teacher controlled dictates. Less opportunity for shared decision-making and choice is clearly evident.

The Integrated Day educational approach has attempted to remove many of the characteristics of the traditional classroom through the development of environments where active students and teachers participate in highly responsive situations (Barth, 1970; Rathbone, 1970; Stephens, 1974). Responsive environments are characterized by choices for learners, multiplicity of media, and flexibility in the utility of time, space and materials. Implicit in a responsive environment is shared decision-making, active participation by all, and academic growth.

A clear dichotomy exists between the traditional school and classroom and the Integrated Day school and classroom (Bussis and Chittenden, 1970). The former foster a prescribed set of behaviors based on dictated curriculum, roles of "teacher" and "student," and are characterized by meeting the needs of the institution through schedules, bells and groupings. The latter foster a set of humane beliefs about learning, knowledge, growth, and people. Within this environment learners come together for common purposes and for active participation in learning experiences.

During the past decade, many changes have occurred in our nation's schools with specific emphasis on approaches to education and related curriculum development programs. One aim for such change has been to provide more humane, less restrictive, and more responsive educational environments. A promising approach for meeting learners' needs, and one which leads teachers from less open and responsive environments to more open and responsive environments, is the Integrated Day approach to learning. One purpose of this study is to construct an inservice teacher education program based on the Integrated Day approach and "provide for teachers themselves and Integrated Day experience" (Rathbone, 1970, p. 26). Such a redesign plan

would meet Silberman's (1970) criticisms of teacher preparation, child education, and would capitalize on the contributions made by leading Integrated Day proponents.

This study will attempt to provide an approach to change by using the Integrated Day approach as the organizational framework. A primary assumption of this study is that change within an educational institution has more likelihood of success when the focus of change is set in an appropriate organizational framework--a focus in which decisions can be made jointly. In addition, the organizational framework would provide a basis for designing appropriate inservice and support procedures both before and during implementation processes.

The aim of this study is to provide a sequentially planned program of change which facilitates teachers in moving from less open and responsive environments to more open and responsive environments. In attempting this change process, more than an educational approach needs to be focused upon. Miles and Schmuck (1971) contend that most educational reform efforts have collapsed because of the lack of attention given to the organizational development of the system in which reforms have been attempted. Gross, Giacquinta and Bernstein (1970) believe that the effectiveness of the organization's capacity to sustain

renewal is the result of the interrelationship of the variables and components within the organization. In conceptualizing and implementing this study, a great deal of emphasis will be placed on the organizational development of the school, especially in terms of facilitating the school's capacity for sustaining renewal.

Inservice teacher education is the vehicle through which this study will be implemented. The need for inservice teacher education as a planned process for implementing educational redesigns is widely supported in the literature (Bush, 1971; Filep, 1970; Harris and Bessent, 1969). However, near universal dissatisfaction of current inservice practices is also expressed throughout the literature (Edlefelt, 1971; National Education Association, 1966; Tyler, 1971). Numerous weaknesses in inservice education have been noted by many authorities. For example, Goodlad (1970) found few instances of planned inservice based on the identified needs of the staff involved in inservice. Many programs fail because those responsible for planning inservice fail to: consider the needs of the teaching staff, consider the abilities of the audience, provide adequate time, provide the needed resources and manpower, provide assistance in the classroom during implementation, and involve the audience during periods of planning and

decision-making (Asher, 1967; Goodlad, 1970; Katz, 1971; Lippitt and Fox, 1971; Tyler, 1971; Westby-Gibson, 1967). This study, through the development of the Staff Renewal Redesign Approach, attempts to provide an inservice program which recognizes and acts on the identified needs of the audience through shared planning, decision-making, and responsibility for implementation.

Too often, redesign approaches attempt implementation solely through the development of the cognitive skills and abilities of the audience involved (Argyris, 1957; Combs, 1965; Katz, 1971; Likert, 1961). Wide neglect is evident in considering the conditions which help facilitate changing the audiences' behaviors and attitudes when redesigning their schools (Combs, 1965; Fiedler, 1971; Rogers, 1971). Underlying this discussion and in direct relation to the purposes of this study, is the point that implementors of change approaches must understand the needs and motivations of their clients. Administrators must attempt to determine the underlying reasons for their clients behaving the way they do.

A final consideration of the proposed study is the role administrative leaders could play in promoting, facilitating, and sustaining redesign efforts in the school. Gross and Herriott (1965), Goodlad (1968), and

Lieberman (1969) have identified the school principal as one of the most influential forces in determining the extent to which a school is a vibrant or a sterile institution. In addition, they also identified the principal as one of the key agents in promoting or retarding educational innovation and change. The relationship between leadership behavior within the school and the educational environment is an important component in the conceptualization of a successful renewal design. Taking into consideration that change should occur on a systematic, planned, and sequential basis, strong leadership of the school principal is an imperative component of the proposed Staff Renewal Redesign Approach. The principal is vital in providing the direction, securities, supports, and interactions which allow his/her staff to grow professionally (Goodlad, 1968; Likert, 1961; Lieberman, 1969; Gross and Herriott, 1965). In addition, it is recognized that in order for the principal to effect high professionalism, autonomy, and decision-making power among his/her staff, the role he/she should assume must lead toward high task orientation, middle to low authority, and middle to high expressive orientation (Likert, 1969; Gordon, 1963; Gross and Herriott, 1965; Goodlad, 1968; Goldhammer, 1970; Lieberman, 1969). Within the Staff Renewal Redesign Approach, provision is made for consistent interaction of

the principal with the total complexity of the educational environment.

Statement of Problem. The problem to be examined in this study has to do with the processes related to developing less open and responsive schools and classrooms into more open and responsive schools and classrooms. Recently a great deal has been articulated of both an empirical and a descriptive nature about the responsive school and classroom. The Integrated Day educational approach provides considerable justification as a viable educational alternative which can realistically meet the needs of schools in our dynamic, diversified, and changing society. A great deal of evidence has been provided in the areas of redesign, organizational development, role of key change agents, inservice education, and the helping relationships, that needs to be drawn together and applied with focus and direction to suggest approaches which could effectively convert schools and classrooms from less open to more open environments. This researcher is interested in developing an inservice approach which would facilitate that conversion.

The proposal of an inservice model to redesign elementary schools has led to the following questions; these questions are the focus of this study:

1. What are the characteristics and/or conditions which facilitate redesign efforts?

2. What conditions should exist in provisioning for a successful inservice educational program?
3. When teachers are in a redesign program, what are the conditions which facilitate changing behaviors and attitudes on the part of the teachers?
4. What role does the principal, as the administrative leader of the school, play in promoting, facilitating and sustaining redesign within the school?
5. What are the characteristics of a theoretical educational framework which provides a focus for facilitating teacher movement from less open and responsive schools and classrooms to more open and responsive schools and classrooms?
6. What existing conditions and characteristics identify a classroom as an Integrated Day classroom?

This study will document the planning, implementation, and evaluation of such an approach proposed and developed to effect educational redesign of an elementary school. Inservice staff development, the organization and implementation of a summer laboratory school, and the continuation of selected training programs during the academic year are the means proposed and implemented to facilitate the approach. The Staff Renewal Redesign Approach attempts to move elementary school practices in a selected school from less to more open classrooms in a sequential and continuous basis.

This model was implemented with a school district composed of one K - 3 elementary school and one 4 - 6

intermediate school which includes an instructional staff of 42 and a student population of approximately 840.

The community encompasses 92 square miles of rural territory and lies in the heart of one of the nation's largest and richest fruit producing areas. The local population is composed of families whose incomes are derived predominantly from three sources: agriculturally related activities, local businesses, and adults commuting to urban position.

Objectives of the Study. The proposed study has five major objectives:

1. To describe, implement and evaluate an approach for staff renewal which emphasizes skill acquisition through active learning and shared decision-making.
2. To examine the following areas of research and literature as each applies to redesigning elementary schools:
 - a. Inservice Teacher Education
 - b. Redesign
 - c. Organizational Development
 - d. Leadership Behavior
 - e. Perceptual Psychology
 - f. Integrated Day Education
3. To describe the content, processes, procedures, and evaluation of the approach as it is implemented in a summer laboratory school.
4. To describe the content, processes, procedures, and evaluation of selected portions of the approach as they are implemented during the school year.
5. To make recommendations, to uncover implications, and to offer suggestions for potential extensions of this approach to other educators attempting to design inservice models which lead to redesign and staff renewal.

Significance of the Study. The need for approaches to redesign which facilitate elementary schools to be responsive to both educational technology and the demands of a changing society have been clearly articulated in the educational literature (Silberman, 1970; Holt, 1964; Rathbone, 1970). In conceptualizing a redesign approach, components of the strategy need to be both organizationally sound and founded on processes for responsive interactions by the audience involved (Miles and Schmuck, 1971; Gross, Giacquinta and Bernstein, 1970).

The literature related to change calls for three major considerations in designing change strategies: First, that an organizational framework, firmly based on assumptions about knowledge and learning, be focused upon (Barth, 1972; Barzan, 1971; Goodlad, 1970; Miles, 1965). Second, that a viable means for providing opportunities for skill acquisition by the audience, through inservice, be planned and sustained on a sequential basis (Barth, 1970; Rathbone, 1970). Finally, that the organizational development of an institution facilitate the transitional stages of "change" through a responsive organizational structure (Miles and Schmuck, 1971; Gross, Giacquinta, and Bernstein, 1970).

This study will provide a description and evaluation of what occurs when redesign is approached through planned

inservice and implemented on a sequential basis which focuses on the Integrated Day educational approach. In addition, this study will reveal situations which occur during transitional stages of change together with procedures utilized in facilitating sequential and continuous growth patterns. For the purposes of this study the Integrated Day educational approach has been chosen as the organizational framework for helping a school become more responsive to the needs of learners. Second, inservice education strategies for teachers and administrators based on Integrated Day concepts and practices will be developed as the approach for facilitating planned change within the school. Finally, strategies and processes suggested by the research and literature related to the organizational development of schools will be utilized to facilitate the transitional stages of change leading toward a self-renewing school.

For teachers, teacher educators, administrators and concerned community members, this study is significant because it will provide a comprehensive framework, both in theory and in practice, for planning, implementing and evaluating a school moving from less open to more open educational environments. The study is useful because it takes into consideration six distinct bodies of knowledge and interrelates them to provide for both humane and

organizational needs of a changing institution and staff. The study has value because of its emphasis on looking at change as an inservice model as applied in the field.

It is anticipated that this study will: (1) serve as a guide for school administrators, teachers, and community leaders who have undertaken the responsibility for planning and implementing educational reform; (2) provide educational reformers with a framework for change adaptable to varied situations; (3) call attention to the positive ingredients which should be considered in a plan for educational reform; and (4) be representative of a comprehensive framework upon which other experimental researchers can build.

Design of the Dissertation. In planning the design for this study, the investigator has attempted to provide a review of the problems which face educational reformers associated with public elementary schools. Chapter I of this study presents an introduction to the study together with an identification of six questions associated with attempting redesign of elementary schools. The purpose of the study relates directly to the conditions which confront reformers in their redesign efforts.

Chapter II is addressed to a selective review of the literature as it applies to the development of an approach for redesigning elementary schools. The literature has

been organized to provide some answers for the questions identified in Chapter I. Emphasis is placed on literature in the following areas: Redesign, organizational development, inservice education, leadership roles, the helping relationships and the Integrated Day approach to education.

Chapter III provides a description of the implementation of the Staff Renewal Redesign Approach, presented in three parts:

- Part A Pre-planning: Processes and procedures for planning the implementation of the Staff Renewal Redesign Approach.
- Part B Planning and implementing the Staff Renewal Redesign Approach in a Summer Laboratory School.
- Part C Planning and implementing selected designs during the academic year.

Chapter IV will present an analysis of the program goals of the Staff Renewal Redesign Approach in accomplishing program goals. Five informal and one standardized instrument are used to assess the effectiveness of the Summer Laboratory School. A detailed description and a review of the results is presented. Included in this chapter are evaluative statements from teachers and administrators as to the effectiveness of the Staff Renewal Redesign Approach as it is implemented during the academic year. A formative evaluating statement by the project coordinator is made. Suggestions for on-going procedures and processes for identifying training needs are included.

Chapter V summarizes the major concepts and assumptions underlying the Staff Renewal Redesign Approach in relationship to redesigning elementary schools. Implications of this inservice approach to redesign are also explored. Recommendations for further study have been made.

Definition of Terms

Educational Specialist

An Educational Specialist is a person who acts as a consultant, or a person who gives professional and expert advice and who designs and conducts inservice staff training programs.

Inservice

Inservice is a process of imparting knowledge and offering experiences to practicing educators; the process leads to new interactions with and among staff members, usually with respect to instruction, curriculum or organization.

Institution

An institution is that basic design, process and organizational structure through which children are expected to "attain" an education.

Integrated Day

The terms "Open Education," "English (British) Infant School," "Informal School or Classroom" and "Integrated Day" tend to be used interchangeably by professional educators. The term Integrated Day is used extensively throughout this dissertation, it refers to "an approach to education that is open to change, to new ideas, to curriculum, to scheduling, to the use of space, to honest expressions of feelings between teacher and pupil and between pupil and pupil, and to children's participation in significant decision-making in the classroom" (Stephens, 1974, p. 27).

Redesign

Redesign in this study is a process that calls for a rearrangement of components so related and/or connected as to provide a unity or whole, leading

towards the accomplishment of specified objectives (New York State Redesign Commission, 1972, by Dr. Glenn Immegard, Chairman).

Staff Development

For the purposes of this study, Staff Development refers to the problem solving processes of educators working toward resolving educational problems or needs.

UR/EPDA

Urban/Rural School Development Program is a federally funded program under the 1970 Educational Professional Development Act (EPDA) designed to facilitate staff training and in writing "a new script for education."

C H A P T E R I I
R E V I E W O F T H E L I T E R A T U R E

The review of the literature is organized to seek answers to the six questions identified in Chapter I. These questions appear crucial in conceptualizing an approach to redesign elementary schools. The review of the literature is drawn from six bodies of knowledge which include: redesign, organizational development, inservice education, perceptual psychology, leadership behavior of the school principal, and the Integrated Day. An attempt has been made to review and summarize the literature and construct a framework which will act as the basis for operationalizing the Staff Renewal Redesign Approach. Chapter II concludes with a description of the commonalities which exist within the literature. The attempt here is to present a focused view of variables which will act as a basis for facilitating an inservice design for the implementation of the Staff Renewal Redesign Approach in the redesign of an elementary school.

Question 1: What are the characteristics and/or conditions which facilitate redesign efforts? Within our complex and dynamic society, expectations for educational systems have risen faster than our ability to fulfill

them (Silberman, 1970). Miles and Schmuck (1971) contend that most educational reform efforts have collapsed or have been absorbed without effect because of the lack of attention given to the Organizational Development (OD) of the system in which reforms have been attempted. In addition, they contend that, "any major innovation in curriculum or instructional technique implies change in the 'culture' of the school" (p. 1).

In conceptualizing an approach for redesigning elementary schools, a great deal of emphasis needs to be placed on the Organizational Development of the school, especially in terms of the school's ability and capacity for sustained self renewal. Schools are primarily organizations (Miles and Schmuck, 1971). The interrelationship of the variables and components within the organization will determine the effectiveness of the organizations' capacity for sustaining renewal (Gross, Giacquinta and Bernstein, 1970).

Historically, numerous strategies for implementing institutional redesigns have been developed and implemented. From the literature, two basic needs for success of a redesign effort become evident. First, is for everyone involved with the process of change to be fully knowledgeable and understand what they are all about (Gross,

Giacquinta, and Bernstein, 1970; Miles, 1965; Lieberman, 1970; Silberman, 1969). Second, is the prerequisite of commitment (Barth, 1972; Miles, 1965; Goodlad, 1970). Barzan (1971) contends that each instance of reform has been basically the same historically: the direction of increasing concrete reality as the mode, with more sophisticated development of the learners' native powers as the goal. Yet in practice the designs fail because of artificial constraints imposed by the organization.

In an attempt to understand the variables of institutions being affected by redesign approaches, it becomes obvious that few systematic investigations have been undertaken toward total institutional reform. Sarason (1971) comments that ". . . we lack adequate knowledge of the natural history of change processes with the school culture and its effect on the institution" (p. 20). However, several authorities have identified characteristics of organizations. Katz and Kahn (1966) define five characteristics of social organizations:

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.
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 (p. 47).

In a study on the evolution of systems building, Henderson (1970) compares the nature of systems utilized by the social sciences and those of the natural sciences:

A difference between most system building in the social sciences and systems of thought and classification in the natural sciences is to be seen in their evolution. In the natural sciences both theories and descriptive systems grow by adaptation to increasing knowledge and experience of the scientists. In the social sciences, systems often issue fully formed from the mind of one man. They may be discussed if they attract attention, but progressive adaptive modification as a result of the concerted efforts of great numbers of men is rare (pp. 19-20).

Giacquinta (1973) criticizes both the lack of adequate research in change processes and the multi-dimensional characteristics of these processes. He contends that the literature is basically atheoretical and contains little upon which to test theories describing the dynamics of change processes or in explaining why organizations vary in the degree and speed with which they change. However, Giacquinta proposed two fundamental concepts regarding change strategies:

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 (p. 179).

Specific characteristics for implementing change within organizations have been expanded upon by Gross, Giacquinta and Bernstein (1970). They suggest six primary assumptions for successfully implementing process of change:

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.
2. A staff's ability to implement an innovation will be a function of its capacity to carry it out.
3. Their ability to carry it out will be a function of the adequacy and 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.
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 (pp. 702-703).

Frymier (1969) sets forth six components as a means for hypothesizing change. This approach is representative of those researchers who operationalize their intents through prioritizing programmatic changes.

Frymier's six components are:

1. Content Hypothesis: Improving the educational enterprise by advancing subject matter content.
2. Organizational Hypothesis: Modification of existing organizational aspects to bring about change.
3. Methodological Hypothesis: Modification of instructional approaches.
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.
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 (p. 15).

In looking at systematic but responsive design methods where participative planning occurs, Moore (1968) concludes that:

In group approaches to improving communication and creativity recent developments seem to share three sets of concerns:

1. The introduction of behavioral data into the design and planning process.
2. A shift from highly regimented methods to an integration of certain general approaches with one's own personal style.

3. A shift from linear methods to methods which stress the simultaneity of problem formulation and solution and the dynamics of collaboration among multiple interest groups (pp. 14-15).

Possibly the most current and comprehensive analysis with implications for futuristic use of OD was compiled by Miles and Schmuck (1971). They define OD ". . . as a planned and sustained effort to apply behavioral science for system improvement, using reflexive, self-analytic methods" (p. 2). In explaining their definition, they further define its four components. Systems Improvement: the emphasis of OD is on the system as the target of change, either as a total organization or on a specific subsystem. Emphasis is on continuous improvement of both the ability of the system to cope and the system's relationship with the subsystem and the environment; Reflexive, Self-Analytic Methods: OD involves system members in assessing, diagnosing and transforming their own organization; Planned and Sustained Effort: "OD involves deliberately planned change. Members of each subsystem act as inside change agents and usually link with outside consultants to carry out their mission" (p. 3). The essential concept is that a portion of the organization's resources is devoted entirely to "continuous organizational maintenance, rebuilding and expansion" (p. 3); Applied Behavioral Science: OD strongly relies on the behavioral sciences primarily

social psychology, psychology and sociology. These concepts are utilized to diagnose organizational problems, to equip its members with a conceptual language for talking about the phenomena they are facing; to redesign unsatisfactory structures and procedures, and provide a basis for OD intervention evaluation.

From their analysis of research and case studies, Miles and Schmuck provide a typical sequence of occurrences in the development of an OD program:

1. Middle or top management of an organization become interested in OD and feels that the organization has problems which can be met through training.
2. Management invites an outside OD consultant to visit the organization.
3. After the consultant's entry and contact with a variety of organization roles and groups, the organization works out a contract with the consultant specifying the nature of the projected relationship and its goals and general procedures.
4. The consultant, working with insiders, collects data about the organization via interviews, questionnaires, and observations.
5. These data form the basis of a joint diagnosis of the points of difficulty in the organization and, if appropriate, between the organization and its environment. Goals for change are explicitly identified.
6. A first "intervention" is planned. The data collected earlier are often fed back and discussed.
7. The intervention is evaluated following a new collection of data.

8. Subsequent steps in intervention are planned on the basis of this data, and the process continues.
9. The OD function itself becomes institutionalized within the organization. An OD department or group is formed and takes central responsibility for continuing the OD process, drawing on outside resources as needed.
10. The internal OD specialists become increasingly professionalized and responsible for their own development via such bodies as NTL and networks of other professionals (pp. 7-8).

Though separated for the purposes of definition, Miles and Schmuck identify eight interrelated modes for intervention, which are: Training or education; Process consultation; Confrontation; Data Feedback; Problem-solving; Plan-making; OD task force establishment; and Techno-structural activity.

The primary goal of Organizational Development is in the creation of self-renewing systems. This can be accomplished only if there is a clear commitment and investment of time from top management and the audience involved. OD strategies lean toward shared decision-making for the equilization of power and try to avoid coercive thrusts. Approaches to OD presented here emphasize interactions among the members of the organization as they use the help of consultants in improving the ability of their own system. The target is the school as a social system--a living interpersonal culture. As an organization, with the aid of

resources and technologies in training, it can become more self renewing, gain greater contact with its environment, and can become more responsive to the desires and interests of its members.

For the purpose of this study, the sequence of occurrences in the development of an OD program (Miles and Schmuck, 1971, pp. 7-8) provides a framework which is congruent with other components of the proposed approach. The Miles and Schmuck sequence provides a highly responsive framework in which to operate. Their framework is congruent with other components of the proposed approach in that: (1) It is dependent on the involvement of its members for developing programs leading toward redesign (Gross, Giacquinta, and Bernstein, 1970; Miles, 1965; Silberman, 1969; Goodlad, 1970; Giacquinta, 1973; Moore, 1968); (2) It is sequential, planned and goal oriented (Silverman, 1970; Henderson, 1970; Giacquinta, 1973; Goodlad, 1970; Gross, Giacquinta and Bernstein, 1970; Moore, 1969); (3) It requires its members to participate in shared decision-making and shared "power" (Moore, 1968; Henderson, 1970; Miles, 1967); (4) It provides for continuous maintenance and expansion of the organization (Katz and Kahn, 1966; Miles, 1967; Gross, Giacquinta and Bernstein, 1970; Moore, 1968) and (5) It places the

responsibility of change on the agents being affected by the proposed innovations (Giacquinta, 1973; Gross, Giacquinta and Bernstein, 1970; Moore, 1968).

Question II: What conditions should exist in provisioning for a successful inservice staff development program? Inservice teacher education as a planned process for improving the abilities of professional staff members in implementing educational redesigns is widely supported in the literature (Bush, 1971; Filep, 1970; Harris and Bessent, 1969). The major goal of inservice teacher education appears to be to improve the quality of instruction in schools through modifying the attitudes, behaviors or performance of the professional staff. This can occur through assisting each staff member to learn new skills, acquire different attitudes, and/or through increasing his/her knowledge (Asher, 1967; Dagne, 1968; Rubin, 1970). Instructional improvement can also take place through curriculum revision, development of instructional materials, changes in organizational structure and the physical environment for these provide the means for developing learning opportunities for the staff. A basic premise of the Staff Renewal Redesign Approach is that staff development should be an integral and continuous component of a staff member's professional activity throughout the school year.

Numerous approaches have been attempted over the years to meet the needs for inservice ranging from professional conferences, university courses, institutes and school based workshops (Edlefelt, 1971; N.E.A., 1966; Tyler, 1971). Near universal dissatisfaction with current practices is expressed throughout the literature.

In 1970 Goodlad completed a study of sixty-seven schools and revealed a formidable gap between the inservice activities of teachers and the important problems of the schools as mentioned by the teachers.

We found few instances of planned faculty attack on the vast array of problems identified by the staff as critical. In only four schools was there anything resembling a critical mass of personnel engaged in systematic planned attack on these problems (pp. 65-66).

Rubin (1971) in summarizing the views of several authorities at a symposium on inservice education, concluded ". . . I concur with most of the arguments presented by my colleagues: Inservice teacher education has indeed been virtually a lost cause" (p. 245). Ogletree and Edmonds (1964) lend support to Rubin's conclusion for they found that too often inservice programs are characterized ". . . by an aggregate of incidental activities, sporadic in occurrence, lacking in productive purpose, unorganized in structure, and unsynchronized within the framework of a school district's total operation" (p. 288).

The following observations reflect the multiplicity of weaknesses inherent in inservice programs as noted in the literature. Authorities have noted that many programs fail to:

1. consider the requirements of the teaching staff and often the needs of the school district.
2. consider the abilities and aptitudes of the participating audience.
3. provide appropriate time for inservice activities.
4. provide the necessary materials and manpower to assure program effectiveness.
5. use teaching personnel wisely.
6. provide assistance to participants in implementing new learnings into their own classrooms.
7. provide appropriate evaluation of the session or program.
8. involve program participants in the planning and decision-making processes related to the program.
9. view inservice staff development as a necessary part of the professional development of a school staff. (Asher, 1967; Bigelow, 1969; Bush, 1971; Buskin, 1970; Filep, 1970; Goodlad, 1970; Harris, 1969; Katz, 1971; Lippitt and Fox, 1971; National Commission on Teacher Education, 1965; Rubin, 1970; Tyler, 1971; Westby-Gibson, 1967.)

The preceding weaknesses of inservice programs are evident in many existing efforts at inservice training. An additional criticism of inservice programs is the tendency to focus on only a few limited aspects of instructional technology and media.

The literature on inservice teacher education indicates that most teachers today are not adequately prepared to effectively utilize educational technology in their school environments (Capital District Regional Supplementary Educational Center, 1971; Commission on Instructional Technology, 1969; Meierhenry, 1966; Office of Educational Communications, State of New York, 1971; Ryan, 1970; Williams and others, 1965). Because of this situation it is imperative that continued efforts be made to increase the effective use of educational technology by professional educators. This study, through the design of the Staff Renewal Redesign Approach, attempts to achieve this goal with professional educators through provisioning for the application of related technology and media through the inservice design.

A review of inservice literature was completed to reveal the variables or conditions which authorities in the field suggest are important to include in an inservice design. The review produced the following eight recommendations:

1. That provision be made for individual differences. Inservice programs should be designed to meet the varied capabilities, interests, and needs of teachers (Bush, 1971; Johnson, 1967; Mahaffrey, et al., 1967; McCracken, 1968;

Shannon, 1969; Westby-Gibson, 1967). DeCarol and Cleland (1968) conducted an inservice program aimed at changing teachers' classroom behavior and improving students' reading skills. Their intentions were achieved and they concluded that designing the program in concert with teachers in meeting the needs of both teachers and students was the primary factor in achieving the program goals.

Shannon (1969) states that too often educators are involved in inservice activities that they perceive to be irrelevant to their needs. A survey of twelve hundred teachers conducted by Filep (1970) in Northern California, revealed that the majority of respondents felt that the best way to improve inservice education was to provide inservice training that is more directly related to the teacher's jobs. Filep also suggested that many programs are not really that poor, but are inappropriate to the needs of the audience and are perceived as being poor.

Teacher differentiation is noted not only in their needs but also in their competencies, school environments, student populations. These conditions prompted Rubin (1971) to recommend the inclusion of varied activities in inservice programs:

One of our crucial problems is to invent procedures through which professional growth can be personalized, allowing teachers to cope with their own idiosyncratic needs, to begin at their own level of sophistication, and to progress at their own optimal rate (p. 250).

2. That teacher participation in planning and decision-making be encouraged. Related to individualized inservice programs and activities is the importance of teacher involvement in planning the objectives and activities of the inservice program. Most of the evidence that suggests inclusion of this component is drawn from personal perceptions of teachers rather than empirical designs of researchers. Nevertheless, many teacher trainers recommend cooperative planning. Boznango (1968) reports a direct relationship between the level of teacher participation in the planning of inservice programs, and the teachers' perceptions of the quality of the projects and their effect on them. Teachers, when interviewed, stressed increased teacher involvement in planning as vital in improving inservice staff development programs (Filep, 1970; Hodgson, 1954; Katz, 1971; N.E.A., 1966). Tyler (1971) found, "The constructive involvement of teachers in attacking real educational problems that they face is a powerful instrument of continuing education" (p. 13). Wyant (1971) reported that the primary reason for the success of an inservice staff development program she evaluated was the high amount of teacher involvement in its planning and implementation.

Wyant (1971) recommends that participative planning with program participants should occur throughout all phases

of an inservice program. She suggests that the program rely heavily upon the identified strengths of the audience. However, research evidence indicates that this occurs only on a limited basis (Hodgson, 1954; Filep, 1970; Schankerman, 1968).

3. That adequate time should be allocated for both conducting inservice experiences and for follow-through sessions in the classroom. Adequate time needs to be allocated for teachers to participate in inservice experiences on a regular basis (Hrivnak, 1970; Lippitt and Fox, 1971; Schankerman, 1968). White (1968) indicates that a released time inservice program was considerably more effective than two other models (a six credit college course and a one week pre-school workshop) in improving science competencies and teacher attitudes. A few authorities report that released time was not crucial to the success of an inservice program which met teacher needs and interests (Bouck, 1970; DeCarlo and Cleland, 1968).

4. That participation in inservice experiences should be on a voluntary basis. Teachers should not be forced to attend inservice programs they perceive as irrelevant to their needs. Hodgson (1954) and Boznango (1968) found a direct relationship between teacher satisfaction with inservice experiences and their freedom to choose whether or

not to participate. They recommended that teachers should be allowed to choose those activities they desire from a wide range of choices offered.

5. That inservice leaders should conduct activities and demonstrate behaviors which can be modeled. Desired teaching behaviors should be demonstrated by program leaders through modeling rather than via verbal descriptions (McCracken, 1968; Steen, 1969). Telling people rather than showing people how to improve often results in minimal improvement. A teacher trainer should demonstrate and design his/her program to utilize the skills and behaviors that he/she wants others to achieve. This modeling of desired behaviors would be demonstrated throughout all aspects of the inservice program.

6. That implementation of acquired skills should be facilitated and reinforced in the classroom environment. Inservice experiences should be implemented in the classroom environment with children.

Where better to pursue the skills, knowledges, and attitudes that enhance instruction than in the natural habitat of teaching: the schools. It is in this climate that the teacher must operate; it is in this milieu, with all of its rituals and politics, that he feels most natural in the role of teacher. The place where he must work is the logical one for nurturing his professional development (Meade, 1971, p. 223).

Katrein (1968) proposed that inservice experience focus on the actual problems that teachers face in their

classrooms. For this to occur, training experiences could be conducted in either simulated or actual classroom environments or a combination of both (McEachern, 1968). They might include observation of teacher behaviors and followed up by discussion, demonstration, and evaluation.

7. That follow through assistance should be provided after training experiences. Continuous and sustained support should be made available to teachers when applying training experiences into their own classrooms (Lamar, 1966; McCracken, 1968). Hrivnak (1970) provided individual assistance and feedback to teachers in a staff development program. He concluded from teacher comments that this was an important factor in helping teachers to transfer skills learned in training to their own classroom environments.

Steen (1969) conducted an inservice program which was partly based on the performance objectives set for educational specialists conducting the program. As part of the framework, an educational specialist visited the classroom of each teacher to assist them in acquiring the behaviors stated in the performance criteria. Four treatments were used by the educational specialist. The specialist could: (1) suggest additional reading materials, (2) reinforce the attainment of behaviors, (3) model the desired behaviors, or (4) have the teacher observe another

teacher modeling the process. The investigation revealed teacher support for the follow up activity in the classroom.

8. That administrative support and cooperation in all phases of inservice should be obtained. The leadership of the school principal is essential to educational change (Brickell, 1961; Westby and Gibson, 1967). The school principal has a crucial role in initiating and guiding inservice programs and in sustaining the activities that occur (Bigelow, 1969; Gross and Herriott, 1965; Goodlad, 1968; Lieberman, 1969; Rauch, 1968; Turner, 1970). Rubin's (1970) research with twenty-seven schools indicated that, "Inservice education is virtually useless if the objectives of the training program are not valued and rewarded--if nothing more than esteem--by the power structure of the school" (p. 14).

The review of inservice literature identified several conditions which should exist in provisioning for a successful inservice staff development program. However, no one program reviewed has included all of these eight conditions. The Staff Renewal Redesign Approach, developed for this study, has included all the preceding features in an effort to facilitate the development of more open and responsive schools and classrooms.

Question III: When teachers are in a redesign program, what are the helping behaviors which facilitate

changing behaviors and attitudes of the teachers? It has often been thought that freedom to do one's work leads to high performance (Pelz, 1961). However, Likert (1961) reporting on the Pelz study stated that freedom will lead to high performance only when there is a great deal of interaction between the individual, his/her colleagues, and his/her superiors. Argyris (1957) describes the basic incongruences between the needs of a mature personality and the requirements of a formal organization. Healthy human beings are postulated to develop in ways which are contrary to the expectations of most work environments. Argyris constructed a new organizational model by suggesting two types of "social organisms" existing on either end of a multi-dimensional continuum. On one end of the continuum is placed the ideal case of the formal organization. On the other end is the ideal case for the individual-need-centered group where self-actualization is developed through effective work group relationships. Leadership is defined as helping the individual to obtain self-actualization and the organization to fulfill its objectives. Argyris notes that helpers must demonstrate effective diagnostic and analytic skills in addition to ability in fostering human relationships, decision-making and communications. Efforts to move an organization from the more formal structures to the more needs type is compounded with

problems. For example, when employees (teachers) have become submissive and dependent, the transition to different leadership patterns will result in a decrease in production as well as an increase in dislike for the leader. In addition, the individual-needs-centered leadership style assumes that the audience (teachers) is highly motivated, desirous of self-actualization, and willing to be responsible for their own behavior. Argyris states that "an increasing number of employees are not actively seeking greater job satisfaction; do not need to belong to cohesive work groups; do not need to identify with the larger organization; and do not need psychological rewards" (p. 202).

These problems are more clearly understood when placed in the perspective of Maslow's (1954) hierarchy of needs. Maslow argues that the behavior of an individual in any given situation is determined by his/her strongest need. These human needs can generally be ordered so that satisfaction of any particular need is prerequisite to the satisfaction of other higher level needs. Maslow has ordered human needs as follows: first level human needs are physiological and refer to basic requirements for sustenance of life--food, clothing and shelter. Until these needs are satisfied, no other need-disposition occurs. The second level of human needs is the security or safety level needs which include needs to be free of physical

danger. Maslow suggests that this level refers to a search for orderliness, for routine, stability and rhythm. Once both the physiological and safety needs are gratified, belongingness and love needs will emerge. The individual will seek affectionate relationships with people in general, for a place in his/her group and for the presence of friends, lifemate and/or children. The highest levels are the need for esteem and self-actualization. In regard to esteem, Maslow contends that an individual begins to satisfy his/her need to belong, has a desire for stability, high self-evaluation, self respect and esteem for self and others. Two classifications are necessary in describing esteem needs: first, the desire for strength, achievement, adequacy, mastery and competence, confidence, and for independence and freedom; second, the desire for reputation (prestige), status dominance, recognition, importance or appreciation. Self-actualization refers to the maximization of one's potential--to become what one is capable of becoming. The specific form that this need takes varies greatly from one individual to another but the clear emergence of these needs rests upon satisfaction of the prior needs.

Herzberg (1966) provides a useful viewpoint on human motivation. Upon interviewing a cross section of two hundred engineers and accountants from Pittsburgh's

industrial environment, Herzberg developed a motivation-hygiene theory. The Herzberg study was designed to explore the idea that "man" has two sets of needs: (1) the need as an animal to avoid pain and (2) the need to grow psychologically. Through interviews, respondents were questioned about the kinds of things on their job that made them unhappy or dissatisfied, and what kinds of things made them happy or satisfied. Herzberg concluded that these two categories of need were independent of each other and affected behavior in different ways. The first category included hygiene factors of the work environment. These factors contributed the most to job dissatisfaction. The second category are the motivators in the environment which seem to be capable of having a positive effect on job satisfaction and often result in an increase in productivity. From the viewpoint of productivity in an organization, it is not enough to satisfy only the hygiene factors of the work environment; human beings need opportunities to develop responsibility, to advance, to grow, to be recognized for a job well done, and to be proud of their work.

A series of studies (The Florida Studies) undertaken by Combs, et al., at the University of Florida build upon the perceptual, phenomenological, or third force psychology of Maslow and Rogers. Perceptual psychology, as interpreted by Combs, is a humanistic, phenomenological, existential

view of behavior, which sees man engaged in a continuous process of being and becoming (1965). Specifically, perceptual psychology as interpreted by Combs is a field theory of which the primary principle is that all behavior, without exception, is a function of the individual's perceptual field at the moment of behaving.

Combs (1966) and his colleagues delineated three basic principles of perceptual psychology: (1) behavior is a function of perception; (2) self-concept represents the most important single influence affecting an individual's behavior; and (3) the individual is engaged in a continuous striving for self-fulfillment, he has a basic need for personal adequacy. Combs uses the term perception in a broad sense, almost synonymous with "meaning." Thus, behavior is not seen as a function of stimuli, but as a function of the meaning of those stimuli to the individual. More simply, Combs believes that human beings behave not in accordance to any objective criteria of how things are, but in accordance to how things seem to them. Therefore, in order to understand behavior, one must understand the perceptual field, or the meaning of events to the behavior. For this reason, Combs and his colleagues attempt to understand behavior from an internal rather than an external frame of reference, or from the individual's viewpoint rather than from that of the observer. Thus Combs'

viewpoint in research on the helping professions has assumed an internal rather than an external frame of reference.

A second major principle, of perceptual psychology, as interpreted by Combs, is that at the heart of an individual's perceptual field is his perception of himself--his self-concept. Combs uses the term self-concept to mean all of those aspects of the perceptual field to which a person refers when he uses the pronouns "me" or "I" (1965). In describing the role of the self-concept, Combs (1965) states:

The more we study the self-concept, the more it becomes apparent how crucial it is to the understanding of behavior. It is at the very center of the individual's personal organization and the frame of reference for his every act.

It is both product and process.

The self-concept is the product of past experience but, once established, exerts its influence on the behavior of its possessor ever after (p. 120).

Since the role of the self-concept is so powerful and crucial, behavior is seen as the function of two kinds of perceptions: the individual's perceptions about the situation he/she is in, and his/her perceptions about him/herself.

Combs' research hypotheses were derived from these two central principles of perceptual theory. Theorizing that a person's ability to behave effectively in a given

situation will depend upon how he is perceiving at the time, Combs began to explore the perceptual patterns of effective helpers. Specifically, his research hypotheses were designed to explore questions about professional helpers' perceptions about themselves, others, and their perceptions about certain aspects of their professional situations.

Combs goes on to say that behavior is only a symptom--the surface manifestation of what is going on within the individual. Thus, if we only deal with the observable behaviors, then we treat only the symptoms and not the causes. Personal adequacy is one of the "causes," Combs identifies. Elaborating in this area, Combs states that it is not the physical self each of us seeks to maintain--it is the self of which we are aware, (self-concept). Relating this to Maslow's work on motivation, it would be interpreted in terms of not having to motivate people. Everyone is always motivated to be and become as adequate as he/she can be in the situation as he/she sees it (Maslow, 1966). One implication of these researches is that teachers should be seeking for students the goals each student has set for him/herself. Also implied here is the teacher's role as facilitator, helper, and as a resource.

A further influence on the development of Combs' research were the findings of Fiedler (1950). Fiedler

utilized a Q-sort in order to study therapists' perceptions about the therapeutic relationship. From this research, he concluded that expert therapists tended to have similar perceptions regarding the nature of a good therapeutic relationship. Fiedler's findings suggested to Combs that there is probably "some sort of ideal therapeutic relationship toward which good practitioners drift no matter what their beginning frame of reference. It would seem to imply the existence of a fundamental approach to helping people" (Combs, 1969, p. 4). Combs' thinking was further encouraged by Rogers' (1958) paper on "The Characteristics of a Helping Relationship." Rogers theorized that the success of a therapeutic relationship was dependent more upon the therapist's attitudes and the client's perceptions of these attitudes than upon anything in particular which the therapist did.

Rogers (1971) summarized his views by stating:

I have long had the strong conviction . . . that the therapeutic relationship is only a special instance of interpersonal relationships in general, and that the same lawfulness governs all such relationships (p. 2).

From Fiedler's research and Rogers' earlier paper, Combs (1971) concluded that:

While the various forms of the helping professions including teaching differ with respect to their purposes, clientele, and techniques, nevertheless, they are basically

alike in the psychology through which they operate. It seemed to us that the crux of the problem of "helping" lay not in some mysterious special technique. Rather the various helping professions seem really to be expressions of a kind of basic good human interrelationship (p. 290).

In researching the nature of "good human interrelationship" a series of studies were conducted over a ten year period. Combs' predisposition as a perceptual psychologist to believe that the success of a helping relationship would be strongly influenced by the helper's characteristic perceptual organization, was further reinforced by an observation he made about the existence of a commonality among all of the helping professions. This commonality is that the helping professions are characterized by a need for instantaneous response to the client, patient, or student from the helper.

When a question is asked, the helper must answer instantaneously (Combs, 1969). This would seem to be particularly true of teaching where a research finding by Jackson (1960) has yielded the conclusion that elementary school teachers often engage in as many as 1,000 interpersonal interactions per day, or an average of 166 interactions per hour in a six hour day. Since a helper must respond instantaneously, this means that he/she cannot take time to worry about theory or method, but must respond in relation to how things seem to him/her at that moment.

The helper must respond in terms of his/her own perceptual organization and/or beliefs. To Combs (1971) this means that "helpers must be thinking, problem-solving people; the primary tool with which they work is themselves" (p. 5). This idea later came to be referred to by Combs and his colleagues as the "self as an instrument concept."

Subsequently, Combs (1969) hypothesized that persons who had learned to use themselves as effective instruments in the production of helping relationships could be distinguished from those who are ineffective on the basis of their characteristic perceptual organizations. Specifically, he hypothesized that successful helpers could be distinguished from non-successful helpers on the basis of their characteristic ways of perceiving:

- a. Generally - their frames of reference.
- b. Other people and their behavior.
- c. The helper's self.
- d. The helping task and its problems.
- e. Appropriate methods for helping.

In terms of the teacher, Combs states that the effective teacher is "a unique human being who has learned to use himself effectively and efficiently to carry out his own and society's purposes in the education of others" (1965, p. 9). Gooding (1968) completed a study on "The

Perceptual Organization of Effective Teachers." He identified two groups of teachers, one judged to be effective, the other ineffective by their principal and curriculum coordinators. Twenty perceptual hypotheses formulated the basis of an observation schedule completed by trained observers. The data from the inferences on observation yielded results which were significant at better than the .01 level of significance. The following conclusions were developed by Gooding at the conclusion of his study:

A statistically significant difference was demonstrated to exist between groups of effective and ineffective teachers on the basis of perceptual organization as inferred from observation of the teachers' classroom behavior.

The effective group of teachers was characterized by perceptual organizations as follows:

- A. The general frame of reference of effective teachers tends to be one which emphasizes:
 - 1. An internal rather than an external frame of reference.
 - 2. Concern with people rather than things.
 - 3. Concern with perceptual meanings rather than facts and events.
 - 4. An immediate rather than a historical view of causes of behavior.

- B. Effective teachers tend to perceive other people and their behavior as:
 - 1. Able rather than unable.
 - 2. Friendly rather than unfriendly.
 - 3. Worthy rather than unworthy.
 - 4. Internally rather than externally motivated.
 - 5. Dependable rather than undependable.
 - 6. Helpful rather than hindering.

C. Effective teachers tend to perceive themselves as:

1. With people rather than apart from people.
2. Able rather than unable.
3. Dependable rather than undependable.
4. Worthy rather than unworthy.
5. Wanted rather than unwanted.

D. Effective teachers tend to perceive the teaching task as:

1. Freeing rather than controlling.
2. Larger rather than smaller.
3. Revealing rather than concealing.
4. Involved rather than uninvolved.
5. Encouraging process rather than achieving goals (p. 42).

Underlying this discussion and in direct relation to the purposes of this study, is the point that leaders (helpers) must understand the needs and motivations of their employees. Administrators must attempt to determine the underlying reasons for humans behaving the way they do. In this effort, it is important for helpers to apply the notions of Maslow, Argyris, Likert, Combs and others to the process of examining, planning and effectuating change.

Question IV: What role does the principal, as the administrative leader of the school, play in promoting, facilitating and sustaining redesign efforts within the school? The school principal has been identified as one of the key agents in promoting or retarding educational innovation and change (Gross and Herriott, 1965; Goodlad, 1968; Lieberman, 1969; and Spain, 1956). The principal is viewed as being instrumental in the implementation of

innovative programs within the school. Also, he is seen as one of the most influential forces in determining the extent to which the school is a vibrant or a sterile institution.

When change occurs within a school, one of the most important tasks facing educators is how to create stimulating learning environments for teachers and children. Silberman (1970) suggested that we need "climates where student responsibility is emphasized, where conformity is not imposed, where learners solve problems important to them, where interest is high, and where there is an active commitment to discovery and learning" (p. 341). Sinclair (1968) conceptualized the learning environment of elementary schools as the conditions, forces, and external stimuli which foster the development of individual characteristics. The environment is recognized as a complex system of situational determinants that exert an influence upon participating individuals.

Taking into consideration that change should occur on a systematic, planned and sequential basis, the leadership role of the school principal is an imperative component of the proposed Staff Renewal Redesign Approach. The literature pertinent to the relationship between leadership behavior within the school (principal, teacher, student) and the educational environment is important to the conceptualization of a successful staff renewal design.

The evidence is extensive as to the extent that the behavior of the principal has its effect on staff conditions such as professionalism and morale (Chesler, 1963; Gross and Herriott, 1965; Lieberman, 1969; and Reynolds, 1965). Gross and Herriott (1965) suggest that teachers' morale and professional performance serve as links between leadership practices of the principal and the academic performance of pupils. Lieberman (1969) contends that, principals and teachers are dependent on each other for the satisfaction of needs whether they be providing materials for the teacher, satisfactory working conditions, or shared decision-making. The orientation that principals take toward their staff will affect not only the way teachers feel toward the principal and other staff members, but also the way they feel toward teaching as a job. Hersey and Blanchard (1969) conclude that the leader (principal) who is successful is one who is flexible and can adopt appropriate behaviors in meeting the needs of their followers in varying situations.

Organizational effectiveness studies completed by Likert (1961) and Katz and Kahn (1966) demonstrated that high-producing managers more often than low-producing managers, have operations characterized by high level of job satisfaction and favorable cooperative attitudes on the part

of the members within the organization. Industrial theorists contend that it is unrealistic to be concerned only with output in assessing organizational effectiveness. Likert (1961) suggests that measures of effectiveness must examine "intervening variables," that reflect internal conditions of the organization--loyalty, skills, motivations, interaction, communications and decision-making. Herzberg (1966) contends that it is not enough to foster desirable factors of the environment such as status, security, salary, working conditions and interpersonal relationships, for these factors produce not growth in worker output capacity; they only prevent losses in worker performance. Etzioni (1960) stresses the need for a balanced distribution of resources among the various organizational needs, not maximal satisfaction of any one activity, even of goal activities. Likert (1961) contends that:

Supervisors and managers in American industry and government who are achieving the highest productivity, lowest costs, least turnover and absence, and the highest levels of employee motivation and satisfaction display, on the average, a different pattern of leadership from those managers who are achieving less impressive results (p. 60).

Management theorists have conducted extensive studies on the complex problems of administration. Likert's (1961) approach has been the identification of leadership and management principles which result in improved job

performance. Likert made comparisons between the kinds of leadership and related variables employed in those organizations identified as "best" in contrast to those identified as "poorest." The criteria utilized to evaluate administrative effectiveness included productivity, job satisfaction, absenteeism and turnover, costs, scrap loss, and employee and managerial motivation. Likert concludes that supervisors whose units have a relatively poor production record tend to concentrate on keeping their subordinates busily engaged in going through a specific work cycle in a prescribed way and at a satisfactory rate as determined by time standards. To the contrary, supervisors with the best records of performance focus their primary attention on the human aspects of their subordinates problems and on endeavoring to build effective work groups with high performance goals. Upon verifying these findings in divergent organizational settings, Likert described four styles of management: "exploitive-authoritative," "benevolent authoritative," "consultative," and "participative-group." As organizations proceed from exploitive-authoritative to the participative-group, the individual's functioning within the organization and the formal structure of the organization increases. Likert hypothesizes that additional compatibility in turn increases productivity and enlarges the opportunity for individuals within the organization to meet psychological and social needs.

Likert (1961) concludes that "freedom will lead to high performance only when there is a great deal of interaction between the individual, his colleagues, and his supervisor" (p. 24).

Another study completed by Likert (1940) yielded evidence indicating that agents under a commission form of compensation and left entirely to themselves with complete freedom tended to be poor salesmen. Evidently, if freedom is to contribute to high performance, the individual must be a part of an active social system where there is frequent contact and interaction. This interaction motivates the individual. When the individual has the required skills and the high performance goals and motivation arising from interaction between the individual, his peers, and his supervisors, freedom appears to result in improved performance.

The principal as an important factor in determining the success of a school program has been effectively substantiated. Spain, Drummond, and Goodlad (1956) stated that:

The elementary school principal holds a key position in the improvement of the professional staff. He is the acknowledged and appointed status leader. Whether he wants to or not, he will discover that among his most important functions are those related to "teaching teachers." Whether the school becomes a challenging educational enterprise or a dull and dreary place for children depends not so much upon what is there at the outset of his effort as upon the quality of leadership he provides for his staff (p. 76).

A consortium of eighteen California Schools, The League of Cooperating Schools, participated in a joint planned change effort with UCLA and I/D/E/A and was explicit in stating that the principal is a crucial agent in changing the school. In a 1968 monograph describing some of the findings of the League efforts, Goodlad noted that the principal is in a leadership role where he can release the human potential of the school. The monograph attempted to bring together key ideas to aid principals in facilitating change. Throughout the monograph it is assumed that the principal is a key agent in change.

In direct relationship to the current study, the conclusions drawn from the work of Likert (1961) and Goodlad (1968) that when attempting change, the people involved need support, interaction, security, and direction from the administrative leaders. Likert (1961) hypothesized that as additional compatibility between the individual and principal increases, so does productivity and the individual's capability in meeting his/her psychological and social needs. Therefore, an approach to redesign which emphasizes freedom and high performance, should provide for multiple interactions between an individual, his/her colleagues and the administrators on a positive basis.

Goldhammer (1970) completed an investigation into the issues and problems facing the elementary principal.

He concluded that the principal of the specific school is undoubtedly in the key position to guide the processes of change and the implementation of overall goals and strategies which ultimately influence the success or failure of an educational program.

For all the rhetoric there has been little energy devoted to describing either the parameters of the principal's behavior or the effect of his/her specific activity on educational effectiveness. The Encyclopedia of Educational Research, 1969 edition, reports that only a few studies exist regarding the dynamics of the principal's role in elementary schools. It also reports that a number of studies have been done which are concerned with the interactions which occur between principals and their staff. Still, the evidence is not very extensive and the interpretations from it are necessarily limited.

Gross and Herriott (1965) conducted possibly the most exhaustive study dealing with the leadership role of the elementary principal. They stated that:

Of all the administrative officials in the complex bureaucracy that manages public school systems in the United States, few have at their command greater potentialities for influencing directly the type and quality of education young pupils are to receive than has the elementary school principal. He is the school executive in the closest contact with the central functions of the school: teaching and learning. His position of formal leadership provides him with the opportunity to motivate his staff and to improve its standards and performance in teaching.

He can offer them valuable advice in their efforts to deal with classroom problems. He can make their meetings an important and stimulating educational experience. He can maximize the different skills of his teachers and help them grow in their competencies. The elementary school principal, in short, enjoys substantial opportunity to provide a high order of staff leadership (p. 67).

Findings were reported on the behavior of elementary school principals on their "efforts to conform to a definition of their role that stresses an obligation to improve the performance of teachers" (p. vii). Behavior of this type was designated Executive Professional Leadership (EPL), since it refers to the attempts of an executive (the principal) to influence the behavior of subordinates with a claim to professional status (teachers). Higher EPL scores were found to be significantly related to higher staff morale, to more professional teacher behavior, and to pupil success in reading. The findings revealed that both teachers' professional performance and morale may serve as links in a causal chain between the EPL of principals and the performance of their pupils.

Recent research in the area of leadership behavior and organizational management was conducted by Lieberman (1969) at UCLA indicated that one difficulty is the lack of evidence of just what it is that principals do that has differential effects on teachers. By adapting Gordon's (1963) teacher leadership dimensions of task, authority,

and expressiveness to the leadership behavior of the principal, Lieberman was able to study three phenomena:

1. The relationship between the task, authority and expressive dimensions of the principal.
2. The relationship between dimensions of principal leadership and teacher morale and professionalism.
3. The relationship between principal leadership and teacher leadership style in the classroom (pp. 25-26).

Teachers and principals from thirty-one schools were included in the sample. Questionnaires were completed by teachers on principal leadership, teacher morale, and professionalism. Fifth and sixth grade pupils from all schools responded to questionnaires on teacher style in the classroom. Significant findings were reported in regard to the first two hypotheses in reference to the relationship between task, authority, and expressive dimensions of the principal and the relationship of these leadership factors with teacher morale and professionalism. It was reported that "the task orientation of the principal is highly related to teacher professionalism . . . In order to effect high professionalism among teachers, principals must strive toward high task orientation, middle to low authority and middle to high expressive orientation" (p. 78). Another finding was that professionalism is accompanied by greater autonomy and power to make decisions.

This section has briefly reviewed the literature pertinent to the current investigation of the relationship between leadership behavior and the educational environment in designing a component of the Staff Renewal Redesign Approach. Evidence was presented which supports the concept that for change to occur, the principal is in a vital role in determining the extent and success of attempted innovations. The principal is vital in providing the direction, securities, supports and interactions allowing his/her staff to grow professionally (Goodlad, 1968; Likert, 1961; Lieberman, 1969; Gross and Herriott, 1965). In addition, it is recognized that in order for the principal to effect high professionalism, autonomy and decision-making power among his staff, the role he should assume must lead toward high task orientation, middle to low authority and middle to high expressive orientation (Likert, 1969; Gordon, 1963; Gross and Herriott, 1965; Goodlad, 1968; Goldhammer, 1970; Lieberman, 1969).

Question V: What are the characteristics of an Integrated Day educational framework which provide a focus for facilitating teacher movement from less open schools and classrooms to more open and responsive schools and classrooms? This section provides a review of the literature on Integrated Day education as it applies to the development of a focus upon which to base inservice

experiences for teachers moving toward more open and responsive schools and classrooms. Essentially, this literature, in conjunction with the review provided in response to Question VI, provides the framework and focus for facilitating the operationalization and direction of in-service programs and experiences proposed in this study. The literature on Integrated Day education falls primarily into two categories. First and most inclusive is the literature of a descriptive nature which offers explanations through descriptions of what occurs in the Integrated Day school classroom. (Literature of a descriptive nature is reviewed in seeking answers to Question VI.) A second source of literature is of an empirical nature, in which researchers attempt to specifically define assumptions and operational characteristics of Integrated Day education. Empirical research studies in the area of Integrated Day education are few, however, there is a body of research findings focused on competencies needing to be developed through training designs.

The following is an analysis of five empirical studies completed since 1970 which attempt to identify the competencies, attitudes and behaviors teachers who are changing toward Integrated Day classroom practices should have and exhibit. For the purposes of this study, five recent studies (Barth, 1970; Rathbone, 1970; Bussis and Chittenden,

1970; Walberg and Thomas, 1971; and Evans, 1971) provide a focused basis of what Integrated Day education involves.

Barth (1970) identified twenty-nine assumptions about learning, knowledge, and children. (See Appendix A for a complete listing of those assumptions.) Barth attempted to "construct a role of the teacher which is logically and feasibly consistent with these beliefs" (p. 66).

In the area of his basic assumptions, Barth has made a significant contribution. The identified assumptions comprise an exhaustive list broken down into two categories:

(1) Assumptions about children's learning; and (2) Assumptions about knowledge. As Barth proposed, the role of the teacher builds directly upon the identified assumptions.

Barth's discussion on the role of the teacher in the Integrated Day school focuses primarily on the nature of knowledge and learning. The role of the teacher is dealt with in very broad terms and implications. His discussion is useful in terms of the nature of knowledge and children's learning, but a need exists for analysis of what the teacher is and does. As Bussis and Chittenden (1970) pointed out in their review of the literature, "most publications tend to give considerable attention to the children but are vague on how and where the teacher fits into the scheme" (p. 21).

Rathbone's (1970) research, as Barth's, identified assumptions underlying the Integrated Day educational approach. (See Appendix B for a complete listing of assumptions.) Both examine the implications of their assumptions for the role of principals and teachers (Barth) and for the education of teachers (Rathbone). Rathbone focused upon the implications of the Leicestershire model toward the role of educating teachers. He examines the ideologies of Integrated Day education, its epistemology, the nature of learning, and the relationship between learner-teacher and materials.

In Rathbone's "Considerations for Teacher Education," (1970) he develops two focuses: (1) to educate for Integrated Day education; and (2) to develop some idea of what such an experience may include in terms of changing teachers. Rathbone assumes that the most effective means of getting teachers to "come to grips with the central question, 'What does it mean to treat another human being as an agent in his own learning?'" is to "provide for teachers themselves an Open Education experience" (Special Qualifying Paper, 1970, p. 26). Rathbone places a major emphasis on how to change people (teachers). His discussion on assumptions common to Integrated Day teacher education programs is helpful, unfortunately he leaves what teachers are changing

to and preparing for at a vague level. The essential competencies of the Integrated Day teacher are dealt with superficially.

Rathbone focused his major research on assumptions about learning and growing in terms of the kinds of experiences the learner should have regardless of age. He describes three major objectives of a teacher education program which should be focused upon: (1) placing the participants in a position where they can experience being an agent; (2) helping the participants assume the role of agent; and (3) assisting the participants to gain experience in treating others as agents. Rathbone's third objective requires five major competencies related to being a resource (helper) to others, these include: non-directiveness; non-judgmental; high tolerance of a learner's right for error; possessing confidence in one's own resources, observations, diagnostic skills, and record keeping abilities; and an appreciation for an understanding of exploration.

Educators involved in the British Infant movement have argued that it is not the content of the experience that is important but the quality of the experience. Rathbone's justification, related to the education of learner (child and adult), is primarily in terms of the kinds of

experiences a learner should have over why a learner should have a particular learning experience. Eisner (1969) describes this idea of kind over why in terms of expressive and instructional objectives:

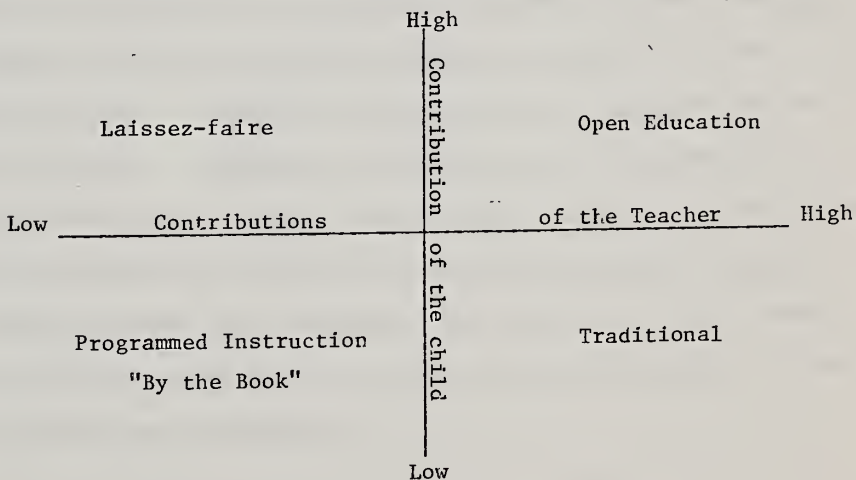
Expressive objectives differ considerably from instructional objectives. An expressive objective does not specify the behavior the student is to acquire after having engaged in one or more learning activities. An expressive objective describes an educational encounter: it identifies a situation in which children are to work, a problem with which they are to cope, a task in which they are to engage; but it does not specify what form the encounter, situation, problem, or task they are to learn. An expressive objective provides both the teacher and the student with an invitation to explore, defer, or focus on issues that are of peculiar interest or import to the inquirer. An expressive objective is evocative rather than prescriptive (pp. 15-16).

Concurrent with the Barth and Rathbone studies, Bussis and Chittenden (1970) made an outstanding contribution in attempting to operationalize a definition of Integrated Day education. Acting as leaders of an evaluation team from Educational Testing Service (ETS) in conjunction with Educational Development Center (EDC) they devised a conceptual framework for assessing EDC's Open Education Follow-Through Model. ETS had two major concerns: (1) The problem of developing assessment procedures which are better suited to the more humanistic, but less tangible goals of education in general; and (2) The need for clearer conceptualization of the objectives of "open" programs, both for better communication of the

essential components and for a more meaningful evaluation of their outcomes.

Bussis and Chittenden's (1970) first focus was in the development of a conceptual framework. In facilitating their conceptual framework they became saturated within the program in order to develop a clearer understanding of what they were about. They concluded that "good EDC classrooms bring active adults together with active children" (p. 21) and that it was apparent "that child-centeredness and adult-centeredness might be viewed as independent dimensions in the classroom rather than as opposite ends of a single scale" (p. 22). They then created a two-dimensional conceptualization of the child's and teacher's contributions to the learning environment which appears as follows:

Figure 1



(Bussis and Chittenden, p. 22, 1970)

The Bussis and Chittenden two-dimensional scheme is a notable contribution in the conceptualization and operationalization of the Integrated Day approach. This is of particular value in reference to the imbalance toward child-centeredness in the Integrated Day literature. During the first year of the study, Bussis and Chittenden found that:

. . . the most natural change toward an open classroom occurs in a vertical direction in changing ideas about the capabilities of children and the freedom they can manage. By comparison, change in the horizontal direction seems to be considerably more difficult for many teachers. It requires abandoning the passive role of enacting a program in favor of taking part in creating an instructional approach (p. 27).

As a second step, Bussis and Chittendon devised a set of ten behaviors which they postulated as defining characteristics of the Integrated Day teacher. These ten behaviors were divided into three categories: (1) the teacher's internal frame of reference; (2) activities when children are not present; and (3) interactive behaviors with children. In addition they identified five behaviors which relate to the horizontal dimension (contribution of the teacher) and five which relate to the vertical dimension. This conceptualization is important to those desiring a clearer picture of what the Integrated Day approach is all about with specific reference to the role of the teacher in the Integrated Day classroom.

The Bussis and Chittenden research led the way for a study by Walberg and Thomas (1971) who refined the ten themes Bussis and Chittenden developed. For example, Walberg and Thomas found that categorizing the themes of "reflective evaluation of diagnostic information," "provisioning for learning," and "seeking activities to promote continuing personal growth," were neither useful nor appropriate (pp. 12-14). They also combined the theme dealing with teachers' internal frame of reference from those dealing with observable teacher behaviors. Walberg and Thomas then completed an extensive content analysis of Integrated Day literature to test the usefulness of their eight themes and to further refine the themes. The analysis focused upon the reaction of forty leading Integrated Day educators in judging their definitions. 86.7% of the forty "experts" who rated the list of characteristics agreed on forty-two (of the 106 characteristics) as being very important to the Integrated Day approach. Eighty-one statements were marked very important by 66.6% of the sample. On the basis of the responses received, Walberg and Thomas developed a revised list of characteristics. The themes they described are:

Provisioning for Learning: The teacher provides a rich and responsive physical and emotional environment.

Diagnosis of Learning Events: The teacher views the work children do in school as opportunities for him/

her to assess what children are learning, as much as opportunities for children to learn.

Instruction - guidance and extension of learning: The teacher acts primarily as a resource who in a variety of ways, encourages and influences the direction and growth of learning.

Humaneness - respect, openness, and warmth: The teacher promotes an atmosphere of warmth, openness, and respect for one another.

Reflective evaluation of diagnostic information: The teacher subjects her/his diagnostic observations to reflective evaluation in order to structure the learning environment adequately.

Seeking opportunity to promote growth: The teacher seeks activities outside the classroom to promote personal and professional growth.

Assumptions - ideas about children and the process of learning: The teacher's assumptions about children, the process of learning, and the goals of education are generally humanistic and wholistic. Teachers are aware of and respect the child's individuality and his/her capacity to direct his/her own learning.

Self-perception: The teacher is a secure person and a continuing learner (Appendix B, p. 8).

The validity of the Walberg and Thomas study was strengthened by Evans (1971) who applied the Walberg and Thomas Classroom Observation Rating Scale and the Teacher Questionnaire. The Classroom Observation Rating Scale was constructed from the 106 items on the List of Open Education Characteristics. Fifty items were from the provisioning theme and the remaining fifty-six were taken from the other seven themes. The Teacher Questionnaire is essentially the same, but reworded as a teacher interview. Evans was able to demonstrate that Integrated Day classrooms in both Britain, and the United States were significantly different from American traditional classrooms at a .10 level of significance. The Evans study is significant in that the eight themes and their characteristics are congruent with the thinking of leading Integrated Day educators, and the themes are also operational in that the themes are capable of distinguishing Integrated Day classrooms from traditional classrooms.

For the purposes of this study the Integrated Day as defined by Schumer (1973) is utilized. Schumer defines Integrated Day education as "an educational process of organization, curriculum and instruction requiring an active process of teaching and learning." The Walberg and Thomas (1971) eight themes and their defining characteristics are utilized as the operational characteristics necessary for

effectively functioning within an Integrated Day school or classroom. The eight themes are utilized as the characteristics to be developed through inservice designs. In addition, the assumptions about learning and knowledge developed by Barth (1970) and Rathbone (1970) provide a frame of reference for proposing learning experiences for the inservice redesigns approach.

Question VI: What existing conditions and characteristics identify a classroom as an Integrated Day classroom? Recently much has been written about the Integrated Day. Stephens (1974) describes the Integrated Day as:

... . an approach to education that is open to change, to new ideas, to curriculum, to scheduling, to use of space, to honest expressions of feeling between teacher and pupil and between pupil and pupil, and open to children's participation in significant decision-making in the classroom (p. 27).

Yeomans (1969) describes the Integrated Day classroom as follows:

"Integrated Day" refers to a controlled but responsive environment which may include the whole school, as well as the homeroom, the grounds beyond the building, and the community beyond that. The environment contains materials, books, or people which induce learning experiences among children. It is the teacher's job, as a person, who can exert selections and control of the environment, to see that these experiences are educational (p. 5).

Supporters of the Integrated Day movement are adamant in their belief that the Integrated Day approach is not an educational model, for it does not propose a set of

instructional objectives or procedures which are the characteristic earmarks of a "model" for the purposes of educational research. Walberg and Thomas (1972) have described the approach as founded on "contingency and uniqueness" making the Integrated Day difficult to describe. Armington (1968) refers to Integrated Day education as a plan for continuing growth that is a plan for both teachers and learners. Regardless of the terminology, proponents of Integrated Day education view the classroom as an environment responsive to the needs of teachers and children. They recognize that there are certain beliefs upon which Integrated Day education is based and that there are common characteristics of the classrooms in which it is practiced.

This section reviews the philosophy of the Integrated Day movement as it pertains specifically to what occurs within an Integrated Day school and/or classroom. In arriving at these characteristics an exploration of the literature related to the nature of education, childhood and children, the role of the teacher, the organization of classrooms, decision-making, and responsibility was undertaken. The attempt here is to identify observable characteristics of Integrated Day situations upon which models for inservice training experiences can be based for teachers moving toward more open and responsive schools and classrooms.

Flurry (1971) and Nyquist (1972) state that Integrated Day education is based on the concept that childhood is something to be cherished and that it is not mere preparation for later schooling but a vital part of life itself, to be lived fully and richly throughout. They both insist that approaching childhood as merely a getting ready for life time tends to minimize childhood.

Integrated Day educators value such childhood attributes as individuality, physical and mental energy and eagerness to learn. Stephens (1974) suggested that the best preparation for adulthood "is a satisfying childhood in which the child learns to function independently, to define and solve his own problems, and to acquire confidence in his own abilities" (p. 14).

The emphasis in Integrated Day classrooms is on process approaches which emphasize how to learn and deemphasizes specific materials to learn. Nyquist (1972) suggests that children want to learn and will learn if the emphasis is on learning and not on teaching. The Integrated Day classroom seeks to encourage children to pose their own problems, direct their own learning and to solve their problems by various methods. The Plowden Report (1967) suggests that children be given multiple opportunities for formulating and testing hypotheses, accumulating and

analyzing their data and for drawing their own inferences and conclusions. Stephens (1974) finds that one of the most important aspects of the process approach is that it trains children in when and how to use their knowledge. She states that, "the child is encouraged to identify the style or process of learning that is most effective for him and will best enable him to pursue independent studies" (p. 15).

Implicit throughout the literature on the Integrated Day is the emphasis on the whole child. Williams (1969) views the child in the Integrated Day classroom as three-fold: (1) it recognizes the wholeness of the child, (2) it recognizes the wholeness of the learning process, and (3) it recognizes the wholeness of time which the child requires to learn. Integrated Day educators tend to view the whole child as their responsibility thus encompassing his/her intellectual, physical, emotional and social growth. Developing an atmosphere and creating environments where mutual respect is developed and practices is a prime concern of Integrated Day educators (Gardner and Cass, 1965; Yeomans, 1965b; Belanger, et al., 1970; Brown and Precious, 1969). Children are encouraged to respect differences among themselves, listen to others, and learn to share thoughts and materials. Barth (1970) and Rathbone (1970) view the teacher and the child as openly supportive and sensitive of each other.

Purkey (1970) in a review of studies on self-worth found that there is a positive correlation between a child's self-concept and his achievement in school. Purkey concluded that ". . . there is a persistent and significant relationship between the self-concept and academic achievement at each grade level, and that change in one seems to be associated with change in the other" (p. 27). Integrated Day teachers strive to create an environment in which the child can experience success and in which each child's views, ideas, and feelings are valued. Stephens (1974) states that teachers "build an atmosphere of acceptance, marked by personal regard for the child, in which the child is free to be honest and open in his relationships, without fear of ridicule or destructive criticism" (p. 16).

The underlying convictions of Integrated Day educators have grown out of the pragmatic responses of other educators and have strong theoretical support in the writings of Piaget, Rousseau, Montessori, Froebel, Dewey, Bruner, and Issacs.

Piaget (1969) found that the sequence which children develop their thinking processes is in recognizable stages and is always the same. He found that the stages of intellectual growth correspond only roughly with a child's age. Learning takes place over various periods of time,

and is achieved first through repeated encounters with concrete experiences and second by exchanging different points of view with others. Children use both experience and reason to form their ideas and continually test these ideas with concrete experiments. According to Piaget (1969) self-motivated discovery is real learning. Hertzberg and Stone (1971) state that "the essence of Piaget's theory is that a child comes to a real understanding of the world primarily through his own efforts" (p. 71).

The work of Piaget has several implications for Integrated Day educators. First, the belief that the stages of intellectual growth correspond only roughly with a child's chronological age, influences the way teachers plan their curriculum. Therefore, Integrated Day educators find it unproductive to teach the same concept in the same manner to the entire class. They prefer to work with small groups or individuals. Secondly, Piaget's insistence on the ineffectiveness of lecturing to young children has had its effect on teachers' planning. The emphasis is on the provisioning for concrete experiences through which children can explore their environment and interact with other students, adults, and materials. Piaget's goals for education are probably best stated in his closing remarks at the Cognitive Research and Curriculum Development Conference in 1964:

The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done--men who are creative, inventive, and discoverers. The second goal of education is to form minds which can be critical, can verify, and not accept everything they are offered. The greater danger today is of slogans, collective opinions, ready made trends of thought. We have to distinguish between what is proven and what is not. So we need pupils who are active, who learn early to find out by themselves, partly through materials we set up for them; who learn early to tell what is verifiable and what is simply the first idea to come to them (Ginsburg and Oppen, 1969, pp. 231-232).

The concept of child-centeredness within the Integrated Day environment is reminiscent of Dewey's progressive philosophy. Dewey (1969) theorized that children learn best when they are actively involved. Learning by doing implies that each child is the prime agent of his own education and that what a child learns is closely related to his own activities and his own purposes. Dewey advocated extracurricular activities, ability grouping and study by "projects" rather than adherence to set curricula and textbooks. Dewey found that schools were too discipline conscious and prevented students from disclosing their real natures and tended to place "seeming before being."

Issacs (1971) worked with young children in the development of kindergarten environments which focused upon interage grouping and family settings. Issacs pointed out

the importance of play experiences as the primary way in which nursery school children learn about their world.

Montessori's contributions have greatly influenced the media that Integrated Day educators utilize within their classrooms. Montessori (1964) devised a system of education which is founded on the concept that children learn best when they explore materials through their senses. Montessori expounded on the belief that a child's work is play; through play he/she learns about the world. This viewpoint of "work" and "play" is advocated by numerous Integrated Day educators (Plowden, 1967; Yeomans, 1969; Sargent, 1970; Blackie, 1969).

There is no single blue-print for an Integrated Day classroom. Integrated Day educators strive to organize environments consistent with their beliefs regarding the nature of children and learning. As a result, there are certain common characteristics of Integrated Day classrooms. Integrated Day classrooms are characterized by environments where a minimum of teaching to a whole class occurs, provision for children to pursue individual interests is capitalized upon, children are trusted and are responsible to direct many aspects of their own learning, and active involvement with materials and others is strongly encouraged.

Armington (1968) found that Integrated Day classrooms are responsive to the needs and interests of children and

will develop their (the classrooms) own personalities. Armington states that ". . . although it is difficult to know what a child is learning at any moment, one can describe some of the characteristics of a classroom for young children in which good learning is likely to occur" (Nyquist, p. 69). Armington identified the following characteristics of an Integrated Day classroom:

1. There is a rich environment of materials for children to explore, and there are abundant opportunities for learning through experience.
2. Children's responses to the environment provide many of the starting points for learning. Activities most often arise from the needs and interests of the group rather than from a prescribed curriculum. When commercial materials and programs are used, they must be made available in ways that protect the children's responsibility for their own learning.
3. With guidance from the teacher the children plan their own activities drawing from a range of relevant choices.
4. Each child is free to explore an interest deeply and is also free to disengage when an activity no longer seems appropriate.
5. Typically, there is a variety of activities going on simultaneously, each child working in ways best suited to his interests, talents, and style.
6. There are few obvious barriers between subjects, and much of the children's work is, in fact, interdisciplinary.
7. There is minimum dictation by the clock. A flexible schedule permits children to learn according to their individual rhythms of engagement and disengagement.

8. The children talk with each other about their work and often work together. Their learning is frequently a cooperative effort.
9. All forms of expressive representation--in the arts and in movement as well as in language--are considered valid and important.
10. Groupings are not based on fixed criteria such as IQ or reading level, but are kept flexible, shifting with the changing needs and interests of the children.
11. The teacher serves in a supportive rather than a didactic role, guiding the children, provisioning and structuring the environment. She is both a sensitive observer of and an active participant in the life of the classroom (from Nyquist, 1972, pp. 22-23).

The role of the teacher in the Integrated Day classroom differs from other educational approaches in that both the child and teacher occupy equally significant positions in the classroom. Walberg and Thomas (1971) describe both parties as jointly assuming the decision-making functions within the classroom and jointly fashion educational experiences which are suited to both the child's choice of immediate goals and the teacher's long range goals for the child.

Bussis and Chittenden (1970) clarify the conceptualization of the learning environment and the role of the Integrated Day teacher by distinguishing between educational approaches which assume the presence of the learner during instruction and the Integrated Day approach which requires the learner to define instruction. They state that,

"teaching begins with the assumption that the children coming into a classroom come with capabilities and experiences--shared and unique--and it is the teacher's job to see that those resources give a direction and meaning to learning" (p. 15).

Barth (1972) found that teachers in the traditional classroom play roles of the all-too-human teacher who suppresses feelings behind a facade of rational and loving calm. Integrated Day educators value the teacher as a human being with both strengths and weaknesses (Barth, 1972; Brown and Precious, 1969; Gardner and Cass, 1965). Integrated Day teachers are encouraged to be themselves.

"One does not play the role of teacher at the expense of being oneself - one is oneself and thereby a teacher" (Barth, 1972, p. 65). From the teacher's honest expression of feelings, children learn to respect and handle behaviors which they find in others and thereby learn to acknowledge and accept them in themselves. Barth (1972) concluded that "children must receive frequent and accurate responses from the personal as well as from the physical world, and they must be provided with the interpersonal consequences of their actions as well as the physical consequences" (p. 65).

There is no set body of knowledge which must be transmitted to all (Walberg and Thomas, 1971). Instead,

Integrated Day educators believe that knowledge is idiosyncratic and can never be known by another in exactly the same way. This is consistent with Comb's belief as reported earlier. What one learns is a unique consequence of his exploration of the environment. Integrated Day teachers stress the "how one comes to know" over the "what is to be known." Resnick (1971) described the teacher's role as one of strategic intervention whose interactions with children is capitalized upon by questions of a substantive nature. Integrated Day educators view the teacher as a facilitator of learning and not a transmitter or imparter of knowledge. The role of the teacher is to maximize the likelihood that each child will engage in experiences and the teacher will encourage active exploration of the learner's choice.

Barth (1972) identified seven interrelated activities of the teacher's role as facilitator of learning. These are: (1) teachers respect children as individuals; they stress the quality of the relationship between the child and adult rather than the quantity or frequency of interactions; (2) teachers manage the environment; (3) teachers provide materials, for it is through the selection of materials that the teacher influences the direction of the child's exploration and therefore his/her learning; (4) teachers

consolidate a child's experience through language to help relate the thinking of the child to the thinking of the adult. Barth (1972) concluded that ". . . it is not whether the child recognizes, understands, or uses the 'right' word for his experiences, but whether he has developed a working concept of his own" (p. 36); (5) teachers provide direct instruction when conditions require it; (6) teachers encourage learner activity and exploration and accept that what is important to the child is important and that each child is the best judge of what interests him/her and (7) teachers encourage the independence of each child. Helping the learner become self-actualizing and autonomous appears to be a prime goal of Integrated Day education. Integrated Day educators believe that the capacity of the learner to cope with the new is more important than the learners' ability to know and to relate or demonstrate the old.

The teacher in the Integrated Day classroom plays an active role. Rogers (1970) points out that:

Helping children to accept and exercise responsibility for their learning does not mean that teachers abdicate their responsibilities. Like adults, children can be responsible only for what is within their capacity and control, and teachers must retain responsibility for determining the areas within which children's decisions are desirable and effective (p. 32).

Of great importance to the Integrated Day educator is the question of "agency," or who or what will direct the

child's exploration. The answer to this lies in the control the Integrated Day teacher has over the direction a child's learning takes in his/her selection of materials. Barth (1972) states, "If ideas and concepts emerge out of activities and materials, then control of materials implies control of experience, which in turn implies control of ideas and concepts" (p. 27). This fashioning of the environment plays an important role in the classroom. Integrated Day teachers favor materials which are likely to sustain interest, learning and continued exploration (Barth, 1972; Plowden, 1967; Bussis and Chittenden, 1970). The relationship of the teacher and child is not one of equals but one in which the teacher holds a unique place in maintaining the environment. It is important that the Integrated Day teacher be viewed as an authority for the children. Barth (1972) says this authority is ". . . a source of accumulated experience, knowledge, insight, maturity, leadership, arbitration, strength, judgement and stability" (pp. 97-98).

Responsibility and decision-making are two primary aspects of the Integrated Day classroom. The responsible child is one who is capable of accepting an active role in his own learning, of exercising freedom of choice, and of making decisions about his work. The responsible child is free to explore his own interests, choose many of

his activities, organize his day, and make other decisions relating to his learning.

Decision-making within the Integrated Day classroom is shared. The teacher must decide how and in what areas children are to share in decision-making processes. Stephens (1974) concludes that decision-making in the Integrated Day classroom falls into two basic categories: (1) those relating to routines; and (2) those relating to initiating and carrying out the work in the classroom. Stephens (1974) found that children in the traditional classroom perceived what is expected of them and when called upon to formulate rules and regulations they tend to parrot the traditional. The Integrated Day classroom eliminates the need for multiple rules. Nyquist (1972) stated that "children are free to move about freely, talk with each other, make choices, work alone or in small groups, and pursue materials relevant to them" (p. 84). Rules and regulations do exist in the Integrated Day classroom but they grow out of the most effective use of the environment. Blitz (1973) related that children take pride in their classrooms when they share in the decisions which affect the development of the environment of the room. This proposition is supported in the organizational development literature reviewed earlier.

Stephens (1974) found that a significant area of the child's responsibility in the Integrated Day classroom is involved in decisions about the work which occurs within the classroom. She identified seven decision-making areas about the initiation and carrying out of the work within the classroom that must be made by the class:

1. Initiation of the subject. Which subject is to be studied: reading, math, science.
2. Designation of the specific task. What specific work is to be accomplished in the chosen subject: the particular story to be read, the workbook page to be completed, the experiment to be performed, and so on.
3. Scheduling of the period. When the work is to be accomplished: the day or the time of day.
4. Duration of task. How long the pupil must devote himself to the task and the points at which he must continue or abandon it.
5. Determination of procedures and materials to be used. How the task is to be accomplished.
6. Choice of participants. With whom the pupil sits, works, or shares materials in executing a particular task.
7. Evaluation of work. Who evaluates the work.

Stephens (1974) goes on to say that the teacher, the student, or both decide the alternative ways to reach each of the above and the end result is usually determined by the nature of the task. Upon concluding a study on responsibility in British Infant Schools, Stephens (1972) concluded that teachers tended to decide the subject matter areas in which children are to work and that the students

were allowed to select alternative means of approaching the subject matter.

The Integrated Day educational approach is an approach to teaching and learning that capitalizes on student choice in all the dimensions of a learner's education. No two Integrated Day classrooms appear to be identical. However, Integrated Day educators have identified basic beliefs and assumptions about learning and children and knowledge that underlie good classroom practices. The purpose of the Integrated Day approach is to provision experiences and environments where children are free to learn at their own rate and in their own style. The teacher's role is to facilitate learning by providing environments, uncovering motivations, guiding and assisting. The Integrated Day teacher helps the child set goals and select alternative ways of accomplishing goals by raising questions, intervening when necessary, observing and assessing progress. Freedom, decision-making and responsibility in the Integrated Day classroom is achieved through the belief that there cannot be freedom without limits, interaction with others, and that freedom and structure are compatible. Integrated Day teachers determine the nature, scope and direction of a student's learning by the degree of control and structure they have placed on the learning environment.

Summary of Findings and their application to
the Staff Renewal Redesign Approach

Commonalities within the literature on redesign and organizational development, the role of the school principal, inservice education, perceptual psychology, and the Integrated Day are numerous. The focus of the review of the literature has been to develop a basis for conceptualizing and operationalizing an approach to the redesign of elementary schools which is both humanistically and organizationally sound. The model for this approach is presented and developed in Chapter III. In this effort, eight conditions were identified for facilitating an inservice approach from which to move less open schools and classrooms toward more open and responsive schools and classrooms. This identification of conditions affords a basis for interrelating the literature.

1. That provision be made for individual differences. In terms of redesign and OD authorities, change processes are multidimensional and the success of redesign efforts are internally based on the knowledge and commitment the audience has made towards the effort (Giacquinta, 1973; Miles, 1967; Goodlad, 1970; Gross, Giacquinta and Bernstein, 1970; Moore, 1968; Miles and Schruck, 1971). Inservice authorities have noted that successful implementation

of inservice programs has depended greatly on the degree of involvement of the audience in deciding programs to meet the varied capabilities, interests and needs of the audience (Bush, 1971; Johnson, 1967; Mahaffrey, et al., 1967; Westby-Gibson, 1967). Perceptual psychologists such as Argyris (1957), Likert (1961), Maslow (1954), Combs (1971) and others would concur that an audience will become involved in redesign if they (the audience) perceive a direct relationship to their needs (Combs, 1970). It is important that helpers understand the needs and motivations of the audience involved in redesign efforts. In facilitating redesign, administrators must attempt to determine the underlying reasons for humans behaving the way they do and to provision for the needs of the audience. In this effort, it is important for helpers to apply the notions of the perceptual psychologists and researchers in the area of leadership behavior in examining, planning and effectuating change (Maslow, 1954; Argyris, 1957; Likert, 1961; Combs, 1971; Gross and Herriott, 1965; Goodlad, 1968; Lieberman, 1969; and Spain, 1956). The underlying premise of the Integrated Day educational approach is to provision experiences and environments where learners can learn at their own rate and style and where freedom, structure, and direction are compatible. Implied in this is the facilitator's role (teacher, educator, program director,

etc.) in determining the nature, scope and direction of the learning which is based on both the needs of the audience and the needs of the organization.

2. That teacher participation in planning and decision-making be encouraged. In order for an audience to facilitate a redesign effort, program development should grow out of their identified needs and via training in areas they have perceived as viable. Numerous inservice authorities have found that when programs are imposed, failure is fostered (Boznango, 1968; Filep, 1970; Hodgson, 1954; Katz, 1971; Tyler, 1971). This conclusion is also endorsed by redesign and OD specialists who call for staff participation in diagnosing, designing and implementing change strategies (Gross, Giacquinta, Bernstein, 1970; Miles, 1965; Silberman, 1969; Goodlad, 1970; Barzan, 1971). Congruent with the above are the beliefs of Integrated Day educators in provisioning environments where learners can explore various avenues for skill development and goal accomplishment (Rathbone, 1970; Plowden, 1967; Bussis and Chittenden, 1970; Gardner and Cass, 1965; Yeomans, 1965b; Belanger, et al., 1970; and Brown and Precious, 1969).

3. That adequate time should be allocated for both conducting inservice experiences and for follow-through sessions in the classroom. Time, practice and reinforcement are prerequisite for successful implementation of innovations.

Giacquinta (1973) pointed out that any ". . . attempt to change a school proceeds in three basic stages: initiation, implementation and incorporation" (p. 37). Extending this further, Gross, Giacquinta and Bernstein (1970) related that ". . . 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" (pp. 702-703). In addition, Miles and Schmuck (1971) concluded that success of any change within the school requires adequate time for assessing, diagnosing and transforming the organization. In addition, inservice authorities as Lippitt and Fox (1971), Schankerman (1968), and White (1968) are adamant in their conviction that unless adequate time allowances are made for learning and implementation through the design of the approach, the design is destined to failure.

4. That participation in inservice experiences should be on a voluntary basis. Voluntarism appears to be a crucial ingredient in the inservice literature reviewed. Hodgson (1954) and Boznango (1968) found a direct relationship between teacher satisfaction with inservice experiences and their freedom to choose whether or not to participate in programs. Implications can be made toward other variables within this context. For example, Moore's (1968) systematic but responsive design methods call for an integration of

general approaches with an individual's personal style. Personal satisfaction is positively related to a person's ability to implement redesign state Gross, Giacuinta and Bernstein (1970). Unless personal satisfaction within the redesign is manifested, the need to participate will be diminished. The perceptual psychologist would contend that motivation generates itself from the perceptual framework in which the individual is operating. Therefore, if redesign is the goal and the focus is based on the individual needs and interests of the audience, the audience will seek to accomplish their personal objectives in concert with the design. This belief is also endorsed by Integrated Day educators. An underlying focus of the Integrated Day movement is that the learner will be responsible for his/her own learning if choices and decision-making is part of the framework. This implies that if the teaching staff plays a major role in planning and designing inservice experiences, these experiences will more likely meet their identified needs. Thus voluntarism in the designed program will be attractive to the audience and participation is theoretically insured.

5. That inservice leaders should conduct activities and demonstrate behaviors which can be modeled. McCracken (1968) and Steen (1969) concluded separately that telling rather than showing people how to improve often results in minimal

improvement. In concert with this conclusion is the belief of Integrated Day educators that learning occurs with active involvement with the environment. Implicit in this is a focus on skills, attitudes, and behaviors of a competent Integrated Day teacher. Modeling skills and behaviors provides the audience with working models with which to relate and to practice. Observation of others in practice, together with positive reinforcements for attempting modifications of teaching styles, provide those involved a security framework for taking a "chance" at something new. Perceptual psychologists would perceive this "chance" taking as a positive growth factor toward "self-actualization" within the framework of the perceptual realm of the individuals involved in the redesign effort.

6. That implementation of acquired skills should be facilitated and reinforced in the classroom environments.

Goodlad (1970) pointed out the need for updating skills of teachers while on the job. In addition, Meade (1971) contends that, "Where better to pursue the skills, knowledges, and attitudes that enhance instruction than in the natural habitat of teaching" (p. 223). In Gross, Giacquinta and Bernstein's (1970) suggestions of primary assumptions for successfully implementing processes of change, they emphasize that a staff's ability to implement an innovation will be a function of its capacity to carry out. In the

development of the staff's ability to carry out an innovation, Gross, Giacquinta and Bernstein (1970) identify the classroom as a primary focus for nurturing professional growth. Rathbone (1970) in his "Considerations for Teacher Education," concluded that the most viable condition for training Integrated Day teachers is through providing an Integrated Day experience. In addition both Rathbone (1970) and Barth (1970) contend that training should be conducted and reinforced in the classroom--the real world of both teachers and children.

7. That follow through assistance should be provided after training experiences. Lamar (1966), McCracken (1968), and Hrivnak (1970) all contend that continuous and sustained support should be made available when applying training experiences into the classroom. Hrivnak (1970) concluded that this is an important factor in helping the teacher transfer skills learned in training into their classroom environments. OD specialists believe that the success of an OD program is contingent on the schools' ability and capacity for sustaining self-renewal. Implied, is the staff's ability to effectively demonstrate and update practices within the classroom. Miles and Schmuck (1971) suggest that this can be accomplished through having a portion of the redesign program devoted entirely to continuous maintenance, rebuilding and expansion. Both

Rathbone (1970) and Barth (1970), in their positions on teacher education, focus on the building and rebuilding of competencies with children in classroom situations together with assistance from educational specialists.

8. That administrative support and cooperation in all phases of inservice should be obtained. The leadership of the school principal is essential to educational change (Brickell, 1961; Westby and Gibson, 1967). The school principal has been identified as a key agent in promoting or retarding educational innovation and change. He/she is also viewed as being instrumental in the implementation of innovations within the school. Finally, the principal is considered the most influential force in determining the extent to which the school is a vibrant or a sterile institution (Gross and Herriott, 1965; Goodlad, 1968; Lieberman, 1969; Spain, 1956; Goldhammer, 1970). The principal is vital in providing the direction, support and interactions which allow the staff to grow professionally. Additionally, it is recognized that in order for the principal to effect professionalism, autonomy and decision-making power among the staff, the role he/she should assume must lead toward high task orientation, middle to low authority and middle to high expressive orientation (Likert, 1969; Gordon, 1963; Gross and Herriott, 1965; Goodlad, 1968; Goldhammer, 1970; Lieberman, 1969).

Throughout the literature on redesign and OD, the function of management is paramount in facilitating change. Gross, Giacquinta and Bernstein (1970) identify the performance of management as fundamental for carrying out their primary assumptions for successfully implementing processes of change. Frymier (1969) set forth six components for hypothesizing change and identified his leadership hypothesis as instrumental to educational change. Moore (1968) concluded that the function of management will determine the effectiveness of facilitating systematic but responsive design methods where participative planning and decision-making is fostered.

In the following chapter we will see how these conditions provide the framework for a redesign approach.

C H A P T E R I I I

PLANNING AND IMPLEMENTING THE STAFF RENEWAL REDESIGN APPROACH

Planning the Staff Renewal Redesign Approach

The Staff Renewal Redesign Approach for changing elementary schools from less open to more open schools and classrooms was developed to assist teacher's redesign of the educational practices within their own schools. This model for change focuses on an inservice continuum, based on the interrelationship of educational technology and human needs.

The model offers a comprehensive framework for planning and implementing changes in the culture of the school. This framework is realized through the recognition of an organizational framework from which all educational and administrative decisions are made, and is actualized through the inservice component on a planned and continuous basis. It is through provisioning for the interrelationship of the educational technology of the three components (organizational framework, inservice continuum and human needs) that the model is realized.

The Staff Renewal Redesign Approach facilitates:
revealing the needs and concerns of the participating

audience, acting on those needs, planning and implementing inservice experiences, providing follow-through into the classroom, and a continuous recognition of emerging needs and concerns for training.

Figure 2 illustrates the theoretical framework upon which the model is based. The illustration identifies the two major components of the model. The "Basis of Design" grew out of a review of the literature related to redesign and upon the needs of the host institution. The superintendent of the host school identified the following three conditions:

1. That the schools wanted to move from less open and responsive classrooms to more open and responsive schools and classrooms.
2. That the preceding would be actualized through an inservice-staff development continuum.
3. That the design would accommodate the changing needs of the institution through this period of transition.

A review of the literature was made with a focus on these three conditions. It was agreed, by the project participants, that the literature pertinent to the Integrated Day approach to education would be utilized as the organizational framework or focus of this change process (see Chapter II). Through this focus a basis was

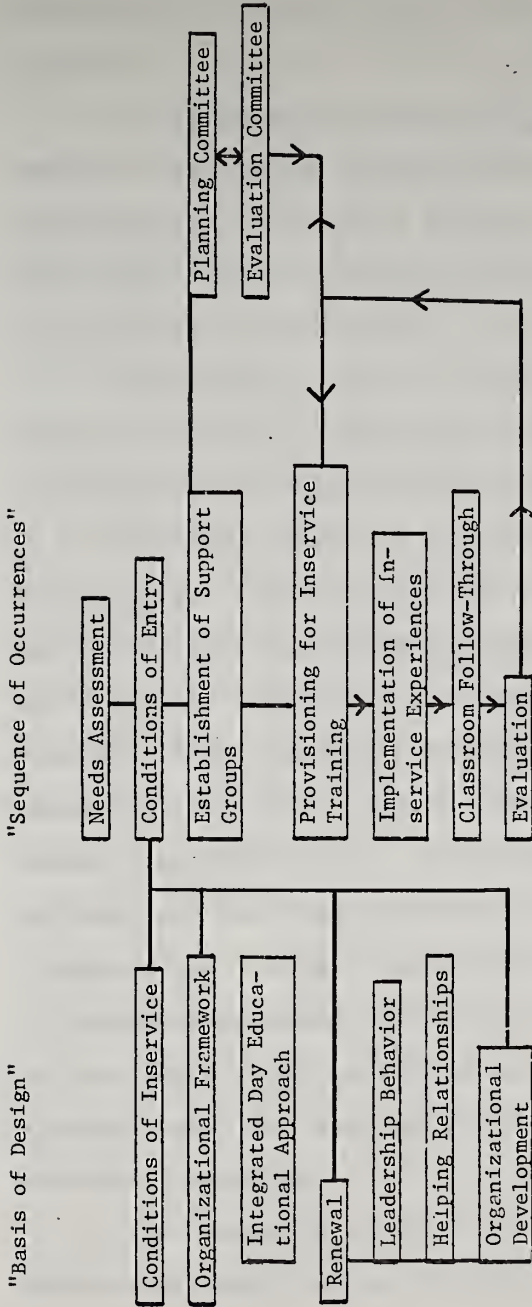


Figure 2

Theoretical Framework for the Implementation of the Staff Renewal Redesign Approach

established for the direction of the changes we were seeking.

A review of the current literature on inservice education led to the identification of six conditions for provisioning a successful training design (see Chapter II). This identification acted as the focus for the operationalization of the model.

The model is based on humanistic concepts of teacher training. It was hypothesized that the organization should be humanistically based and facilitate the changing needs of its members. This led to a review of the literature in three areas. First, a study of the organizational development of humanistically based and responsive institutions was made (see Chapter II). Related to this was an identification of the behaviors leaders wear in initiating, promoting and sustaining change within the culture of the school (see Chapter II). A third area of literature reviewed was that related to the behaviors leaders wear in a helping relationship (see Chapter II). These three bodies of knowledge provided a collection of conditions and behaviors which could be called upon in facilitating both organizational and instructional changes within the school undergoing redesign.

The "Sequence of Occurrences" grew out of both the conditions identified in the literature and the needs of

the host institution. The initial needs assessment grew specifically out of a selective review of the literature pertaining to organizational development. The needs assessment was designed to reveal the needs and concerns of the project participants. An analysis of the identified needs provided a basis for focusing efforts and in generating the other components of the model. The basis of these components grew out of our belief that effective inservice models need to be based on the perceived needs of those participating in the training design.

The establishment of support groups (Planning Committee and Evaluation Committee) provides the model with staff members who assume leadership roles for facilitating shared decision-making processes, in helping design and implement training experiences and in planning appropriate training evaluations. The members of support groups also assume the responsibility of communicating and clarifying the model to school and community members. Additionally, members of the support groups act as leaders in the emerging staff development program which we anticipate.

The remaining components of the "Sequence of Occurrences" are designed to facilitate the "Training Design" (Figure 3). The model is designed to provide a sequence of occurrences which facilitate our beliefs in provisioning for a successful inservice design (see Chapter II).

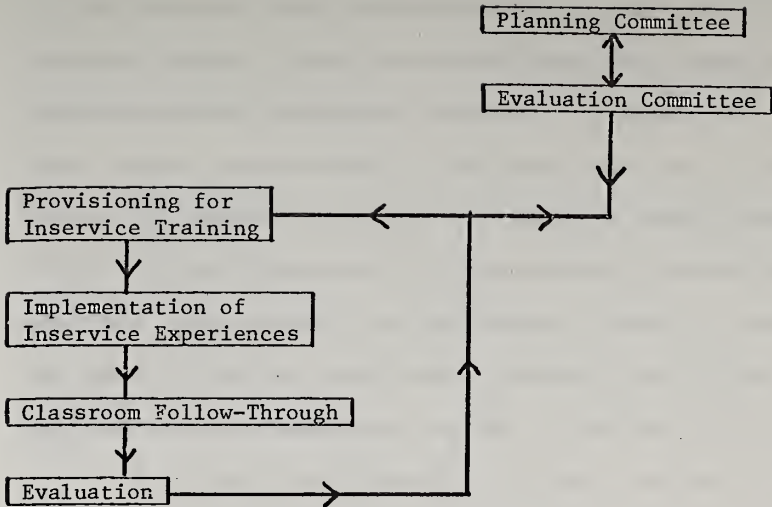


Figure 3
Training Design

The "Training Design" is realized by the initial efforts of the Planning and Evaluation Committees identification of training needs. Once the needs have been identified, provisions for inservice training are arranged (i.e., time, space, materials). The third step deals with the actual implementation of the inservice experiences. Fourth is the provision for classroom follow-through by trainers with project participants. Finally, next steps are identified for continued training upon which the Planning and Evaluation Committees repeat a similar cycle.

A second consideration of this design is for the expeditious recognition of changing needs and for acting on these needs as soon as possible. This sequence of occurrences provides the model with a flexible framework for provisioning training experiences based on the identified needs of both the participants and trainers.

In summary, the model is designed to provide a humanistic framework for planned change. The model provides an organizational framework based on an Integrated Day approach to education which provides a focal point for all decision-making and designs for training. The model is designed to be responsive to both the changing needs of the institution while facilitating the needs of its members throughout the change process. Actualization of the model is realized through provisioning for training

experiences on a continuous basis. The model is ultimately founded on the utilization of sound helping behaviors, leadership behaviors and processes of shared decision-making as uncovered in the literature.

Implementing the Staff Renewal Redesign Approach

Background. In October of 1972 the Coordinator of an Urban/Rural School Development program contacted this author to design an intensive inservice program for helping K-6 teachers move from less open to more open classrooms. Four factors led to this invitation. First, more than 50% of the school staff had attended a week long open education workshop the author conducted during the summer of 1972. Second, there was a clear and focused commitment by a large majority of staff and administrators around similar beliefs and assumptions about children and learning. Third, a nucleus of staff members were attempting change through implementing projects which were beyond the traditional "memorize-recite-practice" approaches to learning. Finally, through an Urban/Rural School Development, EPDA (Educational Professional Development Act) grant, a large fund had been appropriated for the school to design a new script for education through an inservice approach.

In November, the author visited the community to identify the concerns of the school which could most

effectively be met by an outside consulting team in helping teachers move from less open to more open schools and classrooms. (See Figure 4 for time line.) The remainder of Chapter III describes what occurred during the implementation of an inservice model which was based on the identified needs of teachers who are moving from less open schools and classrooms to more open schools and classrooms.

Needs Assessment. During the November visitation, educational specialists (N=4) met with all administrators (N=5) and teachers (N=40) jointly and individually to identify and clarify what their needs were and what direction they were moving in. The Coordinator of the Urban/Rural program and the Administrative Council had identified a task to act as the focus of the week's activities. The task was to identify the issues and problems critical to the education of children in the schools as perceived by the visiting team and staff members. By the end of the week, the visiting team had formulated the following issues in concert with both school and community members. This was accomplished by individual and team meetings with teachers and administrators. These issues fall into the areas of school organization, community relations, and staff/student relations:

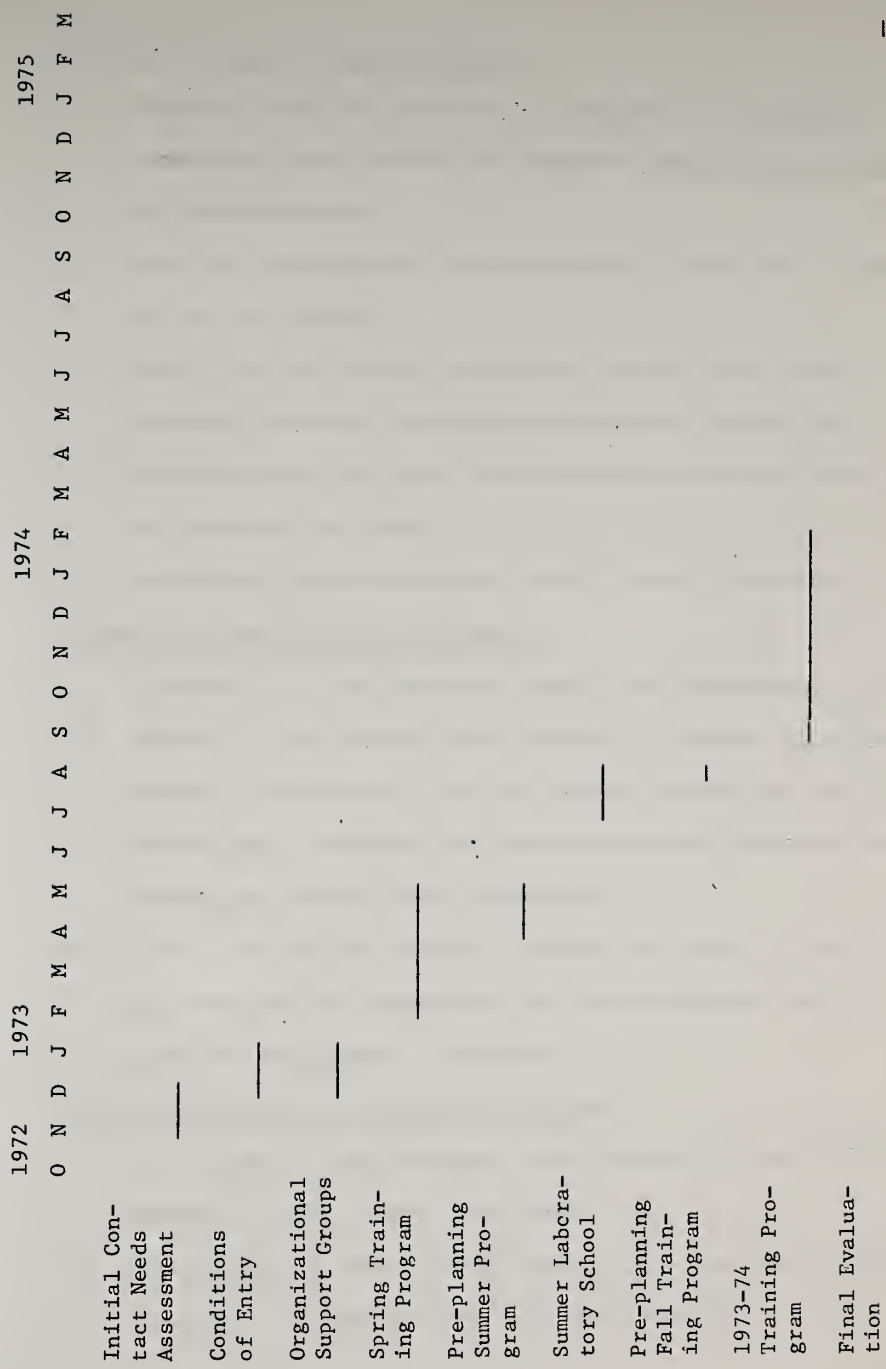


Figure 4

Time Line for Project Implementation and Evaluation

School Organization Problems:

1. Apathy, lack of concern on the part of students, teachers, and community for the educational needs of the district.
2. Lack of curriculum alternatives to meet the needs of all students.
3. Inability of school groups to effectively employ problem-solving and decision-making techniques.
4. Assumptions the staff makes about students that may or may not be valid.
5. A communications system that is not effective.

Community Relations Problems:

1. Credibility gap between school and community.
2. Inability of school and community groups to effectively employ problem-solving and decision-making techniques.
3. Relatively ineffective communication linkages between the school and community.
4. Inability of the school system to involve the black segment of the community in the planning and development of the school program.

Staff/Student Relationship Problems:

1. Low student achievement, high level of antisocial behavior, high drop out rate.
2. Inability of many staff members to deal with wide student diversity--academic and social.

3. Prejudice, unwillingness to accept individual differences of school and community individuals.
4. Inability of some staff members to internalize and operationalize the concept of process oriented rather than goal oriented education.

The identification of these issues led the way to planning a long range (14 month) change program which would be coordinated by this researcher. It was decided that the coordinator would return for a two week visitation in December to plan a long range program for effectively helping teachers move from less open schools and classrooms to more open schools and classrooms. At the conclusion of this visitation, a series of recommendations was made to the administrative council for facilitating changes within the schools.

Conditions of Entry. The first two weeks of December were spent in discussing with teachers, administrators, community members and students their concerns and needs about educational programs. Detailed notes were taken which identified specific concerns together with specific possibilities for providing a sound inservice program. From these notes, a focused plan emerged which was discussed with the staff. Selected staff members were organized to be responsible for presenting, revising and communicating the total program to both school and community members.

Finally, a series of recommendations was compiled and presented to the Urban/Rural Coordinator and the Administrative Cabinet for endorsement. These recommendations were titled, "Conditions of Entry" and included five components: (1) Organization of Support Groups, (2) Conditions for providing inservice experiences, (3) Sustained Services Program, (4) Responsibilities of Educational Specialists, and (5) an Integrated Day Organizational Framework. The following is an elaboration of each of these five components as they were utilized within the program.

(1) Organization of Support Groups

Support groups were organized to facilitate a clear articulation of the program and to communicate the efforts of the program to all concerned members of the school and community. The support groups were designed to respond to each participant's need to clarify attitudes and beliefs about learning and to encourage the sharing of concerns, fears, and successes. Four support groups were organized: (1) Planning Committee, (2) Evaluation Committee, (3) Liaison Committee and (4) Consulting Team.

The Planning Committee was composed of six members representing each instructional team and the administrators of the district. Members of the committees were selected by the teaching teams recommending one member from

each team. The committee was responsible for working closely with all staff members to identify immediate, long range and changing needs and concerns. These concerns, once identified were discussed with the total committee and the project coordinator, at which time appropriate plans were made to resolve specific issues. Each committee member was responsible to a specific population and was accountable for vertical and horizontal communication with the group and committee. The Planning Committee was responsible for making all decisions affecting the project.

An Evaluation Committee was formed to help define project goals, design or refine evaluation procedures, administer selected instruments to appropriate audiences, be responsible for the collection, analysis and interpretation of data, and to prepare reports, etc., for distribution to appropriate agencies having an interest in the program.

Members of the Evaluation Committee included an evaluation specialist from a local university, two teachers, two parents, and two high school students. The members of the committee were selected from nominations made by the instructional teams. Representatives from the School Board, the Administrative Cabinet, and the Curriculum Council were appointed as adjunct members. The committee formulated recommendations and presented their concerns to

the Planning Committee for endorsement before any procedures were implemented.

A Liaison Committee was organized for one primary purpose: to communicate with all those concerned or involved with the program. This committee was composed of members of the Planning Committee and the Evaluation Committee. Members of the Liaison Committee met regularly with the Administrative Cabinet, School Board, School/Community Council, Curriculum Council and community groups.

Each of the above committees met twice a month. They focused on specific tasks, acted on specific agenda items, suggested "next steps," related their findings to those they were responsible to, and helped plan training experiences with the project coordinator. The project coordinator attended these meetings to assist members in clarifying and clearly articulating "next steps," and in the identification of the procedures which would be used in facilitating training experiences.

The fourth support group was the Consulting Team of educational specialists. The Consulting Team was to be composed of no more than five members who were to work with instructional teams on specific tasks. The composition of the team was left to the discretion of the project coordinator. However, each member of the team would be brought in to help accomplish specific tasks, train staff

in skill areas, and/or help facilitate the accomplishment of open classrooms. A visiting team would be on site one week each month to facilitate the above.

Outcomes of the activities of the Planning Committee provided a basis for designing the next month's training program in terms of selecting personnel, provisioning appropriate environments for training, and in arranging the administrative details which facilitated the smooth occurrence of training experiences.

(2) Conditions for providing Inservice Experiences

Eight variables or conditions were agreed upon in provisioning for inservice training experiences. These conditions are extensively reviewed in Chapter II (pp. 24-32). Briefly restated they include:

1. That provision be made for individual differences.
2. That teacher participation in planning and decision-making be encouraged.
3. That adequate time should be allocated for both conducting inservice experiences and the follow-through sessions in the classroom.
4. That participation in inservice experiences should be on a voluntary basis.
5. That inservice leaders should conduct activities and demonstrate behaviors which can be modeled.

6. That implementation of acquired skills should be facilitated and reinforced in the classroom environment.
7. That follow-through assistance should be provided after training experiences.
8. That administrative support and cooperation in all phases of the inservice program should be obtained.

Underlying these eight conditions was the provision for the necessary materials and manpower to assure program effectiveness. Training materials were secured monthly and only after specific needs and procedures were identified.

(3) Sustained Services Program

In order to facilitate a continuous inservice program, which assists teachers in acquiring and applying new skills, over an extended period of time, a sequentially planned sustained services program was outlined and led by the consulting team. The sustained services program was designed to provide the instructional staff with monthly training experiences. One week a month from February, 1973 through May, 1973 and again from August, 1973 through February, 1974, a team of educational specialists were on-site to conduct training experiences. Educational specialists were on-site throughout the entire Summer Laboratory School program:

Teams of specialists were brought on-site to help meet specific needs. When the Planning Committee uncovered

a needed training area, the program coordinator identified a specialist who could effectively meet the need. A training schedule was designed together with an agreed upon identification of tasks made between trainer and trainee. For example, teachers of five year olds wanted to deal with activities related to the use of sand and water tables. Once that focus was identified, a consultant was contacted to conduct the training. The consultant, prior to the visitation, identified the activities, skills, and media which would be used to meet the need. The project coordinator then met with the teachers to discuss and prepare for workshops and follow-through sessions. The trainer then was contacted to communicate the specific concerns of the teachers. Once a training area was decided upon, continuous training and follow-through were provided until both specialist and teacher felt confident that the new training was internalized and effectively implemented into classroom practices. This procedure took varying amounts of time depending on the skill or activity focus.

(4) Responsibilities of educational specialists and project Coordinator

Educational specialists were employed to conduct training sessions, provide follow-through sessions in classrooms, identify next steps with each participant, and provide the human support systems while teachers were attempting implementation. This was accomplished by

continuous interaction with the participants on a highly flexible basis. Trainers were responsible for designing training sessions from the identified needs of the staff and from trainer observations while in the classrooms. The first day of a training week the specialist spent visiting classrooms. Scheduled workshops were planned for the second and third day of the week, and the fourth and fifth days were used for classroom follow-through, conferences, and other activities.

By the end of each training week, participating teachers had contracted with trainers as to what would be attempted during the succeeding month before the trainer returned. For example, in relation to the use of a water table, a teacher might contract with the trainer to introduce four activities dealing with volume and weight over the next three weeks. These contracts became the basis for the next month's agenda, as well as, providing a focus for the consultants' re-entry into the school environment.

The project coordinator was responsible for helping the various committees conceive and plan appropriate training experiences. In addition, the coordinator was responsible for planning with administrators the necessary steps in provisioning for successful training experiences and the organizational framework which would provide smooth transitions. A third responsibility was to identify specialists

who could successfully conduct training experiences based on immediate needs. A final responsibility was to coordinate, articulate and keep the total program focused and task oriented. This final responsibility was accomplished by maintaining a highly flexible schedule for meeting with project participants. Frequent visits to each classroom, meeting with teams, and discussions with individual participants, were a few of the means used in coordinating, articulating, and in keeping the program focused.

(5) An Integrated Day Organizational Framework

The final component of the "Conditions for Entry" was not complete until late February. Because of the nature and concerns of the school district, the Planning Committee took a great deal of time collecting research about the Integrated Day as an educational approach, discussing their findings with staff members and virtually flooding the schools with descriptive literature. As part of this process a visitation schedule was planned and each teacher in the K-6 program was allowed to visit selected open schools. One team visited the Wilson Lab School at Mankato State, another team spent a week in schools in northern California, and a third team visited open classrooms in Houston. Each team was accompanied by a member of the Planning Committee. Team members had identified a specific task they would thoroughly investigate and report

on upon their return. Once back on site, time was provided to plan for what they wanted in terms of school organization, curriculum, learning environments and materials.

The initial statement of the organizational framework was revised and extended several times. The final revision (November, 1973) appeared as follows:

The available literature, which attempts to define assumptions and operationalizes characteristics of Integrated Day education provides the basic organizational framework of this inservice model. The Bussis and Chittenden (1970) double classification scheme (see Appendix C) provides a basis for conceptualizing the child's and teacher's contributions to the learning environment. Barth's (1970) assumptions about the nature of learning, knowledge, children (see Appendix A), Rathbone's (1970) four organizational features of the open classroom (see Appendix B), and the Walberg-Thomas (1971) characteristics of open education (see Appendix D), are used as defining characteristics of the Integrated Day.

Implementation of the model is based on a planned inservice continuum. This continuum was planned with the expectation that a staff development component would emerge through which staff members will eventually assume the major responsibility for assessing project needs and for determining the direction of continued training.

The Planning Committee is responsible for making all decisions affecting the project. The implementation of an Integrated Day educational approach to elementary education, utilizing the total K-6 staff, for a period of fourteen months, via an inservice continuum is the collective decision of the Planning Committee

In summary, the pre-planning activities for project implementation took three months. The planning process

involved the total staff and provided extensive opportunity for the staff to identify concerns and training needs. Support groups were organized and defined as was an organizational framework upon which decisions could be based and training designs planned. Provision was made for teachers to visit and work in outstanding open classroom for approximately one week, and then identify the variables they felt would effectively work in their school.

In mid February, once all the data had been collected, objectives were stated by the Planning Committee and presented to all participants (see Appendix F). These became the tasks the Consulting Team centered upon.

Spring 1973 Training Program

From February through May, four training weeks were scheduled. The focus of these sessions was to provide teachers and administrators with in-depth experiences in Integrated Day practices based upon the articulated assumptions about learning and knowledge (see Appendices A-D). This focus was accomplished through on-site inservice workshops. These workshops were immediately followed by team planning sessions, individual conferences, and classroom assistance at implementation.

Workshops were held on inservice days after school and with several instructional teams simultaneously. Three

instructional areas were focused upon: language arts, mathematics and crafts. Major emphasis was placed on the development and extension of learning activities and in the development of learning environments for children.

The following areas were identified for workshop:

(Though organized here by components, all components were developed concurrently.)

Integrated Day: Activities and experiences were developed for demonstrating how interdisciplinary skills could be taught through a specific experience or activity. Skills in the areas of language acquisition, math, and crafts were taught on an integrated basis (i.e., how a language experience story could be related to a math or craft activity).

Environmental Development: Emphasis was placed on the development of classroom environments which would be attractive to children and would involve them in the instructional program (i.e., mounting and displaying the work of the children).

Humanistic Environments: Major consideration was given to teacher-student, student-student, and teacher-teacher relationships (i.e., trainers often acted as models for getting students involved, for developing the students' decision-making abilities, and student acceptance of responsibility).

Team Development: Team processes and procedures were emphasized to enable both individuals and teams to come together to plan effectively for student experiences. Emphasis was placed on the necessary components involved in planning in order to have the group act and work as a team, both in theory and practice.

Community/School: An emphasis was placed on the utilization of the environment for instructional purposes. Teachers received training in using natural resources for instructional tools. From this student projects and interest centers evolved and specific skills were developed (i.e., making red dye from cherries, corn-dollies from wheat and oats).

Media Utilization: Activities were developed for encouraging the development of multiple types of media rather than limited to pencil, ditto, and textbook approaches. Math and reading experiences were designed to encourage the use of teacher and student prepared manipulatives and media which fostered creativity and alternative approaches for skill development.

In summary, the Spring 1973 workshops were directive and planned to meet the concerns of the Planning Committee and those of the consulting team. As the participants began to develop a clearer understanding of the Integrated Day and develop competencies in instructional techniques,

decision-making became a shared process. The training sessions became less trainer-oriented and more teacher-oriented. Eventually all decisions and planning were based on a joint contribution by participants and trainers in keeping with the Bussis and Chittenden model for an open classroom (Appendix C).

As with the training design, teacher implementation of classroom experiences were predominantly teacher-oriented. As teachers became confident in instructional techniques and students learned new behaviors more choices were introduced. Progressively, more options were observed and students were allowed greater freedom of choice and allowed more decision-making power. Eventually several teachers were discussing options for "topics" and "projects" which could be focused upon from student suggestions.

Throughout this training period, each participating member contracted with trainers and fellow team members for what would be attempted in their classrooms from the conclusion of one training session and the beginning of the next. These contracts became the basis of classroom entry for providing follow-through assistance. In addition the contracts were used as the basis for planning the next training session.

As the program took on a degree of sophistication, concerns changed. For example, as teachers became competent

in providing alternatives in their learning environments, they became concerned with school and team needs which would facilitate the total program. These concerns were documented and later formalized by the Planning Committee into a series of recommendations for continued training. These recommendations became the basis for planning the summer training program.

Preparation Procedures for the Summer Laboratory School

In mid April members of the Planning Committee began formalizing the concerns of the staff into recommendations for continued training. The Planning Committee identified five areas which warranted continued attention. These areas were:

Team Composition and Planning: Staffing consideration would be made around individual expertise, sex, personality, and leadership qualities. Guidelines for team planning needed to be developed and adhered to. Follow-up was needed in classrooms for the successful implementation of planned team experiences.

Curriculum Development: Training in the process of developing and utilizing curriculum was needed.

Activities Development and Utilization: A great many activities had been incorporated into the daily experience of children. However, the instructional staff had not

fully analyzed exactly what these activities were or what they could do in the cognitive, affective and psychomotor domains of development. Analysis was incorporated for critical evaluation of how activities can best be utilized in the total development of the child and in the interdisciplinary structure of the school.

Media Center Development: The media center personnel needed to be incorporated into the team planning processes. From this involvement, media center staff members would organize media around concepts being taught and make this media available to the instructional teams in their classrooms.

Grouping: Teachers needed assistance in developing procedures for grouping children for instruction. Interest centers needed to be developed and media matched to the skills needs of the individual child or group of children.

Planning for summer training experiences centered initially around the development of options from which the instructional staff could select choices. Three options were outlined. First a series of teacher workshops focusing on providing teachers in-depth experiences on Integrated Day education practices based upon its assumptions about learning and knowledge was planned. The second option was the development of specific workshops around the six

identified needs from which members could choose workshops to attend. The third and final option was the organization of an extensive laboratory school. The third option was unanimously endorsed by the instructional teams and the school administrators. Some of the reasons for selecting the development of a summer laboratory school were:

"all the other options could be included in this design;" "working without children isn't realistic;" "we've liked the training thus far;" and "with children we'll be able to have a taste of everything."

It was also recommended that guidelines for the following components be designed, incorporated, and sustained during the summer training program. These guidelines were to deal with:

- Integrated Day educational practices
- Team planning procedures
- Curriculum planning processes
- Continuous progress record keeping practices
- Multi media instructional processes
- Unified arts programs

A final recommendation was that a two week pre-planning session occur which would allow administrators, team leaders and teachers ample time to plan the Laboratory School Program.

Two weeks in May were spent in planning the design of the Summer Laboratory School. Active in the planning

process were school administrators, the Planning and Evaluation Committees and selected teachers. During this period, a "Procedural Guidelines" handbook was completed (see Appendix G). The handbook was designed to offer guidelines to the instructional personnel for operating and functioning within the Laboratory School. The handbook consists of a compilation of data collected by various study groups. Some of the contents were collected and refined by staff members from their experiences while on visitations. Other components were contributed by staff members who had worked in a special area (teaming flexible scheduling) and had their work supported by the Planning Committee. In essence the handbook is a compilation of designs the staff felt were important for implementation in their school.

The handbook was used as a basis for conducting a pre-school planning workshop in June. Each instructional team participated in a two and one half day workshop. During this time period roles were clarified and training areas identified.

Implementation of the Summer Laboratory School Program

The summer of 1973 found major changes, from previous years, in the summer school program offered teachers and children. The community is a large contributor to

the nation's harvest of apples and cherries. Migratory workers, mainly from Florida, have been coming to the area since the 1930's. The district has been providing a summer school for the workers' children for many years. The goal of the Migrant Program has been to widen the migrants' experiences so that they might have more control over their destiny. For over a year, the Urban/Rural program had been in progress. The goal of this program is to increase the academic achievement and human development of children through training of teachers, paraprofessional, and community personnel. Here are two parallel goals seeking the same result--the betterment of the children.

Initial plans for a comprehensive Summer Laboratory School were set into motion. Special permission was received from the two prime agencies involved to combine the resources of two major federally funded agencies for a common purpose. The Migrant Division of the New York State Department of Education funded the basic program for children and was responsible for providing half the salaries of the majority of the instructional and paraprofessional staff. The Urban/Rural program was responsible for funding the staff employed to organize the school model and conduct training sessions. It was also responsible for providing teacher stipends for staff development and training, plus the purchase of training materials.

The combining of these two programs also meant an expansion of services to the community. The school district could not provide comprehensive services for over 300 children (from infants to teenagers) along with the intensive staff training Summer Laboratory School. The Day Care Center gave thirty children a headstart with scholastic activities to ease adjustment problems when they enter the regular school. Day care not only provided the necessary needs and experiences of infancy, but also stimulated growth of the summer program by relieving the duties and responsibilities of older brothers and sisters so that they might attend the school program.

Breakfast, lunch and an afternoon snack were provided to all children. If a group was going on a lengthy field trip, packed lunches were provided.

Another major area of expansion was the medical and dental care program. The health services were extended in cooperation with the county Rural Comprehension Health Program. During the summer a school for handicapped children was provided by the County Educational Center of Cooperative Services. Special instruction was provided for retarded and physically handicapped children so that they might better cope with their individual problems.

All of the components above were the Summer School Program with its main impetus being the Summer Laboratory

School for children in grades K-6. The Summer Laboratory School was only one component of an extensive plan for the education of the children in the community. The report which follows is limited to the Summer Laboratory School program; however, staff members from all components worked and planned together. The Instructional Team Leaders met regularly with the early childhood, recreational and medical staff in order to capitalize on the experiences, needs and interests of the children in the program.

Summer Laboratory School Program

The selected theme (core) for the 1973 Summer Laboratory School was "You and Your Community." During the six weeks of July 5 through August 18, children examined and studied their environment. The Laboratory School was designed to explore new ideas in learner centered education. Administrators, teachers, paraprofessionals, and volunteers worked with educational specialists to increase their own skills in helping children. The Summer Laboratory School was conducted in the community's elementary school. Forty-six teachers and administrators, twelve paraprofessionals, and two hundred forty-four children participated in the program. Four instructional teams and one unified arts team were organized to operate the program.

The Laboratory School Program was deliberately set up with more resources and staff members than would be

available during the regular school year. It was assumed that a better insight could be gained about the effectiveness of educational programs tailored toward the individual student, based on a continuity of experience approach. This was possible by creating a program where both students and staff members were able to have adequate equipment and materials and where student/staff ratios were low. The program was able to acquire training materials necessary to both training and classroom implementation.

Objectives. The Summer Laboratory School was established to provide training experience for all staff members. As stated earlier, the total program was based on the underlying concepts of the Integrated Day approach to education. The general or continuing objectives were:

- Objective 1 Students enrolled in the Summer Laboratory School will show individual and group "gain scores" in reading and math from having the summer school experience. The gain scores for the student in the Laboratory School will be measured by the pre and post administration of the WRAT instrument.
- Objective 2 Professional, paraprofessional and supportive personnel will function as teams to acquire and demonstrate the basic elements of an Integrated Day instructional approach for the education of K-6 children.
- Objective 3 Staff, administration and students in the Laboratory School will produce a series of models of various cooperative curriculum elements which will demonstrate methods by which cross disciplinary teams can be used to meet the identified and continuous learning needs of the students in the K-6 program.

Objective 4 Students, staff, administrators, and parents of students will be able to articulate the practical differences between the Laboratory School experience and the Regular School experience.

Planning. The organization of the school day with all its related components required a great deal of input by the Planning Committee. Modifications and revisions occurred continually. On July 2-3, the Urban/Rural Coordinator, the Summer Laboratory School Director, and the Project Coordinator planned all last minute details. On July 5, all team leaders met the Training Director and Project Coordinator to plan the tasks to be accomplished in July. The following agenda items were established for discussion at the total staff meeting planned for July 6:

1. Explanation of the WRAT (Wide Range Achievement Test)
2. Laboratory School curriculum model
3. Completion of team plans for July 9
4. Classrooms assigned and ready for students
5. Student folders distributed
6. Community volunteers and reading tutors assigned
7. Opening day activities planned
8. Procedures for media center usage

On Friday, July 6, the total staff met by instructional teams to finalize the plans for the opening of school.

The instructional day schedule was designed to be open and flexible. Two components were taken into

consideration in developing the design: first, flexibility to enable the implementation of a comprehensive unified arts program; and second, flexibility for the establishment of a comprehensive training program. Figure 5 shows the daily schedule. Time blocks were set at 8:00-9:00 for team planning; 9:00-2:00 for instruction; and 2:15-3:30 for training. Once the daily schedule was set the unified arts schedule was designed (Figure 6). From the basis of the daily schedule, weekly training schedules were designed (see Appendix H).

Educational specialists were assigned to specific teams. These consultants were specifically responsible for providing training in: environment development, student movement within the classroom, core curriculum, individual diagnosis and prescription, grouping for skills instruction and grouping for activities. Priorities on the above depended upon the needs of the various teams and individual team members. Daily training sessions were held for all teams in the areas of language acquisition, mathematics and unified arts.

Training for Language Acquisition. The training for language acquisition was based on the premise that language has its basis in reading, writing, speaking and listening. Two language arts consultants were available to assist individual team members throughout the summer program. The

DAILY SCHEDULE

8:00 - 9:00	Team Planning - All Teams - 8:00 - 9:00
9:00 - 11:45	Breakfast - 8:30 - 9:00
9:00 - 11:45	INSTRUCTIONAL
9:00 - 11:45	Day Care - Lunch (11:30-12:00) Team A Lunch (11:45-12:15) Team B Lunch (12:00-12:30) Team C Lunch (12:15-12:45) Team D Lunch (12:30-1:00)
1:00 - 2:00	INSTRUCTIONAL
2:15 - 3:30	TRAINING

Figure 5
Daily Schedule

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
ART	D	A	B	C	D
MUSIC	A	B	C	D	Individual Students
P.E.	B	D	C/D	A	C
ART	D	C	Afternoon	A	D
MUSIC	C	D	A	B	Individual Students
P.E.	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> LEARNING DISABILITIES </div>				

Figure 6
Unified Arts Schedule

language experience approach was used as a model for training. Techniques for diagnosing and prescribing for individual learner needs were included.

Most of the training took place informally within classrooms and was integrated with ongoing classroom activities. In addition, instructional staff members attended several two hour workshops for acquiring skills to teach language on an integrated basis.

The diagnostic process was dealt with primarily through demonstrations in the classroom and in workshop sessions. Often a particular learning problem was identified and the workshop participants or instructional team analyzed the problem. This process included exploring the child's activities, successes, modalities and interests. On the basis of these discussions a variety of instructional options were offered for further exploration. Follow-up was provided by the consultant to the teacher and the child in the classrooms.

Within the classrooms the consultants worked with individuals and small groups of children on activities which were part of the curriculum. At the end of the day and during team meetings, information obtained about specific children and the means used to obtain it was discussed and shared by and with the team members, added to the child's anecdotal record, and follow-up activities were planned for the following day.

Classroom activities led to the development of oral language and communication skills. Evolving from these activities were language experience stories, student made books, personal dictionaries and word games. These in turn led to the development of extended writing experiences.

During both workshop and on-going classroom experiences, activities were formally and informally analyzed in the following format:

- a. What needs and interests of the child can be met through this activity?
- b. What are the learning objectives set by the teacher for the child during this activity?
- c. What are the learning objectives set by the child for this activity?
- d. How could the activity be changed to better meet the needs and interests of the child?
- e. How could the interests and needs of the child be utilized to extend the activity to another direction and a new learning?

Activities were analyzed for different learning needs (i.e., motor skills, oral language, visual discrimination, decoding, etc.).

Language centers were developed in each classroom. A typical Language Center would contain: a variety of books, listening centers and a record player, cassettes

and a tape player, projectors and filmstrips, open ended story cards, reading games and activities, a microscope and slides to write about, pictures with questions to stimulate creative or experience stories, and art material for interpretive drawing and painting.

Training for Math Acquisition. The training for the acquisition of mathematical competencies was based on the premise that the development of mathematical competencies has its basis in conceptual, manipulative and applicatory components. Emphasis was placed on the use of alternatives and a variety of media that would be useful for working with children. The thrust of the work followed the findings of Jean Piaget as related to children's cognitive development. Teachers were encouraged to use Piagetrian materials to discover the intellectual stage of each particular child in his/her progress towards logical thinking. Only by knowing this were teachers able to prescribe follow-up activities which enabled the child to increase readiness for advance. The appropriate language, the specific questions, the close observation of activity with materials, were strongly emphasized throughout the training program. Extension of activities followed the Piagetrian stages so that children were following a sequential path from intuitive thinking through concrete

operations to abstract thought. Specific illustrations with children of varying ages served to demonstrate these stages.

The math consultant demonstrated and outlined in basic terms Piaget's concepts of classification and seriation. Together, teachers and the math consultant designed a minimum body of knowledge in mathematics which a child should possess by his seventh year in school (see Appendix I).

Training for Unified Arts. Unified arts training was based on how art, music, physical education, and industrial arts could compliment and extend the core concepts adopted and utilized by each instructional team. The unified arts team met weekly with each instructional team. They planned activities that extended the classroom activities into crafts, music and construction designs which could be utilized in the classroom. The unified arts team sought to make the child's education meaningful by promoting and reinforcing interdisciplinary activities and encouraging teachers to become involved with art activities.

Regular meetings with instructional teams helped familiarize the unified arts team with the core curriculum. To encourage positive attitudes from students, students were encouraged to choose activities to participate in and to carry on activities for an extended time rather

than to consider the activity completed when the session or day ended. Unified arts teachers worked in classrooms and rooms designated specifically for art, craft, music and physical education activities.

Arts activities for Team A (5 and 6 year old students) were designed to fit their curriculum concept of "Me and My Community" and to give children practice in eye-hand coordination and gross motor development. Freedom of choice of art materials and freedom to control design were emphasized. Some of the activities included:

- Weaving God's eye patterns using cotton roping and sticks.
- Creating musical shakers.
- Working with clay to create their own designs and shapes. They glazed their objects and helped operate the kiln.
- Printing with vegetable and fruit dyes and india ink to become aware of their environment and to create design through different techniques.

Art activities for Team B (7 and 8 year old students) involved the natural environment and a children's story, Charlotte's Web, as a part of their curriculum concept "Environment." Activities included:

- Creating a scrim from burlap to compare the warp and weft of woven material with the web of a spider.
- Gathering clap to use natural materials to create a spider's environment.
- Printing of natural objects to study the structure of leaves and grasses found during nature walks.
- Basket weaving from cattails and willows.
- Building an outdoor kiln and bisque for firing of ceramic objects.

Art activities for Team C (9 and 10 year old students) were based on their curriculum focus of "Local Environment." The activities included:

- Weaving with natural materials such as bull rushes.
- Painting a mural of a cherry orchard and factory following a field trip to a cherry orchard.
- Creating puppets for a student-written play about the local environment (The Ant who came to visit).
- Making natural dyes from cherries, onions, potatoes, etc.

Art activities for Team D (11+ year old students) were focused on the study of "You and Your Home." The activities included:

- Making posters for the store.
- Making geo boards for the classroom.
- Making ceramic articles for the home.
- Studying design in advertising in connection with the store.
- Creating a design to be used in silk screening.
- Silk screening posters, T-shirts, and note paper.

For an example of music activities, the activities planned by Team A provide an illustration; their design consisted mostly of movement to music to explore the body in connection with the core of "Me." Music activities included:

- Exploring sounds the child can make, working with the concept of high and low.
- Introducing the body movement of kicking.
- Making their own musical instruments to use for rhythmic activities.
- Singing and moving to songs.
- Working with a movement specialist who emphasized: movement to music exploring the possibilities of the body movement with a story, and the relationship of the body to space.

Physical education for Team A encouraged individuals to discover their own body parts and different ways the parts of the body move. Children mirrored others actions, worked with the parachute, and moved individually and in pairs.

Physical education periods were divided into two sections. The first section dealt with individual activities which were mainly for gross-motor development. Then the planned activity for the period took place. Emphasis of each activity was on gross muscle development. The activities utilized equipment as a maze, a parachute, a balance beam, ropes, a tunnel, and use of various gymnastic equipment.

As part of the physical education program a grooming center was operated. Materials were available for girls for showering, shampooing, and nail care. Girls were shown how to use the materials correctly. The center was available to each class once a week for four weeks. For boys, materials were available for showering, shampooing, and hair care. Both boys and girls were accompanied by an aide, who showed them how the various materials were used.

Paraprofessional Training. All of the paraprofessionals (N=12) were involved in a specific training program in addition to those for the instructional staff. The paraprofessional training program evolved around three components:

(1) the role of the paraprofessional, (2) the utility of multi media in the classroom, and (3) participation in math workshops. The first component was developed around the tasks currently carried out by the professional staff. The second component was a compilation of learning activities to be completed by the paraprofessionals independently. The third component was their participation in six two-hour workshops on manipulative mathematics.

Preparation Procedures for the Fall 1973 and
Spring 1974 Training Program

During the week following the Summer Laboratory School, the four team leaders, two administrators, the Planning Committee and the Project Coordinator went on a five day planning retreat. This population included the principals and team leaders of both the primary and intermediate units for the 1973-74 academic year. The retreat was a casual, unpressured period away from the community where work and relaxation could be combined. Informal group and individual discussions occurred. At the conclusion of the retreat, recommendations had been formulated together with the delegation of related responsibilities. Ten recommendations were stated:

1. Core Curriculum: A curriculum which allows for instructional planning on an Integrated Day basis needs to exist. In order to facilitate the

implementation of such curriculum, the following should occur:

- a. A model K-6 Core Curriculum spiral based on conceptual social science components needs to be designed from which individual instructional teams can develop experientially based instructional alternatives.
2. Continuity of Experience Records: A great deal of emphasis needs to be placed on a usable format to record the growth of children as they progress through the schools. The traditional school records are greatly inadequate and contain only a minimal amount of usable data concerning the total child. Continuous growth records in an anecdotal form needs to be designed in conjunction with the current academic data already available for use by instructional teams.
3. Media/Learning Centers: The Media/Learning Centers in each school require a great deal of development. Both centers are currently organized around traditional library concepts that do not complement the current instructional programs within the schools. In essence there is a need for a massive revision of the use of these centers.

4. Mathematical Development: Mathematics as a science is based on concepts and applications. Mathematics is found in virtually every human activity and observation. The instructional staff needs assistance in the development of a conceptual based mathematical program and its applications in practice.
5. Team Leadership: Leadership traits and behaviors are emerging within each instructional team. Further input is still needed to increase leadership competencies in the areas of decision-making, crisis intervention, and interpersonal relations. A training program based on the leadership and interaction needs of the team leaders needs to be planned to build on the strengths of the current team leaders.
6. Team Planning: Team Planning skills need to be capitalized upon. Common criteria for teaming needs to be stated and act as a model for both team and individual consideration.
7. Unified Arts: Children should participate in the unified arts program on a needs and choice basis. The unified arts program should act as an extension of the classroom rather than as a separate curriculum entity. A mutual planning time needs to evolve between instructional teams and the unified arts

staff for purposes of designing programs which complement classroom focuses.

8. Staffing: Special services personnel need to be organized into a team to meet with instructional teams and discuss the needs of individual children.
9. Teacher Performance Evaluation: Criteria for teacher evaluation reflecting Integrated Day practices is greatly different from those of traditional approaches. Performance achievement requirements need to be determined for the purpose of assisting teacher to recognize their strengths and weaknesses and as a process for assisting them to develop teacher competencies.

During the retreat the team leaders, principals and members of instructional teams assumed the responsibility of investigating, planning and attempting the implementation of six of the nine recommendations. The School Board would be asked to deal with the teacher evaluation recommendation. A full time math specialist would be hired to accommodate recommendation five. Building principals assumed the responsibility for recommendations dealing with the media learning centers, team leader training and the development of staffing teams. Individual teachers

and team leaders would deal with recommendations dealing with continuity of experience record keeping and the unified arts program. The major responsibility assigned the team of educational specialists was to plan and implement a training program for curriculum development.

The preceding nine recommendations were presented to a joint meeting of all teachers, administrators and School Board members by those who had accepted the responsibility of the various recommendations in late August. The preceding recommendations and responsibilities were unanimously endorsed with one exception. The School Board did not see the need, at this time, for revising their teacher evaluation program. The issue was dropped.

Implementation of the Fall 1973 and Spring 1974 Training Program

From the first week in October through the third week in February, five training sessions were conducted. The focus of these sessions was to help project participants facilitate the design of a curriculum model which could be implemented within the K-6 program.

The first visitation was spent with the Planning Committee and teaching teams identifying problems related to curriculum development. A one day team leader planning session was held with the concurrent days spent in discussions with teams and individual teachers. From these

sessions four problem areas were identified: first, that no sequential process of curriculum development was being practiced by either instructional teams or individual staff members; second, that no sequential process was evident for providing any continuity of experience between classrooms and schools; third, that the team planning process was neither facilitating nor allowing for the development of long range experiences; and fourth, that no model existed for the preparation of and presentation of curriculum which could be utilized by and/or act as a reference resource for other staff members.

These areas acted as the basis for designing training programs for the remaining four months of the program. The visiting team felt that only a beginning could be attempted but that the team would attempt to assist the teams to develop a workable curriculum model. They also agreed that an attempt at the development of combined teacher-student curriculum components would be undertaken. They concluded that the institutionalization of a coordinated curriculum could not result in such a short period of time. This conclusion meant that the Planning Committee would assume the responsibility of providing continued training, through a staff development program during the early part of 1974.

The design of the training program included large group training sessions, team planning sessions during the daily team planning times, and individual conferences. A team of four educational specialists was organized to conduct this component of the training program. A typical training week followed the following format:

- Day 1 Re-entry, visit schools, identify needs areas, discuss monthly agreements, and visits to classrooms.
- Day 2-3 Workshop sessions with team leaders and selected staff members.
- Day 4-5 Assist team leaders conduct team workshops, follow-through in classrooms, and develop individual and team agreements for implementation.

The November visitation was scheduled to include a three day workshop with team leaders and selected staff members. In total, twenty project staff members were released from their teaching responsibilities to attend. This population constituted one-half of each instructional team. The remaining two days of the week were spent on follow-up activities with instructional team members in their classrooms and during team planning times.

The focus of the workshop was on the identification of expectations and needs of the participants. The following

expectations and needs were identified by the participants during the training session:

- Clarify what a core unit is.
- Knowledge of/ability to write and implement core curricula.
- Begin working together with other team leaders.
- Find ways for working with team members on core.
- Devise strategies for working with team members on the importance of core.
- Communicate to share with team members what team leaders learn through workshop sessions.
- Identify guidelines for skills that must/should/could be taught through core.
- Develop skills in diagnostic strategies.
- Define the relationship between basic skills and core.
- Who makes decisions.
- Clarify "one's own philosophy."
- Share among team leaders leadership skills and strategies for working within teams.
- Discuss ways of sharing leadership.
- Develop/identify tools for evaluating core.

Participants met in groups to refine and prioritize these concerns. Groups shared their listings and agreed to work toward initially attaining the following:

- Clarification of what core is.
- Knowledge of the steps in developing core curricula.
- Development of a working relationship with other team leaders.
- Definition of relationship between basic skills and core.
- Sharing among team leaders strategies for working with teams.

The first part of the third day was spent in identifying the "considerations" which the model had to accommodate and in formulating an initial conceptual model from which to begin work with the teams. This workshop day was organized and carried out by the group leaders. Specialists selected a group to work with and assisted whenever possible.

The participants identified six considerations that the model should accommodate. These considerations were:

1. The model should demonstrate both vertical and horizontal soundness and reflect "child centered" components.
2. The model should have utility for all staff members in the K-6 program.
3. The model should perpetuate the concepts related to continuity of experience.
4. The model should facilitate and perpetuate activities and experientially based learning environments.
5. The model should facilitate a logical procedure for documenting curriculum.
6. The model should perpetuate the development of language and math skills of children.

In order to facilitate the above, the participants worked toward an operational definition of an "Integrated Curriculum Unit" or "Core" as a concept or idea from around which all disciplines could be related. This was later extended and stated as follows:

An Integrated Curriculum Unit is defined as a curriculum focus designed by an instructional team for implementation into the classroom. The Unit is made up of four major components. First, the identification of a major concept (core). Second, the identification of the sub-components (activity focus). Third, the identification of possible experiences and activities. Finally, the identification of skills which could be taught and/or learned through the activities.

With this information team leaders were eager to meet with their teams. The participants agreed that in preparation for the next workshop, their team would develop a list of considerations for deciding the usability of a "core" idea. These considerations would be used to validate the utility or applicability of an idea for inclusion in the curriculum development process.

During the remainder of the week, specialists met with instructional teams. Emphasis was on assisting team leaders identify, clarify and seek agreement to the decisions the team leaders had made during the workshop.

The visiting team returned three weeks later (December). During the interim, two team leaders took the responsibility of organizing the workshop. The session began by each group identifying their list of considerations for use in deciding a "core." These lists were mounted around the room used for the session. Through a process of elimination, nine considerations were agreed upon, these were:

1. Verticalness: Can the idea be developed K-6 (i.e., not Indians but culture)?
2. Continuity: Is the idea one that can be repeated at various levels of depth, and continuously developed at increasing levels of complexity (i.e., not Pilgrims but Exploration)?

3. Idea not Thing: Is the idea a broad concept rather than a thing (i.e., not Plants but Growth)?
4. Feasibility in terms of the following 5 goals:
 - a. Basic Skills
 - b. Self Understanding
 - c. Vocational Development
 - d. Preparation for a changing world
 - e. Citizenship

Does the idea allow for the learner's development in each of the above areas?

5. Compatibility: Does the idea fit within the schools stated values (i.e., not Catholicism but Religion)?
6. Practicality: Is the idea practical in terms of teacher and community resources, time, money (i.e., not Marine Biology but Life Sciences)?
7. Appropriateness: Does the idea meet the needs of the students within the school (i.e., if there were a strong centralized community with town meetings and community activities in which children participated then there might not be a need for the school to develop the idea (core) community)?
8. Horizontal: Is the idea one which will fit in with other ideas being developed at the same time (i.e., loving and conflict might be confusing if developed at the same time or they might not be, but the question should be asked)?

9. Open-endedness: Is the idea one which can allow for the incorporation of individual interests and spontaneity?

The participants applied these considerations to a selected idea (core), "Communication," with the following results:

Considerations

Applied to "Communications"

- | | |
|--|--|
| 1. Verticalness-can the idea be developed K-12, e.g., not Indians but culture? | Communication would seem to allow for increasing abstractions for a breadth of understanding. |
| 2. Continuity-is the idea one that can be repeated at various levels of depth, and continuously developed at increasing levels of complexity, e.g., not Pilgrims but exploration? | Communication could involve the development of complex ideas since it is sufficiently broad and important. |
| 3. Idea not thing-is the idea an broad concept rather than a thing, e.g., not plants but growth? | Communication is clearly a broad idea under which many "things" and processes can be associated. |
| 4. Feasibility in terms of the following five goals:
a. Basic Skills
b. Self Understanding
c. Vocational Development
d. Preparation for a changing World
e. Good Citizenship
Does the idea allow for the learner's development in each of these areas? | Communication certainly includes areas relevant to each of the five areas-math and reading, development of an awareness of one's own communication skills, problems, etc., careers, problems of communication in the midst of the knowledge explosion need to be informed to be a good citizen, etc. |

5. Compatibility-does the idea fit within the school's stated values, e.g., not Catholicism but religion? Communication is very much in keeping with stated goals and values of the school and community as articulated in the five learner goals and the school position papers.
6. Practical-is the idea practical in terms of teacher and community resources, time, money, e.g., not marine biology but life sciences? Communication is an area almost everyone knows something about, and ideas related can be developed with minimal materials.
7. Appropriateness-does the idea meet the needs of students, e.g.. if there were a strong centralized community with town meetings and many community activities in which children participated then there would not be a need for the school to develop the idea (core) community. It is likely that students of need to understand communication on many different levels.
8. Horizontal-is the idea one which will fit in with other ideas being developed at the same time (e.g., loving and conflict might be confusing if developed at the same time or they might not be but the question should be asked)? Since communication underlies all learning and all activities in the classroom it would seem to be easily integrated.
9. Open-endedness-is the idea one which can allow for the incorporation of individual interests and spontaneity? Communication is clearly broad enough to allow for this.

At this point the four components of the definition were reviewed. The first consideration, the process for identifying a "core," had been accomplished. The remaining three considerations needed to be developed.

In identifying the sub-components (activity focus) the teams brainstormed the core "Communications." The question was asked, "What do you associate with the term communication?" The responses were:

speaking	telephone	alcohol
family	foreign language	love
body-language	research	television
non-verbal	reading	touch
persuasion	listening	formal communication
walking	drawing	informal communication
talking	the arts	tion
frowning	ballet	music
poetry	finding information	group process
grapevine	tion	mutual respect
parents	news media	bridge club
sign language	smoke signals	pot
peers	clay	religion
empathy	Zen Buddha	newspaper
	lack of empathy	

A discussion began on what could constitute a sub-component. It was decided to develop a list of considerations for selecting a sub-component. Essentially the criteria are those described in selecting a core. The difference here is a focus on a specific learner, group, teacher, etc. Thus the questions might be:

1. Verticalness--has the sub-component been developed with these learners before? Have the learners been prepared for this sub-component?

2. Continuity--Will the sub-component allow the learner to work in the core area in more depth? Does the sub-component develop the core idea at a more complex level?
3. Thing not idea--is the sub-component a thing or process through which understanding of the broad concept area (core) can be developed?
4. Feasibility--is it possible to work in the five goal areas through this sub-component? Which of the five goals can be worked on in this sub-component?
5. Compatibility--will parents object to this sub-component? Could I loose my job for teaching this? What are the values involved in this sub-component?
6. Practical--do I know enough to teach this or can I learn it as I teach it? Does the community have the resources to support the teaching of this? Will it cost money? Is there the time, given everything else, to plan, implement this? For the students to learn this?
7. Appropriateness--what are my students interested in? Is their background appropriate for the sub-component? Or would they need to learn other things first?
8. Horizontalness--will it be confusing for my students on this at the same time they're working on _____?
9. Open-endedness--is the sub-component one which will allow for students to pursue to some extent their individual interests and abilities. Will it encourage spontaneous learning, pursuit, etc.? Can I see ways of using this sub-component to foster that?

The group felt the need to discuss considerations for selecting activities. In so doing, the following seven were identified:

1. Teacher's resources--human, material, time, etc.
2. Student needs --Does the activity allow for growth in needed areas?
3. Balance-diversity --Will the activity add to the variety of ways of learning (reading, writing, observing, dramatizing, constructing) and to balance in the kind of learning (e.g., taking in information and reformulating information).
4. Open-endedness/
Choice --Is the activity one within which there is room for individual interests or is it one which would allow for other activities to happen at the same time and from which the learner could choose (or teacher suggest)?
5. Economy --Can more than one thing, idea, process be learned through that activity (e.g., in writing a story for a newspaper a learner could work on punctuation skills, explore a new content area, improve social skills such as interviewing for the story, etc.)?
6. Variety of
Learning Skills --Does the activity allow for individuality in learner styles?
7. Range of Ability --Is the activity possible for the learner (e.g., within his/her range of ability)?

The workshop concluded with participants discussing potential curriculum units. Team Leaders established planning times to work with their total teams.

The remaining task of the workshop, the identification of next steps, was rapidly accomplished. One group agreed to compile a curriculum development package, refining and clarifying what had been accomplished to date. Another group agreed to design appropriate planning and profile sheets for planning curriculum units. A third group agreed to conduct a series of special workshops with staff and community members for articulating the program. In addition all participants agreed to begin planning curriculum units.

The January visitation was the final visitation by the total consulting team. The level of enthusiasm was high. As with the preceding workshop, the participants had planned the organization and had identified tasks to be accomplished.

One team presented a visual representing the factors which need to be included when planning a curriculum unit (Figure 7). By this point in the development of the re-design model all teams were working together in making joint decisions. Two additional considerations had been added to the curriculum model. These included the addition of classroom language and math centers and the need for skill clusters as an extension of the planning process.

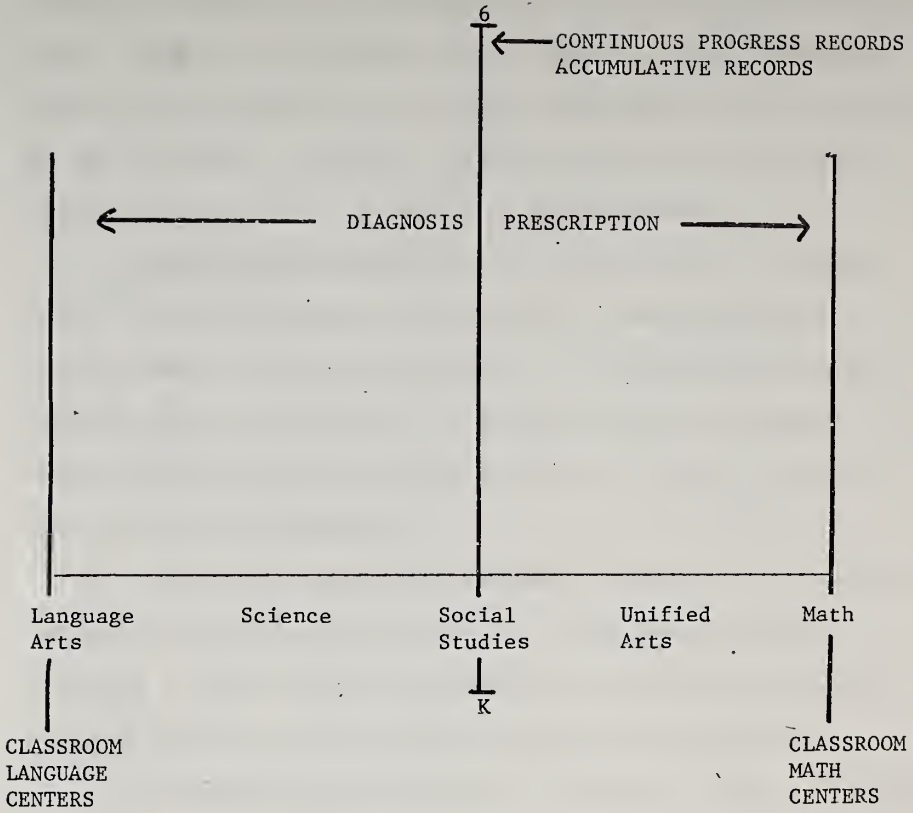


Figure 7

Factors To Consider when Planning an Integrated Curriculum Unit

The participants decided that classroom math and language centers were necessary for the following reasons. First, centers were operative in each of the classrooms. Second, these centers had been constructed and maintained by the children. Finally, organizationally, the centers provided an area for in-depth concentrations.

The second inclusion, the need for skill clusters in the planning process, grew out of commitments previously made to activity analysis. The teams felt that when planning activities, an identification of major skill concentration(s) would help focus their efforts in provisioning environments.

Another group of participants presented a planning and profile sheet (see Figure 8). The planning sheet provided a model from which various team models could be evolved based on each member's own style and needs.

As each team was now at a different stage of development and interest, the workshop was discontinued and replaced with each team working in their own school with other team members. At the conclusion of the week, no new agreements were made. However, the project coordinator would be returning in February to bring closure to the project.

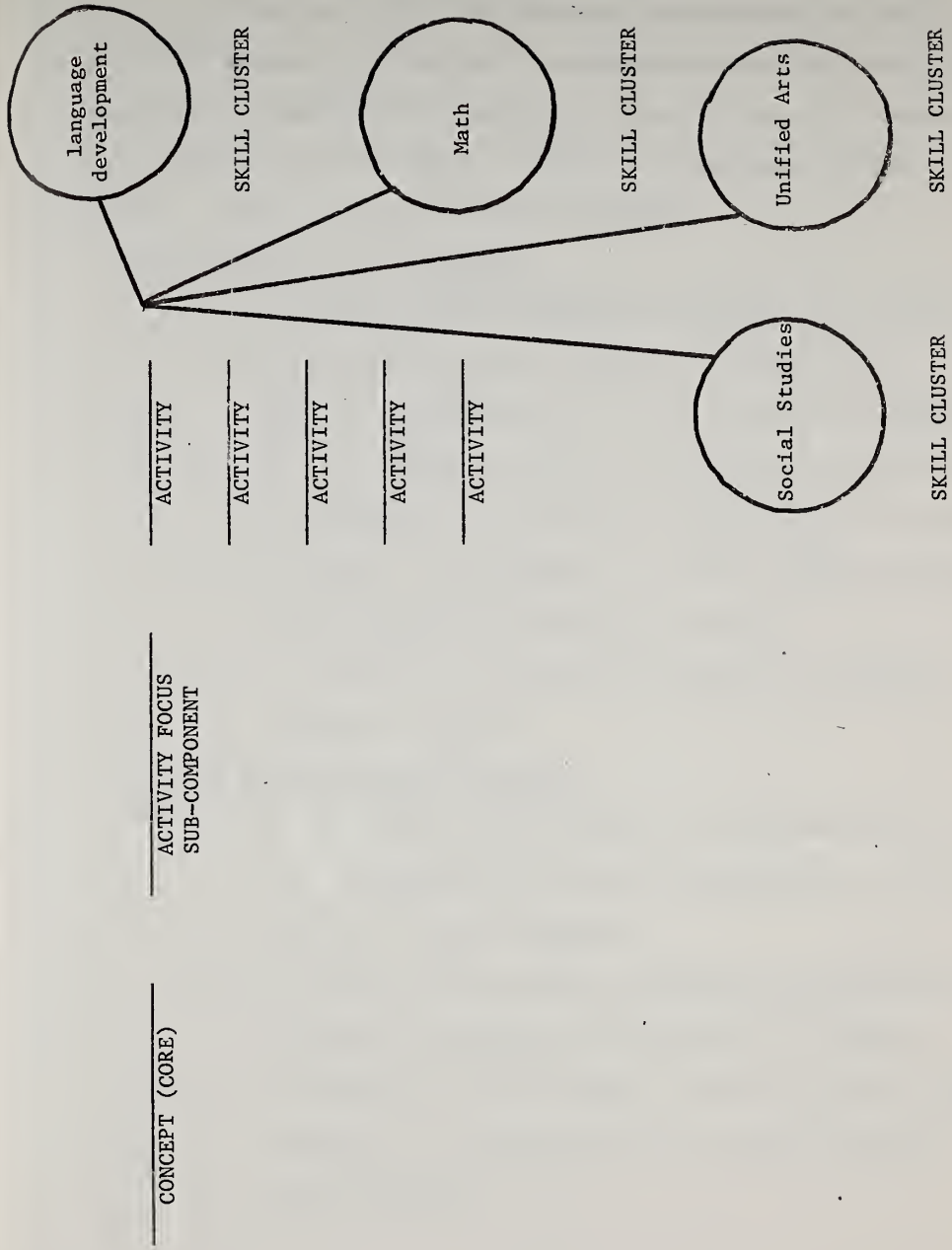


Figure 8
Integrated Curriculum Unit

Project Termination

In February 1974 the project coordinator met with all team leaders to formulate recommendations for continued training. Emphasis was placed on those steps which could be accomplished internally using the expertise of the staff. These recommendations included:

To the Planning Committee:

1. To continue the planning processes of the staff with emphasis being placed on teacher and student contributions to curriculum development.
2. To plan towards both the horizontal and vertical development of curriculum within the K-6 program.
3. To design and implement a record keeping system which reflects continuous progress.
4. To continue to refine and extend the activity analysis process.

To the Administrative Cabinet:

1. To facilitate the release of staff members who have demonstrated advanced competencies to work with other staff members.
2. To continue the decision-making processes which have been encouraged throughout the program.
3. To facilitate the internal support systems which influence the Integrated Day approach adopted in the schools.

4. To continue the activities of the Planning and Evaluation Committees for accommodating continued needs of the staff.

To the Evaluation Committee:

1. To plan towards a final evaluation to occur during March of 1975.

Summary of the Model and Procedures

In summary, the Staff Renewal Redesign Approach was designed to enable teachers to redesign their own schools and classrooms congruent with an Integrated Day approach to education. The model developed was based on an inservice continuum for meeting the identified needs of the participants humanistically in the redesign effort. The theoretical framework of the model offers a comprehensive framework for planning and implementing changes in the culture of the school. This framework is realized through the establishment of an organizational framework through which all educational decisions are made, and is actualized through the inservice component on a planned and continuous basis. The model facilitates revealing the needs and concerns of the participating audience, acting on those needs, planning and implementing inservice experiences, providing follow-through in classrooms, and a continuous recognition of emerging needs and concerns of the audience requiring training.

The procedures related to the model required the provisioning of inservice experiences appropriate to the organizational framework (i.e., providing teachers themselves with Integrated Day experiences). The procedures were implemented primarily through the vehicle of training programs one week a month throughout the academic year in classrooms and workshop environments and through the implementation of an extensive Summer Laboratory School Training Program.

CHAPTER IV

EVALUATION

The purpose of this dissertation has been to describe the initiation and implementation of an educational innovation. The focus of the study has been on a planned inservice model for helping teachers move from less open to more open schools and classrooms. The model, as described in Chapter III, provided teachers an Integrated Day experience (i.e., experientially based training for the acquisition of new skills) from which they in turn could begin to develop their own Integrated Day classrooms.

Chapter IV will reflect the collection of data in two categories: first, an analysis of the model in terms of the eight conditions based on anecdotal data and the perceptions of teachers and trainers and second, a presentation of data collected to assess the changes within the environment which occurred during the time period when the model was being implemented.

Analysis of the Staff Renewal Redesign Approach in terms of the eight conditions identified as being crucial to the inservice model.

The following is an analysis of the eight conditions identified as being crucial to the development of the Staff

Renewal Redesign Approach. Briefly restated, these conditions are:

1. That provision be made for individual differences.
2. That teacher participation in planning and decision-making be encouraged.
3. That adequate time be allocated for both conducting inservice experiences and for follow-through sessions in the classrooms.
4. That participation in inservice experiences be on a voluntary basis.
5. That inservice leaders conduct activities and demonstrate behaviors which can be modeled.
6. That implementation of acquired skills be facilitated and reinforced in the classroom environment.
7. That follow-through assistance be provided after training experiences.
8. That administrative support and cooperation in all phases of inservice be obtained.

The purpose of this analysis is to provide a summative assessment of the eight conditions and the perceived variables which appeared to contribute to the success of the approach.

Each of the eight conditions is analyzed, whenever possible, in terms of teacher, student, and trainer perceptions, the original guidelines developed for the program (see Chapter II, Conditions of Entry), specific

experiences within the program, changes in the environments of the classrooms, and (in terms of our ultimate goal) to develop less open and responsive classrooms into more open and responsive classrooms. These statements are presented to offer educators who are in process of designing and/or implementing similar or related inservice approaches insights into the variables which contributed to our feelings of accomplishment with the Staff Renewal Redesign Approach.

1. That provision be made for individual differences.

The Staff Renewal Redesign Approach was designed to accommodate the varied capabilities, interests, and needs of the participants in terms of an Integrated Day organizational framework. Through involving the audience as key agents in determining their own needs and interests, and by capitalizing on the strengths of the participants during training sessions, a high level of knowledge about the program and commitment to the program was perceived by both teachers and trainers. Evidence of this was demonstrated by the observable changes within the classrooms (i.e., use of multi-media approaches), the additional time volunteered by the instructional staff for training (i.e., after school and evening workshops), and the intensity with which project participants were willing to articulate and support the program (i.e., supporting program to parents, civic organizations, and visitors).

When the needs of the audience were not being met, criticism was open, appeared honest, and was straight forward. For example, when one teacher attended a training session on "Environments" she felt she was beyond the level of this particular session. She related to the project coordinator that she was leaving but would return when we were going to be dealing with "Cardboard Carpentry." Similar situations occurred throughout the implementation of the model. However, it was generally felt that entry and closure in participation was individually determined by both teachers and trainers. We encouraged some of the participants to participate in the total experience, others to participate in selected components of the experience, and others not to participate at all.

From operating workshops on an open entry and exit basis, it appeared that there was a relationship between the high participation of the audience in workshop experiences and their apparent commitment to acquiring new skills.

Making provisions for individual differences influenced the frequency and content of the training sessions. Monthly training sessions were based on the articulated needs of the participants in reference to the organizational framework. The design for workshops grew out of the contracts developed between each teacher and the trainers at the end of each visitation week. In concert with the Planning Committee, the basis of each month's training experiences

grew directly out of the mutually agreed upon "next steps" identified by both teacher and trainer

2. That teacher participation in planning and decision-making be encouraged. Participative planning occurred throughout all phases of this inservice model. Teachers were encouraged to participate in planning inservice experiences in several ways. First, monthly contracts were designed by teachers and trainers based on identified "next steps." Second, agreements were made between the Planning Committee, teachers, and trainers as to what would compose the training design for the next month's visitation. Finally, re-entry of trainers into the school environment was based on these contracts.

Through the identification of "next steps," training needs were constantly focused upon. Areas of needed improvement, or extention, were focused on by trainers and teachers jointly during the monthly visitations. The apparent success of this strategy is evident in the observed changes within the classroom environments. Throughout the implementation of the model, changes in the classrooms were continuously observable (e.g., arrangement, display, media utilization, technology). For example, teachers moved from using math textbooks and workbooks into using individualized media, manipulatives, and a combination of these approaches during this time.

Trainer stress on teacher involvement in planning the training sessions appeared to result in a higher involvement and participation by the participants in the training experience. Thus, there appeared to be a relationship between the level of teacher participation in planning inservice experiences and the teachers' comments on the quality of the experiences and the effects of the experience on them.

3. That adequate time be allocated for both conducting inservice experiences and for follow-through sessions in the classrooms. The allocation of "adequate time" related directly to the perceived needs of both teachers and trainers and was defined jointly on an individual teacher needs basis. For example, the intensity and extent of a specific training experience and follow-through sessions were determined cooperatively by teachers and trainers. Once initiated, a training period could last for the duration of the project (e.g., language arts), last two days (e.g., cardboard carpentry), or constitute an afternoon workshop (e.g., display).

It was felt that unless "adequate time" allowances were made for learning and implementing new skills through the design of the approach, the design was destined to failure. Six major vehicles were designed for providing "adequate time" for inservice experiences. First, release time from classroom responsibilities was provided by

hiring substitute teachers. Second, afternoon and evening workshops were designed which granted teachers inservice credit. Third, pre-school workshops and the Summer Laboratory School provided time for intensive training periods. Fourth, conferences with individuals and teams on a monthly basis was built into each training week. Fifth, a planning period for all teams was built into the daily teaching schedule. Finally, time was provided for follow through in the classrooms.

4. That participation in inservice experiences be on a voluntary basis. It appeared that voluntarism was a crucial ingredient to the success of this inservice model. Initially approximately half of the staff joined the project. Six months later nearly 90% of the staff were involved. Seven teachers resigned from the teaching staff during this period because of their belief in other instructional approaches. Replacements were hired who endorsed our beliefs about children and learning.

During the final 26 months the total staff remained intact; student absenteeism dropped from 24% to 7% as compared to the preceding 26 months; teacher absenteeism dropped from 14% to 2% as compared to the preceding 26 months; and mean grade levels for reading and math had increased an average of 2.2 months as compared to the preceding 24 months.

The preceding data are interesting and appear to support our observations that a relationship existed between teacher feelings of satisfaction expressed by both teachers and students, the adopted organizational framework, and the changes which occurred in the environment of the schools and classrooms.

5. That inservice leaders conduct activities and demonstrate behaviors which can be modeled. Trainers were responsible for designing inservice experiences which utilized the skills and behaviors that they wanted others to have competency in. It was our belief that through providing working models, the audience would grow more rapidly than through telling them how to improve. This modeling of behaviors was consistent with our beliefs as educators in the adopted Integrated Day organizational framework (i.e., the training staff provided for teachers experientially based learning activities) and those characteristics of sound helping relationships (i.e., the training staff acted on the needs of the audience).

Repeatedly the teachers commented on how well the trainers had helped them acquire new skills for immediate use in their classrooms. Classroom observations proved this to be true, for within a few days of a training experience, teachers were attempting implementation within their classrooms. Changes in the environment were continually observable throughout the implementation of the

inservice model. Classrooms changed from relatively sterile environments to bright dynamic resource centers where media and technology appeared to foster the development of learning experiences on an experiential basis. Continued sophistication in classroom development was observable throughout the time period of implementing the inservice model. In addition, teachers continued to change classroom environments even after trainers had left.

6. That implementation of acquired skills be facilitated and reinforced in the classroom environment. A primary focus of this study has been on the updating of skills of teachers while on the job. Training experiences took place both within the classroom (the natural habitat of teaching) and in simulated classrooms. Training experiences emphasized the development of skills and competencies that teachers wanted to apply in their classrooms. Trainers were responsible for working in classrooms with teachers and students after training experiences in workshop settings. Together, teachers and trainers identified specific strategies to be applied in each classroom. The trainers then met individually with teachers to identify strategies, needed media, and time lines for implementation. This was followed by trainer visits to the classrooms for work with teachers and students in implementing the new instructional techniques.

Evidence of the apparent success of this strategy comes from two sources: first, the teachers frequently verbalized the need for this type of assistance in transferring newly acquired skills to their classroom situations and second, environmental changes reflected the training experiences the teachers were participating in. For example, within a few days of a workshop on making dyes and paints, teachers and trainers were conducting activities with children on collecting raw materials, making colors and applying color in creative ways. On repeated visits, teachers and children applied their skills in making different dyes and colors and applied the use of color in a variety of ways. Toward the end of the first six months of the program, most paints and dyes used in the classrooms were "home made."

7. That follow-through assistance be provided after training experiences. A major premise of the Staff Renewal Redesign Approach was that continuous and sustained assistance and support be provided after training experiences. Follow-through assistance was provided after every training experience on an individual basis. However, for some, these follow-through sessions extended far beyond the anticipated time factors perceived in planning specific experiences. Regardless of the time factors necessary for follow-through, professional assistance was available for every teacher based on their individual needs.

Teachers stated that they felt unpressured and secure in their attempts at implementation for they knew that long range assistance was available. This factor may account for the lack of teacher anxiety when implementing what had been learned. For example, Ms. X had just initiated an integrated social studies-language arts program around the topic "Community." During this time she participated in a manipulative math workshop. In concert with the trainer they agreed that right now she was overburdened with what she was already attempting, but in three weeks when the trainer returned she would have arranged her world to facilitate the implementation of what she valued from the current math workshop. In the interim Ms. X began working toward experiences where the new training she had learned could be applied upon the trainer's return. The knowledge that the trainer would return for several visits and that each teacher would have access to assistance appeared to provide teachers with a framework for security and the opportunity to participate in experiences which might not be immediately usable. At the very least, no teacher ever articulated insecurity in implementing next steps.

8. That administrative support and cooperation in all phases of inservice be obtained. The administrative leaders of both schools involved in this program appeared to be key

agents in determining the extent the trainings which were occurring became an integral component of the school's operations. For example, upon entry the primary school principal enthusiastically endorsed all aspects of the training design and provided the necessary task orientation and support systems. To the contrary, the intermediate school principal was skeptical and reserved, advising his staff, "You can if you want to, but don't really have to." Within a matter of a few weeks the total primary staff was involved in the workshops and busy changing the environment of their school. At the intermediate school, change occurred less rapidly. Only those staff members who were enthusiastic in their praise for the program changed their environments. Not until the intermediate school principal asked, "Why is the primary school changing faster than the intermediate?" and requested an analysis of his behaviors toward the program, did change occur. Once he began openly endorsing the program, setting program priorities, demonstrating high task behaviors and providing a personal support system to his staff did the program take on depth and intensity. Changes then became evident in the intermediate school; most of the staff began participating in the program; seven teachers who were against the movement resigned and were replaced that June; and more classrooms reflected the training which was occurring.

In summary, there appear to be several variables which led to the perceived success of the Staff Renewal Redesign Approach. First, the eight conditions are interdependent and each effects the success of any one of the components. Second, financial backing was provided which provisioned for both the training support and the immediate purchase of training and classroom media. Third, within the design of the model all training sessions provided for follow through assistance in each participant's classrooms. Fourth, responsible decision-making was encouraged and supported. Fifth, flexibility within the inservice framework allowed for focusing on the individual needs of the staff. Finally, through focusing on the realities, strengths, and weaknesses which existed in the environment, we were able to deal with the conditions which affected the needs of professionals attempting to advance their technological skills.

Data collected to assess the changes
within the environment.

The following is a presentation of data collected to assess some of the changes which occurred within the school's environment during the thirty months this inservice model was implemented and evaluated.

Educational Setting

The inservice model was implemented with a school district composed of one K-3 elementary school and one 4-6 intermediate school which includes an instructional staff of 42 and a student population of approximately 840. The community encompasses 92 square miles of largely rural territory and lies in the heart of one of the nations largest and richest fruit producing areas. The local population is composed of families whose incomes are derived predominantly from three sources: agriculturally related activities, local businesses, and adults commuting to urban positions. Through the advent of a substantial Urban/Rural grant under the Educational Professional Development Act (EPDA) funds were made available for the inservice training of the professional staff to develop the needed expertise in the implementation of adopted educational philosophies and practices. A fifteen month contractual agreement was made with a private educational consulting firm, directed by this researcher, to meet this need.

Goals

Central to any educational innovation is the process and procedures for evaluation. The evaluation of this study, throughout, has been considered as a process on the development and progress of the total project. More specifically, evaluation was considered

essential in determining where we were in accomplishing project goals at predetermined intervals and in establishing next steps for training. Considered in the evaluation procedures has been the utilization of formal and informal instruments and a formative assessment statement by the project coordinator.

The evaluation of both the Summer Laboratory School and the total project was coordinated by an Evaluation Committee. Members of the Evaluation Committee included an evaluation specialist from a local university, two teachers, two parents, and two high school students. Representatives from the School Board, the Administrative Cabinet, and the Curriculum Council were appointed adjunct members and met with the Evaluation Committee periodically. Representatives of the preceding groups acted in both an advisory capacity and as a communications link in keeping the school and community informed of the activities of the Evaluation Committee.

The Evaluation Committee was formed in January of 1973 and agreed to undertake the following responsibilities:

1. To help define project goals and to select, design and/or to refine appropriate evaluation instruments.
2. To administer the designed or selected instruments to the appropriate audiences.

3. To be responsible for the collection, analysis and interpretation of data.
4. To prepare reports, etc., for distribution to appropriate agencies having a vested interest in the project.

Representatives of the Evaluation Committee were responsible for meeting with the Planning Committee for purposes of coordinating efforts. In addition, a representative was responsible for meeting with other committees for the purposes of communications. A close relationship was developed between the project coordinator and the Evaluation Committee. The project coordinator met regularly with the Evaluation Committee and participated in all aspects of the evaluation scheme.

The Evaluation Committee wanted the results of the assessment procedures to provide input into the accomplishment of our major goal...to help teachers move from less open to more open classrooms. Additionally, the committee wanted the results of the assessment procedures to provide the Planning Committee a basis for determining the next steps of the training program.

The Evaluation Committee designed the following five goals:

1. To determine the group gain scores of the students enrolled in the Summer Laboratory School.
2. To determine the effectiveness of utilizing a team of educational specialists.

3. To determine if the expressed personnel and professional goals of the project participants were met.
4. To determine student and parent understanding of the project.
5. To determine if project participants were adopting Integrated Day practices.

The Committee concluded that procedures for goals 1-4 would be accomplished at the conclusion of the Summer Laboratory School and that procedures for goal 5 would be accomplished approximately one year after the conclusion of the project.

Sample

The sample for the evaluation of the Summer Laboratory School included 40 teachers, 35 females and 5 males, and 2 principals, 1 female and 1 male (N=42 teachers); 4 team leaders, all female (N=4 Team Leaders); 12 teacher aides, all female (N=12 Teacher Aides; 244 students (N=244 Students) and 57 parents (N=57 Parents). The final assessment (goal 5) of the total project included the same 42 teachers and 4 team leaders.

For evaluation Goal 1, the determination of group gain scores of students enrolled in the Summer Laboratory School, a sampling of 244 students or 80% of the school population was used. In determining the effectiveness of educational specialists (goal 2) a sampling of 58 staff

members (40 teachers, 2 principals, 4 team leaders and 12 teacher aides) or 100% of the project participants were used. For evaluating goal 3, the accomplishment of personnel and professional goals of the project participants, the same sampling as in goal 2 was used. In determining student and parent understanding of the project (goal 4), a sampling of 61 students or 25% of the student population, and 57 parents or 20% of those parents who visited the school, was used. In evaluating goal 5, to determine if project participants were adopting Integrated Day practices, a sampling of 46 staff members (40 teachers, 2 principals, 4 team leaders) or 79% of the project participants were used.

Evaluation of the Summer Laboratory School occurred on August 18, 1973 at which time the first four goals were evaluated. The fifth goal was evaluated on March 7, 1975. The data presented describe the procedures employed to evaluate the Summer Laboratory School program and the total project. Included is a description of the instruments as well as the procedures for administering and analyzing the data.

Instruments and Procedures

One standardized and four informal instruments were utilized to evaluate the effectiveness of the Summer

Laboratory School and one standardized instrument was used to determine the effectiveness of the total project. The collected data is presented in terms of frequencies and percentages. No sophisticated statistical procedures have been used. The intent of the data was to assist in determining continued training needs and in providing input as to where we were in accomplishing project goals at predetermined intervals. Therefore, the data did not lend themselves nor warrant sophisticated statistical procedures.

Goal 1: To determine the group gain scores of the students enrolled in the Summer Laboratory School.

In order to determine the group gain scores of the students in the Summer Laboratory School, the Wide Range Achievement Test (WRAT), 1965 edition, was administered both pre and post during the first and last week of the program. This standardized instrument is designed to measure growth of children in reading and mathematics over a range from preschool to college years. The WRAT was pre-tested on July 5 and post-test on August 16. Interpretation of scores is based on years, months, and weeks. For example, a mean score of 2.10 would be interpreted as two years, one month and no weeks. One hundred and ninety-three of the 244 students enrolled in the summer program completed both the pre and post tests. A mean expectancy growth score of .12, or one month and two weeks was anticipated.

Goal 2: To determine the effectiveness of utilizing a team of educational specialists.

During the Summer Laboratory School, educational specialists were available to assist teachers with their programs. Evaluation forms were sent to all program participants the last day of the summer program. Each participant was asked if they had met with each educational specialist and if they felt the specialist was effective in helping them reach either program or personal goals.

The following is a sample question from the Evaluation of Educational Specialists questionnaire. The same information was requested for each specialist.

Did you meet with _____ (Name) _____? Yes ___ No ___
 If yes, answer A below. If no, continue on to the next person listed.

A. If yes, was he/she effective in helping you reach either program or personal goals? Yes ___ No ___

Goal 3: To determine if the expressed personnel and professional goals of the project participants were met.

Two instruments were designed to measure the instructional staffs' accomplishment of professional and personal goals. The first, Evaluation of Summer School Goals, was designed to measure participant perceptions on accomplishing the four sub-goals of goal 3, set for the Summer Laboratory School. The stated goals were:

Sub-Goal 1: Students enrolled in the summer program will show growth in reading and math.

- Sub-Goal 2: Professional, paraprofessional and supportive personnel will function as teams to acquire and demonstrate the basic elements of diagnostic and prescriptive techniques.
- Sub-Goal 3: Staff, administration and students in the Laboratory School will produce a series of models of various cooperative curriculum elements which will demonstrate methods by which cross-disciplinary instructional programs can be used to meet the identified and continuous learning needs of students in the school.
- Sub-Goal 4: Students, staff, administrators and parents of students will be able to articulate the practical differences between the "Laboratory School" experience and the "regular school" experience.

A two item questionnaire was designed for each stated goal:

1. Do you feel that sub-goal was met? Yes ___ No ___
2. Please state your reason(s) for your response to question 1.

The second instrument was the Assessment of Personal and Professional Goals questionnaire. This instrument was designed to measure the staffs' perception on accomplishing personal goals. The staff was asked to respond to a statement in regard to their goals for the Summer Laboratory School. Once their goals were expressed they were asked to give the reasons for their statements. Project participants were asked to respond to the following statement in regard to their personal and professional goals for the program:

Participants in study sessions, workshops and related activities attend them with objectives in mind. On the following lines please list

your objectives, these may be personnel and/or professional. After each of your objectives please indicate whether or not you reached them and the reasons for this answer.

Both questionnaires were administered the last day of the summer program.

Goal 4: To determine student and parent understanding of the project.

Two instruments were designed to measure parent and student perceptions of the Summer Laboratory School. The first, Parent Tell Us!, was a five item questionnaire designed for parental reactions to the current school program. For example, parents were asked to respond to the question, "If this kind of program were offered during the school year, would you want your child involved?" The questionnaire was administered during the Open House held during the last week of the program. The second instrument was designed to measure student perceptions of the current school program. Students responded to five questions in an interview setting. Each interview was recorded and later analyzed. The interviews were conducted during the last week of the program.

Parent and community communication with the program was one of the primary concerns of the project. Throughout the program the school was always open and welcomed visitors; weekly news articles were written and published in local

newspapers; home-visits were conducted by teachers for all students; a major news report was video taped and broadcasted by a local television station; and an Open House was held during the last week of the program. The parent evaluations of the Laboratory School were felt to be highly significant. Prior to the initiation of the project, minimal communication was maintained between the school and the community and the parents felt uncomfortable visiting the schools. It should be noted that the schools had operated on an austerity budget during the 1972-73 academic year. This situation was caused primarily by the schools self-imposed isolationism from the community.

The Parent Tell Us! questionnaire was distributed at the Open House held at the conclusion of the program on August 15. Fifty-seven (N=57) parents completed and returned the questionnaire.

Approximately 25% of the student population of the Summer Laboratory School were interviewed. The students were selected at random from three designated populations: migrant, re-settled migrant, and regular year students. The number of students interviewed from each of these populations represents their proportion of the total school population. Table 1 presents a breakdown of the ages of those interviewed according to the three designated populations.

Table 1
Student Population Interviewed

<u>Migrant</u>	<u>Age</u>	<u>Re-Settled Migrant</u>	<u>Age</u>	<u>Regular</u>	<u>Age</u>
1	5	2	5	2	5
1	6	1	6	7	6
1	7	3	8	5	7
2	8	2	9	9	8
1	9	1	12	4	9
2	10	1	14	8	10
1	11			2	11
1	13			2	12
				1	13
				1	14

Hence, ten (N=10) migrant, ten (N=10) re-settled migrant, and forty-one (N=41) regular students were interviewed.

Table 2 presents a breakdown of the populations interviewed according to instructional teams.

Table 2
Student Interviews by Instructional Teams

<u>Team</u>	<u>Migrant</u>	<u>Re-Settled Migrant</u>	<u>Regular</u>	<u>Total</u>
A	2	3	9	14
B	3	3	13	19
C	3	2	11	16
D	2	2	8	12

Goal 5: To determine if project participants are adopting Integrated Day practices.

In compliance with the decision of the Evaluation Committee, the final assessment was completed twelve months

after the conclusion of the inservice program. Delay in the final assessment was encouraged because it was felt that those beliefs and practices adopted by the instructional staff would be institutionalized and would be evidence of the school's permanent adoption of the related innovations. The final assessment was completed during March of 1975.

The Evans (1971) Teacher Questionnaire (Appendix D) was selected as the most desirable instrument to determine if teachers had moved from less open to more open classrooms. The Teacher Questionnaire is a parallel form of the Evans (1971) Classroom Observation Rating Scale. The questionnaire is based upon a content analysis of Integrated Day literature and was conceptually verified by advocates of the Integrated Day movement. The Evans study was designed and tested to differentiate British and American Open Classrooms from American traditional classrooms. The Teacher Questionnaire consists of fifty items for which teachers respond to assumptions regarding the nature of children and learning as well as how they perceive their behavior and that of their pupils. Responses to each item are on a four point scale (strongly disagree, disagree, agree, and strongly agree). In developing scoring procedures, Evans established that a high score was indicative of an Integrated Day classroom and a low score was indicative of a

traditional classroom. For the purposes of this study, the Evaluation Committee determined that teacher scores exceeding 155 points would be considered as Integrated Day classrooms and those with scores below 130 as Traditional Classrooms. The Teacher Questionnaire was administered on March 7, 1975, twelve months after the inservice component was concluded.

Results and Discussion

Table 3 illustrates the instruments used together with the number of those responding to the instruments and the percentage of the total population represented in the program.

Table 3

Evaluation Instruments and Population Respondents

	<u>Population</u>	<u>Number of Respondents</u>	<u>Percent of Population</u>
Wide Range Achievement Test	244	193	80%
Evaluation of Educational Specialists	58*	37**	64%
Evaluation of Program Objectives	58	37	64%
Evaluation of Personal and Professional Goals	58	37	64%
Parent Tell Us!	200	57	20%
Student Evaluations	244	61	25%
Teacher Questionnaire	46***	46	100%

- * Population breakdown
 - 40 teachers
 - 2 principals
 - 4 team leaders
 - 12 teacher aides
 - ** Respondent breakdown
 - 25 teachers
 - 2 principals
 - 4 team leaders
 - 6 teacher aides
 - *** Population breakdown
 - 40 teachers
 - 2 principals
 - 4 team leaders
-

Goal 1: To determine the group gain scores of the students in the Summer Laboratory School.

The basic academic goal of the Summer Laboratory School was to seek an improvement in the children's reading and mathematics. This goal was evaluated during the last week of the Summer Laboratory School. The instrument used to judge growth in reading and mathematics was the Wide Range Achievement Test (WRAT), 1965 edition. Ninety-three of the 244 students enrolled in the Summer Laboratory School, completed both the pre and post tests. They were tested according to their four Team groupings. The populations per group were:

Team A	(5 and 6 year olds)	45
Team B	(7 and 8 year olds)	50
Team C	(9 and 10 year olds)	50
Team D	(11 and 12 plus year olds)	48

Table 4 presents a comparison of the pre and post test mean scores and the group gain scores.

Table 4
Comparison of Pre and Post Mean Scores
and Group Gain Scores on the WRAT

<u>Instructional Team</u>	<u>Pre-Test Mean</u>	<u>Post-Test Mean</u>	<u>Group Gain Scores</u>
A	Reading .29	Reading .49	+ .20
	Math .33	Math .59	+ .26
B	Reading 2.14	Reading 2.27	+ .13
	Math 2.25	Math 2.27	+ .02
C	Reading 3.91	Reading 4.32	+ .41
	Math 3.13	Math 3.36	+ .23
D	Reading 4.65	Reading 5.17	+ .52
	Math 4.26	Math 4.63	+ .37

An anticipated gain score was set at .12 or one month and two weeks for both reading and math. The Reading mean score of all teams was .31 or three months and one week. The Math mean score of all teams was .22, or two months and two weeks. Overall, 82% of the sample tested either attained or exceeded the anticipated gain scores in both reading and math. The results of this evaluation suggested that the conditions for Goal 1 had been obtained. However, individual team results varied considerably.

Teams C and D demonstrated the greatest degree of growth. This was attributed to several factors. First, Team D had the largest population of migrant students. Many of these students have attended school only sparingly throughout their lives. This could reflect in low achievement levels. Considering their enthusiasm and high attendance throughout the program, major gains could be attributed to just these two factors. A second factor was that members of teams C and D demonstrated high motivation and participation in planning and implementing the program which was readily carried over into their classrooms.

The lowest gain scores were by members of Team B in math. This might be directly attributed to this team's preoccupation with field trips and somewhat of a "free school" philosophy. These scores might also exemplify what occurs when the intent of a group of teachers is mainly child oriented without maintaining a high teacher contribution as well. This observation should be further investigated.

Results of the WRAT testing were well received by the Planning Committee. A great deal of concern had been generated about "loosing academic growth during periods of change." Through demonstrating continued growth during a period of intense redesign, additional internal support was generated for the project.

Several criticisms can be made about the use of the WRAT. The use of this instrument was mandated by one of the funding agencies. The validity and reliability of the instrument was based on inner city minority students. The Laboratory School program was composed of rural white and migratory black students. Thus the validity and reliability of this instrument, in this situation, is questionable. In addition, this instrument is designed to measure only the cognitive growth of the students. An instrument which could measure the changing attitudes and behaviors of students when moving from less open to more open environments was not administered.

Goal 2: To determine the effectiveness of a team of educational specialists.

The results of the evaluation of the Educational Specialists provided the Planning Committee with feedback for determining which specialists could work most effectively with specific staff members. Several specialists were invited back as a component of the Fall visiting team. In addition, other specialists would be invited back periodically to deal with specific needs. Overwhelmingly, the total staff wanted all current specialists to return. The effectiveness of one member of the visiting team was so well received that she was offered a position with the school. She is currently holding the position of Math Consultant to both the Primary and Intermediate schools.

Table 5 reflects the responses of participants as to the effectiveness of the Educational Specialists. The responses vary greatly for various specialists. This was due to the assignments of the specialists. The participants and specialists interacted socially; however, participant answers were based on professional interactions. Specialists were assigned to teams on a needs basis. The duration of the specialists stay with a team ranged from two days to six weeks. Many specialists had responsibilities with two or more teams. Therefore the populations evaluating the visiting team varied.

Table 5

Teacher responses to "meeting with specialists" and the effectiveness of the specialists

Code	N	Yes	No
Did you meet with A? Was she effective?	27	18 10	9 7
Did you meet with B? Was he effective?	27	19 13	8 5
Did you meet with C? Was she effective?	25	13 8	12 3
Did you meet with D? Was she effective?	26	18 12	8 3
Did you meet with E? Was she effective?	27	26 16	1 3
Did you meet with F? Was she effective?	27	20 16	7 3

Table 5 (continued)

Code	N	Yes	No
Did you meet with G? Was he effective?	27	23 20	4 3
Did you meet with H? Was he effective?	27	15 8	12 6

One of the major limitations of this instrument is in the determination of how much time was spent by participants with the visiting specialists. It is assumed that several staff members may have judged the effectiveness of various specialists on superficial interactions with them and other staff members may have based their evaluations on long term interactions. A more detailed analysis of participant-consultant interactions would have been helpful.

Goal 3: To determine if the expressed personal and professional goals of the project participants were met.

For the evaluation of program objectives, participants were asked to indicate if they felt the stated goals for the Summer Laboratory School had been met. On Table 6 the number of participants who felt each goal had, or had not, been met is recorded along with the percentage of those responding positively.

In discussing the results of the administration of this instrument it is necessary to reflect upon the purpose

of the evaluation procedures. The primary intent was to determine continued training needs. Thus, in reflecting on the responses of the staff on accomplishing program goals, the Evaluation Committee concluded that not only was the current program successful, but that future steps for continued training were beginning to take focus. The members of the Evaluation Committee anticipated the "yes" responses. The Evaluation Committee and the project coordinator had perceived that the instructional staff were aware of existing weaknesses at the conclusion of the summer program. This was reflected by the responses on the questionnaire.

Table 6

Achievement of Program Goals

Goal	Number of Respondents	Participants Responses		Percent Responding Positively
		Yes	No	
Students enrolled in the school will show individual and group gain scores equal to or greater than the expected gains of students for an equivalent period of time.	22	13	9	60%
Professional, para-professional, and supportive personnel will function as teams to acquire and demonstrate the basic elements of the diagnostic and prescriptive techniques.	25	14	11	56%

Table 6 (continued)

Goal	Number of Respondents	Participants Responses		Percent Responding Positively
		Yes	No	
Staff, administration, and students in the Laboratory School will produce a series of models of various cooperative curriculum elements which will demonstrate methods by which cross disciplinary teams can be used to meet the identified and continuous learning needs of students in the district.	22	13	9	60%
Students, staff, administrators, and parents of students will be able to articulate the practical differences between the Laboratory School experience and the regular school experience.	25	24	1	96%

Twenty-six personal and professional goals were stated by the participants in response to the instrument to evaluate personal and professional goals. Stated goals emphasized the development of new skills for functioning in more open environments. Most participants were concerned with the development of curriculum, appropriate learning

experiences, and the development of specific contents (math and language) in integrated environments.

Responses of the staff to personal and professional goal accomplishment assisted the Evaluation Committee and the Planning Committee in identifying and prioritizing training components for the Fall program. The instructional staff identified the following areas as major considerations for additional and extended training:

- curriculum development
- classroom centers
- manipulative materials
- language arts
- unified arts
- team planning
- record keeping

Taking into consideration the other assessment inventories together with extensive discussions by the instructional staff with both the Planning Committee and the project coordinator, curriculum development was determined to be the major need for inservice training during the succeeding year. Through focusing on curriculum development, it was felt that the following components could be dealt with through the design of the training program:

team planning
manipulative materials
center development
unified arts

These were considered as the major focal points and that the related areas of record keeping, center development, etc., would be built into the training activities. The various committees and the instructional staff gave near unanimous endorsement and support to the proposed areas of concentration.

Goal 4: To determine student and parent understanding of the project.

The Parent Tell Us! questionnaire was distributed at the Open House held on August 15. Fifty-seven (N=57) or approximately 25% of the parents completed and returned the forms. Their responses are included on Table 7.

Earlier it was related that the district had operated its schools on an austerity budget as a result of the schools self imposed isolationism from the community. Just prior to the conclusion of the Summer Laboratory School the 1973-74 school budget was endorsed by a significant positive vote. Comments concerning the budget were often preceded by statements as, "Now that we know what you are doing . . .". This in itself demonstrated the positive impact of the summer program on the community.

Table 7
Parent Evaluations
(N=57)

1. Why did you send your child to the Summer School?

Frequency	Percent	
32	56	To have my child improve his reading.
28	49	To have my child improve his arithmetic.
22	39	To be with other children.
28	49	To be better prepared for the regular school.
6	10	To have fun.
2	4	To do constructive work.
1	2	To improve everything
1	2	For the experience.
2	4	So I could work.

2. Did your child feel happy about going to summer school?

56 - yes 1 - no 0 - don't know

3. Do you feel your child's skills have improved through the summer school?

a. In reading 30 - yes 2 - no 13 - don't know
 12 - no response

b. In arithmetic 31 - yes 0 - no 12 - don't know
 14 - no response

c. Getting along
with others 43 - yes 1 - no 3 - don't know
 10 - no response

4. Do you feel that there is a difference between the summer school and the regular school?

a. 48 - yes 4 - no 2 - don't know 3 - no response

b. If yes, please write why you see the difference.

Frequency	Percent	
21	39	Different atmosphere (a more informal relationship between students and teacher, more concern for individual needs, students enjoy it more).

Table 7 (continued)

Frequency	Percent	
18	31	More crafts and activities-creativity is emphasized.
7	11	The students like what they do.
6	10	Helps in everything.
4	8	More field trips
4	8	Different curriculum
1	2	Basic skills
1	2	Easier work

5. If this kind of program were offered during the regular school year, would you want your child involved?

a. 56 - yes. 0 - no 1 - no response

b. Comment if you wish.

10. excellent program

6. What the child learned will help him, there was improvement in basic skills and he did relevant things.

4. The students were really interested and enjoyed it.

2. The teachers were more cooperative.

Of those who completed the Parent Tell Us!

questionnaire, most parents sent their children to the summer school to improve their reading and math skills. Ninety-nine percent of those responding felt their children were happy about attending the summer program. In addition, all respondents felt that if the Laboratory School program were extended into the school year, they would want their children to participate.

Approximately 92% of the sample enjoyed attending the summer program, and 72% noted distinct differences between the summer school and regular school.

Table 8 indicates the reasons students gave for "liking summer school." The student responses were content analyzed and presented in a "double team" breakdown to reflect younger and older children (Younger children, Teams A & B).

Table 8
Student Reasons for Liking Summer School

	<u>Team A & B</u>	<u>Team C & D</u>
Playing Outside	27%	7%
Art and Crafts	18%	20%
How we learn	15%	14%
Field Trips	11%	17%
Friends	11%	6%
Breakfast and Lunch	7%	6%
Teachers	6%	4%

Student responses, both through the evaluation questionnaire and in conversations, reflected the entire program. Student involvement in the program led to several outcomes. First, many parents had to change summer vacation and holiday plans because students refused to miss school. Second, an elementary student council was formed through which many school decisions were made. This council is still operative and according to the school administrator, student input has grown as has the level of sophistication of the decisions students are capable of making. Finally, students are now on committees for the

review and evaluation of all materials being considered for classroom use.

Goal 5: To determine if project participants are adopting Integrated Day practices.

The Evans Teacher Questionnaire was administered on March 7, 1975, twelve months after the project was concluded. The results of this administration appears on Table 9. The results of the Evans Teacher Questionnaire, provided data to the Evaluation Committee as to the effectiveness of the Staff Renewal Redesign Approach. Eighty-three percent of the forty-six participants involved in the project scored above the standards set for identifying Integrated Day classrooms. These results suggest that positive steps have been made toward more integrated classrooms.

It is interesting to note the high scores attained by the four team leaders and one principal. The question could be asked, when placed in a leadership role, are individuals more likely to develop the endorsed attitudes, behaviors and instructional skills more rapidly than those who do not have a higher level of responsibility. Another interesting result is a comparison of these scores to the results of the WRAT.

Table 9
Teacher Scores on the Evans Teacher Questionnaire

January 1975

N=46

1. 199*	24. 176	
2. 197**	25. 173	
3. 197*	26. 172	
4. 194	27. 170	
5. 194	28. 168	
6. 193*	29. 165	
7. 191	30. 165	
8. 191*	31. 164	
9. 191	32. 164	
10. 188	33. 164	
11. 188	34. 164	
12. 188	35. 160	
13. 188	36. 157	
14. 186**	37. 157	
15. 186	38. 157	1
16. 186	39. 154	
17. 186	40. 148	
18. 181	41. 148	
19. 181	42. 148	
20. 181	43. 142	
21. 181	44. 140	2
22. 180	45. 122	
23. 180	46. 104	

* team leader classrooms (N=4)

** principals (N=2)

200 highest possible score

¹Scores above 155 points have been designated Integrated Day Classrooms (see Evans, 1971, Scoring).

²Scores below 130 points have been designated Traditional Classrooms (see Evans, 1971, Scoring).

Four members of Team B rated the lowest four scores on the Teacher Questionnaire. As previously noted, Team B

students demonstrated the lowest growth scores on the WRAT. In addition, Team D students demonstrated the highest growth scores on WRAT and the teaching team rated in the top 25% of the Teacher Questionnaire.

Summary of Evaluation

In summary, the evaluation of this study has been considered as a process on the development and progress of the total project. Evaluation was considered essential in determining the needs for future training. In addition, evaluation was considered essential in determining where we were in accomplishing project goals at predetermined intervals.

The analysis of the data collected provided evidence to the Evaluation Committee on the success of the project. Evidence was collected to support the premise that academic growth and skill development need not be sacrificed during period of transition. The results of the Wide Range Achievement Test (WRAT) revealed growth factors beyond our anticipated scores. This growth was attributed to the commitment of the project staff in providing multiple activity based experiences for students in all areas of the program. All activity experiences were founded on fostering the development of language and math skills.

The utilization of varied informal instruments provided project personnel the opportunity to relate their

perceptions about the project. Though a great deal of data was collected, it was felt that discussing the results with the staff provided a more concrete identification of training needs. In the final analysis, the Evaluation Committee and Planning Committee based their recommendations more on the results of discussions with the staff than on the results of the assessment inventories.

Overall, the results of evaluation procedures indicate that the Staff Renewal Redesign Approach was successful. Participants were always busy, excited and anxious to get back to their classrooms to try something new. Quite often the level of frustration was high yet most staff members were able to adapt and overcome their frustrations. Not reflected in the valuation procedures, yet extremely significant to the success of the project, is the commitment made by all project personnel. During the Summer Laboratory School and during the succeeding year, teachers arrived early every day and often stayed late into the evening. A two hour workshop often lasted all afternoon and into the evening. Many dinner meetings were held. During the school year, these extended days were more typical during the one week a month training sessions with the consulting team. Project staff were always working hard, attempting to cram an impossible number of experiences into every day. However, most project

personnel related how enjoyable and helpful the training was.

Though pre-test data on the Evans (1971) Classroom Observation Rating Scale was not collected, it is still concluded that a movement toward Integrated Day classrooms took place during the implementation of the Staff Renewal Redesign Approach. The results would seem to imply that the major goal of the project which was to assist teachers in moving from less open to more open classrooms was a realistic and an attainable goal. The significance of these results would seem to imply that the tactics, strategies and procedures used by the project staff to facilitate this goal was effective.

Several aspects of the training design should be carefully examined in terms of continued training. One area is that of the process of decision-making where the teaching staff has responsibility in making decisions about their training needs. Another area is the provisioning of an environment appropriate to the focus and intent of the inservice experiences. A third area is the use of time, as to the length of sessions, the hours per day of involvement, etc. How outside consultants are used in classrooms and workshops is another. A fifth major area worthy of examination is the design of each

training experience: (1) the provisioning of an Integrated Day experience for teachers; (2) application of new skills in classrooms with children; and (3) follow-through assistance in classrooms by the Educational Specialist who conducted the initial training. These components appear to be the major success factors of this model.

C H A P T E R V
SUMMARY AND RECOMMENDATIONS

The purpose of this dissertation has been to document the planning, implementation and evaluation of the procedures utilized in helping teachers move from less open to more open schools and classrooms. Inservice staff development, the organization and implementation of a Summer Laboratory School, the continuation of selected training programs during the academic year, provisioning for teachers Integrated Day experiences from which to model their behaviors and classrooms, and the utilization of a team of educational specialists have been the means used to implement this change model. This model for educational change was based on an Integrated Day organizational framework which acted as both a scheme for making decisions about the project and, at the same time, provided a basis for predicting training needs and the needs of the institution.

This chapter summarizes the findings of the present study. Implications of this study are formulated in reference to the six questions established earlier in the study. The chapter concludes with a set of suggested recommendations for future research.

Factors which contributed to the
realization of desired goals

This study, in part, was designed to seek answers to six questions from which an inservice model would be designed and implemented to help teachers move from less open to more open schools and classrooms. These questions provide a framework for stating the factors which contributed to the realization of desired goals. Briefly restated, these questions are:

1. What are the characteristics and/or conditions which facilitate redesign efforts?
2. What conditions should exist in provisioning for a successful inservice educational program?
3. When teachers are in a redesign program, what are the conditions which facilitate changing behaviors and attitudes on the part of the teachers?
4. What role does the principal, as the administrative leader of the school, play in promoting, facilitating and sustaining redesign within the school?
5. What are the characteristics of a theoretical educational framework which provides a focus for facilitating teacher movement from less open to more open schools and classrooms?

6. What existing conditions and characteristics identify a classroom as an Integrated Day classroom?

The experiences which resulted from coordinating the planning, implementation and evaluation of the Staff Renewal Redesign Approach have provided this researcher the opportunity to identify a number of factors which contributed to the realization of desired outcomes. These factors have implications for inservice models as they are currently being discussed in the literature. Major implications are summarized under each of the preceding questions.

1. What are the characteristics and/or conditions which facilitate redesign efforts?

Perhaps the most significant implication of this study for other inservice models is the need for an organizational framework which is clearly articulated and is mutually agreed upon by all the persons involved. The Integrated Day educational approach provided a framework for planning and implementing the Staff Renewal Redesign Approach. This framework provided to project members: a basis for planning project initiation, a basis for entry into the school environment, a basis for departing from the environment after the successful establishment of Integrated Day classrooms, a basis for designing and conducting training experiences, and a basis for designing

appropriate evaluation procedures. In addition, by identifying and conforming to an organizational framework, training needs and designs were identified, appropriate media was obtained, and support systems were planned. Additionally the reorganization of existing conditions, as support systems and bureaucratic procedures were dealt with in terms of specific needs. Finally, the utilization of a clearly articulated organizational framework provided a basis for planning and facilitating the initiation, implementation and institutionalization of the components of the innovation. These findings are supported by the literature related to change. Barth (1972), Barzan (1971), Goodlad (1970), and Miles (1965) all contend that when designing and implementing change strategies, an organizational framework which is firmly based on the assumptions of the innovation provides a focus and direction for growth. Therefore, it would appear that when schools are planning a redesign effort, a clearly articulated organizational framework will facilitate a focused effort for planning and accomplishing identified goals.

2. What conditions should exist in provisioning for a successful inservice educational program?

The literature reviewed on inservice education resulted in an identification of eight conditions necessary

in provisioning for successful inservice programs. The Staff Renewal Redesign Approach was implemented and sustained around these eight conditions (see Chapter II). However, three conditions were repeatedly focused upon by project members in relationship to the success of the project. These conditions are:

Condition 2: Teacher participation in planning and decision-making should be encouraged.

Condition 5: Inservice leaders should conduct activities and demonstrate behaviors which can be modeled.

Condition 6: Implementation of acquired skills should be facilitated and reinforced in the classroom environment.

Educational specialists, administrators and the instructional staff all felt that there was a direct relationship between the high level of teacher participation in planning the inservice experiences, related decision-making, and the teachers' high participation in the project. Additionally, the same conditions were cited as reasons for the positive effect of the experiences on them. These conditions are suggested and referred to in several significant works. Schumer (1973) indicated that shared decision-making was a primary factor in the success of the inservice-preservice model she described. Cussen (1974) in a

comparative study of student and teacher perceptions regarding decision-making in selected open and traditional classrooms indicated that shared decision-making between staff and administration appeared to be a primary factor in the strength of the open classrooms. A major implication from his study was the need to investigate the relationship between teacher motivation and commitment to change and teacher perceptions on who makes decisions. Two major researchers in the Integrated Day movement, Barth (1970) and Rathbone (1970), recognized the need for staff involvement in planning as vital in improving inservice staff development programs. The evidence from our work here appears to indicate that when the audience is actively involved in the decisions which affect the realization of their identified goals, the ensuing inservice experiences will result in positive effects on both the participants and on classroom implementation.

The modeling of desired behaviors was demonstrated by trainers throughout the entire inservice program. For example, exploratory questions were asked and environments were provided for the participants to seek answers, rather than providing answers for them by the trainers. Not only were trainers responsible for demonstrating appropriate behaviors during training sessions with teachers but also as they worked with children in classrooms. The

need for inservice leaders to conduct activities and demonstrate behaviors which can be modeled has received little attention in the empirical educational literature. Only two descriptive studies, McCracken (1968) and Steen (1969) pointed out the significance of this component together with the need for additional research in the area.

Training sessions occurred within classrooms, with teachers and students, and through specific workshop sessions. Regardless of the training situation, the trainers focused on consistent follow-through on commitments. Educational specialists worked with instructional staff members in training sessions and follow-through sessions in classrooms. Repeated classroom visits were made until both teacher and specialist were satisfied with the implementation of acquired skills. The need for continuous and sustained support to teachers who are applying training experiences in their classrooms, has received support in the literature. Hrivnak (1970), Lamar (1968) and McCracken (1968) have concluded that trainer support in the classroom was a major factor in helping teachers to transfer skills learned in training to their own classroom environments. We have found that when support is provided in helping teachers transfer skills learned in training to the classroom, not only were training experiences rapidly implemented but positive attitudes were observable and a willingness

to extend explorations and innovations were eagerly attempted by the participants.

These three conditions have received varying degrees of recognition in the educational literature. It is assumed that the lack of research in these three areas is due to the relatively recent identification of their significance into redesign of classrooms. However, it would appear that when designing and planning inservice programs, special emphasis should be given to the following conditions:

(1) participative planning and shared decision-making; (2) exhibiting behaviors which can be modeled; and (3) follow-through of training sessions with teachers in their classrooms.

3. When teachers are in a redesign program, what are the conditions which facilitate changing behaviors and attitudes on the part of teachers?

Characteristics of sound helping relationships and leadership behaviors were encouraged and utilized by project personnel throughout all phases of the project. However, repeated acknowledgement of four helping behaviors were focused upon by the participants. These were:

1. Project personnel listened to the participants and acted upon their ideas and recommendations.
2. Project personnel constantly maintained high expectations for all staff members.

3. Project personnel continuously provided positive reinforcement for all attempts made by instructional staff members.
4. High competence was demonstrated by project personnel at all times.

The use of these four helping behaviors is heavily supported in the perceptual psychology literature. The work of Gooding (1968) in the identification of differences between effective and ineffective helpers identified a series of characteristics of effective helping relationships. We can infer from his listing, these four behaviors and abilities as useful to that relationship. Additional support is offered by the work of Maslow (1954), Argyris (1957), and Likert (1967). However, a need exists for more focused studies to evolve to reveal the implications of these four patterns of behavior on changing teacher attitudes and behaviors (see recommendations). We can conclude that these factors would appear to be directly related to the success of the inservice model. It would therefore appear that when teachers are in a redesign program, helpers who demonstrate high competence in listening and acting on the needs of their clients (teachers) together with maintaining a positive environment to work in, will be more successful than those who do not. This hypothesis needs empirical testing. In addition, it would appear that

successful helpers hold high expectations for the people they are responsible for and provide a high degree of positive reinforcement for the attempts that people make in attempting change. Finally, it would appear that effective helpers demonstrate a high level of competence in the educational arena.

4. What role does the principal, as the administrative leader of the school, play in promoting, facilitating and sustaining redesign within the school?

Reference was made in Chapter I of the school administrator's role as a key agent in fostering educational change and improvement in the school. Several implications of this study could play an important role as planned change efforts are designed and carried out in schools. First, "Thrust*" behavior should be task oriented yet also be considerate of human relationships with teachers. This behavior is marked by the leader's attempt to motivate the teachers through the example which he/she personally sets. It would therefore appear that school administrators should develop a balance between the press for task accomplishment and the development and fostering of cordial social relationships.

*Thrust is being defined as those behaviors utilized by successful leaders in maintaining high professional behaviors by their constituents, i.e., high task orientation, low authority image.

In terms of school organization, the principal should consider measures of achievement as symptomatic data and measures of the environmental press as indicators of the strengths and/or causes of illnesses within the organization. Students provide tremendous input in the collection of environmental data. A crucial perspective is gained when the comments of students are included in determining educational effectiveness. The present study made effective use of student perspectives in a number of ways. Issues of sexism, racism, and multi-cultural press were three areas where students expressed concern or interest. From these concerns learning materials were screened more closely and purchases were made in consideration of the above. As students learned to be responsible decision-makers, their self-ascertiveness was demonstrated. For example, when teachers attempted to show children how to do something, students often replied, "let me try" or "I don't need help." Consequently teachers had to adopt new behaviors in dealing effectively with their students and provision learning environments differently.

It would appear that when school administrators plan educational change, major consideration should be given to their behavior in interacting with the environments. The modeling of high task behavior together with sound social interactions with the teachers should be brought into

balance. . Second, that when considering the environmental press, the perspectives of the schools client (the children) can often reveal both strengths and underlying causes for institutional effectiveness and ineffectiveness.

5. What are the characteristics of a theoretical educational framework which provides a focus for facilitating teacher movement to more open schools and classrooms?

6. What existing conditions and characteristics identify a classroom as an Integrated Day classroom?

The available literature, both of an empirical and descriptive nature, which attempts to define and operationalize characteristics of Integrated Day education provided the basic organizational framework for this model. The Bussis and Chittenden (1970) double classification scheme provided a basis for conceptualizing the child and teacher contributions to the learning environment. Barth's (1970) assumptions about the nature of learning, knowledge and children, and Rathbone's (1970) four organizational features of the open classroom, and the Walberg-Thomas (1971) characteristics of open education were used as defining characteristics of the Integrated Day. Utilizing an Integrated Day organizational framework resulted in several

factors which contributed to the success of the program. The Integrated Day organizational framework provided a theoretical educational framework for designing educational programs. Other frameworks such as team teaching, differentiated staffing, flexible scheduling, the organization of a summer laboratory school and the use of teams of educational specialists provided the vehicles through which the Integrated Day educational approach was actualized. From our work here, it would appear that when planning reforms in educational institutions a clear articulation of both the theoretical framework and the vehicles through which the designs are to be actualized is necessary. Implicit in the current discussion is that the identification of both the underlying beliefs associated with the organizational framework and the vehicles through which the framework was implemented provided all project personnel with a basis for specifying and clarifying what we, the project, were all about. This assisted participating members in articulating their individual concerns and needs.

Recommendations

The following set of recommendations is provided to guide the efforts of future research and contribute to the improvement of experimental inservice research designs.

Recommendations for facilitating redesign efforts:

1. An important next step could be an empirical investigation of the effects of focusing on a clearly articulated organizational framework which results in a permanent change in the culture of the school. For example, studies could be designed to identify the changes which occur in the organizational development of a school which, in turn, facilitates the institutionalization of a renewal attempt or a specified innovation.

2. Another next step could be the design of an empirical study designed to determine the rate of change within the environment when the responsibility of decision-making and implementation of an innovation are shared by all school personnel.

3. The replication of this study with a focus on the relationship of the school's motivation for change and the variables of rate, extent, commitment and participation in the change process would be a useful addition to our knowledge.

4. An appropriate next step could be to design a comparative study between a similar model which utilizes a comprehensive summer laboratory approach as a vehicle of educational change and one that does not in determining the rate of change within the environment.

5. The need to study the cause and effect relationship between who initiates an innovation and the degree of success attained needs to be explored.

6. Comparative studies to be completed on academic growth patterns during periods of redesign, when the redesign is based on a clearly articulated organizational framework are necessary. Documentation of academic growth as is being used at Prospect School is one example of such an approach.

7. An area of needed research is the development of appropriate evaluation methodologies and instruments for assessment of innovative educational programs. This research would include designs for teacher performance, student growth, teacher training programs and institutional support systems to name a few.

8. The need exists to study how to implement change in a specific direction. One avenue might be an attempt to identify specific change strategies which appear complementary to the adopted philosophy. Another avenue might be a study of specific steps which have been or can be taken in moving away from less open environments. A third avenue could be an analysis of various case studies which have resulted in positive growth. Another avenue could be a study of the various vehicles (differentiated staffing) and support groups (planning committee) which provide internal securities during transitions.

9. From our findings on useful helping behaviors, it would be appropriate to investigate the relationship of the ability of helpers to listen and act on the needs of their clients, as well as what occurs within the environment when the preceding are focused upon.

10. The use of agreements made between trainer and trainee were utilized throughout the implementation of this study in determining the acquisition of new skills by the trainee. It would be useful for trainees to develop competency in the development of criteria based modules for self improvement. These modules, in turn, could be used as a basis for an empirical research design to assess the effectiveness of such training designs.

11. Our findings that student perceptions and behaviors influence the environmental press within the school, leads us to several considerations. It would be useful to design studies where students receive training for giving effective feedback on variables within the environment. Such variables could be sexism, racism, and the multi-cultural press within the environment. In addition, studies could be designed to train teachers in attending behaviors on student feedback.

Recommendations for provisioning inservice educational programs:

1. Our findings that there was a direct relationship between the high level of staff participation in planning

inservice experiences and their high participation in the project has led to a set of questions about the whole notion of shared decision-making. These questions include: What are the cultural limitations upon teacher and student decision-making? What effect do those holding administrative power have toward constraining those having less power for making decisions? What effect does the environmental and/or multi-cultural press within a school have on the decision-making power of school personnel? Studies could be established to help seek beginning answers to these and other questions related to decision-making.

2. In terms of modeling behaviors by trainers, an appropriate next step could be to investigate the effects on teacher attitude while implementing new skills into his or her classroom when a trainer is present. Another, and related, next step could be to investigate the rate of implementation when behaviors are modeled and are not modeled both in workshop and classroom sessions.

3. In terms of reinforcing acquired skills by trainers in the classroom environment, a comparative study on the rate of implementation when classroom reinforcement exists and when it does not, could provide valuable data in planning the rate of change within the school environment.

Recommendations for changing teacher attitudes and beliefs:

1. An appropriate next step could be an investigation of specific helping behaviors as: listening to teacher concerns and facilitating results; the effects of maintaining high expectations for teachers in training; and providing positive reinforcement for changing teacher attitudes in the process of changing educational environments.

2. An investigation of the criterion used in selecting effective resource personnel and the role resource personnel are to assume would provide data for effectively assisting schools to implement and institutionalize innovative programs.

Recommendations for Leadership behavior:

1. In terms of the role of school principals in facilitating change, an important next step could be to examine the cause-and-effect relationship between specific facets of the principal's behavior and selected components of the educational environment. Among the variables which could be examined are: high task orientation, low authority profile, and high reinforcement and support behaviors, level of enthusiasm, and perceived level of commitment.

2. An examination of such leadership behaviors as task orientation and human relationships with those for whom he is responsible could provide significant data on leadership roles as they effect fostering educational change.

3. In terms of changing school organization and the environmental press, an examination of both teacher and student perceptions of educational needs could reveal the causes of institutional strengths and illnesses.

Recommendations for university inservice education programs:

1. The need exists for studies of the utility of a similar model applied by a university sponsored program. Such a study could result in revealing significant training designs for candidates in preservice programs.

As educators, we must clearly comprehend the nature of our influence on the growth of the children we serve. In so doing our professional efforts must always be directed toward building creative environments through which our youth can explore and discover themselves.

APPENDIX A

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

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.

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 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

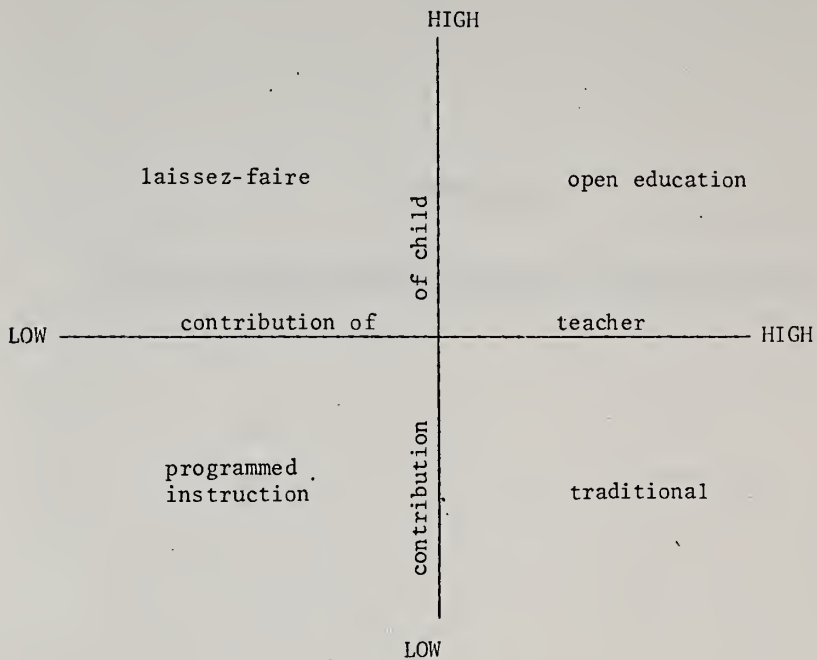
An Adaptation of Rathbone's Four Organizational
Features of Open Classrooms

1. The Organization of Space: flexibly defined, communicational 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 year 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 to gether 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

Bussis and Chittenden Double Classification Scheme

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 D

Walberg-Thomas Characteristics of Open Education

Walberg-Thomas Characteristics of Open Education

PROVISIONING FOR LEARNING

1. Manipulative materials are supplied in great diversity and range with little replication; i.e., not class sets.
2. Books are supplied in diversity and profusion.
3. The environment presents a balance of commercially prepared materials and materials brought in or developed by teacher and students.
4. Common environmental materials (plant life, rocks, sand, and water, pets, egg cartons, plastic bottles, etc.) are used.
5. Materials are readily accessible to children.
6. The teacher constantly modifies the content and arrangement of the classroom based upon continuing diagnosis and reflective evaluation of the children.
7. Children work directly with the manipulative materials.
8. The teacher permits and encourages constructive unplanned use of materials.
9. Space is divided into activity areas.
10. Students do not have their own individually assigned desks.
11. Activity areas are attractive and inviting.
12. Activity areas provide for a variety of potential usage and allow for a range of ability levels.
13. Spatial arrangements are flexible.
14. Children are able to make use of other areas of the building and school yard for educational purposes.
15. Children move freely about the room without asking permission.
16. Many different activities go on simultaneously.
17. Talking among children is encouraged.
18. Children help one another.
19. There are very few fixed time periods.
20. Determination of each child's routine each day is largely the child's choice.
21. Children generally work individually and in small groups.

22. Children generally group and re-group themselves through their own choices.
23. The teacher does not group children by ability according to tests or norms.
24. Formal class lessons are not conducted.
25. The teacher sometimes gathers the whole group for such activities as story or discussion.
26. The class is heterogeneous with regard to age.
27. The class is heterogeneous with regard to ability.
28. There is an overall purposefulness and a sense that the children value their work and their learning.
29. There is an overall sense of community of mutual respect and cooperation.

DIAGNOSIS OF LEARNING EVENTS

1. To obtain diagnostic information, the teacher takes an involved interest in what the child is doing.
2. Diagnosis is based upon attention to the child's thought processes more than his solutions.
3. Errors are seen as desirable, as a necessary part of the learning process because they provide information valuable to further learning.
4. Fantasy is valued; it is another way of knowing about the child and a means the child may use for learning.
5. 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

1. The basis for a child's instruction at the primary level is his interaction with materials.
2. The teacher becomes involved with the child diagnostically before suggesting any change, extension, or redirection of activity.
3. The teacher plans instruction individually and pragmatically, based upon reflective evaluation of each child's particular needs and interests.

4. The teacher becomes "actively involved in the work of each child... as one who seeks to help him realize his goals and potential."
5. 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.
6. Instead of giving assignments, the teacher amplifies and extends the possibilities of activities children have chosen, through individualized conversation, introduction of related materials.
7. The teacher refrains from direct correction and from making judgmental statements.
8. The teacher encourages children's independence and exercise of real choice.
9. 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.
10. The teacher provides direct instruction and assignments when warranted.
11. The approach to learning is interdisciplinary; e.g., the child does not generally confine himself to a single subject, such as mathematics, when learning.
12. Activities do not arise from pre-determined curricula.

REFLECTIVE EVALUATION OF DIAGNOSTIC INFORMATION

1. Evidence of learning is assessed through direct observation of what the child does and says and produces.
2. Pre-determined yardsticks of performance are not used in evaluating children's work.
3. The teacher avoids traditional testing procedures and tests.
4. Evaluation of the effect of a child's school experience covers a long range of time; and the teacher preferably has each child more than one year.
5. The teacher's record-keeping consists of individual histories chronicling the child's development.
6. The teacher keeps a collection of each child's work and makes use of it as the appropriate measure for his evaluation.
7. 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

1. The teacher respects each child's personal style of operating-thinking and acting.
2. The teacher rarely commands or reprimands.
3. The teacher values the children's activities and products as legitimate expressions of their interests, not simply as reflections of their development.
4. The teacher respects the children's ideas.
5. The teacher respects the children's individuality by rejecting ability grouping, group norms, homogenization.
6. The teacher takes children's feelings seriously.
7. The teacher recognizes and does not hide her own emotional responses.
8. Children generally do not try to suppress emotions.
9. The teacher strives to recognize emotions differentially and to act as a stabilizer upon whom children can depend when the going is difficult.
10. 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.
11. There is no abdication of adult authority and responsibility.
12. The class operates within clear guidelines, made explicit.
13. The teacher promotes openness and trust among children and in her relationship with each child.
14. In general, relationships are characterized by warmth and affection.
15. The teacher recognizes and admits her limitations when she feels unable to give a child the help he needs.
16. 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.
17. The climate is unthreatening; fear of failure is absent.

SEEKING OPPORTUNITY TO PROMOTE GROWTH

1. The teacher seeks further information about the community and its physical and cultural resources.

2. The teacher seeks information about new materials.
3. The teacher experiments herself with materials.
4. The teacher makes use of help from someone who acts in a supportive advisory capacity.
5. The teacher enjoys on-going communication with other teachers about children and learning.
6. 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

1. 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.
2. Providing for sustained involvement requires a flexible and individualized organization of time.
3. Children are capable of making intelligent decisions in significant areas of their own learning.
4. Learning depends upon direct interaction with materials and one's social and physical environment.
5. Premature conceptualization based upon inadequate direct experience leads to the child depending on others for his own leadership.
6. Individual children often learn in unpredictable ways, at their own rate, and according to their own style.
7. Work and play are not distinguishable in the learning process of children.
8. Knowledge is a personal synthesis of one's own experience, and learning of skills and subjects proceeds along many intersecting paths simultaneously.
9. There is no set body of knowledge which must be transmitted to all.
10. Measures of performance may have a negative effect on learning and do not necessarily get at those qualities of learning which are most important.
11. Sensitive observation over a long period of time is the preferable means of evaluation of a child's intellectual, social, and emotional development.
12. Children have the right to direct their own learning, to make important

decisions regarding their own educational experience.

13. The child must be valued as a human being, treated with courtesy, kindness, and respect.
14. 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.
15. Under consistent, reasonable, and explicit restrictions, children are able to be more free and productive.
16. 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.
17. Competition does not contribute effectively to learning.
18. Fear of making mistakes or of not doing well impedes a child's progress in learning.
19. Objectives of education should go beyond literacy, dissemination of knowledge and concept acquisition.
20. 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

1. The teacher views herself as an active experimenter in the process of creating and adapting ideas and materials.
2. The teacher sees herself as a continual learner who explores new ideas and possibilities both inside and outside the classroom.
3. The teacher values Open Education as an opportunity for her own personal and professional growth and change.
4. The teacher feels comfortable with children taking the initiative in learning, making choices, and being independent of her.
5. The teacher is able to recognize her own needs (e.g., for importance, recognition) and restrain herself from interveing in children's activities based on these needs rather than the children's.
6. The teacher accepts the legitimacy in the classroom of her own feelings.
7. The teacher trusts children's ability to operate effectively and learn in a framework not structured by her and not centered on her.
8. The teacher sees herself as one of many sources of knowledge and

9. The teacher feels comfortable working without pre-determined lesson plans, set curricula, or fixed time periods.
10. The teacher trusts herself as one who generally can respond sensitively and effectively moment by moment in the classroom.

APPENDIX E

Evans Teacher Questionnaire

EVANS TEACHER QUESTIONNAIRE

Instructions: For each of the following statements, circle the number which most closely expresses your estimate of the extent to which the statement is true of your own classroom. If the statement is absolutely not the case, circle "1"; if it is very minimally true, choose "2". If the statement generally describes your classroom, choose "3"; if it is absolutely true choose "4".

	<u>strongly</u> <u>disagree</u>	<u>disagree</u>	<u>agree</u>	<u>strongly</u> <u>agree</u>
1. Texts and materials are compiled in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under my direction.	1	2	3	4
4. Many different activities go on simultaneously.	1	2	3	4
5. Children are expected to do their own work without getting help from other children.	1	2	3	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. The day is divided into large blocks of time within which children, with my help, determine their own routine.	1	2	3	4
8. Children work individually and in small groups at various activities.	1	2	3	4

	<u>strongly</u> <u>disagree</u>	<u>disagree</u>	<u>agree</u>	<u>strongly</u> <u>agree</u>
9. Books are supplied in diversity and profusion (including reference books, children's literature).	1	2	3	4
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 I have developed.	1	2	3	4
13. Common environmental materials are provided.	1	2	3	4
14. Children may voluntarily use other areas of the building and schoolyard as part of their school time.	1	2	3	4
15. Our 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. I prefer 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

	<u>strongly</u> <u>disagree</u>	<u>disagree</u>	<u>agree</u>	<u>strongly</u> <u>agree</u>
20. I plan and schedule the children's activities through the day.	1	2	3	4
21. I make sure children use materials only as instructed.	1	2	3	4
22. I group 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 assessible to children.	1	2	3	4
25. I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26. I use test results to group children in reading and/or math.	1	2	3	4
27. Children expect me to correct all their work.	1	2	3	4
28. I base my instruction on each individual child and his interaction with materials and equipment.		2	3	4
29. I give 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

	<u>strongly</u> <u>disagree</u>	<u>disagree</u>	<u>agree</u>	<u>strongly</u> <u>agree</u>
32. My lessons and assignments are given to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, I observe the specific work or concern of a child closely and ask immediate, experience-based questions.	1	2	3	4
34. I base my instruction on curriculum guides or the text books for the grade level I teach.	1	2	3	4
35. I keep notes and write individual histories of each child's intellectual, emotional, and physical development.	1	2	3	4
36. I have children for just one year.	1	2	3	4
37. The class operates within clear guidelines, made explicit.	1	2	3	4
38. I take care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products and ideas are reflected abundantly about the classroom.	1	2	3	4
40. I am in charge.	1	2	3	4
41. Before suggesting any extension or redirection of activity, I give diagnostic attention to the particular child and his particular activity.	1	2	3	4

	<u>strongly</u> <u>disagree</u>	<u>disagree</u>	<u>agree</u>	<u>strongly</u> <u>agree</u>
42. The children spontaneously look at and discuss each others' work.	1	2	3	4
43. I use tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
44. I use the assistance of someone in a supportive advisory capacity.	1	2	3	4
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.	1	2	3	4
46. I have helpful colleagues with whom I discuss teaching ideas.	1	2	3	4
47. I keep a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Evaluation provides information to guide my instruction and provisioning for the classroom.	1	2	3	4
49. Academic achievement is my top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing through the day.	1	2	3	4

APPENDIX F

Program Objectives

1.3 Program Objectives: The Sustained Services Program centered around the following EDPA objectives

- 1.3.1 To improve performance in schools attended by high concentration of underachieving students from low-income families.
- 1.3.2 To make training for educational personnel more responsive to the needs of the school, its staff, its pupil population, and the community by means of concentrating training and program development resources in a single school or in a limited number of schools.
- 1.3.3 To develop decision-making capabilities in school and community personnel; to develop their ability to make decisions based upon the recognition and utilization of the interdependence of students, parents, teachers, paraprofessionals, administrators and concerned community residents.
- 1.3.4 To develop within the school/community a capacity for identifying critical needs and assembling ideas, resources, and strategies to meet those needs in a continuing process which provides for adjustment as the program evolves.
- 1.3.5 To provide for the school and community the context in which administrative, fiscal and ideological decisions are subject to those constraints generated by a collaborative process at the school/community level.
- 1.3.6 To effect a process through which the individual school and its community accepts responsibility for its decision, and is accountable for its actions regarding the utilization of resources, formulation of strategies and development of a program to improve pupil performance.
- 1.3.7 To introduce, through the initiative of the school and its community, constructive change in the life of the school which will affect the quality of education in such a way as to increase the performance and range of opportunity for pupils.

From an analysis of the objectives compared to the actual position of the staff in January, the following needs were identified and used as guidelines for the educational specialists

- 1.3.1 Teaming: Teachers are currently planning in isolation, with little sequence and process. A need exists for the implementation of a consistent process for teaming and planning. Through the implementation of successful patterns can evolve sequential development of skills and security to the continuous progress concepts employed in the schools.
- 1.3.2 Paraprofessional Training: Many paraprofessionals are not utilized to their potential. A need exists to provide an intensive in-service training program for both teachers and aides for the development of role in the utilization of the aide staff. Included in this program should be community volunteers and parents interested in, or currently working in, the school.
- 1.3.3 Learning Center Development: Each school's library should be converted into a learning-media center. These centers should act as the "hubs" of the school - as a resource center used by the total student population. A comprehensive planning and implementation process should be undertaken for the revision and expansion of current libraries around learning center concepts and processes.
- 1.3.4 Integrated Curriculum: More direction and sequence needs to be developed within the curriculum components of the schools. Intensive sessions should be held in the development of integrated-day components and activities based on conceptual and individualized instructional needs of techniques.
- 1.3.5 Continuous Progress: To insure the continuous process concepts utilized in the schools a great deal of concentration needs to be placed on the procedure for the development of records. A system-wide approach could be utilized in the development of continuous progress records for class-

room instructors and successive teaching teams.

- 1.3.6 Diagnosis: The core of any individualized instructional program is based on the degree and refinement of the diagnostic process for the identification of the skills needs of individual students. Staff training in the development of informal diagnostic inventories is needed by the entire staff. Together with diagnosis, staff training in prescription development, or matching skill needs to media, is also recommended.
- 1.3.7 Unified Arts Team Development: The need exists for the development of a strong unified arts team and schedule. Through the development of a comprehensive unified arts program and schedule a team planning procedure can be developed and implemented which will allow planning time for each team during the school day.
- 1.3.8 Community Involvement: A strong need exists for closer school-community involvement. Parents, clubs, professional groups, social welfare agencies, etc., should be encouraged through planned sessions. Slide presentations, group lectures and discussions need to be planned and implemented. These activities need to be carried out within the community.
- 1.3.9 Process of Communication: Activities should be implemented in order to bring the teacher, parent, and community closer. These activities need to be carried out within the school. Learning Fairs and Parades, open house, parent visitations, special events, guest speakers, etc., are a few of the types of activities which can be implemented.
- 1.3.10 Cultural Familiarity: A need exists for the development of understanding the cultural backgrounds of the various racial and ethnic groups within the school and community. Planned in-service sessions for the teaching staff need to be prepared around the development of racial and economic backgrounds, orientation and behavioral patterns.

From a recognition of the gulfs between EPDA Objectives, actual practices, and recognized needs, the following objectives were enumerated:

- 1.3.1 Teaming: To assist each school in the development of team process and planning concepts based on the philosophy and skill needs components of the schools and programs.
 - 1.3.1.1 To assist each school to develop a common process for planning to insure vertical and horizontal growth both within each individual school and with the evolvement of a total school process.
- 1.3.2 Paraprofessional Training: To provide a sequential in-service program for the development of skills within the paraprofessional staff which insures total utilization of individual potential within the instructional process.
- 1.3.3 Learning Center Development: To provide expertise in the development of a school-wide multi-media learning center designed to assist in the development instructional skills objectives.
 - 1.3.3.1 To assist the teaching staff in the development of instructional learning centers within the classroom.
- 1.3.4 Integrated Curriculum: To provide educational specialists to work directly with teaching teams and individual team members both in classrooms and in team planning situations, in the development of curriculum components and in the implementation of alternate activities and experiences geared to student needs and interests in the accomplishment of the curriculum objectives.
- 1.3.5 Continuous Progress: To work with each individual team and school in the development of concepts and activities utilized in continuous process factors.
 - 1.3.5.1 To develop a system-wide and sequential process for the development and utilization of continuous process records.

1.3.6 Diagnosis: To provide extensive in-service training for the development of diagnostic instruments (both formal and informal) which accurately ascertain the skills, strength, and needs of the children within the program.

1.3.6.1 To assist the teaching staff in accurately prescribing skill development experiences from diagnosed needs.

1.3.6.2 To assist the teaching staff in accurately assessing the growth derived from the prescriptive techniques in reference to the initial diagnosis.

1.3.7 Unified Arts Team Development: To assist in the development of a strong unified arts team which compliments and extends the instructional processes of the classroom into the arts.

1.3.7.1 To assist in the development of unified arts schedules within each school which provides for team planning time within each school day.

1.3.8 Community Involvement: To assist administrators, schools, teaching teams and teachers to develop programs for presentation to community groups both within the school and community environment.

1.3.9 Cultural Familiarity: To provide assistance in sensitizing the instructional staff and administration to the cultural, ethnic and economic background of the students within the schools.

1.4 Sustained Services Personnel: the following Educational Specialists have worked with the instructional and administrative staffs during the 1973 Sustained Services Program. Specialists were selected because of their proven expertise in the identified needs areas previously outlined.

APPENDIX G

Procedural Guidelines

PRIMARY/INTERMEDIATE SUMMER LABORATORY SCHOOL PROGRAM

P R O C E D U R A L G U I D E L I N E S

July 9-August 17

Prepared by

Gordon H. Barker

in conjunction with

Urban/Rural Office
Migrant School Office
Title I Office

Curriculum Council
Primary Staff
Intermediate Staff
Child Development Council

TABLE OF CONTENTS

PREFACE

TABLE OF CONTENTS

SECTION I: Introduction

- 1.0 School Background
- 1.1 Community Background
- 1.2 Planning Phase
 - 1.2.1 Assessment and Evaluation Report
 - 1.2.2 Community Values Assessment
 - 1.2.3 Curriculum Analysis
 - 1.2.4 Child Development Committee
 - 1.2.5 Staff Input
- 1.3 Program Objectives
 - 1.3.1 Laboratory School
 - 1.3.2 Curriculum Development
 - 1.3.3 Staff Development
- 1.4 Program Scope
- 1.5 Program Approach

SECTION II: Summer Laboratory School

- 2.0 Schools and Their Staff
- 2.1 Staff Role Description
 - 2.1.1 Learning Coordinator
 - 2.1.2 Administrative Assistant
 - 2.1.3 Team Leaders
 - 2.1.4 Team Members
 - 2.1.5 Para-Professionals
 - 2.1.6 Media Center Director
 - 2.1.7 Media Center Para-Professional
 - 2.1.8 Unified Arts Team
 - 2.1.8.1 Music
 - 2.1.8.2 Art
 - 2.1.8.3 Physical Education
- 2.2 Summer School Schedule
- 2.3 Daily Schedule
- 2.4 Time-Line
- 2.5 Daily Team Planning Session
- 2.6 Opening the School
- 2.7 Schools and Children
- 2.8 Instructional Components
- 2.9 Early Childhood Program
- 2.10 Special Education Program
- 2.11 Health Program
- 2.12 Nutritional Program
- 2.13 Recreational Program
- 2.14 Evaluation

SECTION III: Curriculum Development Workshop

- 3.0 Background
- 3.1 Curriculum Design
 - 3.1.1 Phase I
 - 3.1.2 Phase II
 - 3.1.3 Phase III
- 3.2 Curriculum Production and Dissemination
- 3.3 Curriculum Staff Role Description
 - 3.3.1 Learning Coordinator
 - 3.3.2 Team Leader
 - 3.3.3 Team Member
 - 3.3.4 Team Aide
- 3.4 Flow of Responsibility Chart
- 3.5 Team Organizational Flow Chart
- 3.6 Team Identification
 - 3.6.1 Skills Checklist Continuum Team
 - 3.6.2 Core Curriculum Team
 - 3.6.3 Component Teams
- 3.7 Related Teams
 - 3.7.1 Intermediate Staff Teams
 - 3.7.2 Core Curriculum Checklist

SECTION IV: Developing In-Service Training Programs

- 4.0 Background
- 4.1 In-Service Training Program
- 4.2 Program Development
- 4.3 Program Implementation

SECTION V: Sustained Services

- 5.0 Overview
- 5.1 Specialists Role Description
- 5.2 In-Service Training
- 5.3 Line of Responsibility

APPENDIX A: Planning Work Sheets

APPENDIX B: Sample Staff Contract

PREFACE

The following Procedural Guidelines have been developed to provide a comprehensive overview of the components for the operation of the proposed Laboratory School to be enacted from July 9 to August 17. The program is a combined effort by the Migrant Program, Urban/Rural Program, Title I Program and local agencies to provide educational opportunities for the children of _____ and to provide intensive in-service training for staff development in accomplishing the goals and objectives set by the total school system.

The design of the Laboratory Program has been determined and organized from several sources; these include: an assessment and prognostic report completed by Educational Leadership Institute; a Curriculum Analysis Report; a Community Values Assessment Report; and combined input by administrative and staff members of the Primary and Intermediate units.

The following report is a compilation of available resources and is broken down into several sections, including: Operating The Laboratory School; Curriculum Development; Staff Development; and Sustained Services. Each of the components have been handled separately, though they are operative concurrently. Each of the components has been developed to assist the professional staff in attaining the expertise for implementing both instructional programs and extended curriculum development activities during the 1973-74 academic year.

Gordon H. Barker

SECTION I--Introduction

SUMMER LABORATORY SCHOOL Program

SECTION I: INTRODUCTION

1.0 School Background: During the past several years the Central Schools has been in the process of developing and innovating proven current trends in American Education into the total school program. Currently the three schools (Primary, Intermediate and Jr.-Sr. High School) have developed relevant and sound educational programs and have implemented these with a great degree of success. It was determined that the most advantageous process for solidifying and unifying the comprehensive K-6 program, with all its multiple variables and components, was to plan an intensive summer laboratory school for the purposes of extensive staff training, curriculum development and the implementation of processes and procedures which fosters the cognitive and affective development of the individual students.

1.1 Community Background: The Community is located approximately twenty five miles east of Sodus encompasses 92 square miles of largely rural territory and lies in the heart of one of the nations largest and richest fruit producing areas. The local population is made up of families whose incomes are derived predominantly from three sources: first, from agriculturally related sources; second, from local businesses and parents commuting to Urban positions; and fourth, from migrant workers who live in the community

from early July through mid November.

1.2 Planning Phase: Through the advent of local, Urban/Rural and Migrant funds, the concerns for unifying the attempts of the professional staff in developing and implementing academic programs of excellence and to provide the related staff training will be developed through the development of a Summer Laboratory School.

Several sources were utilized in the initial planning stages. Each component has direct significance on the development of the total school program. The results of each of the following components has been utilized in planning the comprehensive summer session procedural guidelines:

1.2.1 Assessment and Evaluation Report: During the Spring months of 1973, teams of educational specialists have been brought into the Schools to assist the professional staff in accomplishing the objectives developed by the staffs for implementation into the educational program. Upon completion of the final visitation (May 4), an Assessment report was completed inclusive of where the various programs currently are and recommendations for future growth and sustained professional development.

1.2.2 Community Values Assessment: During the spring months an extensive survey has been undertaken to assess the communities views for the direction of education of the youth of . . . A compilation of the accumulated data was made and a report finalized regarding the concerns and needs of the community.

1.2.3 Curriculum Analysis: During May an analysis for the direction of curriculum development was undertaken through the direction of the Curriculum Council and an educational specialist for the long and short range design and development of curriculum for the total K-6 program.

1.2.5 Child Development Committee: The Child Development Committee has undertaken the task of studying the social-emotional development of the children of pre-school age through adolescence. As curriculum and instructional patterns develop, they must reflect both the cognitive, affective and psycho-motor development of children. Compiled data was made available for consideration and utilization.

1.2.5 Staff Input: Extensive planning sessions were held with representative staff and administrative members from both the Primary and Intermediate units to comprehensively evolve a summer program which would consider and consolidate the major components recognized as vital in the K-6 program.

1.3 Program Objectives: The following objectives have been designed to reflect the comprehensive summer school program. In Sections II, III, and IV these objectives have been expanded. The objectives have been broken down into three areas: (1) Laboratory School; (2) Curriculum; and (3) In-service training:

1.3.1 Laboratory School:

A. To design a laboratory program which fosters the development of the non-graded concepts which

promote and facilitate the optimum growth and development of each child in relation to his own potential and growth.

B. To establish environments which reflect strongly the cognitive, affective, and psycho-motor development of each individual child.

C. To foster and enhance a humanistic set of values which develops mutual behavioral respects between both teacher and student.

D. To foster the concepts of individualized instructional patterns which consider the cognitive, affective and psycho-motor development of the student population.

E. To enable students in the Primary and Intermediate units to improve their achievement levels in math and reading through involvement in the adopted program.

F. To provide instructional programs which enable the K-6 students to improve their acquisition of language (reading, writing, speaking, and listening) and mathematical (conceptual, applicatory and manipulative) skills in proportion to their participation in the laboratory program.

G. To develop team approaches for reaching the individual needs of the students and evolve instructional patterns and grouping procedures complementary to these needs.

H. To evolve instructional procedures based on the components developed during the curriculum development phase and provide applications of the activities developed.

1.3.2 Curriculum Development

A. To develop a curriculum which is experientially based and capitalized on student exposure, participation, and act as a vehicle through which the schools philosophy is converted into goals, objectives, and activities which are "process oriented" and continuously developed.

B. To develop curriculum which stresses continuous growth from Kindergarten through grade eight.

C. To develop curriculum which reflects the effective use of individualized instructional concepts and the utilization of multiple resources and media.

D. To develop curriculum based on the cognitive, affective, humanistic and psycho-motor development for the children of Solus.

E. To evolve a Core Curriculum composed of conceptual units, sub-components, activities, media and applications into the areas of Language Acquisition, Mathematics, Science, Social Studies and the Arts.

1.3.3 Staff Development:

A. To provide intensive staff training which develops expertise on the part of staff members to

design, develop and implement the philosophies developed by the schools.

B. To provide on-sight educational specialists to work closely with teachers and students in the development and application of planned activities which provides for the continuous growth of students.

C. To provide staff members with the training which enables them to implement the techniques and procedures utilized in the laboratory school program into their instructional activities for the 1973-74 school year.

D. To provide staff training to successfully carry out the proposed laboratory school in the areas of instructional techniques, team teaching and planning, individualized instruction, and continuous progress and at the same time, provide a summer experience with students to carry out these techniques.

1.4 Program Scope: The Laboratory School has been conceived to involve a large segment of both the professional and lay educational staff. The program has been designed to accommodate a large section of both the local and migrant school populations. Community members will be given opportunities to share in multiple school activities. Local, regional and national coverage of the program will be encouraged. The program has been specifically designed in such a manner that its impetus will continue into the 1973-74 school

year. Firm foundations in cognitive, affective, humanistic and curricula development which carry forward these techniques and procedures which make individualized instructional programs feasible will be developed.

Behavioral modifications will be attempted which make the staff strong advocates of the total school programs and with the skills and insights to engage totally into the adopted programs which emphasized differentiated learning situations which conforms to the individual's growth levels regardless of chronological age.

1.5 Program Approach: The Laboratory School Program has been instituted to bridge the gulf between current school activities and the stated goals of the total K-6 program which emphasized humanistic and non-graded concepts. Emphasis will be placed on the concurrent development of all aspects of the adopted program. Specifically in the areas of program development; staff expertise; the experiences of the students participating in the program; staff training that it acquires; the acquisition of media which fosters the program and the involvement of the community.

SECTION II--Summer Laboratory School

SECTION II - Summer Laboratory School

2.0 Schools and Their Staffs: The Primary Unit will be organized and set up for the Laboratory School to improve the achievement levels in Reading and Math of underachieving students from economically and educationally deprived homes; for students from families of migrant workers; for children of the Sodus community and to provide intensive in-service training for the K-6 staff.

The school staff will be organized into age level teams:

Team A	Age 5 - 6
Team B	7 - 8
Team C	9 - 10
Team D	11 - +
Unified Arts	5 - 11
Early Childhood	2 - 4

Each team will be composed of approximately eight team members and one team leader. Each team member will spend half his time in instructional situations and half his time in training and curriculum development.

2.1 Staff Role Description: The following role descriptions are to act as general guidelines from which behaviors and responsibilities are to evolve.

2.1.1 Learning Coordinator: The Learning Coordinator has the responsibility to set the tone and atmosphere of learning within the school, creating a situation in which teachers and students have time, opportunity and freedom to work and plan together. The principal must guide and assist his staff in formu-

lating and carrying out common objectives, working policies, 273
and procedures; discuss problems and progress with staff mem-
bers; make final decisions on personnel placement and provide
positive public relations between the school and the community.
She serves as the educational leader and is responsible for the
instructional program in the school.

2.1.2 Administrative Assistant: The Administrative Assis-
tant works with the staff and the Learning Coordinator and is
responsible for providing communications and the organizational
support as needed in the areas of scheduling buses, meals, field
trips and all other non-instructional components. The Adminis-
trative Assistant is responsible for handling all discipline
problems that are brought to him.

2.1.3 Team Leaders: Recognizing the importance of effec-
tive planning, Team Leaders will meet daily with team members to
coordinate plans, and be responsible to see that plans are effec-
tively carried out in the classrooms. Team members will work
cooperatively to determine instructional techniques and obtain
or make materials to provide appropriate educational experiences
for their students. A workable, flexible schedule will be made
to coordinate all experiences. The Team Leader will decide the
duties of each team member and paraprofessional, recognizing and
utilizing the talents and skills of each. Planning time will
also be a time for an oral evaluation of the effectiveness of
the activities of that particular day. A most significant part
of the learning environment will be the Media Center, where groups
of students may read or simply browse, make use of cassettes,
film loops, films or filmstrips, records, or other audio-visual

equipment. It is essential that the teams know and utilize the resources of the Media Center. Team Leaders will be responsible seeing that the requested materials are available when necessary.

2.1.4 Team Members: The team members must function cooperatively with the team leader to provide for the continuous program for students. The team members stimulates in students a curiosity about realities in a classroom environment of active learning experiences. Through a real concern for an understanding of each student as an individual and by careful planning within a team, the team members guide each student in accepting the responsibility of his own learning. The team members assume the responsibility for planning and instruction and contribute his or her talents to the team during the period he or she is assigned.

2.1.5 Para-Professionals: The para-professional assists the teacher and student by being flexible, co-operative, and observant in meeting student and teacher needs as they arise in an effort to create a good learning situation for each child. This may mean helping a lead teacher carry out lesson plans, locating and setting up needed equipment, or taking groups of children to and from specific places.

2.1.6 Media Center Director: The responsibility of the Media Center Director is for creating an environment and atmosphere within the Media Center that enables a student to perform a specific task successfully. This is done by making materials easily available to students and teachers, by assisting in operating AV equipment and instructing both students and teachers in the use and care of such equipment, and in seeing that this equipment is kept in working order. The Media Center Director also keeps students and teachers

aware of new materials coming into the center. By assisting the children as they develop their listening, viewing, and reading skills, the Media Center personnel will be able to share with teachers their observations of a student's progress, problems and achievements.

2.1.7 Media Center Para-Professional: Media Center para-professionals will assist the Media Center Director with whatever tasks need to be accomplished, typing and duplicating materials when necessary. A list of the equipment will be kept and a daily check made to determine if all parts of equipment are in good working condition. Reading materials will be kept in order and both books and machines will be checked out to teachers on request. Students sent to the Media Center will be assisted with their learning tasks and task slips checked on completion of same.

2.1.8 Unified Arts Team:

2.1.8.1 Music: Music teachers will provide a rich environment of musical equipment and activity. They will cultivate a climate which fosters good human relationships and which will stimulate the student's curiosity and inquiry in the development of musical understanding, skills, and appreciation. A program will be designed in which each child can participate and make music.

2.1.8.2 Art: Art teachers will provide an environment where all students may participate in an arts activity. Every media will be utilized to motivate the students to have a successful experience to speak in a different form. The art teacher will guide groups of students in creative responses to the world around them.

2.1.8.3 Physical Education: The Physical Education Teacher coordinates the total physical education program for all K-6 students. Outside activities will be stressed which takes into consideration the physical coordination and motor development of the children. Small-motor development activities will be stressed with the younger children and gross motor activity with the older students.

2.1.8.4 Industrial Arts: An Industrial Arts Program will be developed for the students in the upper levels of the program. The Industrial Arts staff will evolve programs which develops the production skills of the students. Team members should plan to meet with the instructional teams and relate their activities to the whole educational process of the children involved.

2.1.8.5 Home Arts: A Home Arts program will be offered to the children during the summer session. The Home Arts staff should plan to meet with the instructional teams and relate their activities to the total educational involvement of the children involved.

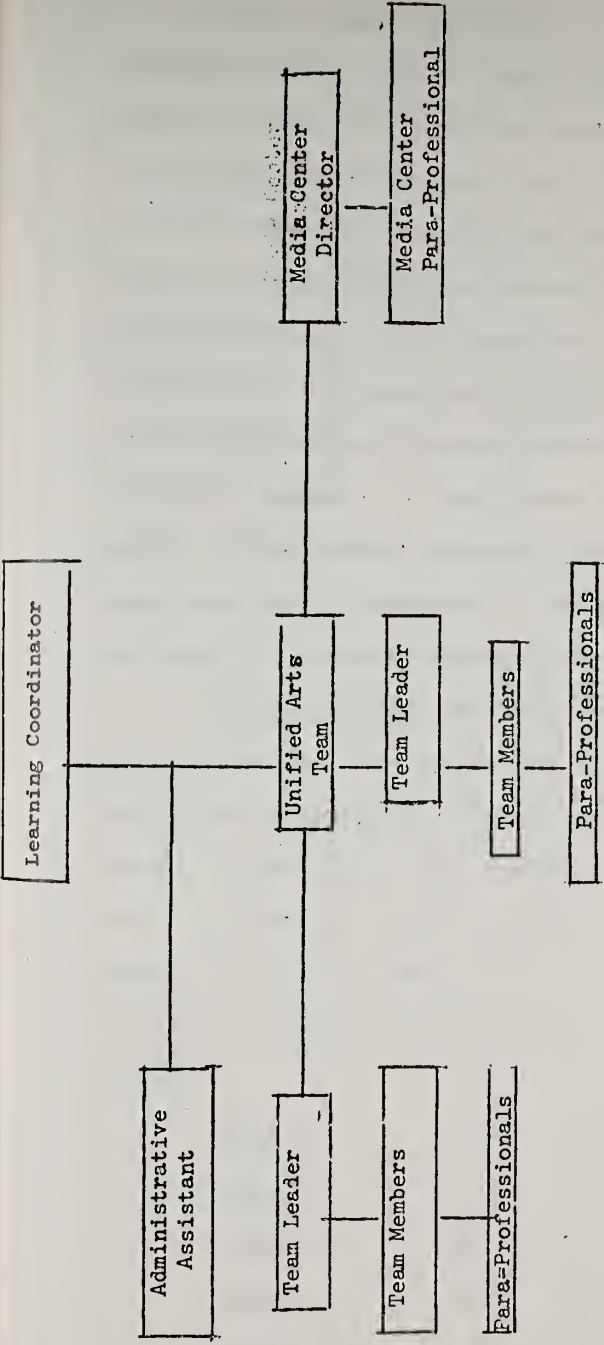


Figure 2.1
Line of Responsibility

2.2 Summer School Schedule: The Summer School will be implemented in two stages. Stage I will be a brief Pre-Service workshop on July 5 and 6 with the Learning Coordinator and the Team Leaders. On July 9, an In-Service day will be held with the total summer session staff for planning and preparing the students to begin classes on Tuesday, July 10. The summer session will operate from Tuesday July 10 through August 17 with students. The teaching staff will be made up of full time staff members and a minimal amount of part time (three week) staff members. In total thirty six full time staff members will be working throughout the summer session. The summer staff will be expected to work one or two days after the close of the summer session to finalize all activities.

2.3 Daily Schedule: The daily schedule will be totally open and flexible. The content and organization of the day will be the responsibility of the individual teams. Three variables exist: first, the Instructional day will last from 8:30-12:00, the Unified Arts Program, from 12:30-4:30; second, lunch will be from 12:00-12:30; finally, each team will have a common Team Planning Time. Teams will meet as follows:

Team A	8:40	9:20
Team B	9:20	10:00
Team C	10:00	10:40
Team D	10:40	11:20
Unified Arts	11:20	12:00

The following is a visual representation of the daily schedule:

8:30	INSTRUCTIONAL				
	Students Begin				
8:40	Team A Planning				
9:20		Team B Planning			
10:00			Team C Planning		
10:40				Team D Planning	
11:20					Unified Arts Planning
12:00	LUNCH				
12:30	UNIFIED ARTS				
4:30					

2.4 Time - Line: The following Time Line will be adhered to for the Summer Laboratory Session:

July	5-6	Intensive Training Session For Team Leaders and Learning Coordinator
July	9	In-Service Training and Preparatory Day for all Staff Members
July	10	Opening of School with Students
July	27	In-Service Training Day For All Second Term Teachers
July	30	Second Half Teachers Begin
August	17	Summer Session Concludes
August	20-21	Finalization of all Activities

2.5 Daily Team Planning Session: The daily team planning session has been designed for several purposes. First, for comprehensive daily planning of activities for use in the classroom by the total team. Teams will guide their planning activities around the following types of planning guidelines in evolving their classroom procedures and activities.

The following check list will be utilized with team members as a "self-check" for planning activities:

Team Planning:

Guidelines for Session:

Check Items Completed:

I. Learning Plans
a. Objectives
b. Materials
c. Activities
d. Method of Evaluation
II. Evaluation of the day's activities
a. Discuss activities in your learning areas
b. Recommendation for tomorrow and future
c. Discuss possible new plans and activities for tomorrow
d. Assign duties for collecting new materials
e. Discuss at least five students and their needs
f. Students Schedule changes
g. Teachers Aide Schedule

DAILY PLANNING SHEETConceptObjectivesProceduresEvaluation

PLANNING SHEET

Date _____

Skill or Concept Area _____

Objective	Books	Labs - Kits
Recordings	Filmstrips	Other Visual Aids
Games	Small Group Presentation	Other Activities

PUPIL'S NAME _____

WEEK _____

Subject	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MATH					
SCIENCE					

Planning Session Checklist

Check

- _____ 1. I have planned for my aide for tomorrow.
- _____ 2. I have talked over the plan with my aide.
- _____ 3. I have planned with the Special Needs teacher for tomorrow.
- _____ 4. I have previewed all Audio-visual materials I plan to use tomorrow.
- _____ 5. I have planned at least 3 activities for each skill.
- _____ 6. I have written specific information on each of my planning sheets.
- _____ 7. I have all materials I will need to use tomorrow gathered together (or reserved with the Learning Center Director.)
- _____ 8. I am well prepared for teaching my class tomorrow.

Second, ten major areas have been identified as warranting consideration for staff training. Teams will select from these areas, the most immediate area of concern. During the Team Planning Time, intensive training experiences will be provided. These areas are:

- Grouping for specific skills instruction
- Classroom environment
- Motivation
- Utilization of audio-visual aids
- *-Team Planning and Interaction
- Proper Utilization of para-professionals
- Preparation of activities
- *-Integrated day activities and planning
- Enrichment experiences
- Continuous progress records

*All members of each team will participate in these activities throughout the summer session.

Third, a strong Team Process Development component is being built into the total schedule. This will be an action oriented, interaction program which will take place during and as the team planning component.

2.6 Opening The School: During the two day Pre-Session Workshop, the following components will be developed with the Team Leaders for extensive planning with their teams on Monday, July 9:

- Role and Responsibilities of Team Leaders
- Planning the Core Instructional Components
- Process for Team Planning.
- Media Organization
- Committee Formation
- Classroom Organization
- Formulating Plans for Team Involvements
- Developing Processes for Student Involvements

On Monday, July 9, the teaching teams will meet both by teams and as a large group for briefing on the anticipated accomplishments set for the summer program.

2.7 Schools and Children: The school will open for children at 8:30 on Tuesday, July 10. Children will be grouped by age levels and will be shown their initial locations. The teaching teams will begin their activities immediately with a concentrated effort for identifying individual needs and evolve programs which will lead to improved achievement levels in Language Acquisition and Mathematics.

The programs will be developed around experientially oriented activities which considers the total involvement of the student. All activities will be constructed around the cognitive, affective and psycho-motor development of its participants.

2.8 Instructional Components: Each child involved in the instructional program will participate in activities in

Language Acquisition with a concentration on reading, writing, speaking and listening development of each child. Each activity developed will be planned around and be inclusive of each of the above four components.

The Mathematics Program will stress the conceptual, manipulatory and applicatory skills development of the child. The utilization of manipulative materials will be stressed and incorporated into each activity.

2.9 Early Childhood Program: A Day Care Center will be incorporated into the total program. A planned program of activities will be developed which concentrates on developing the readiness behaviors of the children. Stress will be placed on activities encouraging the gross muscle and conceptual formation stages of development. The K-1 instructional Team will work closely with the Early Childhood Team for program evolution and student participation.

The Early Childhood Team will receive training in the development of programs and activities which are relevant to the development of the total child.

2.10 Special Education Program: The possibilities of the inclusion of a Special Education Program is currently under consideration. In addition to developing relevant and alternative instruction programs, a concentration will be placed on processes for integrating students into regular instructional programs where possible.

2.11 Health Program: A dental and Medical program has been developed for each Migrant child. Each student will receive a comprehensive dental and medical examination. Corrective procedures will take place where possible. Health programs will be developed and carried out by the medical staff within the school.

2.12 Nutritional Program: Several programs are evolving for providing for the nutritional needs of the students. At least, one main meal and one supplementary meal will be provided for each child. Snacks will also be available.

2.13 Recreational Program: During the afternoon, students will participate in a comprehensive Unified Arts Program. Programs will be planned by this team to involve all the summer session students. Experiences will be provided which are realistic and relevant to the educational and developmental growth of the children.

2.14 Evaluation: A well planned internal evaluation program will be carried out during the summer. Each child will be pre-tested to determine Reading and Math attainment levels. At the conclusion of the program a post-evaluation will be administered to determine the degree of growth over the summer months.

An outside team of evaluators from the Migrant Office

will be brought in to evaluate the total summer program. This team will observe and participate in the program and make recommendations in the areas of instruction, training, recreation and all other related components.

SECTION III: Curriculum Development Workshop

SECTION III - Curriculum Development Workshop

3.0 Background: Through meetings with the Administrative and Instructional staff members of the Primary and Intermediate units, a common consensus has evolved for the direction and format of the curriculum studies this summer. In conjunction with the staff, consideration has been given to the following reports, Community Attitudes Survey, Curriculum Analysis Report and the individual school's Position Papers.

3.1 Curriculum Design: Emphasis will be placed on the development of a Core Curriculum made up on conceptual components from which experientially instructional alternatives can be developed. The development of the Core Curriculum will be implemented in three phases.

3.1.1 Phase I: During the first week of the Curriculum Workshop, the total staff will give input as to the components of the Core Curriculum. These components will be prioritized to represent levels of difficulty and sophistication from which staff members from various levels can develop the components. A sample of the Core chart may appear as follows:

Environment

Ecology

Community

Economics

Once the components have been identified and prioritized, Phase II activities will evolve.

3.1.2 Phase II: Beginning with the second week of the workshop, the staff will meet by teams to develop the activities

and alternatives related to the components identified in the Core Curriculum. Each activity developed will reflect the following components:

Cognitive Aspects
Affective Aspects
Psycho-Motor Development
Humanistic Behaviors

The activities will be broken down into the following sub-components:

Experience
Activities
Media
Extensions

Skills Areas

Reading
Writing
Speaking
Listening
Mathematics
Social Sciences
Science
Arts

The following representation illustrates how these extensions will appear in conjunction with the Core Curriculum:

ECOLOGY Sand, Earth, Clay

Experience	Activity	Media	Extensions	Skills Areas
Expressing, forming, representing	hollowing, tunneling roadways, canals, paths, caves	sand box textured soils water utensils	water and water ways other media blocks and drawings mapping	Language-Experience stories, picture books descriptive tapes, slide show, film-loop production. Math-Weights and measures, measurement Science-(language); texture studies Social Studies-area spillways, planting techniques, field trips.

Components _____ CORE _____ Components

Once the team has generated all possible alternatives, each experience (activity) will be prioritized by levels of difficulty and listed from easiest to most difficult. This will allow for the staff, and teams from all levels, to select relevant components from implementation into their team activities and class plans.

3.1.3 Phase III: Once Phase II is well under-way, two areas need to be developed. First, a team will form for the development of a continuous progress record indicating the conceptual areas the individual students has worked through and what activities have been completed. The following is a sample of that continuous progress record:

NAME _____

Continuous Progress Record-Core Curriculum

Core Component	Sub Component	Completed (x)	Involvement Level (list one) A. High B. Moderate C. Low
Ecology	sand, earth clay	x	C
	erosion		
	lakes, rivers, streams	x	A
	air	x	C
	pollution		

This form will be located in the student profile record which will follow him as he progresses through each academic level.

A second need is for the development of a second type of Continuous Progress Record which reflects the cognitive, affective, emotional and social development of each individual student as he progresses through the academic levels. Both areas will receive initial input during the curriculum workshop in order that foundations can be laid for their eventual completion. Time lines for the completion of these activities will be developed together with approximations for their actual implementation and utilization.

3.2 Curriculum Production and Dissemination: The finalized copies of the curriculum components will be produced in a usable format which can be utilized by teaching teams. They will be bound in loose leaf folders in order to facilitate the addition of components as they are completed in the future. A total staff orientation program will be planned in September which will acquaint the teaching staff on the utility of the completed components. Each teaching team will be provided with a copy of the Core Curriculum for use in their team planning centers.

3.3 Curriculum Staff Role Description: In order that role expectations and responsibilities be clearly understood the following guidelines have been developed to provide the staff guidelines for behavior developments.

3.3.1 Learning Coordinator: The Learning Coordinator shall be responsible for the total operation of the Curriculum Workshop. Included are the following specific responsibilities:

- A. Making available materials, guides, and media from throughout the system for referral use.

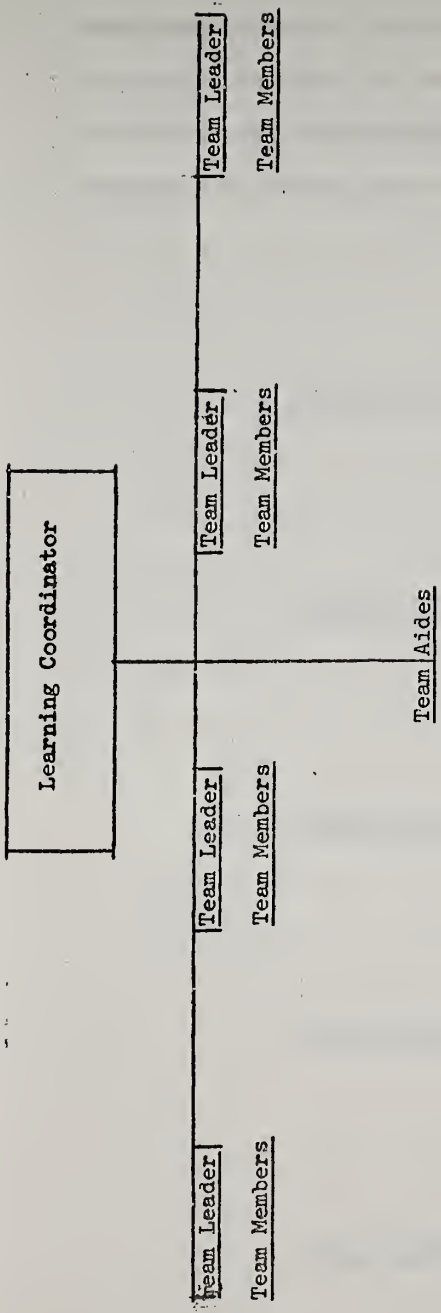
- B. To guide all teams and team leaders in the proper direction for creating curriculum materials.
- C. To assist the clerical staff in the proper format and process for materials production.
- D. To oversee the proper distribution of all completed curriculum materials.
- E. To supervise the proper reproduction techniques, compilation and distribution strategies employed in the program.
- F. To be responsible for all staff members involved in the curriculum development workshop.

3.3.2 Team Leaders: The team leader is responsible for all the activities which take place at the planning and development levels. Each team leader will assist in providing his team with comprehensive materials needed to complete the curriculum tasks set. The team leaders will be responsible directly to the Learning Coordinator for all aspects of their duties. The Team Leader will be responsible for tabulating all completed components prior to turning them over to the clerical staff for production. It is the ultimate responsibility of the team leaders to acquire from his team comprehensive curricula and activities for the areas assigned them.

3.3.3 Team Members: The curriculum team members will be directly involved in preparing curricular and alternative activities. Team Members are responsible directly to the Team Leaders and ultimately responsible to the Learning Coordinator.

3.3.4 Team Aides: Curriculum Development Teams will be assigned aides on a needs basis. Aides will be responsible for collecting requested materials and in assisting in arranging and assembling working drafts of the materials being developed.

3.4 Flow of Responsibility Chart: The following organizational chart represents the flow of responsibility for the Curriculum Development Workshop:



Component 3.4
Flow of Responsibility Chart

3.5 Team Organizational Flow Chart: The following flow chart identifies the personnel involved in the curriculum development process. There will be five teams composed of one team leader and live team members. As components to the Core Curriculum are developed, teams will select individual components to develop under the direction of the Team Leaders:

Team Leader

Team Leader

Team Leader

Team Leader

Team Leader

3.6 Team Identification: There will be five teams organized during the Curriculum Development Workshop. Each team will be composed of six members and one team leader. The teams will be identified as follows:

3.6.3 Skills Checklist Component and Team: This team will be composed of members from the Intermediate School who will be completing a continuous progress skills checklist to be implemented in September. The purpose of the checklist is to enable the teachers to identify the skill strengths and weaknesses of individual students and act as a basis for developing diagnostic instruments.

3.6.2 Core Curriculum Team: This team will be composed of staff from levels K-6 who will continue the development of the Core Curriculum Components which was initiated during the first week by the total staff. During the workshop this team will develop and expand the Core Curriculum Components to be included in the overall K-6 program.

3.6.3 Component Teams: The Component Teams will develop and expand the individual components into experiences and into the identification of activities which can be developed in the areas of language acquisition, mathematics, Science, and Social Studies. Related activities in the Arts will also be identified and developed.

3.7 Related Teams: After the previous components have been developed and well under way two other types of teams need to be developed. The time utilization by these team activities will be dependent upon the tasks set. The duration of the activities, however, should not exceed two weeks.

3.7.1 Intermediate Staff Teams: Several staff members from the Intermediate unit have identified a priority of meeting with their teams in developing long range goals and media for operation and in making long and short range inputs into the organization of their school for September. Those teams members wanting to meet as teams for extensive planning will meet during the last two weeks of the workshop session.

3.7.2 Core Curriculum Checklist: A team will have to be organized to construct a Core Curriculum Checklist modeled around the components developed during the workshop sessions. Individual student checklists will need to be designed to reflect which components and activities the students have participated in during their continuous progress through the school programs.

SECTION IV: Developing In-Service Training Programs

4.0 Background: In the process of evolving new instructional procedures and patterns, the evolvement of new staff requirements and patterns has raised priority needs. A serious look has been taken at multiple resources for funding additional staff members. It has been recognized that all financial resources are being utilized as much as possible. Therefore, other avenues have been pursued for the building of larger staffs to accommodate the needs of the programs.

The major avenue for securing additional staff members at no expense is through building a strong in-service component for securing large numbers of qualified student teachers. Investigations have been undertaken with several Universities to secure their support for providing Sodus with highly qualified interns if we can offer a strong training program which will give the intern positive experiences in and around the concepts the Sodus schools are evolving around. The reactions were positive. Once a program has been evolved and presented to major teacher training institutions, support can be given for the additional staffing needed by the schools.

4.1 In-Service Training Programs: Two types of in-service training programs will be developed. First, a comprehensive program which every new teacher and student teacher will be evolved in. Second, a comprehensive para-professional training program for all auxiliary personnel. Through the development of these two programs, every new person entering the schools will be trained in all the practices and philosophies that the school system is involved in. Through the programs, each

new staff member will be able to participate in the schools programs with the understandings and sophistications necessary to function as a prepared team participant.

4.2 Program Development: During the Summer School Program a team of staff members will design and develop the two in-service programs in conjunction with specific goals and guidelines. It will be their task to thoroughly develop and finalize all components which are related to the programs. The team will be composed of three staff members selected from the Primary, Intermediate, and the Junior-Senior High School.

4.3 Program Implementation: During the early Fall of 1973, the completed programs will be reviewed with University Administrators who are responsible for placing student teachers. Once support is given by these administrators, interviews of prospective candidates will begin. The actual utilization of the programs will begin in January of 1974.

SECTION V: Sustained Services

SECTION V: Sustained Services

5.0 Overview: During the Summer Laboratory School Program teams of highly qualified educational specialists will work directly with the professional staff in successfully developing and implementing educational programs designed to meet the objectives and goals set by the school personnel. Educational specialists have been selected on the basis of their proven expertise in the design, development and implementation of relevant educational programs which have received local, state and national attention. Specific specialists expertise has been closely matched with the expressed needs of the personnel of the Sodus Schools. Careful attention has been placed on the abilities of the specialists to coordinate, train and develop staff expertise which facilitates the staff's ability to successfully implement the programs designed and adopted.

5.1 Specialist Role Description: Educational Specialists have been invited to participate in the Sodus Summer Laboratory School Program based on the following criteria:

- A. To have demonstrated comprehensive knowledge and abilities for assisting in the development of educational programs based on individualized instructional concepts, non-graded concepts, humanistic approaches, and in the development of curriculum based on the above components.
- B. To have demonstrated ability in the development of alternative instructional approaches through experientially oriented curricula components.

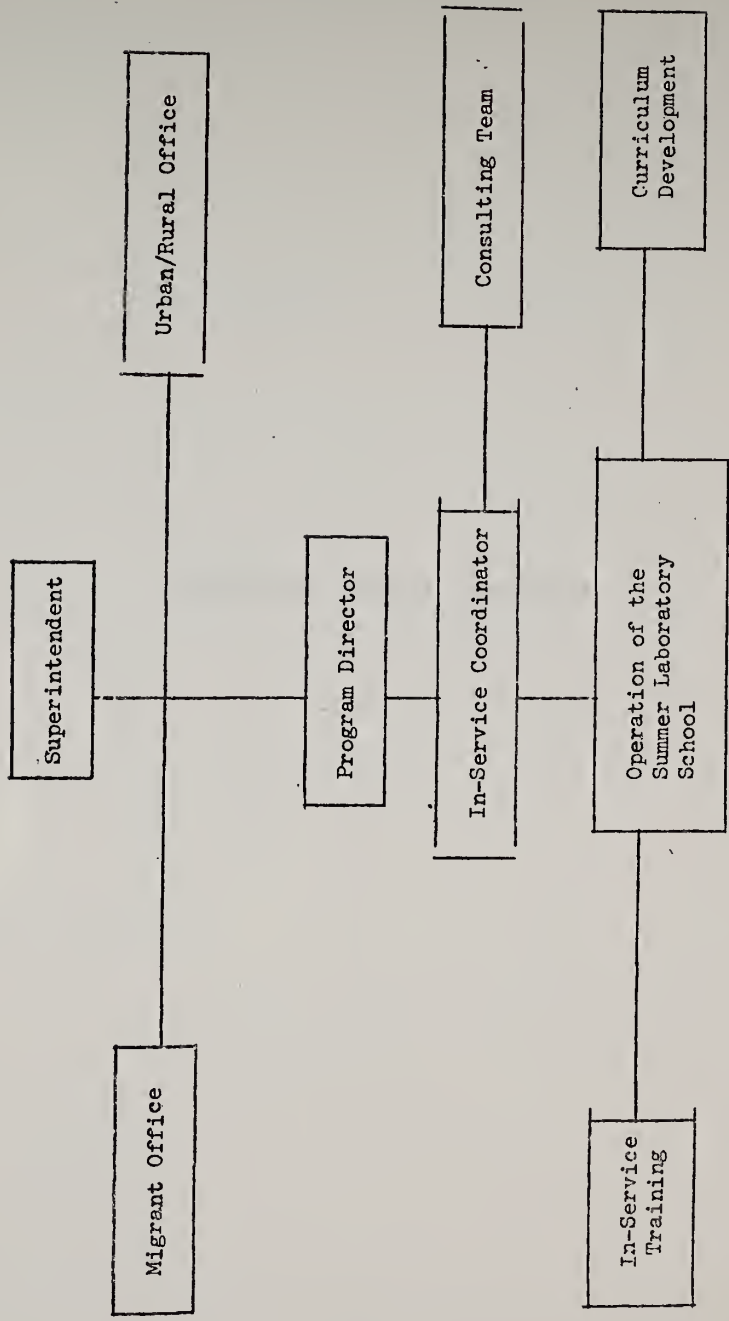
- C. To have developed comprehensive educational programs encompassing integrated curriculum activities and have had extensive backgrounds in the development of Migrant Educational programs.

Each specialist will be responsible for assisting the professional staff directly in the classroom working with children; preparing experientially oriented activities; developing a comprehensive K-6 curriculum and related components; documentation and reporting activities related to the laboratory session; and in the preparation and finalization of all reporting to be submitted to the local agencies supporting the laboratory program.

5.2 In-Service Training: Educational Specialists will be responsible for conducting all the related in-service training of staff members which develops the necessary expertise and behavioral modifications necessary for the successful implementation of the educational programs adopted by the Schools. Training sessions will be held around the development of multiple activities which are experience oriented and in the development of the humanistic encounters in the process of child development. Training will be provided in patterns for developing individual self-awareness, self-esteem and ego development. Intensive assistance will be given in the development of comprehensive curriculum components based on integrated day activities.

5.3 Line of Responsibility: All Educational Specialists will be directly responsible to the In-Service Coordinator for their activities during their stay in school. In turn, the In-Service Coordinator is directly responsible to the local agencies

and authorities responsible for the professional development of the schools.



Educational Specialists
Line of Responsibility

APPENDIX A: Planning Work Sheets

The attached forms are work sheets to be completed by the Primary and Intermediate Administrators; Urban/Rural Coordinator; and the Migrant Coordinator.

To be completed by:

INSTRUCTIONAL STAFF

		Aide
		Aide
Team Leader	Team Members	
		Aide
		Aide
Team Leader	Team Members	
		Aide
		Aide
Team Leader	Team Members	
		Aide
		Aide
Team Leader	Team Members	
		Aide
		Aide
Team Leader	Team Members	

1 Coordinator

4 Team Leaders

40 Team Members

8 Para-Professionals

53 Positions

Unified Arts Team

To design a comprehensive program for approximately 250 K-6 children

Art _____

Music _____

Physical Education/
Recreational _____

Team Leader _____

2 Art

2 Music

4 Physical Education/
Recreation

1 Team Leader

9 Positions

Special Services Team

- _____ Nurse
- _____ Counselor
- _____ Migrant Record Keeper and
Evaluator
- _____ Administrative Assistant

.....

In-Service Training Program Development

- _____ Primary School Member
- _____ Intermediate School Member
- _____ Jr. H.S. Member

.....

Clerical Staff

- _____ Typists
- _____ Typists
- _____ Typists

Early Childhood Program

A Day Care Program is to be planned for approximately 40-50 pre-school students.

2 yr. olds

Aide

3 yr. olds

Aide

4 yr. olds

Team Leader

Special Education Program

A Special Education Program is currently under consideration, however, plans and extent of program have not been determined at this time.

Nutritional Program

A Dietician's Staff will need to be developed prior to the opening of school.

Summary of Staff Needs for the Summer Laboratory Program

<u>INSTRUCTIONAL/CURRICULUM DEVELOPMENT</u>	<u>Urban/Rural*</u>	<u>Migrant*</u>
1 Learning Coordinator	1/2	1/2
4 Team Leaders	2	2
40 Team Members	20	20
8 Para-Professionals	4	4
<u>UNIFIED ARTS</u>		
2 Art	1	1
2 Music	1	1
4 Physical Education/Recreation	2	2
1 Team Leader	1/2	1/2
<u>EARLY CHILDHOOD PROGRAM</u>		
1 Team Leader		1
6 Team Members		6
2 Aides		2
<u>SPECIAL SERVICES TEAM</u>		
1 School Nurse		1
1 Counselor		1
1 Migrant Record Keeper and Evaluator		1
1 Administrative Assistant		1
<u>IN-SERVICE TRAINING PROGRAM DEVELOPMENT</u>		
3 Team Members	3	
<u>CLERICAL STAFF</u>		
3 Typists	<u>3</u>	<u> </u>
	37*	43*

*Determined by number of staff members to participate in both the Urban/Rural Staff Development Program and in the Migrant Program

The Special Education Team and Nutritional Team are to be added to this list

APPENDIX B: Sample Staff Contract

CENTRAL SCHOOLS--SUMMER LABORATORY SCHOOL CONTRACTUAL AGREEMENT

I, _____, do accept the position of _____
 _____ and will participate in the activities
 outlined under the Procedural Guidelines presented by the Urban/Rural and
 Migrant Office. I agree that I am responsible to the directors of the
 Central Schools under the direction of Dr.
 _____ and to the Offices of the Urban/Rural School Development Program
 _____, and the Migrant Office (_____). I agree that I will
 carry out all tasks and duties assigned to me by the Summer School Learning
 Coordinator (_____) and will carry out all tasks to the best of
 my ability.

I am in agreement that I am to be reimbursed in the amount of \$ _____
 for my participation in the Summer Session Program lasting from July 9
 through August 17 and for the pre-service workshop and finalization activ-
 ities if deemed necessary by the Learning Coordinator.

_____	Staff Member	_____
Date		
_____	Superintendent of Schools	_____
Date		
_____	Migrant Coordinator	_____
Date		
_____	Urban/Rural Coordinator	_____
Date		

APPENDIX H

Training Schedules

Inservice Training Schedule

Week of July 23-27

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00		Intermediate Math 1 Dunston	Primary Reading 1 Andersen	Intermediate Math 1 Dunston	U.A.
9:00-10:00		Paraprofessionals Barker Primary Math Vines	Intermediate Reading Becking	Paraprofessionals Barker Primary Math Vines	U.A.
10:00-11:00		Intermediate Math Dunston	Primary Reading Andersen	Intermediate Math Dunston	U.A.
11:00-12:00					
12:00-1:00	LUNCH				
1:00-2:00		Primary Math Vines	Intermediate Reading Becking	Primary Math Vines	U.A.
2:30-3:30		Curriculum Primary Intermediate	Evaluation Rupert Kinney All Teams cafeteria	Curriculum Primary Intermediate	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		TEAM ←		PLANNING	
	Intermediate I Math Workshop 9:00 - 2:00	Primary I Math Workshop 9:00 - 2:00	Intermediate II Math Workshop 9:00 - 2:00	Primary II Math Workshop 9:00 - 2:00	Teams A & B Movement 9:15 - 10:35
	Para- Professional Math Workshop 10:00 - 12:00	Language Arts Curriculum Team 9:00 - 2:00	Teams A & B Movement 9:15 - 10:35		Crafts
					Bead Work 9:00 - 2:00
11:45 to 1:00	←		LUNCH		
					325
			TEAM	PLANNING	
			←		

:00 to
:00

11:45 to
1:00

2:15
to
3:30

IN-SERVICE TRAINING SCHEDULE AUGUST 6-10

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEAM PLANNING				
Int. I Reading 9:00 - 2:00	Int. I Planning 9:00 - 2:00	Teams A & B Movement 9:15 - 10:35	Int. II Planning 9:00 - 2:00	Team A & B Movement 9:15 - 10:35
	Language Arts Curriculum Team 9:00 - 2:00	Int. II Reading 9:00 - 2:00		Crafts 9:00 - 2:00
TEAM LEADERS				
Para-Professionals Math-Workshop 1:00 - 2:30				
All Inter. Teachers				
TEAM PLANNING				

8:00 to 9:00

11:45 to 1:00

2:15 to 3:30

APPENDIX I

Mathematical Areas of Study

1. Classification.
2. Serriation.

Through these explorations we supported the child's need to establish:

1. Conservation.
2. Reversibility.

This was achieved by experience in all mathematical areas:

1. Linear Measurement.
2. Volume and Capacity.
3. Weight.
4. Number.
5. Time.
(As in the composite)
(concepts of)
6. Density.
7. Accelaration.
8. Fractions.
9. Area.

Mathematical areas of study follow:

Linear Measurement

Materials used:

Concept Developed
and Activity:

Extension Suggested:

Arbitrary units including books, pencils, lathy-pop sticks, strips of plain paper, lengths of stick, personal parts of the body, paces in walking, strides.

Yard stick

1 foot ruler (without safe-ends)

Lengths of wool, ribbon, straws.

Thickness of straw, sheets of paper

By using these differing lengths to measure say lengths of room.

To establish *the smaller the unit the greater the degree of accuracy.

By comparison of each others stride to establish the *need for a standard unit.

Estimation must always precede measurement.

*Measurement is never exact unlike number.

Longer than-shorter than using cat tails.

As high as.

Twice as tall as me.

Finding heights of trees, buildings by:

1. Comparison with a known unit such as self or size of brick and counting.
2. Using a right angle triangle as a clinometer
3. Estimation from a point half way up the object as may be achieved from position on adjacent high ground.

Use of metric units e.g. cms. metres.

Volume and Capacity:

Materials Used:

Concepts and Activity:

Extension of Experience

Water play.

Sand play.

All with appropriate containers, funnels, tubing, sprinklers, spoons, cups.

Units of volume and capacity.

Making a 1 inch cubic container.

Same for 1 cm. foot.

Cubes, centi-cubes.

Regular and irregular objects which bring out sinking or floating characteristics.

*To establish difference between a continuous and discreet substance.

*To encourage counting.

*To foster comparison and develop mathematical language by questions to the child. e.g. which holds more of these 2 containers. Next question-show me!

*To establish conservation of quantity. Which has more now? Having transferred equal quantity of water to two containers.

*Reversibility-undoing the function brings us back to the same amount.

*Growth of cubes. Making larger and longer cubes to est. concept of equal dimensions.

Use of graduated measure.

Displacement of water to calculate volume of irregular solid. Relating weight of water to weight of solid.

*SEE DENSITY

WeightMaterials:Concept and Act.:Ext.:

Simple balance scales.

Various materials to weigh-peas, beans, cones, nails, etc. etc.

Making a simple balance - clothes hanger - cups.

Extension balance - simple extension spring. Adding weights.

Plasticene (modelling clay)

*Moments of force about a point.

Recording hunks of peas balance one nail.

*Development of multiplicative effect.

Recording by mapping.

Recording by block graph length of spring with one, two, three units of weight attached.

Ratio of weight to distance.

Force = wt. x dist.²
e.g. seesaw - halve the weight: double the distance from centre.

Recording by line graph the direct ratio of measurement. Simple introduction of coordinate on a lattice.

NumberMaterials:Concept and Act.:Ext.:

All sorts of counting materials.	*Solving. Classifying by different variables ordering.	
Boxes bearing numbered value of set 0, 1 through 20.	*Children rearrange sets of material units in boxes as daily activity.	
Number Line and unit lengths 1 through 9 to math no. line.	*Children develop patterns of number. 5, 8 \rightarrow 13 15, 8 \rightarrow 23 75, 8 \rightarrow 83	
Making abaci. with three pegs.	75, 6 \rightarrow 69 35, 6 \rightarrow 29	
Chip Trading.	Understanding place value. Counting in different basis using magic number on Die.	
Comparative number systems. The Roman numerals.	Playing competitive games using different bases.	Modular arithmetic using simple models of number systems.
Practice in establishing number facts before operations of formal kind.	Performing Multiplication with Roman numerals to emphasise absence of place value and hence our own valuable system.	Beginning of formal operations with numbers when facility with number fact to 20 has been established.

TimeMaterials:Concept and Exp.:Ext.:

Sand. Paper cones.

Water. Tubes, funnels.

Candles

Ball rolling down
incline.

A clock.

A pendulum.

Tin lids on water.

*To establish concept of time as period between beginning and ending of an event.

Making a timing device with sand and cones.

Making a candle clock by comparison and recording one burning with on unlit.

Making a graph of six candles lit at intervals of 5 minutes.

Timing the swing of 10 swings of the pendulum. Matching it with the sand clock or with the tin lid with a hole pierced in it.

Sorting the variables. Holding one variable constant while experimenting with the others.

Further refinement of units of measurement and more precise comparison between them.

Density

Materials:

Concept and Exp.:

Ext.:

Water and floaters and sinkers.

*To establish characterization of sinking and floating to identify such.

Plastic container with straw projecting.

*To begin awareness of displacement of water relating to size of object immersed.

Scales and any arbitrary units of weight.

*To compare weight of water displaced with weight of object.

To lead on to units of Lead, Iron, Aluminum, etc

*To arrive at better ability to satisfy child's need to an answer WHY does this SINK and this FLOAT?

Acceleration

Materials:

Concept and Exp.:

Ext.:

A long tube or piece of house rain gutter.

*To begin to appreciate the factors involved i.e. - time, distance

Much later to grow with experience to understand Acceleration = dt^2 .

A ball.

By rolling the ball down the slope

A child's playground slide.

Variation of the slope angle relates to time and distance.

To examine the phenomena gravity and the falling body.

Development of appropriate language to talk about their experience.

Fractions

Materials:Concept and Exp.:Ext.:

Ribbons. Wool.	Find half, quarter, third, etc.	Sixths, eighths.
Plasticene ball.	Find half the weight. Find quarter of the weight.	*I have $\frac{3}{4}$. What was the whole piece?
Water. Cup.	Find half, quarter.	Use cup with pronounced change of cross section.
Cone and sand.	Make the cone run out in half the time.	
Pebbles or the like.	*Share between 3 or 4 children. How many each. *How many children can have 6 pieces of candy each. What part of whole? Tie at the centre and tie a third of the way along etc. etc. *Conservation of area by reversibility. Comparison of dimensions of brick to build say a kiln. Why this size?	Lead on to decimal language and equivalents.
Straw.		Find half the area of this shape. Geo. Board.
Bricks.		Other building materials show same relationship.

B I B L I O G R A P H Y

- Andrews, John H. M. "School Organizational Climate: Some Validity Studies." Canadian Education and Research Digest. Vol. 5 (1965), 317-334.
- Argyris, Chris. Personality and Organization. New York: Harper and Row, 1957.
- Armington, David E. "A Plan for Continuing Growth." Proposal submitted to U.S. Office of Education, December, 1968.
- Armstrong, Ronald. Student Involvement. Eugene: Oregon University, National Center for Educational Research and Development, Washington, D.C., February, 1972.
- Asher, J. Inservice Education: Psychological Perspectives. Berkeley, California, 1967.
- Atkin, J. Myron. "Behavioral Objectives in Curriculum Design: A Cautionary Note." The Science Teacher. Vol. 35, No. 3, May, 1968.
- Bandura, Albert. "Behavioral Modifications Through Modeling Procedures." In Krasner and L. P. Ullman eds. Research in Behavior Modification. New York: Holt, Rinehart and Winston, 1965.
- Barth, Roland S. and Rathbone, Charles H. "Informal Education." The Center Forum. New York: Center for Urban Education. Vol. 3, No. 7, July, 1969.
- Barth, Roland S. Open Education and the American School. New York: Agathon Press, 1972.
- Barth, Roland S. "Open Education - Assumptions About Learning and Knowledge." Journal of Educational Philosophy and Theory. Vol. 1, No. 2, Cambridge, England: Pergamon Press, November, 1969.
- Barth, Roland S. Open Education - Assumptions About Learning and Knowledge. Unpublished doctoral dissertation, Harvard University, 1970.

- Barth, Roland S., and Rathbone, Charles H. A Bibliography of Open Education. Published jointly by the Advisory for Open Education, Cambridge, and Educational Development Center, Newton, 1971.
- Benne, Kenneth D. "Theory of Cooperative Planning in Education." Teachers College Record. Vol. 53, May, 1952, 429-435.
- Bidwell, Charles. "The School as a Formal Organization." in James March (ed.) Handbook of Organization. Chicago: Rand McNally, 1965.
- Bigelow, E. Analysis and Proposed Program of Inservice Education. Unpublished doctoral dissertation, University of South Dakota, 1969.
- Biggs, Edith E., and MacLean, James R. Freedom to Learn: An Active Learning Approach to Mathematics. Ontario: Addison-Wesley, Ltd., 1969.
- Blackie, John. Inside the Primary School. London: Her Majesty's Stationery Office, (4th printing), 1969.
- Blitz, Barbara. The Open Classroom: Making It Work. Boston: Allyn and Bacon, Inc., 1973.
- Bloom, Benjamin S.; Engelhart, Max D.; Furst, Edward J.; Hill, Walker H.; and Drathwohl, David R. Taxonomy of Educational Objectives Handbook 1: Cognitive Domain. New York: David McKay Co., Inc., 1956.
- Bouch, A. Characteristics of Successful and Unsuccessful Participants in an Educational Technology Institutes Program. Unpublished doctoral dissertation, Catholic University of America, 1970.
- Boznango, M. An Evaluation of Selected Title III Inservice Projects. Unpublished doctoral dissertation, Michigan State University, 1968.
- Brickell, H. Organizing New York State for Educational Change. Albany, New York, 1961.
- Bradford, Leland P., and Mial, Dorothy. "When Is a Group?" Educational Leadership. Vol. 21, December, 1963, 147-151.
- Brearly, Molly, and Hitchfield, E. A Teacher's Guide to Reading Piaget. London: Routledge and Keegan Paul, Ltd., 1967.

- Breareley, Molly, ed. The Teaching of Young Children. New York: Schocken Books, 1970.
- Brown, Mary, and Precious, Norman. The Integrated Day in the Primary School. London: Ward Lock Educational, Ltd., 1970.
- Brown, Robert John. Organizational Climate of Elementary Schools. Educational Research and Development Council of the Twin Cities Metropolitan Area, Monograph No. 2, Minneapolis, Minnesota, 1955.
- Bruner, Jerome S. On Knowing. New York: Atheneum, 1968.
- Bruner, Jerome S. The Process of Education. New York: Vintage Books, 1963.
- Bruner, Jerome S. Toward A Theory of Instruction. New York: W.W. Norton and Co., Inc., 1966.
- Buckley, Helen. "Candy Opens the Door." Childhood Education. Vol. 34, January, 1958, 213-217.
- Bush, R. Curriculum-proof Teachers: Who Does What To Whom. Boston: Allyn and Bacon, 1971.
- Bussis, Anne, and Chittenden, Edward. Analysis of an Approach to Open Education. Princeton, New Jersey: Educational Testing Service, 1970.
- Campbell, Donald T., and Stanley, Julian C. Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally and Company, 1966.
- Capital District Regional Supplementary Educational Center. Regional Educational Media Survey. Albany, New York, 1971.
- Cartwright, Dorwin, and Zander, Alvin (eds.). Group Dynamics. Evanston: Row, Peterson, and Company, 1960.
- Charbonneau, Manon P. Learning to Think in a Math Lab. Boston: NAIS, 1970.
- Chesler, Mark; Schmuck, Richard; and Lippitt, Ronald. "The Principal's Role in Facilitating Innovation." Theory Into Practice, Vol. 2, No. 5, 1963.

- Cohen, Dorothy H., and Stern, Virginia. Observing and Recording the Behavior of Young Children. New York: Teachers College Press, 1958.
- Combs, Arthur W. "The Personal Approach to Good Teaching." Educational Leadership. March, 1964, 369-399.
- Combs, Arthur W. The Professional Education of Teachers. Boston: Allyn and Bacon, 1965.
- Combs, Arthur W., et al. The Florida Studies in the Helping Professions. Gainesville, Florida: University of Florida Press, 1969.
- Combs, Arthur W.; Avila, D.; and Purkey, W. Helping Relationships. Boston: Allyn and Bacon, 1971.
- Combs, Arthur W.; Avila, Donald L.; and Purkey, William W. Helping Relationships: Basic Concepts for the Helping Professions. Boston: Allyn and Bacon, Inc., 1972.
- Combs, Arthur W., and Snygg, Donald. Individual Behavior: A Perceptual Approach to Behavior. New York: Harper and Row, 1959.
- Commission on Instructional Technology. To Improve Learning: A Report to the President and the Congress. Washington, D.C., 1969.
- Cooper, James M., and Weber, Wilford A. "A Competency-Based Systems Approach to Teacher Education." Unpublished draft, 1971.
- Cremin, Laurence A. The Transformation of the School. New York: Vintage Books, 1961.
- Dagne, F. Inservice Education for Teachers. Niles, Illinois, 1968.
- Dearden, R.F. "Needs in Education." British Journal of Educational Studies. Vol. XIV, No. 3, 5-17.
- Dearden, R.F. The Philosophy of Primary Education. London: Routledge and Keegan Paul, Ltd., 1969.
- DeCarlo, M., and Cleland, D. "A Reading Inservice Education Program for Teachers." The Reading Teacher. 1968.

- DeCecco, John; Richard, Arlene; Summers, Frank; Harrison, Josephine; Brussel, Edward; and Mandel, James. Civic Education for the Seventies: An Alternative to Repression and Revolution, Vol. 1. New York: Center for Research and Education in American Liberties, Columbia University, 1970.
- Denning, Bernadine N. Evolving a Plan for Significant Student Participation in Decision-Making in Urban High Schools. Unpublished Doctoral Dissertation, Wayne State University, 1970.
- Dennison, George. The Lives of Children. New York: Vintage Books, 1969.
- Dewey, John. Experience and Education. London: Collier-Macmillan Company, 1938.
- Dewey, John. The Child and the Curriculum. The School and Society. Chicago: University of Chicago Press, (10th printing), 1969.
- Dodl, Norman R., and Shalock, H. Del. "Competence Based Teacher Preparation." early draft of chapter in New Directions in Teacher Education. DeVault, Dickson, Anderson, eds.
- Drummond, William H. "The Meaning and Application of Performance Criteria in Staff Development." Phi Delta Kappan. Vol. LII, No. 1, September, 1970.
- Edelfelt, R. "Inservice Training of Teachers." in The Teacher's Handbook. Glenview, Illinois: Scott Foresman, 1971.
- Etzioni, Amitai. Essay Review Crisis in the Classroom by Charles E. Silberman. In Harvard Review. March, 1971.
- Etzioni, Amitai. "Two Approaches to Organizational Analysis: A Critique and a Suggestion." Administrative Science Quarterly. Vol. V, September, 1960, 257-278.
- Evans, Judith T. Characteristics of Open Education: Results from a Classroom Observation Rating Scale and a Teacher Questionnaire. Report prepared for the U.S. Office of Education, Contract No. OEC-1-7-062805-3936, August, 1971.

- Featherstone, Joseph. "The Primary School Revolution in Great Britain." The New Republic. Reprint of articles which first appeared August 10, September 9, 1967. New York: Pitman.
- Feigl, Herbert. "Principles and Problems of Theory Construction in Psychology." in Current Trends in Psychological Theory. Pittsburgh: University of Pittsburgh Press, 1951, 182.
- Ferguson, Donald G. Student Involvement. Paper presented at the annual meeting of the American Association of School Administrators, Atlantic City, 1971.
- Filep, R. A New Model for Inservice Training: A Report of a Survey of Thirteen Counties in Northern California. El Segundo, California: Institute for Educational Development, 1970.
- Flanders, Ned A. Teacher Influence, Pupil Attitudes, and Achievement. Ann Arbor, Michigan: University of Michigan, 1962.
- Flanders, Ned. Teacher Influence, Pupil Attitudes and Achievement. Cooperative Research Project, U.S. Office of Education, University of Minnesota, 1960.
- Flurry, Ruth C. "Everybody talkin' 'bout open education aint't' going' there." Early Years. October, 1971.
- Frymier, Jack R. Fostering Educational Change. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.
- Gardner, D. E. M. Experiment and Tradition in Primary Schools. London: Methuen and Company, Ltd., 1968.
- Gardner, D. E. M., and Cass, Joean E. The Role of the Teacher in the Infant and Nursery School. Oxford, England: Pergamon Press, 1965.
- Gardner, John W. Self-Renewal: The Individual and the Innovative Society. New York: Harper and Row Publishers, Inc., 1963.
- Getzels, Jacob W. "Administration as a Social Process." in Andrew W. Halpin, ed., Administrative Theory in Education. Chicago: Midwest Administration Center, University of Chicago, 1958, 157.

- Ginsburg, Herbert, and Opper, Sylvia. Piaget's Theory of Intellectual Development. New Jersey: Prentice-Hall, Inc., 1969.
- Goldhammer, Keith, et al. Issues and Problems in Elementary School Administration. Corvallis: Center for Research and Service, Oregon State University, 1970, 2.
- Goldhammer, R. Clinical Supervision. New York: Rinehart and Winston, 1969.
- Gooding, C. Thomas. "The Perceptual Organization of Effective Teachers." In The Florida Studies in Helping Professions. Arthur W. Combs, ed. Gainesville, Florida: University of Florida Press, 1969.
- Goodlad, John I. Behind the Classroom Door. Worthington, Ohio: C.A. Jones Publishing Company, 1970.
- Goodlad, John I. "The Role of the Laboratory School in Innovation and Experimentation." National Association of Laboratory Schools' Newsletter. DeKalb, Illinois, Spring, 1971, Vol. 13, No. 1.
- Goodlad, John I. "The Setting." The Principal and the Challenge of Change. Los Angeles: Institute for Development of Educational Activities, Inc., 1968.
- Goodlad, John I. "The Setting." The Principal and the Challenge of Change. Los Angeles: Institute for Development of Educational Activities, Inc., 1968, 5-9.
- Gordon, C. Wayne. The Social System of the High School. Glencoe, Illinois, The Free Press, 1957.
- Grannis, Joseph. "The School as a Model of Society." Harvard Graduate School of Education Association Bulletin XII, No. 2, 15-27.
- Griffin, Gary A. Curricular Decision-Making in Selected School Systems. Unpublished Doctoral Dissertation, University of California, Los Angeles, 1970.
- Griffiths, Daniel E. Administrative Theory. New York: Appleton-Century-Crofts, Inc., 1959.

- Gross, Neal, and Herriott, Robert E. Staff Leadership in Public Schools: A Sociological Inquiry. New York: John Wiley and Sons, Inc., 1965.
- Gross, Neal, Giacquinta, and Bernstein, Marilyn. Implementing Organizational Innovations. New York: Basic Books, 1971.
- Guy, P. Meade, II. "The Relationships Between Organizational Climate, Leadership, and Progress." Unpublished Ed.D. Dissertation, Auburn University, 1969.
- Hale, Jack. "A Study of the Relationship Between Selected Factors of Organizational Climate and Pupil Achievement in Reading, Arithmetic, and Language." Unpublished Ed.D. Dissertation, University of Alabama, 1965.
- Halpin, Andrew W. Theory and Research in Administration. Toronto: Collier-MacMillan Canada, Ltd., 1966.
- Halpin, Andrew W. and Croft, Donald B. The Organizational Climate of Schools. Chicago: Midwest Administration Center, 1963.
- Harris, P. Inservice Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.
- Herriott, Robert E. "The Influence of Teacher Behavior Upon Changes in Pupil Behavior: An Appraisal of Empirical Research." Mimeographed paper available from the Graduate School of Education, Harvard University, Cambridge, Massachusetts, 1960.
- Hersey, Paul, and Blanchard, Kenneth. Management of Organizational Behavior. New Jersey: Prentice-Hall, 1969.
- Hertzberg, Alvin, and Stone, Edward. Schools are for Children: An American Approach to the Open Classroom. New York: Schocken Books, 1971.
- Herzberg, Frederick. Work and the Nature of Man. New York: World, 1966.
- Hodgkinson, Christopher. "Organizational Influence on Value Systems." Paper presented at the American Educational Research Association Annual Meeting, Minneapolis, Minnesota, 1970.

- Hodgson, N. Attitudes of Teachers Toward Certain Inservice Training Activities in a Georgia County. Unpublished Doctoral Dissertation, Ohio State University, 1954.
- Holt, John. How Children Fail. New York: Pitman Publishing Corp., 1964.
- Holt, John. How Children Learn. New York: Pitman Publishing Corp., 1967.
- Holt, John. The Underachieving School. New York: Pitman Publishing Corporation, 1969.
- Howes, Virgil M., ed. Individualization of Instruction: A Teaching Strategy. London: Collier-MacMillan, Ltd., 1970.
- Hoy, Wayne K. and Appleberry, James B. "Teacher-Principal Relationships in 'Humanistic' and 'Custodial' Elementary Schools." The Journal of Experimental Education. Vol. 39, No. 2, 1970, 27-31.
- Hrivnak, J. The Use of Interaction and Feedback in an Inservice Education Model. Unpublished Dissertation, University of Pittsburgh, 1970.
- Inhelder, Barbel and Piaget, Jean. The Early Growth of Logic in the Child. New York: W.W. Norton and Company, Inc., 1969.
- Instructional Objectives. AERA Monograph. Chicago: Rand McNally and Company, 1969.
- Issacs, Susan. Intellectual Growth in Young Children. New York: Schocken Books, 1966.
- Issacs, Susan. The Nursery Years. New York: Schocken Books, 1968.
- Jersild, Arthur T. In Search of Self: An Exploration of the Role of the School in Promoting Self-Understanding. New York: Teachers College Press, 1952.
- Jersild, Arthur T. When Teachers Face Themselves. New York: Teachers College Press, 1955.
- Johnson, Y. "Individualizing Inservice Education." Journal of Secondary Education. 1967.
- Katrein, R. Conducting an Inservice Reading Program. Eric Abstract # 023-558, 1968.

- Katz, Daniel, and Kahn, Robert L. Social Psychology of Organizations. New York: John Wiley and Sons, Inc., 1966.
- Keliher, Alice V. "Initiating, Participating, Making Decisions." Childhood Education. Vol. 42, April, 1966, 467.
- Kozol, Jonathan. "Free Schools, A Time for Candor." Saturday Review. March 4, 1972, 51-54.
- Krawthwohl, David R.; Bloom, Benjamin S.; Masia, Bertram B. Taxonomy of Educational Objectives Handbook II: Affective Domain. New York: David McKay Company, Inc., 1956.
- LaMar, V. "Inservice Education Needs Related to the Diffusion of an Innovation." Unpublished Doctoral Dissertation, University of California, 1966.
- Lee, Dorris May. "When the Decisions Are Yours." The Instructor. Vol. 78, August/September, 1968, 49, 100, 102.
- Lieberman, Ann. "The Effects of Principal Leadership on Teacher Morale, Professionalism and Style in the Classroom." Unpublished Doctoral Dissertation, University of California, Los Angeles, 1969.
- Likert, Rensis. New Patterns of Management. New York: McGraw-Hill Book Company, Inc., 1961.
- Likert, Rensis, and Willits, J.M. Morale and Agency Management. Hartford, Connecticut: Life Insurance Agency Management Association, 1940.
- Lippitt, R., and Fox, R. "Development and Maintenance of Effective Classroom Learning." in Improving Inservice Education: Proposals and Procedures for Change. Boston: Allyn and Bacon, 1971.
- Lippitt, Ronald, and White, Ralph. "The 'Social Climate' of Children's Groups." Child Behavior and Development. New York: McGraw-Hill Book Company, 1943.
- Lutjemeier, John Arthur. "Organizational Climate, Teachers' Interpersonal Needs, and Pupil-Pupil Relations in Elementary Schools." Unpublished Doctoral Dissertation, University of Houston, 1969.

- Mahaffrey, J. General Improvement of Reading, Grades 1-2, A Title III Teacher Training Program. P.L. 89-110, 1967.
- Maccoby, Eleanor E., and Zellner, Miriam. Experiments in Primary Education: Aspects of Project Follow Through. New York: Harcourt, Brace, Jovanovich, Inc., 1970.
- Marsh, Leonard. Alongside the Child in the Primary School. London: A. & C. Black, Ltd., 1970.
- Marshall, Sybil. Adventure in Creative Education. London: Pergamon Press, Ltd., 1968.
- Maslow, Abraham H. Motivation and Personality. New York: Harper and Row, 1954.
- Maslow, Abraham H. The Farther Reaches of Human Nature. New York: Viking Press, 1971.
- Maslow, Abraham H. Toward A Psychology of Being. New York: Van Nostrand Reinhold Company, 1962.
- Matthai, Robert A.; Maw, Carlyle E.; Plumer, Davenport. "An Evaluation of Four Integrated Day Workshops." Cambridge, Massachusetts: Office of Field Activities, Harvard Graduate School of Education, 1970.
- McCracken, R.A. Establishing Guidelines for Effective Inservice Programs in Reading. Paper presented at I.R.A., Boston, 1968.
- McEachern, G. "New Approaches Help Teachers Learn Faster." Nation's Schools 1968.
- Meade, E. "No Health in Us." in Rubin (ed.), Improving Inservice Education. Boston: Allyn and Bacon, 1971.
- Meierhenry, W. Media Competencies for Teachers. H.E.W. Contract No. 5-073-3-12-6, Lincoln: University of Nebraska, 1966.
- Miles, Matthew. Innovation in Education. New York: Teachers College Press, 1967.
- Miles, Matthew and Schmuck, R., Organization Development in Schools. California: National Press Books, 1971.
- Montessori, Maria. The Absorbent Mind. New York: Dell Publishing Company, Inc., 1969.

- Montessori, Maria. The Montessori Method. New York: Schocken Books, 1964.
- Morrison, A., and McIntyre, D. Teachers and Teaching. Middlesex, England: Penguin Books, Ltd., 1970.
- Murray, Henry A. Explorations in Personality. New York: Oxford University Press, 1938.
- National Education Association, Research Division. Inservice Education of Teachers: Research Summary, 1966. Washington, D.C., 1966.
- National Commission on Teacher Education. Current Practices in Inservice Teacher Education. N.E.A.: Washington, D.C., 1965.
- Nash, Robert J. "Commitment to Competency: the new fetishism in teacher education." Phi Delta Kappan. December, 1970, 52:240-3.
- Nash, Shirlyn. Young Children's Perceptions of Decision-Making in the Classroom. Paper presented at the annual meeting of the American Educational Research Association, Chicago: Illinois, February, 1968.
- Nyquist, Ewald B., and Hawes, Gene R. Open Education: A Sourcebook for Parents and Teachers. New York: Bantam Books, Inc., September, 1972.
- Office of Educational Communications, State of New York, A Plan for an Instructional Technology Course for Teachers. Albany, New York, 1971.
- Ogletree, J., and Edmonds, F. "Programming for Inservice Growth." Educational Leadership. 1964.
- Owens, Robert G. Organizational Behavior in Schools. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.
- Parker, J. Cecil, and Rubin, Louis J. Process as Content: Curriculum Design and the Application of Knowledge. Chicago: Rand McNally and Company, 1966.
- Parrish, Louise, and Waskin, Yvonne. "Curriculum Planning Through Teacher Pupil Planning." The Self Contained Classroom. Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1960 Pamphlet.

- Peters, R. S. ed. Perspectives on Plowden. London: Routledge and Keegan Paul, Ltd., 1969.
- Plowden, Lady Bridget, et al. Children and Their Primary Schools, 1. Report of the Central Advisory Council for Education. London: Her Majesty's Stationery Office, 1967.
- Purkey, William W. Self Concept and School Achievement. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.
- Rance, Peter. Record Keeping in the Progressive Primary School. London: Ward Lock Educational, 1971.
- Raths, James D. "Specificity as a Threat to Curriculum Reform." Paper delivered at AERA, Chicago, February, 1968.
- Rathbone, Charles H. Open Education and the Teacher. Unpublished Doctoral Dissertation, Harvard University, 1970.
- Rathbone, Charles H., ed. Open Education: The Informal Classroom. New York: Citation Press, 1971.
- Razell, Arthur. Juniors: A Postscript to Plowden. Middlesex, England: Penguin Books, Ltd., 1969.
- Reed, Horace. "The Effects of Teacher Warmth: A Coherent Pattern in Teacher Competence Research." Journal of Teacher Education. 12:330-34, September, 1961.
- Resnick, Lauren B. "Teacher Behavior in an Informal British Infant School." Paper delivered at AERA, New York, February, 1971.
- Reynolds, James A. "Innovation Related to Administrative Tenure, Succession and Orientation." Unpublished Ed.D. Dissertation, University of Missouri, 1965.
- Richardson, Elwyn S. "Some Problems in Developing an Open- Education Classroom." Outlook, Spring, 1972, Boulder, Colorado, 14-19.
- Rogers, Carl P. "The Characteristics of a Helping Relationship." Personnel and Guidance Journal. 1958, 37 (1), 6-16.
- Rogers, Carl P. Freedom to Learn. Ohio: Charles E. Merrill Publishing Company, 1969.

- Rogers, Vincent R., ed. Teaching in the British Primary School. New York: MacMillan Company, Inc., 1970.
- Rosenshine, Borak, and Furst, Norma. "Research on Teacher Performance Criteria." In B.O. Smith, Research in Teacher Education. New Jersey: Prentice-Hall, 1971.
- Rubin, L. (ed.) Improving Inservice Education: Proposals and Procedures for Change. Boston: Allyn and Bacon, 1971.
- Ryan, David G. Characteristics of Teachers. Washington, D.C.: American Council on Education, (5th printing), 1970.
- Sadker, David G. "Schools as Seen by Children: A Factor Analytic Study of the Perceptions of Fifth and Sixth Grade Students Toward Elementary School Environments." Unpublished Doctoral Dissertation, University of Massachusetts, 1971.
- Sarason, Seymour B. The Culture of the School and the Problem of Change. Boston: Allyn and Bacon, Inc., 1971.
- Sargent, Betsye. The Integrated Day in an American School. Boston: National Association of Independent Schools, 1970.
- Schankerman, M. Inservice Education. Unpublished Doctoral Dissertation, University of Indiana, 1968.
- Schmuck, Richard A., and Miled, Matthew B. (eds.) Organizational Development in Schools. Palo Alto: National Press Books, 1971.
- Schmuck, Richard; Runkel, Philip; and Langmeyer, Daniel. "Improving Organizational Problem Solving in a School Faculty." Journal of Applied Behavioral Science. Vol. 5, No. 4, 1969, 455-482.
- Schmuck, Richard; Runkel, Philip; Saturen, Steven; Martell, Ronald; and Derr, C. Brocklyn. Handbook of Organizational Development in Schools. National Press Books: Center for the Advanced Study of Educational Administration, University of Oregon, 1972.
- Scott, William A. Values and Organizations. Chicago: Rand McNally, 1965.

- Shannon, R. "A Style for Inservice Education." National Elementary Principal. 1969, No. 48.
- Shalock, H. Del. "The Focus: Knowledge, Teaching Behavior, or the Product?" In Performance-Based Certification of School Personnel. Jack L. Burdin and Margaret T. Reagan, eds., Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971.
- Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1970.
- Simon, Sidney B.; Howe, Leland W.; and Kirschenbaum, Howard. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, Inc., 1972.
- Sinclair, Robert L. "Curriculum Segments: Toward Making Curriculum Responsive to Human Differences." Unpublished paper, available from the author, School of Education, University of Massachusetts, Amherst, Massachusetts, 1971.
- Sinclair, Robert L. "Elementary School Educational Environment: Measurement of Selected Variables of Environmental Press." Unpublished Ed.D. Dissertation, University of California, Los Angeles, 1968.
- Spain, Charles R.; Drummond, Harold D.; and Goodlad, John I. Educational Leadership and the Elementary School Principal. New York: Rinehart and Company, 1956.
- Stansbury, Robert D. "A Validation Study of the Organizational Climate Description Questionnaire for Iowa Elementary Schools." Unpublished Doctoral Dissertation, University of Iowa, 1968.
- Steen, M. "A Program of Teacher Development for a System of Individualized Education." Paper presented at A.P.A., Washington, D.C., 1969.
- Stephens, Lillian S. A Study of Aspects of Individualization in Informal British Primary Schools. Unpublished Doctoral Dissertation, New York University, 1972.
- Stephens, Lillian S. The Teacher's Guide to Open Education. New York: Holt, Rinehart and Winston, Inc., 1974.

- Strasser, Ben B. "Who Decides?" The Science Teacher. Vol. 34, September, 1967, 27-28.
- Tharp, Roland G., and Metzler, Ralph J. Behavior Modification in the Natural Environment. New York: Academic Press, 1969, 47.
- Thompson, James D., and McEwen, William J. "Organizational Goals and Environment: Goal-Setting as an Interaction Process." In Cartwright and Zander, (eds.) Group Dynamics. Evanston: Row, Peterson, and Company, 1960.
- Turner, H. "Improved Inservice: A Challenge for Supervisors." The Clearing House. 1970.
- Tyler, Leone E. "Research Explorations in the Realm of Choice." Journal of Counseling Psychology. Vol. 8, Fall, 1961, 195-201.
- Tyler, R. "Inservice Education of Teachers: A Look at the Past and the Future." In L. Rubin (ed.), Improving Inservice Education. Boston: Allyn and Bacon, 1971.
- Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1949.
- Verbeck, Blanche Kent. "What Do We Do With Children's Ideas?" Childhood Education. Vol. 37, January, 1961, 221-225.
- Walberg, Herbert J., and Thomas, Susan C. "Open Education: An Operational Definition and Validation in Great Britain and United States." American Educational Research Journal, Vol. 9, No. 2, Spring, 1972, 197-208.
- Walberg, Herbert J., and Thomas, Susan C. Characteristics of Open Education: Toward an Operational Definition. Newton, Mass.: Educational Development Center, 1971.
- Walton, Jack, ed. The Integrated Day in Theory and Practice. London: Ward Lock Educational, 1971.
- Webb, Lesley. Modern Practice in the Infant School. London: William Clowes & Sons, 1970.
- Weber, Lillian. The English Infant School and Informal Education. New Jersey: Prentice-Hall, 1971.

- Westby-Gibson, D. Inservice Education--Perspectives for Educators. Berkeley, California, 1967.
- White, M. A Study of Contrasting Patterns in Inservice Education. Austin: University of Texas, 1967.
- Wiggins, Thomas W. "Leader Behavior Characteristics and Organizational Climate." Unpublished Ph.D. Dissertation, Claremont Graduate School at University Center, 1968.
- Wight, Albert R. Participative Education and the Inevitable Revolution. Estes Park, Colorado: Center for Research and Education, 1970.
- Williams, C. The Development of A Packaged Program Designed to Enable Teachers to Carry on Their Inservice Education. Columbus: Ohio State University, 1965.
- Williams, Rosemary. "At the Heart of the Educational Process Lies the Child." Independent School Bulletin. Vol. 29, No. 1, October, 1969.
- Wolfson, Bernice J., and Nash, Shirlyn. "Perceptions of Decision-Making in Elementary-School Classrooms." The Elementary School Journal. Vol. 69, No. 2, November, 1968, 89-93.
- Wolfson, Bernice J.; and Nash, Shirlyn. "Who Decides What in the Classroom?" The Elementary School Journal. Vol. 65, No. 8, May, 1965, 436-438.
- Wyant, L. "Teacher Strengths: Basis for Successful Inservice Experience." Educational Leadership. 1971.
- Yeomans, Edward. Education for Initiative and Responsibility. Boston: NAIS, 1968.
- Yeomans, Edward. Wellsprings of Learning. Boston: NAIS, 1969.



