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Who is involved in making decisions about classroom organization and child placement in classrooms in two elementary schools : a case study.

Kenneth Stephen Chapman
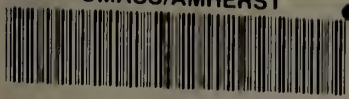*University of Massachusetts Amherst*

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ORGANIZATION AND CHILD PLACEMENT IN CLASSROOMS

IN TWO ELEMENTARY SCHOOLS: A CASE STUDY

A Dissertation Presented

By

KENNETH STEPHEN CHAPMAN

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Approved as to style and content by:

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Richard J. Clark, Jr., Chairperson of Committee

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R. Mason Bunker, Member

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Frederic E. Finch, Member

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Mario D. Fantini, Department Head
School of Education

<u>For</u>

　　　my mother and father,
　　　　　　　　my past

　　　Sharon,
　　　　　　　　my present

　　　Billy, Stephen, and Scott
　　　　　　　　my future

ACKNOWLEDGMENTS

In order for a dissertation to reach its final form, many persons must become involved. I was fortunate to have come in contact with and had assistance from many of the best. Of course leading this list of persons are those in my family. They each deserve a special thank-you for their help and understanding. My wife, Sharon, spent endless hours proofreading each draft, taking over some of my responsibilities around the house, giving me moral support when things weren't going well, acting as both father and mother to our three boys when time wasn't on my side, and filling many other supportive roles too numerous to mention.

My dissertation committee has been excellent. Dick Clark, the chairman of the committee, has continuously given helpful advice and needed encouragement. Mason Bunker has shown me new ways to look at the role of an elementary school principal. And, Fred Finch has given me the needed understanding of the model. Each meeting with the committee resulted in more positive directions for the paper and new insights into my own skills, abilities, and, more importantly, needs.

Finally, a special note of thanks to Nancy Morrison, John Dalton, and their respective staffs. It was their willingness as educators at Wildwood and Fort River to take those giant strides forward towards improving the education of all children that allowed this case study to exist at all.

ABSTRACT
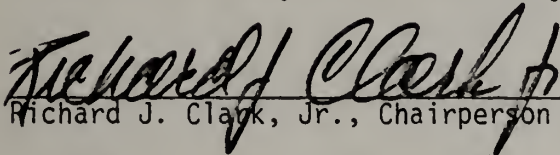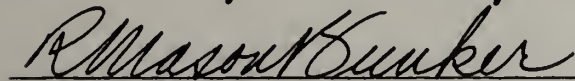
Who is Involved in Making Decisions about Classroom
Organization and Child Placement in Classrooms
in Two Elementary Schools: A Case Study

(May 1978)

Kenneth Stephen Chapman

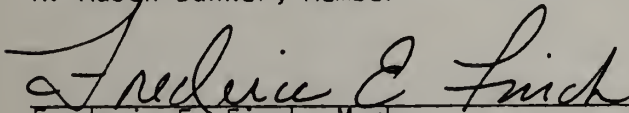B.A., University of Massachusetts
M.Ed., University of Massachusetts

Directed by: Professor Richard J. Clark, Jr.

The purpose of this study was to take a decision-making model
developed by Vroom and Yetton (1973) and to explore its usefulness for
elementary school principals in identifying the level of participation
needed for making an effective decision. The model is based on the
assumption that under different situations different decision-making
methods are appropriate. The methods are defined in terms of the level
of group participation and are labeled autocratic, consultive, group,
and delegated. The answers to a set of diagnostic questions allow the
decision-maker to arrive at a feasible set of methods that will result
in an effective decision for a particular situation. An effective deci-
sion is defined as being accepted by the subordinates and being a quality
decision.

A secondary purpose of the study was to acquire a further under-
standing of the ways in which schools make decisions. In particular
decisions regarding the establishment of alternative educational environ-
ments. An educational environment for the schools in the study was de-
fined in terms of size of classroom, teaching style, extent of teaming
and grade level. Alternative educational environments are classrooms

where one or more of these factors is different.

Three decisions were taken from two elementary schools that had been involved in creating alternative educational environments: what alternative educational environments would be available at each school, what staff members would be assigned to each environment, and what children would be placed in each environment. Since this case study was ex post facto, the first step was to identify the decision method used in the actual decision according to the definitions developed for the Vroom and Yetton model. The diagnostic questions were then answered to identify the feasible set of methods from the model. The actual decision method was then checked to see if it was a member of the theoretical feasible set.

The next two steps in the study involved analyzing the resulting decisions first for quality and then for acceptance. A questionnaire was developed to seek the perception of subordinates, both parents and staff, to these two factors. However, because of the time lapse between the study and the actual decisions, other more timely written information including surveys and questionnaires from each of the two schools was used to infer how parents and staff might have responded to the preferred questionnaire.

The final step in the study was to analyze all of the information related to the matching of the actual decision with the model and the quality and acceptance of the resulting decision. The comparison was positive, and led the author to conclude that the Vroom and Yetton model would be useful for elementary school principals in identifying the level of participation needed for making effective decisions.

Before the model is adopted totally the following areas were identi-
fied for future experimental research:

1. Does the model hold for a broader range of situations?

2. What level of training is necessary to use the model?

3. Can principals use a variety of leadership styles in
    decision-making given past experience with only one
    style?

4. What potential does the model have for team building?

In addition, the author suggested that some of the definitions in the
model be revised for school situations.

A final research area arose out of the secondary purpose of the
study. Particular attention should be on:

1. Parent and staff involvement in making decisions in
    the school

2. Parent and staff input into the placement of children
    into educational environments

3. Parent and staff questionnaires for the evaluation of
    school programs

4. A variety of educational environments co-existing in
    the same building.

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CHAPTER I

PROBLEM AND PURPOSE OF STUDY

Decision-making is the most critical of all
psychological behavior, the single nucleus from which
all tensions are released and personal satisfactions
are generated; it is the one and only means for goal
identification and planning; it is the fulcrum on
which rests the determination of success and failure,
and thus, the true seat of positive and negative
affects, but without exception the single most neglected
area or aspect of human development. Indeed, it is as
if the educator expected decision-making to emerge as
the byproduct of some aspect of academic experience,
having little or no actual relationship to the process
involved. If man is to improve his own lot in life,
achieve better self-actualization in life or increase
his success in any manner, it will be achieved only
through better decision-making. (Cassel, 1973, pp. 151-152)

Introduction

More and more writers who focus on the issue of decision-making

are stressing its importance to the administrator. Gulich, for example,

developed a list of seven operational levels that are almost univer-

sally accepted as basic administrative processes in any type of organi-

zation. The list is associated with the mnemonic POSDCoRB, which

represents the following: Planning, Organizing, Staffing, Directing,

Coordinating, Reporting, Budgeting. (Pharis, et al., 1970) In order to

apply this to school administration, Gregg carefully observed several

principals at work, and from this examination composed the following

list for school administrators: Decision-making, Planning, Organizing,

Communicating, Influencing, Coordinating, Evaluating. (Pharis, et al.,

1970)

Litchfield carried the listing one step further and looked at the

1

administrative process as a cycle of activities that begins and ends with decision-making: (1) decision-making, (2) programming, (3) communicating, (4) controlling, and (5) reappraising. (Owens, 1970) Thus Litchfield sees the administrator involved in making the decision (decision-making), establishing the arrangements to implement the decisions (programming), keeping the organization informed (communicating), adhering to the plans decided upon (controlling), and evaluating the results (reappraising). A new set of decisions then would arise from the reappraisal.

Simon points out that although all people in a school make decisions, they specialize in (1) the kinds of decisions they make and (2) the amount of time devoted to decision-making. (Owens, 1970) Teachers make very crucial decisions each day in their classroom which have a direct impact on the learners in a school. It is the principal, however, who is in a place in the hierarchy of the organization that demands more of his/her time must be spent on decision-making, although of a different kind.

Statement of the Problem

The current literature on decision-making focuses heavily on two areas: (1) the decision-making process and (2) the involvement of others in the decision-making process. There are currently a number of decision-making processes espoused by various authors. (Brammer, 1973; Cooper, 1961; Elliot, 1961; Finch, et al., 1976; Langmeyer, et al., 1975; Owens, 1970; Rasp, 1973) Although each of these writers might use different words, add a step or two, or delete a step or two, the

decision-making process they describe typically involves the following
steps:

1. clarification of the problem
2. identification of alternative solutions
3. gathering of information
4. analysis of alternative solutions
5. making the decision
6. establishment of a process for carrying out the decision
7. evaluation of the decision

Elliot (1961) points out that decision-making processes that are
advocated may seem too time-consuming and cumbersome. Indeed, studies
(Rosen, 1974) have shown that many, if not most, school administrators
use past experience and intuition to make decisions, rather than follow-
ing any rational decision-making process.

Elliot (1961, p. 5), however, states that "the process by which a
person reaches a decision is probably the most crucial factor in deter-
mining the merit of the final decision." She believes that the
decision-making process can be followed in a very rigid manner or might
be abbreviated so that it becomes almost an unconscious action. In
either case a decision-making process should be followed, since the
time spent is not nearly as great as the time and expense of a poor or
inadequate decision.

The Whitman School Study (Owens, 1970, pp. 92-93) found that those
persons who participated as principals of the simulated Whitman School
were differentiated by two factors: (1) the preparation that they put
into making the decision and (2) the amount of work done in a fixed

period of time. In general, the principals who were rated highly effective by both their superiors and teachers devoted much time to decision-making. They sought more information, sought more clarification, and obtained the opinions of others. At the other end of the spectrum were the principals who made quick "yes" or "no" decisions, and tended to be regarded less favorably in their professional roles.

The Whitman School Study reiterates the importance of using a decision-making process and also adds the dimension of involvement of other persons. Vroom and Yetton (1973) discuss this issue as they point out two divergent ways of looking at a principal's role as a decision-maker. The principal might identify his/her role as a problem-solver or a decision-maker, and would see the translation of problems into solutions as his/her task. Alternatively, the principal might see his/her role as one of determining the process by which a solution is to be solved. One major portion of the job then becomes determining what person or persons should be involved in the solution of the problem.

It is at this point, with so many individuals now making more personal decisions regarding their lives rather than subordinating their lives to that of the organization, that the current literature has now begun focusing on the involvement of more individuals in the decision-making process. (Huse, 1975) For the elementary school administrator this means both teachers and parents.

Principals today must learn to work with and for teachers. They can no longer assume that their decisions are going to be accepted solely by virtue of their position, or treat teachers in a childish

manner and assume that they are too ill-equipped and/or unwilling to take on such a serious responsibility as decision-making. Because of advanced training many teachers are now on a par with most principals in terms of their educational expertise. Unfortunately, few principals have allowed the teachers to become effectively involved in significant problems or central decisions of the school, (Blanchard, et al., 1977; Owens, 1976) even though teachers report greatest satisfaction with their principal and the school district when they perceive that they and their principal are mutually influential. (Schmuck, 1972)

The literature on parent involvement in schools has also begun to focus on the role of the parent in making educational decisions. (Davies, 1976; Gowler, 1977; Pharis, 1977; Pharis, et al., 1970; Wilcox, 1972) For example, Wilcox (1972, p. 178) points out that "parental involvement in the education of their children has recently become an educational, political, and cultural necessity. Public education is no longer a closed system admitting only professionals as purveyors and implementors. It is no longer a system which carefully segregates policy making and implementation." Parents must be involved in the significant decisions of the school. To continue having parents only involved in cataloguing library books and sponsoring bake sales is not enough. However, decisions about book selection, classroom organization, grouping policies, student evaluation, and reporting, which have normally been considered "professional" decisions, are of interest to parents. Traditionally, these decisions are made by school personnel and then attempted to be sold to parents. (Pharis, 1977) Principals, who do involve parents, are finding that the decisions do take longer to

make, but that overwhelming parent support is often the result.
(Gowler, 1977)

As administrators review the literature they will find research
supporting this group involvement in decision-making. (Cooper and
Wood, 1974; Huse, 1975; Margulies and Raia, 1972; Pederson, 1975;
Piper, 1974) For example, Piper (1974, p. 93) found that:

> (1) Decisions made by group discussion and agree-
> ment (consensus) are more correct than decisions made
> by the same individuals acting alone. (2) Decisions
> made by individuals using information and advice from
> others (participative decision-making) are more cor-
> rect than decisions made by the same individuals act-
> ing alone. This conclusion applies whether the
> decision-maker initially has the knowledge to make the
> best decision or the worst decision of any member of
> his group. (3) The decisions arrived at through either
> of the two models are not only better than the initial
> judgement of the decision-maker but are also frequently
> more correct than the decision of any of the members of
> the group - a phenomenon which may be called "synergy".

In analyzing this study, and other similar research, Pederson (1975,
p. 34) explains the basis for these findings as being threefold:
(1) the interaction of the group serves as a mechanism for correcting
errors, (2) that individual members get important group support for
their suggestions, and (3) that the group setting fosters a competition
for membership respect that motivates the individual to contribute
meaningfully.

Because of the literature on teacher involvement, parent involve-
ment, and the quality of group decisions, many more administrators have
begun to involve their staff in school decisions. The problem is that
teacher or parent involvement can be overdone. (Harvey and Jellison,
1976; Owens, 1970) Administrators wishing to involve more people in the

decision-making process must bear in mind what Cooper (1961) points out, that there are certain decisions that a group expects the leader to make. And, that most schools have some individuals who do not want to be involved. (Deturk, 1976; Gowler, 1977)

Studies have been done to check the amount of decision-making participation teachers have been given in relationship to how much decision-making participation they actually desire (Alutto and Belasco, 1972; Best, 1975). Teachers were asked two questions for each of many possible decisions: (1) Are you involved in the decision? and (2) Do you want to be involved? The resulting information then placed these teachers into categories of decisional equilibrium, decisional saturation, and decisional deprivation.

Question (1)	Question (2)	
Yes	Yes	equilibrium
Yes	No	saturation
No	No	equilibrium
No	Yes	deprivation

It was found that teachers were at all levels. There were some teachers who felt they were involved as much as they wanted, others who felt they were not involved enough, and finally those who felt they were overly involved in the decision-making process.

In addition to the problem of over involvement in the decision-making process, research has raised other concerns about group involvement in decision-making. Lowin reports that after an extensive review of the literature, the only conclusion that could be drawn was that "participative decision-making is a complex phenomenon beyond proof or

disproof". (Heller, 1971, pp. 100-101) Piper (1974) found that the

difference in effectiveness of group problem solving was due to the

characteristics of the problem rather than the fact that groups are or

are not generally more successful than individuals in making decisions.

Thirdly, because administrators often feel that they are being

evaluated on every decision which they make rather than on the average

quality of all their decisions, they are often afraid of the conse-

quences of a wrong decision. Therefore, the involvement of teachers

and parents in many situations is hampered or blocked by the administra-

tors' refusal to give them any responsibility in making the decisions

of the school. If responsibility is given, the administrators will then

refuse to give up the power of veto over the final decision.

The result of the discussion up to this point seems to be that an

either-or approach to teacher and parent involvement in decision-making

is not practical. Owens (1970, p. 106) has summarized the point well:

> 1. Effective participation by teachers (parents) in
> meaningful organizational decisions does "pay off".
> 2. Teachers (parents) do not want to be involved in
> every decision, nor do they expect to be.
> 3. An important task of the principal is to distin-
> guish between the decisions in which teachers (parents)
> should be involved and those which should be handled in
> other ways.
> 4. The roles and functions of teachers (parents) in
> decision-making can be varied according to the nature
> of the problem.
> 5. The points in the decision-making process at which
> teachers (parents) are involved can be varied according
> to the nature of the problem.

The problem for the principal, therefore, is to attempt to identify

under what conditions and in what situations will participation in

decision-making by teachers and/or parents either contribute to or hin-

der the effectiveness of the decision.

Purpose of the Study

The purpose of this study will be to take a decision-making model developed by Vroom and Yetton (1973) and to explore its usefulness for elementary school principals in identifying the level of participation needed for making a decision. The Vroom and Yetton model was developed for business and is based on the premise that it "makes as much sense to talk about autocratic and participative situations as it does to talk about autocratic and participative managers". (Vroom and Yetton, 1973, p. 121) Although this model has not been researched in educational settings, the purpose of this study will not be to validate its usefulness in an educational setting, but rather to begin this investigation. Therefore, the conclusion sought is whether there is sufficient evidence to warrant future research.

Vroom and Yetton (1973) have divided the methods into autocratic, consultive, group, and delegated. A code has been developed, whereby a letter is assigned to each: A-autocratic, C-consultive, G-group, and D-delegated. A roman numeral then follows each letter to describe a variant on that pattern. Thus AI represents the first variant on an autocratic method; AII, the second variant; and so on. Figure 8, page 26, defines each of these methods in more detail.

By using the factors of quality and acceptance Vroom and Yetton (1973) developed a process by which it is possible to identify the method (AI, AII, etc.) that should insure the effectiveness of the decision. These two factors were taken from Maier's (1970) definition of an effective decision as the result of the quality of the decision and the acceptance of the decision. Quality refers to the objective

features of the decision (i.e., does the decision match the facts?).
Acceptance refers to the degree to which the group that must execute the
decision accepts it (i.e., how does the group feel about the decision?).
Maier (1970, p. 277) has developed a formula to show the relationship:

Effective decision = Quality x Acceptance

> The multiplication sign is used to indicate that if either
> the quality or acceptance dimension is zero, the decision
> is zero in effectiveness. Furthermore, if either is nega-
> tive, the effectiveness will be negative; but if both are
> negative, the effectiveness will be positive. Thus a
> solution that has a negative quality (in that it violates
> the objective facts) and has negative acceptance (in that
> it is rejected) will have positive effectiveness, in that
> it will not be implemented.

The actual model developed by Vroom and Yetton is explained in
detail in Chapter II.

By taking the decision-making methods used by two elementary
schools in setting up alternative educational environments, the follow-
ing questions are to be answered by this study:

1. Did the decision-making method used by the school match

the method recommended by the Vroom and Yetton model?

2. Was the decision a quality decision?

3. Was the decision accepted by the group involved?

4. Might the Vroom and Yetton model be useful for elemen-

tary school principals to use in identifying the level of

participation needed for making a decision?

A secondary purpose of this study is to acquire a further under-
standing of the ways in which schools make decisions. In particular
decisions regarding the establishment of alternative educational environ-
ments.

Design of the Study

The decision to be analyzed in this case study took place during the 1974-1975 school year for one elementary school and both the 1974-1975 and 1975-1976 school years for the other elementary school. The Vroom and Yetton model was not used by either school, but instead this model will be compared to those decisions already made. Therefore, this will be an ex post facto case study.

Because of the importance of the design to this case study, a separate chapter (Chapter III, pp. 39-47) has been reserved for an explanation of the design of this study.

Significance of the Study

> The givens for us today seem to be: first, a growing diversity and increased power among teachers, children, and parents; second, evidence of the diminishing success of any uniform approach to education; and third, the diminishing authority of the school principal. A principal can deal with these realities either by denying or attempting to suppress diversity (and consequently, watching his authority erode) or by acknowledging and trying to make constructive use of diversity (and thereby, I believe, gaining authority). (Barth, 1974)

This study shows how two elementary schools attempted to deal with this problem of diversity and power by involving staff and parents in three important decisions of each school. Many educational, as well as business writers have emphasized the need to effectively utilize these human resources (i.e., teachers and parents) available to the administrator. (Barth, 1974; Heller, 1974; Houts, 1974; Mazzarella, 1976; Rogers, 1969) The Vroom and Yetton model could give administrators a process by which they can identify the decision-making method that most effectively utilized those human resources available to them.

Limitations on the Study

Since many of the limitations placed on the study and those result-
ing from an ex post facto case study are related directly to the design
of the study, a separate section of Chapter III, "Design of the Study",
pages   , has been used to identify these limitations in detail.

In general the limitations in Chapter III deal with five areas.
First, the results of the study must be inferred from available data,
because it is an ex post facto case study. Second, the inferences re-
sult in weaker causal relationships than might be expected from an ex-
perimental research design. Third, there is certain information that is
not available because of a lack of written material and/or persons asso-
ciated with the two schools during the time period associated with this
case study. Fourth, this study was purposely limited to just two schools
from the same district in order to meet the secondary purpose of this
study of acquiring a better understanding of the ways in which schools
make decisions. This further hindered the generalizing of any conclu-
sions. And fifth, the biases inherent in the study are identified as
the final limitation.

Summary

Chapter I has attempted to show that administrators are faced with
a compelling dilemma in their vital role as decision-makers: When and
how should teachers and parents be involved in the important decisions
of the school? The research is conflicting. It is reported that:
teachers and parents do want to be involved in many important school
decisions, groups can make better decisions than an individual in some
situations, decisions are more accepted by teachers and parents if they

are involved in the decision process. However, it has also been reported
that: groups do not make better decisions that individuals in some situ-
ations, involvement of parents and teachers in decision-making can be
overdone, administrators are fearful of turning decision-making over to
groups because of possible lack of quality of the resulting decision.
It was at this point that the Vroom and Yetton model was identified as
a possible way of overcoming this dilemma, and thereby assisting the
administrator in varying in some logical fashion the decision-making
method used from situation to situation.

Outline of the Chapters

Chapter II analyzes the Vroom and Yetton model. Included in this
analysis is the research done by Vroom and Yetton to support the model,
as well as research done by others that support or contradict the
assumptions on which the model is based.

The third chapter explains the design to be used in carrying out
this case study. Previous questionnaires and/or other forms of research
that have been used already in each of the two schools is also presented
in this chapter. In addition, there is a discussion of the delimitations
of the case study.

Chapter IV describes the two schools involved in the case study.
The focus for this chapter is on showing why these two schools were
chosen.

The actual case study is presented in Chapter V. The format to be
used will be one of first describing the decision made and the method
used and then analyzing the situation to see if first, the method used
to make the decision agrees with the Vroom and Yetton model and second,

if the final decision was effective (i.e., the decision was a quality one, that was accepted).

A summary of the case study, the conclusions that can be drawn, and future research studies comprise the last chapter.

CHAPTER II

REVIEW OF THE LITERATURE

Overview of the Chapter

As mentioned in Chapter I, the Vroom and Yetton model will be used as the decision-making model in this case study. The purpose of this chapter is to look at the literature leading up to the development of this model and to review the research which has been done specifically on the model. To achieve this, the first portion of the chapter focuses on the leader and how literature has moved from dealing with the leader as an individual, to discussion of the leader's involvement with other persons, and finally, to the present focus on the importance of the situation as a factor in determining leadership styles. Decision-making is then taken as one function of leadership and analyzed in much the same way, progressing from attentions to the individual decision-maker, to the use of group decision-making methods, and finally, to the situation as a vital factor in determining effective decision-making methods.

At this point in the chapter, the Vroom and Yetton model is introduced and explained as a model that has incorporated the situation as a major criteria in selecting a decision-making method. After reviewing the research on the Vroom and Yetton model, a training program is described in which the model has been applied.

Leadership Styles

In analyzing various management writers, Blanchard and Hersey

(1972, p. 68) found that most of these writers would agree that leadership is "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation". From this definition, Blanchard and Hersey then concluded that the leadership process is a function of the leader, the follower, and other situational variables.

In studies done by Lewin in 1933 at the University of Iowa four leadership styles were identified, described, and assessed. These were: Autocratic-Submissive, Democratic-Parliamentary, Autocratic-Aggressive, and Laissez-Faire. (Cassel, 1973) As the focus switched to the interaction of the leader and the group with which he/she works, researchers began searching for the best leadership style. The criteria for making this decision were: "(1) level of productivity of group members, (2) morale of group members, (3) degree of cohesiveness or 'we' feeling among group, and (4) space for freedom of movement by individuals involved. Based on these criteria the autocratic-submissive pattern of decision-making was best, democratic-parliamentary was second best, autocratic-aggressive was third best, and the laissez-faire was least effective of all". (Cassel, 1973, p. 52)

Continuing to look at groups, Rensis Likert helped move in the direction toward considering the situation by depicting leadership styles on a continuum from System 1 through System 4. These systems were described as:

> System 1 - Management is seen as having no confidence or trust in subordinates ...
> System 2 - Management is seen as having condescending confidence and trust in subordinates, such as master has toward servant ...

System 3 - Management is seen as having sub-
stantial but not complete confidence and
trust in subordinates ...
System 4 - Management is seen as having com-
plete confidence and trust in subordinates ...
(Blanchard and Hersey, 1972, pp. 61-62)

Although both of these descriptions of leadership style were accu-
rate, they did not show a best leadership style under given situations.
A new approach was then taken in which the two criteria most often used
by writers to appraise the effectiveness of leadership behavior were
used. These two criteria were: getting the job done - initiating
structure and maintaining the solidarity of the group - consideration.
(Blanchard, Guest, and Hersey, 1977) These two criteria were placed
on a grid (Figure 1) and became known as the Ohio State Leadership
Quadrants.

(High)

Consideration

(Low)

High Consideration and Low Structure	High Structure and High Consideration
Low Structure and Low Consideration	High Structure and Low Consideration

(Low) Initiating Structure (High)

Figure 1
Ohio State Model
(Blanchard and
Hersey, 1972
p. 74)

In this model initiating structure refers to the
leader's behavior in delineating the relationship between
himself and members of the work-group and in endeavoring
to establish well-defined patterns of organization, chan-
nels of communication, and methods of procedure. On the
other hand, consideration refers to behavior indicative
of friendship, mutual trust, respect, and warmth in the
relationship between the leader and the members of his
staff. (Blanchard and Hersey, 1972, p. 73)

In an attempt to develop a best leadership style, Blake and Mouton (1964) created the Managerial Grid (Figure 2) that placed numbers on a grid on which the two axes were Concern for People and Concern for Production.
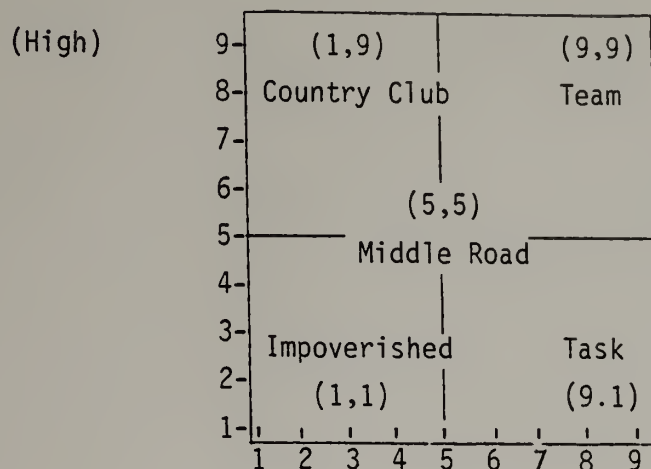
(High)

Figure 2
Managerial Grid
(Blanchard and
 Hersey, 1972,
 p. 75)

In this model the most effective leader was thought to be at (9,9) or "Highly Concerned for Both People and Production". Again, as with the models of Lewin and Likert, this particular leadership style was found not to be effective in all situations. It is at this point that Blanchard and Hersey (1972) developed what they call the "Tri-Dimensional Theory of Leadership". (Figure 3) This model adds the criteria of situation and states that certain leadership styles are more effective under certain situations and other styles are more effective under other situations. Figure 3, page 19 is the model, followed by a chart showing the difference in effectiveness under different situations. (Figure 4, p. 20)

Although the situation is a definite factor in this model there is no clear set of diagnostic questions available to help the leader

Figure 3
Tri-Dimensional Theory of Leadership
(Blanchard and Hersey, 1972, p. 84)
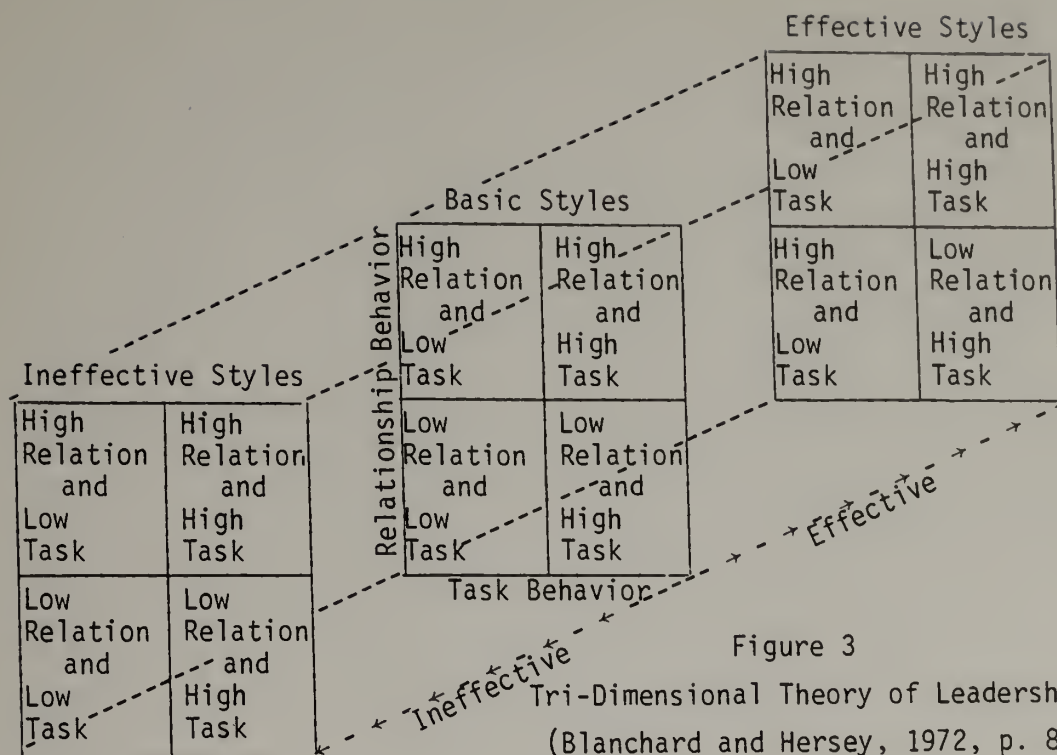
identify the best leadership style for a given situation. Fiedler has

attempted to help alleviate this problem by developing a model that

shows a relationship between leadership style and three situational

variables:

1. Affective leader-member relations
2. Task structure a. decision verifiability,
   b. goal clarity, c. goal path multiplicity,
   d. solution specificity
3. Power inherent in leadership position

Fiedler's theory indicates that task- or job-centered
leadership is appropriate (effective) when the situation is
either very favorable for the leader (poor affective leader-
group relations, unstructured task, and weak position power).
Considerate or employee-centered leadership is more effective
when the situation is of intermediate favorableness for the
leader (i.e., good affective leader-group relations, unstruc-
tured task, weak position power).
(Finch, et al., 1976, pp. 96-97)

Figure 4

Basic Leader Behavior as Seen by Others When Effective and Ineffective
(Blanchard and Hersey, 1972, p. 85)

Basic Styles

High Task and Low Relationships	Effective: Often seen as knowing what he wants and imposing his methods for accomplishing this without creating resentment. Ineffective: Often seen as having no confidence in others, unpleasant, and interested only in short-run output.
High Task and High Relationships	Effective: Often seen as satisfying the needs of the group for setting goals and organizing work, but also providing high levels of socio-emotional support. Ineffective: Often seen as initiating more structure than is needed by the group and spends more time on socio-emotional support than necessary.
High Relationships and Low Task	Effectiveness: Often seen as having implicit trust in people and as being primarily concerned with developing their talents. Ineffective: Often seen as primarily interested in harmony and being seen as "a good person", and being unwilling to risk disruption of a relationship to accomplish a task.
Low Task and Low Relationships	Effective: Often seen as appropriately permitting his subordinates to decide playing only a minor part in their social interaction. Ineffective: Often seen as uninvolved and passive, as a "paper shuffler", who cares little about the task at hand or the people involved.

Fiedler goes on to argue that it is easier for the leader to change the situation, than it is for the leader to change their own style. This point may or may not be true, but it will not be argued either way in this paper. The purpose of this discussion is not to decide which should change (the situation to fit the style or the style to fit the situation), but merely to delineate a clear method for matching the

best leadership style, and in particular the best decision-making pro-
cess, with a situation.

Decision Making Methods

Given that decision-making is one role of the leader, the liter-
ature on decision-making also moved its focus from the individual to
the group, and finally to the situation. At first the focus was on the
leader and how he/she could make the best decision. Writers explained
what steps to take in reaching a decision, where to get the information
needed for an effective decision, and how to carry out the decision.
(Cooper, 1961; Elliot, 1961)

At the same time, some writers were beginning to consider the
effect of other persons on the leaders' decisions. MacIver and Page
(1949), for example, discussed four means of reaching decisions. They
identified them as: 1. Authority, 2. Compromise, 3. Enumeration, and
4. Integration. Cooper (1961, pp. 94-95) added another means:
5. Determination. Authority was simply a matter of dominance. In
decision by compromise there was give and take to reach a conclusion
that was acceptable to all involved. Enumeration meant taking a vote.
Integration was thought to be the best technique, because all of the
members of the group would agree upon and support the final decision.
Decision by determination took into account the unique contribution
that was made by the leader of the group. The leader was the person
who was held accountable for the results and therefore, Cooper felt
must monitor and shape the making of the decision in that light.

Tannenbaum and Schmidt (1958) and Heller (1971) move the decision-
making theory closer to consideration of situational variables

by placing the roles of the leader in decision-making on a continuum. The Tannenbaum and Schmidt model shows a variety of styles moving from the authoritarian behavior to democratic behavior. (Figure 5)

Figure 5
Tannenbaum and Schmidt (Blanchard and Hersey, 1972, p. 71)

(Authoritarian)
Task Oriented

(Democratic)
Relationship Oriented

Source of Authority

Use of Authority By the Leader

Area of Freedom for Subordinates

Leader makes decision and announces it

Leader sells decision

Leader presents ideas and invites questions

Leader presents tentative decision subject to change

Leader presents problem, gets suggestions, and makes decision

Leader defines limits; asks group to make decisions

Leader permits subordinates to function within limits defined by superior

The model developed by Heller (1971) is called the Influence-Power-Sharing Continuum (IPC). (Figure 6, p. 23) In this model, Heller has identified five styles of making decisions. A more detailed explanation of each of these styles is found in Figure 7, page 23.

Although there are many similarities between these two models, there is still the tendency to average a leader's behavior over many situations and identify a leader's particular style of making decisions, or to attempt to find the best style. (Heller, 1971) Research,

Figure 6

The Influence-Power-Sharing Continuum (Heller, 1971, p. 27)

Style 1	Style 2	Style 3	Style 4	Style 5

```
|_____|_____|_____|_____|
```

Own decision without explanation	Own decision with explanation	Prior Consultation	Joint Decision-Making	Delegation

Influence   Participation

```
                                    ──────────────────────►
──────────────────────►     ──────────────────────────────────────►
                                    Power-sharing
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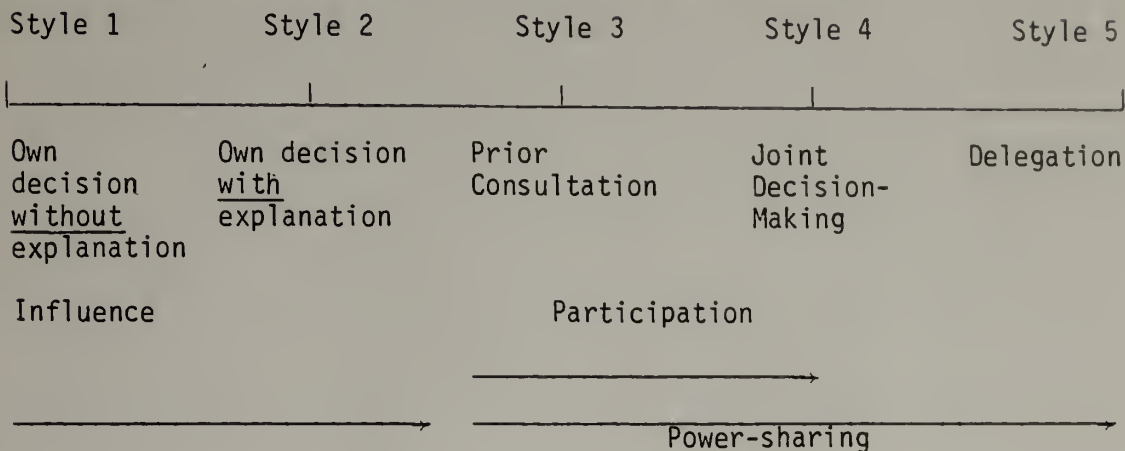
Figure 7

Decision-making Styles from Heller's IPC Continuum (Heller, 1971, p. 121)

OWN DECISION without detailed explanation. These are decisions made by
    you without previous discussion or consultation with subordinates
    and no special meeting or memorandum is used to explain the deci-
    sion. This method includes decisions made after consulting with
    managers at the same level or superiors.

OWN DECISION with detailed explanation. The same as above, but after-
    wards you explain the problem and the reasons for your choice in
    a memo or a special meeting.

PRIOR CONSULTATION with subordinate. Before the decision is taken, you
    explain the problem to your subordinate and ask for his advice
    and help. You then make the decision by yourself. Your final
    choice may, or may not, reflect your subordinate's influence.

JOINT DECISION-MAKING with subordinate. You and your subordinate(s)
    together analyze the problem and come to a decision. The subor-
    dinate(s) usually has as much influence over the final choice as
    you. When there are more than two in the discussion, the deci-
    sion of the majority is accepted more often than not.

DELEGATION of decision to subordinate. You ask your subordinate to
    make the decisions regarding a particular subject. You may or
    may not request him to report his decision to you. You seldom
    veto his decision.

however, has shown that leaders do not use the same decision-making
method in every situation. (Heller, 1971; Vroom and Yetton, 1973)
From behavior on standardized problems, Vroom and Yetton (1973, pp.
200-201) were able to show that "about 30 percent of the variance in
the decision process used by the leader is attributable to the situ-
ation ..., and only about 10 percent is attributable to individual
tendencies to be participative or autocratic. A significant proportion
of the remaining 60 percent has been shown to be due to interactions
between personal and situational properties." This runs counter to the
assumption that a leader's behavior is a result solely of personal
traits. As Blanchard and Hersey (1972) stated in terms of leadership
styles in general, page 18, Vroom and Yetton (1973) have concluded that
the degree to which leaders vary their decision-making style is a
function of situational factors, individual differences of personality,
and the interaction between them. Whereas the Blanchard and Hersey Tri-
Dimensional Theory of Leadership, Figure 3, page 19, did not identify
any diagnostic questions to aid the leader, Vroom and Yetton (1973) have
attempted to develop a normative model that does enable the leader to
look at the situation and identify those styles which would be effective
and those which would be ineffective. The ineffectiveness of a decision
is defined here, as it was in Chapter I, page 10, by the quality and
acceptance of that decision.

The Vroom and Yetton Model

In addition to utilizing the concepts of decision quality and deci-
sion acceptance, Vroom and Yetton (1973, pp. 12-19) developed their

model with the following basic assumptions in mind:

1. The normative model should be constructed in such a way as to be of potential value to managers or leaders in determining which leadership methods they should use in carrying out their formal leadership roles. Consequently, it should be operational in that the behaviors required of the leader should be specified unambiguously.
2. There are a number of discrete social processes by which organizational problems can be translated into solutions, and these processes vary in terms of the potential amount of participation by subordinates in the problem-solving process.
3. No one leadership method is applicable to all situations; the function of a normative model should be to provide a framework for the analysis of situational requirements that can be translated into perceptions of leadership styles.
4. The most appropriate unit for the analysis of the situation is the particular problem to be solved and the context in which the problem occurs.
5. The leadership method used in response to one situation should not contrain the method or style used in other situations.

Within these basic assumptions a set of leadership styles was identified. These styles are listed in Figure 8, page 26. Figure 9, page 27, shows how these decision-making methods compare with the methods described by previous authors, some of whom have been discussed earlier in this chapter.

To this point the Vroom and Yetton model is not much different from other models. However, the model now goes on to define which of the decision-making styles should not be considered because it would effect either the quality or the acceptance of the decision or both. The rules shown in Figure 10, pages 28-29, were developed to eliminate those methods which would be ineffective.

Figure 8 Decision Methods for Group and Individual Problems
(Vroom and Yetton, 1973, p. 13)

AI.   You solve the problem or make the decision yourself, using information available to you at the time.

AII. You obtain the necessary information from your subordinates, then decide the solution to the problem yourself. You may or may not tell your subordinates what the problem is in getting the information from them. The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions.

CI.   You share the problem with the relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision, which may or may not reflect your subordinates' influence.

CII. You share the problem with your subordinates as a group, obtaining their collective ideas and suggestions. Then you make the decision, which may or may not reflect your subordinates' influence.

GII. You share the problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. Your role is much like that of chairman. You do not try to influence the group to adopt "your" solution, and you are willing to accept and implement any solution which has the support of the entire group.

AI.   You solve the problem or make the decision by yourself, using information available to you at the time.

AII. You obtain the necessary information from your subordinate, then decide on the solution to the problem yourself. You may or may not tell the subordinate what the problem is in getting information from him. His role in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions.

CI.   You share the problem with your subordinate, getting his ideas and suggestions. Then you make a decision, which may or may not reflect his influence.

GI.   You share the problem with your subordinate, and together you analyze the problem and arrive at a mutually agreeable solution.

DI.   You delegate the problem to your subordinate, providing him with any relevant information that you possess, but giving him responsibility for solving the problem by himself. You may or may not request him to tell you what solution he has reached.

Figure 9 Correspondence Between Decision Processes Employed
in the Model and Those of Previous Investigators
(Vroom and Yetton, 1973, p. 17)

	Lewin, Lippitt, and White (1939)	Maier (1955)	Tannenbaum and Schmidt (1958)	Heller (1971)	Likert (1967)
AI	Auto-cratic leader-ship	Auto-cratic manage-ment	Manager makes decision and announces it	Own decision without detailed explanation	Exploitive author-itative (system 1)
AII			Manager sells decision	Own decision with detailed explanation	Benevolent authoritative (system 2)
CI		Consultative manage-ment	Manager presents ideas and invites questions / Manager presents tentative decision, subject to change	Prior consultation with subordinates(s)	Consultative (system 3)
CII			Manager presents problem, gets suggestions, makes decisions		
GI				Joint decision-making with subordinates	
GII	Demo-cratic leader-ship	Group decision	Manager defines limits, asks group to make decisions / Manager permits group to make decisions within prescribed limits		Participative group (system 4)
DI	Laissez-faire leader-ship			Delegation of decision to subordinates	

Figure 10   Rules Underlying the Model for Both Individual and Group
          Problems (Vroom and Yetton, 1973, pp. 218-220)

1.   The leader information rule. If the quality of the decision is
     important, and the leader does not possess enough information or
     expertise to solve the problem himself, then AI is eliminated from
     the feasible set.

2.   The subordinate information rule (applicable to individual problems
     only). If the quality of the decision is important, and the subor-
     dinate does not possess enough information to solve the problem him-
     self, then DI is eliminated from the feasible set.

3.   The goal congruence rule. If the quality of the decision is impor-
     tant, and the subordinate(s) is (are) not likely to pursue organi-
     zation goals in his (their) efforts to solve this problem, then
     GII, DI, and GI are eliminated from the feasible set.

4a. The unstructured problem rule: group. When the quality of the
     decision is important, if the leader lacks the necessary information
     or expertise to solve the problem by himself and if the problem is
     unstructured, the method of solving the problem should provide for
     interaction among subordinates likely to possess relevant infor-
     mation. Accordingly AI, AII, and CI are eliminated from the feasi-
     ble set.

4b. The unstructured problem rule: individual. In decisions in which
     quality is important, if the leader lacks the necessary information
     to solve the problem by himself and if the problem is unstructured,
     the method of solving the problem should permit the subordinate to
     generate solutions and in so doing provide information concerning
     all aspects of the problem. Accordingly AI and AII are eliminated
     from the feasible set.

5.   The acceptance rule. If the acceptance of the decision by the sub-
     ordinate(s) is critical to effective implementation and if it is not
     certain that an autocratic decision will be accepted, AI and AII are
     eliminated from the feasible set.

6.   The conflict rule (applicable to group problems only). If the
     acceptance of the decision is critical, an autocratic decision is
     not certain to be accepted, and disagreement among subordinates in
     methods of attaining the organizational goal is likely, the methods
     used in solving the problem should enable those in disagreement to
     resolve their differences with full knowledge of the problem.
     Accordingly, under these conditions AI, AII, and CI, which permit no
     interaction among subordinates and therefore provide no opportunity
     for those in conflict to resolve their differences, are eliminated
     from the feasible set. Their use runs the risk of leaving some of
     the subordinates with less than the needed commitment to the final
     decision.

7. The fairness rule. If the quality of the decision is unimportant, but acceptance of the decision is critical and not certain to result from an autocratic decision, it is important that the decision process used generate the needed acceptance. In group problems, the decision process used should permit the subordinates to interact with one another and negotiate over the fair method of resolving any differences with full responsibility on them for determining what is fair and equitable. In individual problems, the decision-making process should provide for the affected subordinate to be at least a full and equal partner. Accordingly, under these circumstances AI, AII, CI, and CII are eliminated from the feasible set.

8. The acceptance priority rule. If acceptance is critical, not certain to result from an autocratic decision, and if (the) subordinate(s) is (are) motivated to pursue the organizational goals represented in the problem, then methods which provide equal partnership in the decision-making process can provide greater acceptance without risking decision quality. Accordingly, AI, AII, CI, and CII are eliminated from the feasible set.

In addition to these rules, Vroom and Yetton (1973, p. 194) developed the following set of diagnostic questions, or problem attributes, to enable the administrator to better analyze the situation:

A. Is there a quality requirement such that one solution is likely to be more rational than another?
B. Do I have sufficient information to make a high quality decision?
C. Is the problem structured?
D. Is acceptance of decision by subordinates critical to effective implementation?
E. If I were to make the decision by myself, is it reasonably certain that it would be accepted by my subordinates?
F. Do subordinates share the organizational goals to be attained in solving this problem?
G. Is conflict among subordinates likely in preferred solutions? (This question is irrelevant to individual problems.)
H. Do subordinates have sufficient information to make a high quality decision?

To use all of the information presented to this point, in its present format would be of little value to administrators, since the time used to decide who should make the decision might be more than the actual time spent in making the decision. Figure 11, page 31, shows a decision-

making tree that has been developed by Vroom and Yetton (1973) to sim-
plify the process. After the problem has been stated the first question
is asked: Question A. If the answer is NO, then the branch is followed
to Question D. If the answer is YES, then that branch is followed to
Question B. This process is followed until the branches lead to an end
point. Each end point lists the feasible set of decision-making styles
that would be effective given that situation. In other words, the fea-
sible set is that set of decision-making styles that violate neither the
quality nor the acceptance of the decision. Vroom and Yetton (1973)
have identified time as a third factor that can be used. Each of the
methods can then be ordered to show the least amount of man-hours.

group: AI < AII < CI < CII < GII

individual: AI < DI < AII < CI < GI

Thus, after asking the diagnostic questions, an administrator might
be left with methods CI, CII, and GII as possible methods, because AI
and AII violated the quality and/or acceptance of the decision. If time
were taken as the factor, method CI would be chosen as the best method
because it uses the least number of man-hours. Vroom and Yetton (1973)
describe this as a "short-term model". Another way of looking at this
situation, however, is as a "long-term model". In this view there would
be a trade-off between man-hours and team development, and an administra-
tor might choose method CII or GII to foster team development.

This particular model, Figure 11, page 31, is the seventh version of
the model since the research program began in the fall of 1968. The
revisions were made as a result of its internal validity, that is, the
internal consistency and plausibility, both of its assumptions and of

Figure 11 Decision-Process Chart for Both Individual and Group Problems (Vroom and Yetton, 1973, p. 94)

A. Is there a quality requirement such that one solution is likely to be more rational than another?
B. Do I have sufficient information to make a high quality decision?
C. Is the problem structured?
D. Is acceptance of decision by subordinates critical to effective implementation?
E. If I were to make the decision by myself, is it reasonably certain that it will be accepted by my subordinates?
F. Do subordinates share the organizational goals to be attained in solving this problem?
G. Is conflict among subordinates likely in preferred solutions? (This question is irrelevant to individual problems)
H. Do subordinates have sufficient information to make a high quality decision?

A   B   C   D   E   F   G   H

1. AI,AII,CI,CII,GII
2. GII
3. AI,AII,CI,CII,GII
4. AI,AII,CI,CII,GII
5. AI,AII,CI,CII
6. GII
7. GII
8. CII
9. CI,CII
10. AII,CI,CII,GII
11. AII,CI,CII,GII
12. AII,CI,CII,GII
13. CII
14. CII,GII
15. CII,GII
16. GII
17. GII
18. CII

Group alternatives on chart
and individual alternatives below

1. AI,DI,AII,CI,GI   10. AII,CI
2. DI,GI   11. DI,AII,CI,GII
3. AI,DI,AII,CI,GI   12. AII,CI,GI
4. AI,AII,CI,GI   13. CI
5. AI,AII,CI   14. DI,CI,GI
6. DI,GI   15. CI,GI
7. GI   16. DI,GI
8. CI   17. GI
9. CI   18. CI

the behaviors it prescribed in actual situations. It is interesting to
note that attempts to validate the model have not pointed the way to
improving it. (Vroom and Yetton, 1973)

Research on the Vroom and Yetton Model

The initial research on the model was begun by asking a group of
over a thousand managers to write cases depicting actual problems they
had recently encountered. From these, a set of thirty were selected,
because of the diversity on each of the attributes. The cases were then
rewritten to protect the identity of the managers and to achieve com-
parable writing style and detail. (Vroom and Yetton, 1973, p. 49)

The general finding was that the answering of the questions related
to the problem attributes (i.e., coding) is a subjective process. How-
ever, both the internal consistency in coding the problems and the
agreement with the expert coding greatly exceeded chance levels for all
groups. (Vroom and Yetton, 1973, p. 50) The manner in which a manager
defines the problem has considerable bearing on his/her coding of the
problem and therefore, the final method he/she uses in solving it.
Vroom and Yetton (1973, pp. 45-46) conclude that "...the model is at
best a subjective rationality that purports to help a leader to select a
decision process that is rational given his view of the situation. In-
sofar as their judgements are imperfectly related to the actual state
of affairs, deviations from objective rationality might be expected".

In actually developing the model and in searching for support of
the model, the following findings were reported by Vroom and Yetton
(1973, pp. 108-109)

1. Managers use decision processes providing greater

opportunities for participation when the quality of the
decision is important than when the quality of the decision
is irrelevant.
2. Managers use decision processes providing less oppor-
tunity for participation when they posses all the necessary
information to generate a high quality decision than when
they lack some of the needed information.
3. Managers use decision processes providing less oppor-
tunity for participation when the problem they face is well
structured than when it is unstructured.
4. Managers use decision processes providing more oppor-
tunity for participation when both the subordinates' accep-
tance of the decision is critical for its effective imple-
mentation and the prior probability of this acceptance
existency of an autocratic decision is low than when either
or both of these conditions are not satisfied.
5. Managers use decision processes providing a greater
opportunity for participation when the subordinates' accep-
tance of the decision is critical for its effective imple-
mentation, the manager trusts his subordinates to pay
attention to organizational rather than personal goals, and
the conflict among subordinates is absent, than when one or
more of these conditions are not satisfied.

Later research was reported by Vroom and Jago (1974). The major

difference from the Vroom and Yetton (1973) research was in the con-

struction of the problem set. Whereas Vroom and Yetton (1973) had

developed a set of 30 group problems that used five decision processes,

the Vroom and Jago (1974) design had 24 group and 24 individual prob-

lems that used seven decision processes. In addition to these differ-

ences, the Vroom and Yetton (1974) problem set came from real situations,

but the Vroom and Jago (1974) problem set were completely fictitious.

The results of the Vroom and Jago (1974) study were supportive of the

previous conclusions drawn by Vroom and Yetton (1973).

Vroom and Jago (1974, p. 768) reported that the agreement between

the normative model and manager's behavior was substantially higher for

individual problems than for group problems, although both did exceed

chance. The principal basis for deviations from the model on group

problems was in the circumstances surrounding the use of group decision-making (GII). Managers were exceedingly reluctant to use GII on problems without a quality requirement but involving substantial components of fairness and equity and therefore exhibited higher than would be expected violations of Rule 7, Figure 10, page 29. On the other hand a greater use was made of GII in problems with a quality requirement when the interests of subordinates did not coincide with organizational goals - a use that is prohibited by Rule 4a, Figure 10, page 28, in the model. The disagreement with the normative model for individual problems is, in large measure, due to a reluctance to employ participative methods (DI and GI) as a means of obtaining needed commitment to a course of action from a subordinate.

A Training Program and Related Research

In addition to the research done on the normative model itself, an attempt was made to see if and how the normative model might be used in real life situations by managers who have been trained in the use of the model. A seven phase training program was developed and implemented by Vroom and Yetton (1973, pp. 156-157)

Phase	I	Training in recognizing differences in own and others' decision processes.
Phase	II	Diagnosis of one's own leadership style.
Phase	III	Practice in using decision processes.
Phase	IV	Understanding the consequences of difficult decision processes.
Phase	V	Training in the normative model.
Phase	VI	Feedback based on behavior on the standardized problems.
Phase	VII	Follow-up

In Phase I participants became familiar with the decision processes described in Figure 8, page 26. They were also given practice in

recognizing the various processes in themselves and others.

Phase II involved a set of standardized cases that depicted an administrator faced with a problem. Participants then indicated how they would handle each of the problems using one of the decision processes. One of the main purposes of this phase was to help the participant discover that his/her method varied across the problems and to think about the circumstances under which he/she uses a particular process.

Since each of the processes requires certain skills for its effective execution, Phase III gave the participants practice in carrying out the various decision processes. Being an effective leader means not only knowing what to do, but also how to do it. Vroom and Yetton make special note at this point about the need to practice the GII method in particular. They felt that this process was the least familiar to most managers. This is very much in agreement with most other writers on decision making: (Cassel, 1973; Cooper, 1961; Elliot, 1961; Huse, 1975; Maier, 1970; Mainsbridge, 1973; Owens, 1970; Schmuck, 1972)

In Phase IV the focus was on demonstrating the effects of participation on decision quality, acceptance, and man hours. For this phase standard human relations training exercises were used or adapted for use.

The normative model itself was the base for Phase V. The participant was given a thorough training in the logic behind the model and the concept of the feasible set as it relates to man hours versus team development. After this training the participant received practice in the use of the model with another set of standardized cases.

Phase VI was an opportunity for the participant to receive a detailed analysis of his/her style from the standardized situations.

The last phase, Phase VII, was different for each of the participants. The purpose of this phase was to aid the participants in transferring the new skills back to their leadership roles. In carrying out this purpose the needs of each of the participants decided what shape Phase VII would take.

The resulting information gathered from this program showed that very few of the people involved in the training actually adopted the model completely. Rather than going through the decision tree each time a problem arose, managers tended to use the basic framework of concepts and processes that underlie the model. The net result was a greater use of both autocratic and participative decision styles by each manager. Although there was this increase in the variance of processes used by any one manager in general, there was a greater use of participative methods. This however, merely supports the conclusion drawn by Vroom and Yetton, and other writers mentioned on page 35 under Phase III of the training program, that the GII process was the least familiar method for most managers.

Summary

In this chapter the Vroom and Yetton decision-making model has been presented as the most effective model for administrators at this time, because it first establishes a set of decision processes and then defines under what situations each of the processes would be the most effective. The next chapter, Chapter III, will explain the design of the study.

C H A P T E R   I I I

DESIGN OF THE STUDY

Overview of the Chapter

In this chapter the major focus will be on the design of the case study. First the purpose of this case study and the time frame involved are restated to help set the parameters for the design. Secondly, a description of the design used for this case study is given, and finally, the limitations placed on the study are stated.

Purpose of this study. From Chapter I, page 9, the primary purpose of this study is to take a decision-making model developed by Vroom and Yetton (1973) and to explore its usefulness for elementary school principals in identifying the level of participation needed for making a decision. The conclusion sought is whether there is sufficient evidence to warrant future research, and not a validation of the use of the method by elementary school principals. In order to arrive at this conclusion, Chapter I, page 10, lists the following questions to be answered:

1. Did the decision-making method used by the school match the method recommended by the Vroom and Yetton model?

2. Was the decision accepted by the group involved?

3. Was the decision a quality decision?

4. Might the Vroom and Yetton model be useful for elementary school principals to use in identifying the level of participation needed for making a decision?

A secondary purpose of this study is to acquire a further

understanding of the ways in which schools make decisions. In particular,
decisions regarding the establishment of alternative educational environ-
ments.

Time frame of this study. Wildwood and Fort River Elementary Schools
are the two schools used to answer the previous questions. During the
1974-75 school year both schools were actively involved in developing
alternative educational environments for the following school year. An
educational environment for these two schools is defined in terms of
size of classroom, teaching style, extent of teaming, and grade level.
Therefore, alternative educational environments are classrooms where one
or more of these factors is different. For example, a second grade
child might be placed on one of the following alternative educational
environments:

    1. a self-contained second grade classroom with a separate subject
curriculum

    2. a combination second and third grade classroom with two teach-
ers teaming and following a separate subject curriculum

    3. a self-contained combination first and second grade classroom
having the curriculum integrated under a common theme

    4. other combinations of teaching styles, size of classroom, ex-
tent of teaming, and grade levels

    Throughout the 1975-76 school year, however, only the Fort River
School continued to look at their alternative educational environments
with the thought of making major changes. Therefore, decisions made
during the 1974-75 school year for both Wildwood and Fort River are used
in this case study, but only decisions made at Fort River are analyzed

for the 1975-76 school year.

Design of the Study

As there were many decisions made concerning the question of alternative educational environments, it would be difficult to analyze all of them. Therefore, only the following three decisions will be used in this case study:

1. What alternative educational environments will be available at the Wildwood/Fort River School for the '75-'76/'76-'77 school year?

2. What staff members will be assigned to each of the alternative educational environments at the Wildwood/Fort River School for the '75-'76/'76-'77 school year?

3. What children will be assigned to what alternative educational environments at the Wildwood/Fort River School for the '75-'76/'76-'77 school year?

In order to apply these decisions to the Vroom and Yetton model, a three-step process is followed. The first step is to compare the actual decision method with the method recommended by the model. Then the effectiveness of each of these three decisions is identified. Finally, using the data from steps one and two, there is a discussion of the usefulness of the Vroom and Yetton model for elementary school principals.

Step one. In order for the actual decision to be compared with the Vroom and Yetton model, it is first necessary to identify the actual decision method used. This is accomplished primarily through the use of records and accounts of meetings held during the time periods

involved. A secondary source of information is the recall of the
building principals.

Since it is unlikely that the actual situation will follow exactly
the definition of any method in the Vroom and Yetton model, a process
of elimination is used. Thus after describing each of the actual situ-
ations in detail, methods (AI, AII, CI, etc.) that are contrary to the
definition of the Vroom and Yetton model will be eliminated from con-
sideration. This is continued until the one method which most closely
approximates the actual method is left.

Next, each of the diagnostic questions used in the Vroom and
Yetton model for determining the feasible set of decision methods given
the situation will be answered. Feasible means that the method should
not harm the quality or acceptance of the decision. From Chapter II,
page 29, the diagnostic questions are:

    A. Is there a quality requirement such that one solution
        is likely to be more rational than another?
    B. Do I have sufficient information to make a high
        quality decision?
    C. Is the problem structured?
    D. Is acceptance of decision by subordinates critical to
        effective implementation?
    E. If I were to make the decision by myself, is it rea-
        sonably certain that it would be accepted by my subor-
        dinates?
    F. Do subordinates share the organizational goals to be
        attained in solving this problem?
    G. Is conflict among subordinates likely in preferred
        solutions?
    H. Do subordinates have sufficient information to make a
        high quality decision?

These questions will be answered by the author using input from
the principals as a primary source of information. In addition, infor-
mation gathered from persons involved in the decisions, persons aware

of the school situations at the time of the decisions, and written records available to the author will also be used to respond to the diagnostic questions.

As was described in Chapter II, the answers to these diagnostic questions lead to a set of feasible methods which violate neither the quality nor the acceptance of the final decision. It is this feasible set of decision methods from the Vroom and Yetton model that is then compared with that method chosen as the one closest to the description of a method in the model. The comparison is merely one of checking to see if the actual method is a member of the feasible set.

The Vroom and Yetton model is developed so that the person ultimately responsible for the decision answers the diagnostic questions. It is this individual's analysis of the situation that is critical. For both Wildwood and Fort River the principal had final authority for each of the decisions, as long as the school curriculum was maintained, there were to be no budgetary implications, and no negotiated policies or school committee policies were violated. Therefore, special attention will be made of those diagnostic questions that are answered differently by the author than by the principal. A comparison will be made of the resulting feasible sets as to similarities, differences, and the possible implications of each.

Step two. Using the definition of effectiveness of the decision adopted by Vroom and Yetton, the next step in the case study is to identify the acceptance and quality of the decision. This is a major factor in concluding the appropriateness of the model for elementary school principals. If the actual method used did not match a method found in the

feasible set, but there was an effective resulting decision, or if the actual method did not match in the feasible set, but the final decision was ineffective, then some question must be raised as to the possible use of the Vroom and Yetton model by elementary school principals.

For the purposes of this case study the satisfaction of the decision will be used to measure the acceptance of the final decision. Although both Roget's International Thesaurus and Webster's Seventh New Collegiate Dictionary use the words synonymously, for many persons satisfaction connotes a stronger feeling of consent to something, than does the word acceptance. Therefore, it will be assumed that if persons are satisfied with a decision, they would also be accepting of that decision.

The quality of the decision is defined in terms of the extent to which the parents and staff feel the goals of each decision have been reached.

Using these definitions to determine the acceptance and quality of decisions in this case study pertaining to alternative educational environments, it would be desirable if the following questionnaire could be given to both parents and staff involved in the two school programs.

Please circle the response that most closely matches your feelings:

1. Are you satisfied with the alternative educational environments that are presently in existence in the Fort River School?

very satisfied   satisfied   dissatisfied   very dissatisfied

Why?

2. Given the goal of providing alternative educational environ-
ments for all children at this school, do you feel that the alternative
environments created have met this goal?

        completely   sufficiently   very little   not at all
Why?

3. Are you satisfied with the alternative educational environment
that you are presently teaching in? (staff only)

    very satisfied   satisfied   dissatisfied   very dissatisfied
Why?

4. Given the goal of placing teachers in alternative educational
environments that best meet their teaching styles, do you feel that the
environment in which teachers are presently working meets this goal?

        completely   sufficiently   very little   not at all
Why?

5. Are you satisfied with the alternative educational environment
where your child has been assigned? (parents only)

    very satisfied   satisfied   dissatisfied   very dissatisfied
Why?

6. Given the goal of placing children in alternative educational
environments that match their learning style, while still maintaining
the heterogeneity of the class, do you feel that the environments to
which children have been assigned meets this goal?

        completely   sufficiently   very little   not at all
Why?

However, as this study is being done ex post facto, the answers to
the questions posed on the questionnaire must be inferred from responses

to other questionnaires and any additional data that was used by each school. The following is a list of the actual data collected for use in this case study:

Wildwood '75-'76

parents - Parent Survey of December 1975, Appendix A, pp. 172-175

staff - Alternative Questionnaire Staff of April 1976, Appendix B,
        pp. 176-180

Fort River '75-'76

parents - Parent Questionnaire of Spring 1976, Appendix C,
          pp. 181-191

staff - results of all-staff meeting of January 1976, Appendix D,
        pp. 192-195

Fort River '76-'77

parents - Parent Questionnaire of Spring 1977, Appendix E,
          pp. 196-211

staff - Alternatives - Staff Feedback of March 1977, Appendix F,
        pp. 212-220

At Wildwood the Parent Survey of December 1975 and the Alternative Questionnaire Staff of April 1976 were prepared and analyzed by two graduate students from the University of Massachusetts. The written questionnaire for parents was the responsibility of Gertrude O'Connell and the written staff questionnaire was handled by Nancy Thomas. Both of these questionnaires were prepared upon the request of the building principal for the purpose of getting feedback from parents and staff on the alternative programs.

The Parent Questionnaire of Spring 1976 at the Fort River School

was a telephone questionnaire prepared by the assistant principal with the aid of the Fort River Planning Committee, a group of five parents and five staff responsible for the organization of the school. (see Chapter V, pages 95-101, for a more detailed description of the Planning Committee) The actual telephone calls were made by parents with the resulting data being compiled by the assistant principal. Since there was no staff questionnaire at Fort River, but there was an all-staff meeting related to the evaluation of alternatives, the results of the all-staff meeting is used. The purpose of both the parent questionnaire and the all-staff meeting was to get feedback on the alternative environments to look at possible changes for the following school year.

For the '76-'77 school year Fort River replaced the telephone survey with a written questionnaire. This was again developed by the assistant principal with the assistance of the Planning Committee. Concurrently, the principal in conjunction with the Planning Committee developed a written questionnaire for staff. As with the previous year, the goal of these questionnaires was to evaluate the alternative educational environments presently in existence for possible changes or modifications.

For both Wildwood and Fort River the parent questionnaires were used with a 25% random sampling of parents and at least a 95% return. With the staff, a questionnaire was sent to everyone and about 85% returned. Therefore, although the questionnaires and all-staff meeting did not ask the specific questions posed in the preferred questionnaire, they are a more valuable resource than the results of the preferred questionnaire sent out at the time of this study. This is due to the

high degree of return, the similarity of some of the questions to those on the preferred questionnaire, and the proximity of time between the decisions and the questionnaires.

By definition, Vroom and Yetton have described Effectiveness as equal to Acceptance times Quality. Because of this generalized definition it is not necessary to measure the degree of effectiveness, just whether the acceptance and/or quality are positive or negative. Keeping this in mind, the inferences drawn on how the parents and staff might have responded to the preferred questionnaire do not have to be specific, but must differentiate in terms of being positive or negative.

Step three. After compiling the results of Steps one and two of this study, serious consideration can be given to the development of Step three. The purpose of Step three is to determine the possible usefulness of the Vroom and Yetton model for elementary school principals in identifying the level of participation needed for making a decision. There are a number of possible cases that could arise from Steps one and two. They are listed on the following chart:

Step one	Step two	
Is the actual decision part of the theoretical feasible set?	Acceptance*	Quality*
1. yes	positive	positive
2. yes	positive	negative
3. yes	negative	positive
4. yes	negative	negative
5. no	positive	positive
6. no	positive	negative

Step one	Step two	
Is the actual decision part of the theoretical feasible set?	Acceptance*	Quality*
7. no	negative	positive
8. no	negative	negative

(*Note: the acceptance and/or quality might also be zero, but since the resulting effectiveness is the same as cases #2, #3, #4, #5, #6, and #7, these need not be added to the chart.)

The first of these cases would indicate the usefulness of the Vroom and Yetton model, since the actual decison was a part of the feasible set and the results were effective (i.e., positive acceptance times positive quality equals positive effectiveness). In cases #6, #7 and #8 while not being able to directly support the theory that the Vroom and Yetton model is useful for principals, they do not disprove the theory. In each case, the actual decision was not a part of the feasible set but the resulting decision was ineffective.

All of the remaining cases, however, would indicate that the model is probably not useful for elementary school principals. Cases #2, #3, and #4 do have the actual decision as part of the theoretical feasible set, but the result is ineffective. Although the decision in case #5 is not part of the feasible set, the result is effective.

Thus, the procedure for Step three is to take each of the decisions in question and match the results of Steps one and two against the chart.

Limitations

An exploratory case study such as this one, in which the purpose

is to seek what is, rather than to predict relations, limits the degree of preciseness. This is due to the results so often having to be in-directly inferred. (Kerlinger, 1964, p. 390) In particular in this study answers to the preferred questionnaire must be inferred from available data.

In addition, Kerlinger (1964, p. 371) identifies three limitations arising from a case study that is ex post facto, such as this one is. First, it is not possible to manipulate the independent variables. Second, there is a lack of power to randomize the variables in any way. Finally, because of these first two limitations, there is a risk of im-proper interpretation. Indeed, any statement of a causal relationship will be weaker than that obtained through experimental research.

Other limitations attributed to an ex post facto case study are first, the unavailability of data. In addition many of the staff who could have clarified various issues are no longer in the area. Finally, even if staff are available, there is some question as to whether they are answering questions as they would have during the time of the deci-sions, or whether they are answering as they think they might have.

The previously mentioned questionnaires lead directly into two other limitations. First, these questionnaires received from parents and staff were prepared for a different purpose. These questionnaires were developed to give the leaders information for making future deci-sions, rather than simply evaluating the decisions already made.

Secondly, there was no questionnaire given to the staff at Fort River for the '75-'76 school year. In order to obtain information from this group a summary of an all-staff meeting and conversations with the

principal were used to make inferences. However, the results are weaker than others in the study.

With the secondary purpose of this study being to acquire a further understanding of the ways in which schools make decisions, the study was limited to two schools from the same district and three decisions revolving around a central issue. This allowed for a more detailed description of the processes used, but decreased the ability of the author to generalize concerning any statements of causal relations.

The last two limitations involve biases. Kerlinger (1964, p. 694) differentiates between external and internal criticism. External criticism is whether the evidence or data is genuine. This is not of concern to this case study. Internal criticism questions whether the truth has been distorted. The individual person taking the minutes of a meeting may tend to write down what they thought was said rather than what was actually said.

Since this case study is being done by the assistant principal of the Fort River School, it is also possible for this bias to enter the study. Additionally, prior to this position, the author was a teacher at the Wildwood School, although not during the time that the decisions in this case study were made.

Summary

This chapter has described the design of the study whereby a three-step process has been established. First, the actual decision methods used at Fort River and Wildwood will be compared with the decisions recommended by the Vroom and Yetton model. Then the effectiveness of the resulting decisions will be identified. Finally, the information

from Steps one and two will be analyzed for the possible usefulness of the Vroom and Yetton model for elementary school principals.

The next chapter is a description and history of the two schools being used in this case study.

CHAPTER IV

SCHOOL DESCRIPTIONS

The Wildwood and Fort River Elementary Schools were chosen for this study because of the many similarities that exist between the two schools. Because of the problem that exists in an ex post facto case study in which none of the variables can be controlled, having two schools that are as similar as possible minimizes the number of uncontrolled variables. The focus of this chapter will be on the similarities and differences of these schools up to September, 1975, the introduction of the alternative educational environment.

After making some general comments about the community and its schools, the chapter will cover the early history, building design, staffing, curriculum, program structure within classrooms, and placement of children into classrooms for both schools.

General Comments

The Wildwood and Fort River Elementary Schools are but two of four neighborhood elementary schools in the same community, that also includes one regional junior high and one regional high school. The town itself is a college community with two private educational institutions and a state university, as well as two other colleges in neighboring towns. There is no industry of any size. As would be expected, many of the children attending school come from homes of professional parents. There are, however, many socio-economic levels within the community ranging from blue collar workers, to farmers, to those on welfare. Both schools draw students from all of these socio-economic levels.

The educational atmosphere in the community has allowed the schools
to expand as needed to meet the needs of the rising birth rate in past
years. Therefore, three of the elementary schools were built within
the last fifteen years. The one other elementary school is a little
older, but is a laboratory school built and maintained by the university.

Early History

Wildwood. The Wildwood Elementary School opened in September, 1970,
with the following philosophy and goals:

PHILOSOPHY:

> The philosophy of the Wildwood School has been written
> to complement the general philosophy of the Amherst-Pelham
> Regional School District.
> The heritage of the present society of the United States
> of American is a democracy based on the freedom, individuality,
> and worth of all men. The integration of man's past, present,
> and future is the essence of society as well as of the indivi-
> dual in society. The responsibility of education is to assist
> individuals of all ages in personal growth and to insure dynamic
> and creative commitments to, and interactions with other in-
> dividuals. We believe that man in society seeks a satisfying,
> productive, and meaningful life. As agents of society, the
> school must maintain the conditions that the rights of others
> are not denied by the needs, desires, or convictions of indi-
> viduals, minority groups, or majority populations
> We believe in the total development of the individual
> and stress the importance of social, emotional, physiological,
> and intellectual aspects at all stages of development. By
> providing appropriate persons, activities, materials, and
> methods in accordance with individual or group development we
> can influence the total personality growth of individuals.
> We hold the following assumptions to be basic to the
> educational process:
> 1. All humans need love, food, warmth, safety, physical,
> and emotional acceptance.
> 2. In normal development, an individual is curious and
> wants to learn about his environment: how he is controlled
> by it and how he is able to control it.
> 3. All healthy humans need freedom in order to learn to
> make decisions appropriate to their well-being and to that
> of others.
> 4. Problem situations may exist as a result of inate pre-
> disposition or environmental conditions. Regardless of

the cause our primary concern is for promoting satisfying
present and future adjustments. Individuals with prob-
lems should remain in the regular school environment
whenever possible.
We accept the responsibility with parents in preparing
each child for the following adult roles in a democratic soci-
ety:
1. a self-accepting and self-valuing individual;
2. a responsible and reasonable social participant;
3. a productive, intelligent, educated economic member;
Children are the primary reason for our school system.
They are our greatest natural resource upon which we rest our
hopes for the survival and peaceful unity of our nation and
our world.

OBJECTIVES:

In order to implement our philosophy, our primary objec-
tives will be to provide:
1. a staff that can work cooperatively and construc-
tively as a team in order to provide for the individual
differences that exist within a learning group;
2. staff members who possess personality attributes
necessary for the advancement of a humanistic society
and whose philosophy and actions are consistent with that
of the school;
3. an organizational framework that assists with and
insists on flexible learning situations for all children;
4. a continuous program of learning for every child based
on his current needs, strengths, and weaknesses;
5. experiences which will assure concurrent growth and
interaction in all aspects of the total person; physical,
social, emotional, intellectual, and philosophical;
6. therapeutic intervention as early as possible in
order to insure the most favorable prognosis where emo-
tional, social, physical, or intellectual needs are iden-
tified or deficiencies are apparent.

For two years prior to the opening of Wildwood a curriculum commit-

tee was established with the principal acting as chairperson of the

group. The purpose of this group was to develop the program that would

be used by the staff when the school opened. There were other tasks

assigned to the group that are a part of preparation for a new school;

e.g., formulate specific plans for a staff orientation program, complete

equipment lists, develop a handbook for parents, decide on arrangements

to place children in quads, prepare a TV program to be presented to the public in the Spring of 1970, explore and prepare humanistic education curriculum, etc. Staff who knew they would be assigned to Wildwood, staff from throughout the district who were interested in the new school, and representative parents made up this committee.

The summer prior to the opening of the Wildwood school the staff were involved in an orientation program of four weeks. During this time each staff member became acquainted with the other staff, the new materials, the new approaches, and the new facilities with which they would be working.

Fort River. The Fort River Elementary School opened in September, 1973 with the following philosophy and goals:

> The Fort River Elementary School is dedicated to both children and society. The staff is committed to helping children grow to the fullest in all areas of human development and desires to develop a balanced, comprehensive program so that the intellectual, socio-emotional, and physical needs of our students are met. It is our intention, also to emphasize the human worth of each student and staff member must be recognized at all times. Since the behavior of one individual affects others, it is our desire to assist each child to improve his level of self-awareness and to develop a sensitivity to and a respect for the feelings of others.
> While we are aware that schools must of necessity address themselves to the needs which are common to all children, it is our intention, also, to provide for the uniqueness of each student. We believe that this is important not only to the welfare of the individual but to that of the nation as well - a strong country requires a populace of diverse talents. Thus, we hope to make our school program sufficiently flexible so that the abilities, interests, and personality characteristics of each student are considered by staff and parents when educational plans are formulated.
> Public education like other institutions is dependent on the existence of a strong, supportive social system. Thus, it is appropriate that the staff do its utmost to produce literature, inquiring, and self-reliant individuals who can perpetuate, strengthen, and improve the social system from which

public education derives its sustenance.

Children are the primary reason for the existence of this school. They are the greatest natural resource upon which we rest our hopes for the survival and peaceful unity of our nation and the world. They are deserving of our maximum efforts.

The staff of the Fort River school subscribes to the content listed in <u>Educational Goals for Massachusetts</u>. Our concern is to assist each child to develop to the fullest in the following areas:

Physical and emotional well-being
Basic communication skills
Effective uses of knowledge
Capacity and desires for lifelong learning
Citizenship in a democratic society
Respect for the community of man
Occupational competence
Understanding of the environment
Individual values and attitudes
Creative interests and talents

For one year prior to the school opening the Fort River Planning Committee was created with the principal acting as chairperson. As with the Wildwood Committee, the main purpose of this group was to develop the program that would be used by the staff when the school opened. Other tasks were: to develop a handbook for parents, develop a handbook for teachers, provide the teacher orientation committee with recommendations regarding the 1973 summer workshop, list suggestions for orienting the student body to the new school, develop a list of suggested outdoor education activities that utilize the school site, list suggestions for interpreting the school program to the public prior to and following the opening of the school, etc. This committee was made up of teachers who knew they would be at Fort River, representative staff from the other elementary schools in the community, and parents.

The summer orientation program for the Fort River staff lasted for three and one half weeks. The focus for this orientation was on

becoming familiar with all of the new staff, new materials, new approaches, and new facilities.

The only major difference between the two schools in their opening was a factor of time. When the Wildwood School opened, it was the first school in the system to have open space, to have children of different ages together, to use a humanistic education curriculum, to have special education children and staff mainstreamed into the regular program, to have extra staff - assistant principal, instructional and clerical aides, etc., and to stress individualization. By the time the Fort River School opened these were all generally accepted ideas. Therefore, the questions that were asked of the Wildwood staff during their first three years never became significant for the Fort River staff.

Building Design

The Wildwood School, Figure 12, page 57, and Fort River School, Figure 13, page 58, are very similar in appearance. The same basic design was used for both buildings to save on the construction costs. The only major differences in the two buildings are: (1) replacement of the Physical Education dressing rooms in Wildwood to small group rooms in Fort River and (2) entrance to the Teacher's Work Room changed to give Fort River two additional offices and a separate Library Work Room. There were other changes in placement of doors, but none of these changes were of any significance.

Both schools are open space schools meaning that the six classrooms (C, D, E, F, G, and H) are all equivalent in size to four regular class-rooms with no permanent dividers in them. All of the rooms are self-sufficient with drinking fountains, faucets, and toilets all within the
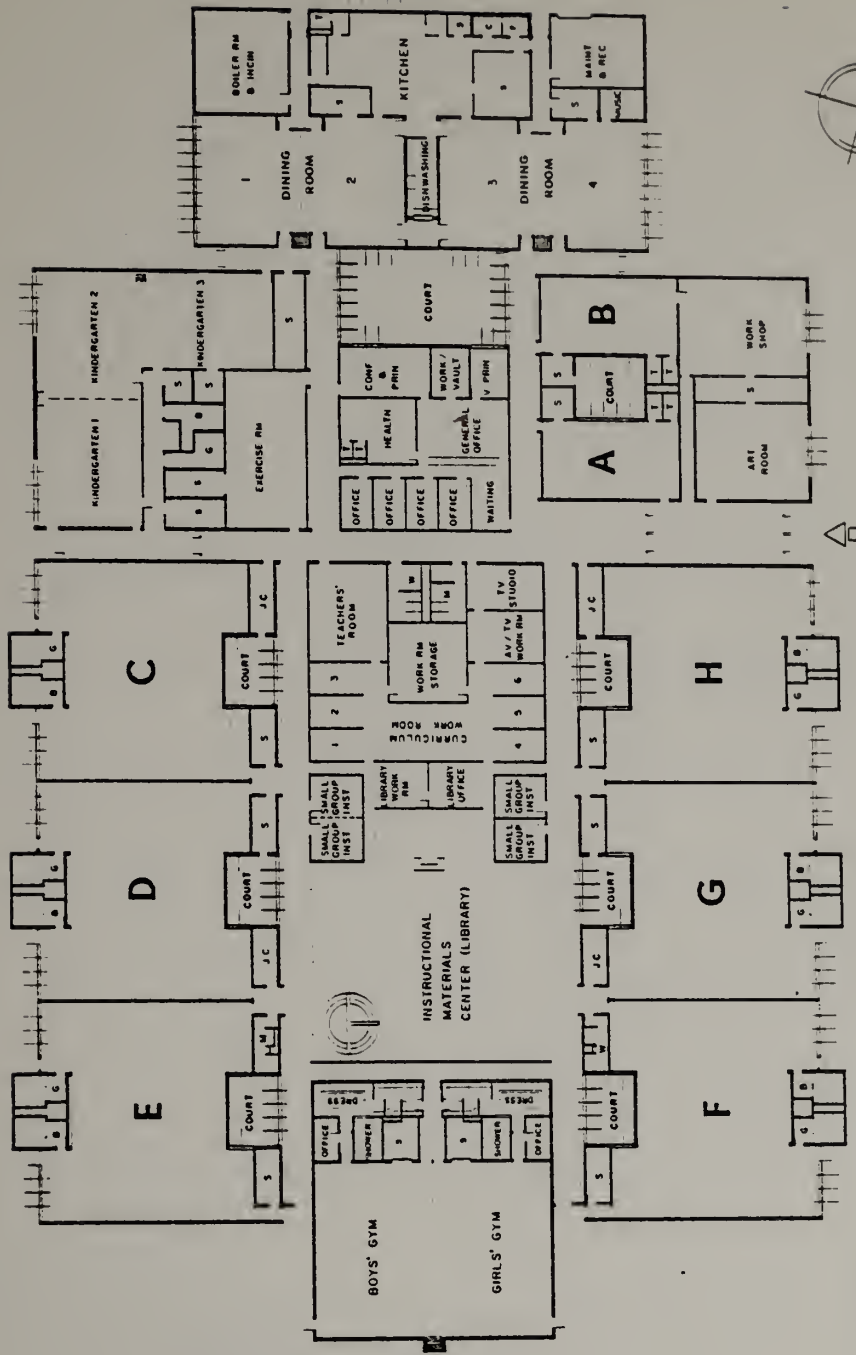
WILDWOOD ELEMENTARY SCHOOL
AMHERST, MASSACHUSETTS

Figure 12

ALDERMAN & MAC NEISH   ARCHITECTS AND ENGINEERS
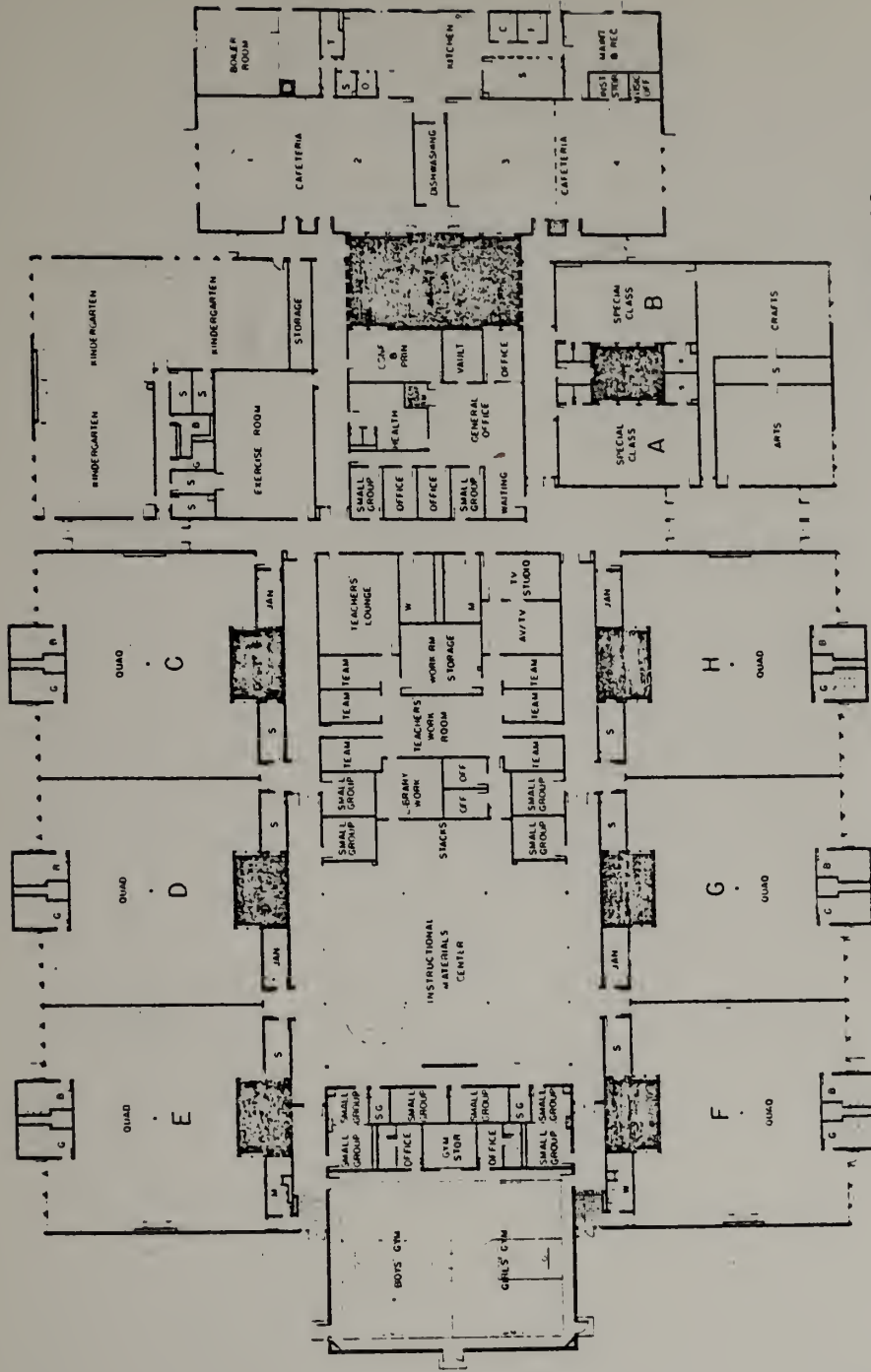
Figure 13

Fort River

ELEMENTARY SCHOOL
AMHERST, MASSACHUSETTS

EDUCATIONAL SPECIFICATIONS:

6 quad teaching areas = 24 regular classrooms

3 kindergarten rooms – 75 pupils × 2 sessions

2 special education rooms – 22 pupils

1 instructional materials room (library)

15 small group instruction rooms

N

room. There are separate facilities for art, music (cafeteria #4), and physical education.

The center of both schools contains an Instructional Materials Center. This area is also open with only book shelves used to define and divide the space. Within the center are housed books, magazines, cassettes, filmstrips, records, and teacher resource materials. Both centers are well equipped to allow staff and children to use a variety of materials in their learning.

A separate teacher work room and desk area is located in the center of the school. This area allows staff to share costly equipment (ditto machines, thermofax machine, typewriters, etc.), as well as to foster communication between teams of teachers.

The kindergarten rooms have sliding walls that allow them to become three separate classrooms, one open space and one separate room, or one large L-shaped room.

Rooms A and B are the only other separate classrooms in the schools. These rooms were developed specifically for special education programs. The work shop (Wildwood) or crafts room (Fort River) is located off of the special education Room B, but is also used by other staff for woodworking, cooking, and special science experiments.

Audio-visual equipment is a major part of both school programs. Because of this, a separate television studio and audio-visual workroom has been set up in both schools.

Staffing

As can be seen from the chart on the following page, the staff for both schools is very similar. Both schools use a differentiated staffing

pattern for the regular classrooms. This means that rather than hiring four teachers for every classroom, (the school system allows one teacher for every twenty-five children), three teachers use the money for a fourth teacher and hire instructional and clerical aides. At Wildwood each team of three teachers have hired instructional aides and a part-time clerical aide for their team. The Fort River staff have hired three instructional aides for each team of three teachers and have then pooled the remainder of their money to hire a full-time clerical aide to be used by all of the teachers. Contained within the figures for classroom teachers and aides are two kindergarten teachers and two kindergarten aides that are not a part of the differentiated staffing plan.

	Wildwood	Fort River
Principal	1	1
Assistant Principal	1	1
Classroom Teachers	18	14
Classroom aides-Instructional	16	14
Classroom aides-Clerical	4	1
Guidance Counselors	2	1 1/2
Special Education Teachers	4	4 1/2
Reading Resource	1	-
Title I Teacher	1	1
Special Education Aides	8	5 1/2
Title I Aides	2	2
Speech Pathologist	1	1
Psychologist	2/3	1/2
Special Teachers: Art	1+1/5	1
Music	1+1/5	1
Phys. Ed.	1+1/5	1
For. Lang.	1	1/2
Librarian	1	1

	Wildwood	Fort River
Library Aides	2	2
A-V Technician	1	1
Nurse	1/2	1/2
Health Aide	1	1
Custodians	5	4 1/2
Cafeteria	6	5
Secretaries	3	3

In addition to the regular staff listed above both schools use student teachers from the neighboring colleges and university. Most of the student teachers come from the university, and primarily from one program. This particular program (The Amherst-Pelham Elementary Program - APEP) is a joint venture between the school system and the university. Therefore, the Board of Directors has university staff, the assistant principals from Wildwood and Fort River, and the teaching-principal from Pelham as voting members. The APEP program supplies the schools with both part-time and full-time student teachers, who become integral members of the teaching staff.

Curriculum

The school system, of which both schools are a part, uses teachers and administrators on curriculum committees to develop the curriculum for the schools. Each school year there are approximately four days established for curriculum development, and during these days staff from all the schools meet in separate committees (i.e., math, language arts, science, health, etc., or special focus areas: new school, new curriculum, cultural diversity, etc.) to work on their tasks.

One of two general patterns is developed by these committees in

establishing the curriculum in the school district. Some committees look at all of the textbooks that have been developed by the book companies and then adopt the goals and objectives of one program. Schools can then purchase that textbook series, purchase comparable materials that meet the same goals and objectives, or any combination of the chosen textbook and other materials. Other committees will develop their own set of goals and objectives with a list of textbooks and materials that meet these goals and objectives. Schools usually then purchase a variety of materials to meet these goals and objectives.

Both schools therefore have the same set of goals and objectives to be working on in each of the curriculum areas. In addition Wildwood and Fort River have purchased many of the same basic textbooks and supplementary materials in each of the curriculum areas.

Within the basic curriculum framework there is also a great similarity in the educational means by which each school follows its philosophy and goal statements.

(1) Various levels of team teaching exist in both schools from sharing of children for different curriculum areas to joint planning and preparation.

(2) Multi-aging has been a part of both school programs. However, the Wildwood School has usually had as many as three age levels together in one classroom. Whereas, no more than two age levels have ever been present in one classroom in the Fort River School.

(3) Individualized instruction is a part of every child's educational experience. Performance objectives with pre-testing and post-testing can be found in many of the curriculum areas. Where there is

no pre-test or post-test in a formal sense, there will be some form of diagnosis and evaluation of the child's growth. Both homogeneous and heterogeneous groupings are then used to aid the child in acquiring the needed skills.

(4) All of the special education children in both schools are integrated into the regular programs whenever possible. This has normally meant that only one to five children in either school would ever be out of the regular classroom for more than fifty per cent of their school day.

(5) Humanistic education is an important part of both school programs. Children are helped to better understand themselves, their feelings about themselves, and their feelings about others. This understanding is then carried over into discussions of appropriate behavior to coincide with this understanding.

(6) Other priorities important to the school system, such as fostering multi-cultural education or ending sex-role stereotyping, are incorporated into both school programs.

Program Structure Within Classrooms

The classroom structures of both schools was virtually the same from the time the schools opened until the alternative programs in September 1975. Each of six classrooms in the Wildwood school contained approximately one hundred children with three teachers and the equivalent of three instructional aides. (Note: by September 1975 a decline in enrollment dropped the number of classrooms to five - 500 children)

A similar staffing pattern was found in four classrooms at Fort River, with two of the classrooms not being used. (Note: Fort River

has continued to have enough children to fill only four classrooms - 400 children) The only difference between the two schools was in the age of the children. As was previously mentioned, Wildwood usually had a three year age span in each classroom, while Fort River had only a two year span.

A normal day for children in either school would consist of a set time for language arts, math, one of the social sciences, and art, music, or physical education. There was a fairly high level of teaming with a child possibly being with a different adult in the classroom for each of the curriculum areas. All of the teachers in the room were responsible for the education of the child, although one teacher was given the primary responsibility for following the child's progress and communicating with the parents.

The kindergarten programs were and continue to be very much alike in both schools. There is a great deal of emphasis on the socialization of the child to the school. When the child becomes comfortable with the environment and the other persons sharing that environment the focus switches to the academic. In neither case, however, is the academic or social/emotional growth of the child dropped. As with the rest of the school program, children are given work that is appropriate to their skill level and not necessarily their age level.

Placement of Children into Classrooms

Placement of children into classrooms is one area in which the two schools did differ greatly before September 1975 and the introduction of alternative programs.

Wildwood. The Wildwood School began from the first year ('70-'71) to get information from both parents and staff to aid in placement of children in the appropriate classrooms. Appendix G, pages 221-222, shows the questionnaire given to parents with Appendix H, pages 223-225, being the corresponding questionnaire given to teachers. The information asked for was descriptive of the child and that child's needs.

During the second year ('71-72), the forms were changed slightly. The parent form (Appendix I, pp. 226-228) still seeks the same descriptive information, but the teacher form (Appendix J, pp. 229-231) has the addition of a question related to remaining in the same quad.

The forms used from the third year ('72-'73) up until the introduction of the alternative programs (September 1975) are again very similar, but significant additions have been made to both forms. The parent form (Appendix K, pp. 232-233) now asks the parent both if they would like the child to remain in the present classroom, as well as if the parent has a preference for another classroom. The teacher form (Appendix L, pp. 234-235) also contains the question concerning the preference for a different quad for the child for the coming year.

Therefore, the Wildwood School had made a significant effort to involve both parents and staff in making the decision about placement of children in quads.

Fort River. Fort River, on the other hand, had not gone this far by the time the alternatives had begun in September 1975. The process used by the Fort River administration was much simpler and used much less input. With only four classrooms in use, two were designated primary rooms and two were intermediate rooms. All of the first grade children

were then assigned to one room, all of the third grade children to the other room, and the second grade children were then divided evenly between the two rooms by alphabetical order to insure heterogeneity of the classrooms. The same process was used for the fourth, fifth, and sixth grade children in the other two classrooms.

In comparison to the forms used at the Wildwood School, there was no comparable forms for the parents to share any information about their children. The teachers did, however, share information through an end-of-year summary. ('73-'74: Appendix M, pp. 236-237, '74-'75: Appendix N, pp. 238-240) These forms only allowed the teacher to share academic accomplishment and provided no way for describing other needs of the child.

Summary

This chapter has attempted to show that in terms of the building design, staffing, curriculum, and program structure within classrooms, both Wildwood and Fort River Elementary Schools were very similar prior to the start of the alternative education environment in September 1975. The only significant differences between the two schools were found to be in their early history and the placement of children in classrooms. The first difference was significant, because it meant that the Fort River staff was not being questioned about any educational changes the way the Wildwood staff had been questioned. This should mean greater receptivity on the part of staff and parents at Fort River to the change to alternative educational environments than might be expected at Wild-wood.

The placement of children difference was significant because it is

one of the three decisions to be analyzed in this case study. The Wildwood principal had already encouraged and used more participation in this particular decision, than had the Fort River principal prior to the alternative educational environments.

The similarities between the two schools lowers the number of un-controlled variables and therefore, allows any results from the case study that are found to be similar for both schools to increase in sig-nificance.

C H A P T E R V

THE CASE STUDY

Overview of the Chapter

The purpose of this chpater is to first compare the actual decision

methods used by the Wildwood and Fort River Elementary Schools with the

methods recommended by the Vroom and Yetton model. Then the actual re-

sulting decisions will be looked at to see if they were effective. The

format of this chapter will be to follow each decision through for each

school from the comparison between the actual and theoretical methods to

the description of the effectiveness of the decision. The analysis of

the data will occur in Chapter VI.

Wildwood '75-'76

Decision 1. What alternative educational environments will be available

at the Wildwood School for the '75-'76 school year?

The actual decision method. In February of 1975 the principal of

the Wildwood School formed a task force on alternatives that consisted

of the principal, one central office staff member, four Wildwood teachers,

and 8 parents. The March 4, 1975 agenda showed the tasks of the group

to be:

1. Review data in alternative survey of June, 1974
2. Develop descriptions of present alternatives in
   Wildwood
   a. Functional description
   b. Rationale
   c. Placement process
3. Review literature on alternative programs
4. Define additional alternatives
   a. Rationale
   b. Level of demand
   c. Staff needs, interest and training
   d. Cost implications

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5. Determine which alternatives feasible and
    recommend to Superintendent by May 15th

The alternative survey of June, 1974, referred to a questionnaire
sent home to parents and staff by the school committee. The school com-
mittee had developed the questionnaire, tabulated the results, and pre-
sented the data at one of their meetings in the Fall of 1974. The
school committee had some concerns about the open space classrooms at
Wildwood and Fort River, the amount and kind of parent involvement in
all of the schools, the number of adults in the classrooms (primarily
at Wildwood and Fort River, where there were aides), and the amount of
special education services available. The purpose of this questionnaire,
therefore, had been to gain as much information as possible from parents
and staff related to these concerns.

Although number five of the tasks gave the superintendent the final
decision in this matter, conversations with the principal showed that
the final decision had actually been the principal's. The superintendent
had assured the principal that whatever recommendation she made would be
accepted, as long as it remained within the goals and philosophy of the
school, met the curriculum objectives of the system, and was not more
costly. It had been the principal who initiated the task force and de-
veloped this list of tasks. For the purpose of the Vroom and Yetton
model and this case study, it was still the principal who was considered
the final decision maker and not the superintendent.

At the first meeting of the Task Force on March 6, 1975, it was
decided to add one more teacher and one more parent for broader represen-
tation. A parent became chairperson and one of the staff members was

chosen as the recorder. The tasks as outlined in the memo from the principal were accepted and future meeting agendas were set.

The March 13, 1975 meeting of the Task Force revolved around the results of the School Committee Survey of June, 1974. There had been 159 responses from Wildwood parents and 18 responses from Wildwood teachers. The minutes of the March 13 meeting show that the Task Force saw no mandate for or against changing the status quo. It was decided therefore to have the staff prepare a description of their present classrooms with this survey then available to the Task Force.

After a discussion of the survey showing the present classroom alternatives available, the Task Force decided at the March 25, 1975 meeting that more information was needed from parents. A sub-committee was then established to prepare a questionnaire. The questionnaire simply asked parents, if first they felt the need for alternatives to the present programs at Wildwood, and if so, what those alternative programs might be. This questionnaire went out on March 28, 1975 and were returned by 221 individuals. The minutes of the April 3, 1975 meeting indicated 127 parents were satisfied with the present alternatives and 94 wanted additional alternatives.

The April 3 meeting notes showed the Task Force asking the staff to look at the results of the present survey and answer some questions on the possibility of further alternatives to the present program. The results of this survey were shared with the Task Force at the April 10 meeting. Three sub-groups were formed at this meeting to begin developing alternatives that could be presented to staff for their approval. The April 17 meeting continued the deliberations of the three sub-groups

with a final listing of alternatives resulting from their reports.

As a consequence of the April 28, 1975 meeting the staff was given a listing of the general alternatives that had been developed by the Task Force. The staff was then asked to create plans for themselves that fit into one of these generalized alternatives. These resulting alternatives were sent to parents on May 12, 1975 to receive their initial reaction to the programs. It was reported in the May 20, 1975 meeting minutes that there had been a seventy-five percent return on this questionnaire.

The survey sent home to parents had contained only one area where there was a choice of programs given by the same teachers. Two teachers had agreed to work alone or share children for reading instruction depending on the results of the feedback to the Task Force. With this one exception all other teachers had provided one alternative program to the parents, although these alternatives did include both self-contained and team-teaching environments. Therefore, the purpose of the survey turned out to be a show of support for the programs developed by teachers rather than any choice of environments at this point, with the one exception previously noted.

The May 20, 1975 meeting of the Task Force consisted of both a review of the parent responses to the survey and an open public meeting on the alternatives. The result of this meeting was a support for the proposed alternatives, with the one choice being for the two teachers working separately rather than teaming for reading instruction. This recommendation was then sent to the superintendent on May 27, 1975.

As was stated earlier, the superintendent intended to rely on the

recommendation of the principal. It was important, however, that the superintendent receive the recommendation, since it also contained other concerns about the school program that had been raised through the Task Force work. These recommendations were not under the direct control of the principal, because many had budgetary implications.

In looking at the actual decision method used, methods AI, AII, and CI were eliminated. AI was eliminated because the decision had not been made by the principal alone. Since the teachers and parents did provide alternative solutions, as well as the principal not making the final decision, AII could not be considered. CI was not an alternative method to be included in the discussion for two reasons. First, the individuals involved, both parents and staff, had been represented as members of the Task Force. And, secondly, they had been given the opportunity at the May 20, 1975 meeting to come together as a group to share their ideas and concerns.

This left either CII or GII as possible methods to describe the actual decision-making method used, given that both methods involved bringing the group together. GII was excluded from further consideration, however, because of who makes the final decision. It had been made clear from the beginning that the role of the Task Force was merely one of recommending and not of coming to any final decision.

Therefore CII became the method that seemed to most closely describe the actual method used by the Wildwood School. That method was described by Vroom and Yetton as:

> You share the problem with your subordinates as a group, obtaining their collective ideas and suggestions. Then you make the decision, which may or may not reflect your subordinates' influence.

The theoretical decision method. The decision concerned what alter-
native educational environments were to be available at the Wildwood
School for the '75-'76 school year. In order to identify the feasible
set of decision methods from the Vroom and Yetton model, the diagnostic
questions were answered and the decision process chart followed.
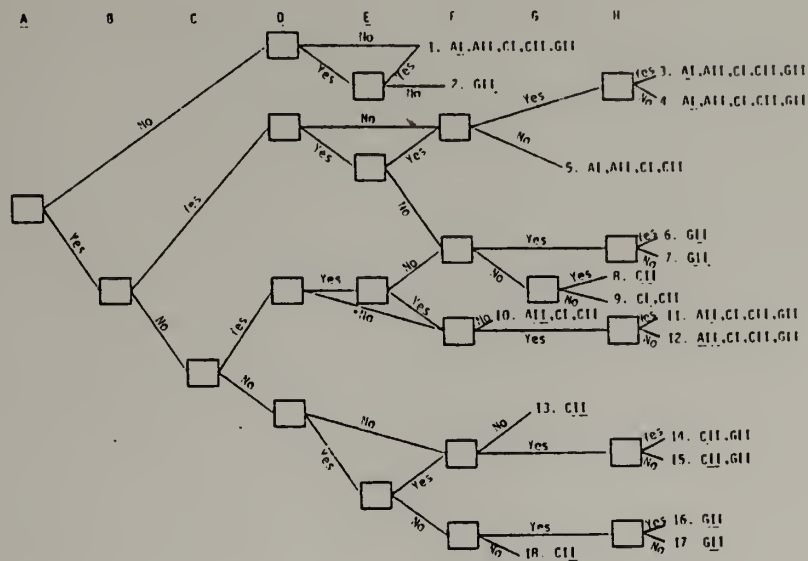
A. Was there a quality requirement such that one solution was
likely to be more rational than another? Yes.

There had been a number of givens for the Wildwood School that would
have made it impossible for some solutions to be implemented. Some of
these givens had been building design, number of staff available, budget
constraints, and school system policies.

Within this diagnostic question Vroom and Yetton include the accep-
tance of the leader to possible solutions. Since the principal had re-
served the final decision to herself and the superintendent, it would
seem that there were some solutions which she would not have been able

to accept.

B. Did the principal have sufficient information to make a high quality decision? No.

The principal had known how many staff were available, how many children were at each age level, what spaces in the school could be used, and how these spaces could be used. However, the missing piece of information had been what specific alternative educational environments parents and staff wanted. Given the size of the school, the number of possible alternative environments had been great.

C. Was the problem structured? Yes.

The principal knew what information was needed and where she could get it from. In addition, there had been a number of possible ways that the information could have been collected.

D. Was acceptance of decision by subordinates critical to effective implementation? Yes.

At the time of the decision the staff had been fairly well pleased with the open space, team-teaching environments that were in existence. This conclusion was the same from the principal, the verbal remarks of staff, and the initial questionnaire sent to staff by the Task Force. The feedback from parents indicated that a number of them wished additional alternatives. If the final solution had been at either extreme, there would have been a real question of acceptance.

If staff were not pleased with the solution, it might not have been implemented to the degree necessary for it to be effective. If parents were not satisfied with the solution, they could have undermined the

effectiveness of the decision themselves or through their children.

E. If the principal were to have made the decision by herself, was it reasonably certain that it would have been accepted by her subordinates? No.

At this point in the history of the school system, parents were asking for more and more input into the school programs. They had been very skeptical of decisions made by administrators in the schools. For this reason it was very doubtful that they would have accepted the principal's decision.

The staff might have been more accepting, but only if the decision had not involved any great changes in the program that had been in existence.

F. Did the subordinates share the organizational goals to be attained in solving this problem? Yes.

Both parents and staff had been interested in creating the best alternative educational environments for the children at Wildwood. However, there had been differences between staff and parents on how this goal might have been accomplished. These differences were what caused the principal to respond, "No", to this diagnostic question.

H. Did subordinates have sufficient information to make a high quality decision?

This question is irrelevant to group decisions, because whether the answer is yes or no the feasible set remains the same. Diagnostic question H is used to identify whether a problem concerning only one individual can be delegated.

The resulting feasible set of methods from the decision process
chart contained only method GII. From page 72, the actual decision method
was identified as CII.

When, however, the principal's answer to diagnostic question F was
applied to the chart, the next diagnostic question was G and not H as with
the author's answer.

G. Is conflict among subordinates likely in preferred solutions?
Yes.

As was already mentioned in answering other diagnostic questions,
there was some difference in opinion between staff and parents as to the
development of alternative educational environments. The principal and
the author responded similarly to this diagnostic question.

On the decision-process chart this answer to diagnostic question G
led to a feasible set of CII, which was identified as the actual method
used. It had been the principal's concern for the parents' goal that
seemed to make the difference between arriving at a CII method or a GII
method. In the end it did not make any difference, however, since the
principal accepted the decision of the Task Force thus simulating a GII
method.

Acceptance of the decision. The decision concerns what alternative
educational environments were to be available at the Wildwood School
for '75-'76 school year. From Chapter III, pages 42-43, the question to
be answered is:

Are you satisfied with the alternative educational environments that

are presently in existence in the Wildwood School?

    very satisfied   satisfied   dissatisfied   very dissatisfied

The following questions and corresponding responses from the parent and staff questionnaires were used to analyze how these persons might have responded to the preferred question.

"Survey Report of the Wildwood Alternatives", (Appendix O, pp. 241-250)

3.   The survey led to the design of alternatives for the placement of students. Are you presently satisfied with the educational environment of your child?

    91% yes
    9% no

7.   What strengths do you see at Wildwood?

    51% the staff is committed to teaching
    25% the curriculum is strong
    51% the staff is interested in my child
    34% my child can follow his interests
    64% my child is making continuous progress
    70% my child is happy at home
    10% other - teachers are excellent
    9%   - like choices

"Teacher Assessment of Wildwood Alternatives", (Appendix P, pp. 251-259)

2.   Last year a survey was made at Wildwood. Please indicate your feelings about the educational environment last year.

           For students   For yourself

    66% was satisfied   66% was satisfied
    ___ was dissatisfied   ___ was dissatisfied
    ___ had no opinion   ___ had no opinion

3.   Last year's survey led to the design of alternatives for placement of students. Are you presently satisfied with the educational environment of your students?

    89% yes
    11% no

4.   Are you presently satisfied with the educational environment for yourself?

    82% yes
    18% no

There was no indication in the above information that the majority of either parents or staff would not have circled either "satisfied" or "very satisfied" to this question of acceptance with the decision regarding the establishment of alternatives. In fact the rather high responses to question #3 of the parent survey and question #3 of the staff survey seemed to indicate a fairly favorable response.

Quality of the decision. The decision concerns what alternative educational environments were to be available at the Wildwood School for the '75-'76 school year. From Chapter III, pages 42-43, the question to be answered is:

Given the goal of providing alternative educational environments for all children at this school, do you feel that the alternative environments created have met this goal?

completely   sufficiently   very little   not at all

The following questions and corresponding responses from the parent and staff questionnaire were used to analyze how these persons might have responded to the preferred question.

"Survey Report of the Wildwood Alternatives", (Appendix O, pp. 241-250)

3. The survey led to the design of alternatives for the placement of students. Are you presently satisfied with the educational environment of your child?

91% yes
9% no

4. Do you now have a preference for either self contained classrooms or for quads?

30% prefer self contained classrooms
28% prefer quads
42% have no preference, my choice depends of other factors (30% of these appreciated opportunity of choice)

6. Do you have any concerns about your child's assign-
    ment to a quad or to a self contained classroom?

    -13% expressed some general dissatisfaction, with
     most complaints centering on an individual child:
          Needs smaller classes
          Not being challenged, not motivated
          Not with friends
          Concerned about sciences, basics, math
          Needs a bilingual program

"Teacher Assessment of Wildwood Alternatives" (Appendix P,
 pp. 251-259)

2. Last year a survey was made at Wildwood. Please indicate
    your feelings about the educational environments last
    year.

          For students   For yourself

    66% was satisfied   66% was satisfied
    ___ was dissatisfied   ___ was dissatisfied
    ___ had no opinion   ___ had no opinion

3. Last year's survey led to the design of alternatives for
    placement of students. Are you presently satisfied with
    the educational environment of your students?

    89% yes
    11% no

10. What strengths do you see at Wildwood?

    100% the staff is committed to teaching
     77% the curriculum is strong
     96% the staff is interested in the child
     52% a child can follow his or her interests
     83% children are making continuous progress
     89% children are happy in school

11. What weaknesses do you see at Wildwood?

    The area mentioned most often (48% or 13 responses) was
    communication - cross-quad, quad-classroom and teacher
    to administration. Another area identified nine times
    was the high level of pressure on the teaching staff.
    Competition among staff members was also listed on four
    surveys.

The results of questions #3 and #4 of the parent survey tended to

support a positive response from a majority of parents to the question of

quality of the decision. This conclusion was supported by question #6

in which only 13% of the parents had any concerns about their child's assignment to a quad or self-contained classroom

The staff survey also indicated a favorable response from the majority of staff to the preferred question. The high levels of satisfaction in questions #3 and #4 did not disprove the goal of providing alternative eudcational environments for all children at Wildwood. This conclusion was reinforced by question #10 with 89% of the staff feeling the children were happy and 83% feeling the children were making continuous progress. Since the staff did not mention the creation of any further alternatives in question #11, the high level of satisfaction in the earlier questions was further supported.

The results of both the staff and parent surveys seemed to support responses of either "completely" or "sufficeintly" by both parents and staff.

Summary. What educational environments will be available at the Wildwood School for the '75-'76 school year?

After the decision process was described in detail, the decision method that most closely matched the actual decision method was CII. The resulting feasible set of methods from the diagnostic questions having been applied to the Vroom and Yetton decision-process chart contained method GII from the author's answers and CII from the principal's answers. This was not considered a significant difference for this study, however, since the principal accepted the decision of the group and had not tried to influence the group's decision. This difference will be discussed further in Chapter VI.

After analyzing the possible answers to the preferred questionnaire,

using the parent and staff questionnaires actually used at Wildwood, the author concluded that both the acceptance and quality of the decision would probably have been positive.

Decision 2. What staff members will be assigned to each of the alternative educational environments at Wildwood for the '75-'76 school year?

The actual decision method. The assignment of staff to educational environments at Wildwood for the '75-'76 school year had been tied in directly to the creation of the alternative programs. As teachers discussed possible alternative environments for the '75-'76 school year, they were talking about ways in which their own environments might be different and not about other environments. Each proposal made to the Task Force had a teacher (or teachers) name(s) attached to it. Thus, as the Task Force made a recommendation on an alternative environment for the '75-'76 school year, they were also making recommendations on the placement of teachers.

There were three times when the staff had input into the Task Force's work. First, they had described their present teaching situations to aid the Task Force in assessing the '74-'75 programs for any possible alternatives. Next, the staff had been asked to respond to a questionnaire seeking their thoughts on possible future alternative programs. The last piece of input had been the actual description of an alternative educational environment they wished to establish for the '75-'76 school year. These descriptions involved either one, two, or three staff members working together depending on the form the alternative was taking.

In all three of these situations the input had taken the form of

written documents. Although no large group meetings had been held for the description of the present situation or suggestions as to possible alternatives for the following year, there had been staff meetings devoted to the description of alternative environments for the '75-'76 school year. These meetings had two purposes as related to staffing patterns and staff assignment. First, there was the general question of what staffing patterns were possible: could one teacher work alone?; could two teachers not presently working together choose to do so for the '75-'76 school year?; etc.

The second reason was related to a system-wide problem. There had been a decline in student enrollment and a subsequent vote by the school committee to eliminate four teachers from the system. Looking at student numbers at each school the superintendent had decided in a memo dated March 27, 1975, that Wildwood should lose three teachers. Therefore, the staff at Wildwood had this additional issue to deal with. The decision was to cut instructional aides for any of the three positions that were not made vacant by retirement or resignation. The reader will remember from Chapter IV, pages 56-57, that both Wildwood and Fort River used a form of differentiated staffing in which some possible teaching positions using a one teacher for twenty-five children ratio, were filled by instructional aides being given to a teacher who had a one teacher for thirty-three children ratio. The results of the staff meeting discussions then influenced the teachers as they created the alternative environments for themselves.

In discussions with the principal of Wildwood it was clear that the final decision on what staff would be in each classroom was to have been

a result of recommendations made to the Task Force, who then were to
make recommendations to the superintendent through the building princi-
pal.

In identifying the actual method, AI and AII were eliminated be-
cause of the type of input made available. Since the staff did provide
some input, method AI was also removed from the set of possible methods.
And since that input did involve suggestions as to possible solutions to
the problem, AII could not be included.

Method GII was discarded from consideration, because the staff did
not develop as a group the solutions that were to be accepted by the
principal. The resulting solutions were merely recommendations to the
Task Force and were not considered the consensus of the group.

At this point methods CI and CII remained to be considered. Since
the staff was brought together to consider possible solutions, method
CI was also eliminated.

Thus, the only method remaining was CII:

> You share the problem with your subordinates as a
> group, obtaining their collective ideas and sugges-
> tions. Then you make the decision, which may or may
> not reflect your subordinates' influence.

The theoretical decision method. The decision concerned which
staff members were to be assigned to each of the alternative educational
environments at Wildwood for the '75-'76 school year. In order to
identify the feasible set of decision methods from the Vroom and Yetton
model, the diagnostic questions were answered and the decision-process
chart was followed.
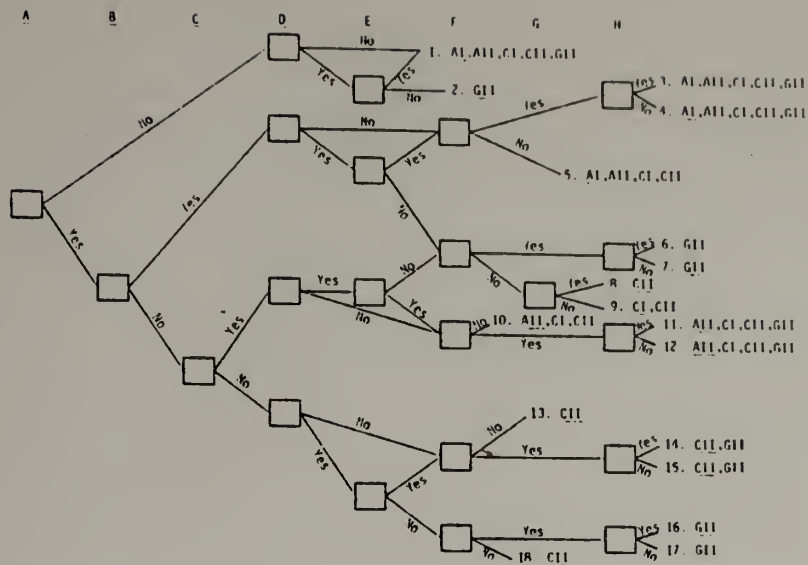
A. Was there a quality requirement such that one solution was likely to be more rational than another? Yes.

Because of a teacher's ability and experience to work with older or younger children, in a more open or traditional program, and alone or as part of a team, there were certain solutions to the problem that would not have been of high quality. In addition, the principal felt that there were certain solutions that would have been unacceptable to her.

B. Did the principal have sufficient information to make a high quality decision? Yes.

Given that this decision was made after the decision on alternative environments, the principal had had the needed information. Although the staff had been at Wildwood long enough for the principal to know which environment matched the strengths of each staff member, she had not known prior to the Task Force what kind of environment each teacher

would prefer to be in.

D. Was acceptance of the decision by subordinates critical to effective implementation? Yes.

If the staff had not been satisfied with the solution, it was fairly certain that they would not have implemented that solution to the extent necessary for it to become effective.

E. If the principal were to have made the decision by herself, was it reasonably certain that it would have been accepted by her subordinates? No.

Since the satisfaction with the environments that they had already been teaching in was very high, they would have wanted some input into any placement that would have meant a change. The Task Force had already allowed the staff to attach their names to an alternative educational environment. Any changes would have required staff input.

F. Did subordinates share the organizational goals to be attained in solving this problem? No.

The staff each had their own needs as top priority in solving this problem.

G. Is conflict among subordinates likely in preferred solutions? Yes.

It would have been very difficult for staff to reach consensus on those solutions which involved two or more staff wanting the same environment.

The resulting feasible set of methods from the Vroom and Yetton decision-process chart was CII. Page 83 identifies CII as the method

most closely matching the actual decision method. Thus, the actual
method is the same as the theoretical method.

The acceptance of the decision. The decision concerns what staff
members were to be assigned to each of the alternative educational en-
vironments at Wildwood for the '75-'76 school year. From Chapter III,
pages 42-43, the question to be answered is:

Are you satisfied with the alternative educational environment you
are presently teaching in? (staff only)

very satisfied   satisfied   dissatisfied   very dissatisfied

The following questions and corresponding responses from the staff
questionnaire were used to analyze how these persons might have re-
sponded to the preferred question.

"Teacher Assessment of Wildwood Alternatives", (Appendix P,
pp. 251-259)

2. Last year a survey was made at Wildwood. Please
    indicate your feelings about the educational environ-
    ment last year.

            For students   For yourself

     66% was satisfied   66% was satisfied
     ___ was dissatisfied   ___ was dissatisfied
     ___ had no opinion   ___ had no opinion

4. Are you presently satisfied with the educational environment
    for yourself?

        82% yes   11% no   7% mixed

5. Do you now have a preference for either self-contained
    classrooms or for quads?

    19% prefer self-contained classrooms*
    40% prefer quads*
    41% have no preference, my choice depends on other factors

        *note: all of the surveyed teachers who had a preference
                are currently teaching in the classroom environ-
                ment they prefer.

8. Do you have any concerns about <u>your</u> assignment to a quad or to a self-contained classroom?

   There were no negative responses to this question. Staff either responded that there were no concerns or emphasized the fact that they would only want to teach in the room they were presently assigned to.

All indicators from the above data led to the conclusion that the majority of staff probably would have answered positively to this question of acceptance on the preferred questionnaire. The relatively high level of satisfaction on question #4 was the strongest indicator. Also given that question #2 was filled in at the same time as question #4 the majority of staff seemed more satisfied this year than they thought they had been the previous year. Therefore, the majority of staff would probably have circled either "very satisfied" or "satisfied".

<u>The quality of the decision</u>. The decision concerns what staff members were to be assigned to each of the alternative educational environments at Wildwood for the '75-'76 school year. From Chapter III, pages 42-43, the question to be answered is:

Given the goal of placing teachers in alternative educational environments that best meet their teaching styles, do you feel that the environments in which teachers are presently working meets this goal?

   completely   sufficiently   very little   not at all

The following questions and corresponding responses from the parent and staff questionnaires were used to analyze how these persons might have responded to the preferred questions.

   "Survey Report of the Wildwood Alternatives", (Appendix O, pp. 241-250)

3. The survey led to the design of alternatives for the placement of students. Are you presently satisfied with the educational environments of your child?

   91% yes
   9% no

5. On what basis did you make a choice between alternatives offered? Please check all that apply.

   27% preferred self-contained classrooms
   23% preferred quads
   47% preferred a particular teacher
   54% concerned about my child's needs in academic areas
   32% concerned about my child's needs in non-academic areas
   9% did not have a choice
   ___ other reasons

7. What strengths do you see at Wildwood?

   51% the staff is committed to teaching
   25% the curriculum is strong
   51% the staff is interested in my child
   34% my child can follow his interests
   64% my child is making continuous progress
   70% my child is happy at home

"Teacher Assessment of the Wildwood Alternatives", (Appendix P, pp. 251-259)

4. Are you presently satisfied with the educational environment for yourself?

   89% yes
   ___ no

5. Do you now have a preference for either self-contained classrooms or for quads?

   19% prefer self-contained classrooms*
   40% prefer quads*
   41% have no preference, my choice depends on other factors

   *note: all of the surveyed teachers who had a preference are currently teaching in the classroom environment they prefer.

8. Do you have any concerns about your assignment to a quad or to a self-contained classroom?

   There were no concerns mentioned and comments made were positive. Examples of comments: very happy, want to stay in self-contained, like to have choice of quad, definitely want to work in this quad, etc.

13. Have you made any other observations regarding space, scheduling, morale, etc. of the overall school program?

  9% adequate space and/or partitioning a problem
  6% scheduling of special activities and classes
  6% very happy this year
  4% morale low

Given that 47% of the parents had preferred a particular teacher, 51% felt teachers were committed, 51% felt staff were interested in the individual child, and 91% were satisfied with their child's environment, it would seem that parents would have responded positively to the preferred question on whether this decision was meeting its goal.

The assumption used to identify the staff response to the preferred questionnaire was that, if staff were teaching in an environment that matched their style, they would tend to be more satisfied. The high level of satisfaction in the questions from the teacher assessment would then indicate staff having felt the decision was a quality one. There was some question raised because of the response of morale being low by four staff members. This did not seem significant, however, given the other strong positive responses by the majority of staff.

Summary. What staff members will be assigned to each of the alternative educational environments at Wildwood for the '75-'76 school year?

After the decision process was described in detail, the decision method that most closely matched the actual decision method was CII. The resulting feasible set of methods from the diagnostic questions having been applied to the Vroom and Yetton decision-process chart contained only method CII. Therefore, the actual method matched the theoretical method.

All indications from the available data were that the staff would

have responded either "satisfied" or "very satisfied" to the preferred question concerning the acceptance of the decision.

The quality of the decision was also found to have been positive. Both staff and parents seemed to have felt that the goal stated in the preferred question was being met either "completely" or "sufficiently".

Decision 3. What children will be assigned to what alternative educational environments at the Wildwood School for the '75-'76 school year?

The actual decision method. The decision as to what children were to be placed in what alternative environments for the '75-'76 school year involved two forms and a final decision by the building principal. Input had been received from the parents by using the placement form found in Appendix Q, pages 260-264. This form showed the parents the possible classrooms for the following year, asked for some information on the needs and interests of the child, and requested a preferred classroom placement for the child during the following year. The teacher placement form was very similar to the parent form in that it asked for information on the needs and interests of the child, shared where the child was academically, and then allowed for suggestions as to the child's placement for the following year. (Appendix R, pages 265-266)

Both of these forms had been received by the principal before the closing of school in June and then during July and August they had been used for the placement of children. These forms had not been the sole vehicles for making final decisions in that the principal had other more general criteria to use in setting up each classroom. Some of these criteria were: equal numbers of boys and girls in each environment,

equal distribution of children with special needs throughout the school, cultural and socio/economic diversity in each classroom, etc.

With all of these criteria in mind the principal did emphasize the fact that she had used the parent preference as the strongest criteria for this one year. Politically it seemed important to her that parents receive their choice this first year of the alternatives. In future years the parent preference continued to be an important issue, although not necessarily the strongest.

Conversations with principals at both Wildwood and Fort River found this emphasis on the parent preference forms to be important. Prior experience had shown that parent support of an environment was crucial for a child's success. A parent's positive feelings about a classroom did not guarantee success, but were helpful in making it a good experience for the child. Negative feelings about a classroom by parents, however, made it extremely difficult, if not impossible, for the child to have a good year in school.

AI was eliminated from the feasible set in that the principal did gather information from other persons. Since this information was not gathered by bringing any group together, both methods CII and GII were rejected as members of the feasible set.

This left AII and CI as possible methods to describe this decision. In looking at the definition of method AII the sentence that stood out for this particular decision was: "The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions". Since both the parent and staff forms asked for a preference for a

specific classroom, this removed method AII from consideration.

Therefore, method CI was left as the method that most closely

matched the actual method:

> You share the problem with the relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision, which may or may not reflect your subordinates' influence.

The theoretical decision method. The decision concerned what chil-

dren would be assigned to what alternative educational environments at

the Wildwood School for the '75-'76 school year. In order to identify

the feasible set of decision methods from the Vroom and Yetton model,

the diagnostic questions were answered and the decision-process chart

was followed.
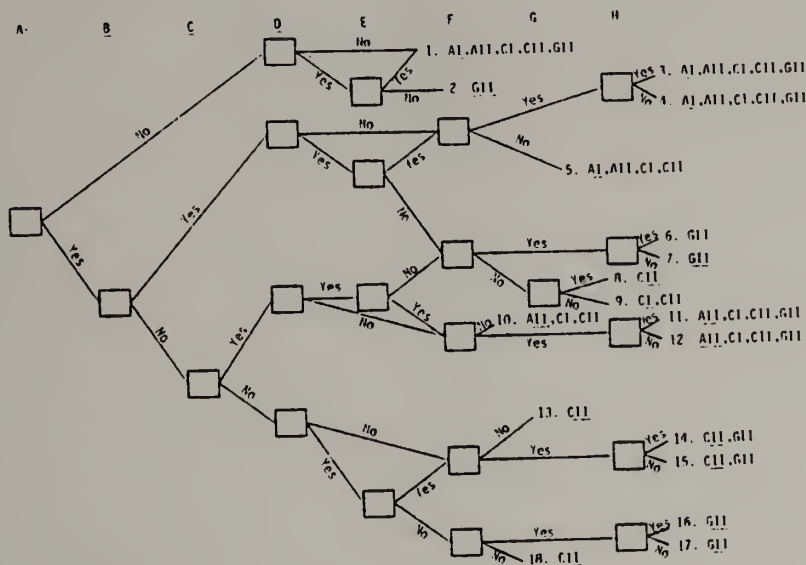
A. Was there a quality requirement such that one solution was likely

to be more rational than another? Yes.

There were a number of legal factors, such as the number of special

education students in one classroom, or policy questions, such as the total number of students for any one teacher, that had to be considered in the decision. Both of these areas eliminated certain solutions from even being considered.

B. Did the principal have sufficient information to make a high quality decision? No.

There were too many factors involved for the principal to know everything necessary for the placement of approximately five hundred children.

C. Was the problem structured? Yes.

There were only a given number of environments for children to be placed in and a given number of children that could be placed in each environment. The principal still needed the recommendations and reasons for those recommendations from both parents and staff. However, she had a number of methods at her disposal in which that information could be acquired.

D. Was acceptance of the decision by subordinates critical to effective implementation? Yes.

In this situation the parents were the important subordinates. All of the legal and policy criteria were in the favor of the staff, because each of their environments would contain heterogeneous groupings. If the parents were not pleased with the decision, however, it was sometimes difficult for the child to have a good year. The parents by their actions and words could very easily undermine the child's school program.

E. If the principal had made the decision by herself, was it

reasonably certain that it would have been accepted by her subordinates? No.

Both staff and parents felt the need to have input into the process.

F. Did subordinates share the organizational goals to be attained in solving this problem? No.

On the part of both staff and parents there were a number of children where both groups would have found it very difficult to separate strong individual feelings from the larger organizational goals.

G. Was conflict among subordinates likely in preferred solutions? Yes.

Both parents and staff felt very strongly about where certain children should be placed. Staff might have been able to reach consensus on where children should be placed, but give and take on the part of parents was not very likely.

The resulting feasible set of methods from the Vroom and Yetton decision-process chart contained only method CII. From page 92, method CI was identified as the method most closely matching the description of the actual method. Thus, the actual method did not match the theoretical method.

In analyzing why this difference might have occurred, the conclusion reached by the author was that a problem developed in the identification of the actual method. On page 91, method CII was eliminated from consideration because the group had not been brought together. Given the number of individuals involved, it was unlikely that they could have been brought together to reach any decision.

In addition, method CI states that "you share the problem with the relevant subordinates individually". Because of the parent preference form having been sent to all parents and the staff quad placement form having been filled in by all staff, it could be argued that the problem was shared with the subordinates as a group. This would define method CII.

It seemed, therefore, that the difference between method CI being the actual method and CII being the theoretical method was not a relevant difference. The principal may very well have carried out a CII method in the only way possible given the large number of subordinates involved. This difference will be discussed further in Chapter VI.

The acceptance of the decision. This decision concerns what children were to be assigned to what alternative educational environments at the Wildwood School for the '75-'76 school year. From Chapter III, pages 42-43, the question to be answered is:

Are you satisfied with the alternative educational environment where your child has been assigned? (parents only)

very satisfied   satisfied   dissatisfied   very dissatisfied

The following questions and corresponding responses from the parent and staff questionnaires were used to analyze how these persons might have responded to the preferred question.

"Survey Report of the Wildwood Alternatives". (Appendix O, pp. 241-250)

3. The survey led to the design of alternatives for the placement of students. Are you presently satisfied with the educational environment of your child?

91% yes
9% no

6. Do you have any concerns now about your child's assignment
   to a quad or to a self-contained classroom?

   -13% expressed some general dissatisfaction, with most
   complaints centering on an individual child: needs smaller
   classes; not being challenged, not motivated; not with
   friends; concerned about science, ·basics, math; needs a
   bilingual program.

The very high positive response from question #3 and the relatively

low negative response to question #6 both seemed to indicate parents had

accepted the decision. This would mean that parents probably would have

responded to the preferred question by circling either "satisfied" or

"very satisfied".

Quality of the decision. This decision concerns what children were

to be assigned to what alternative educational environments at Wildwood

School for the '75-'76 school year. From Chapter III, pages 42-43,

the question be answered is:

Given the goal of placing children in alternative educational en-

vironments that match their learning style, while still maintaining het-

erogeneity of the class, do you feel that the environments to which chil-

dren have been assigned meets this goal?

      completely   sufficiently   very little   not at all

The following questions and corresponding responses from the parent

and staff questionnaires were used to analyze how these persons might

have responded to the preferred question.

"Survey Report of the Wildwood Alternatives", (Appendix O, pp.
241-250)

3. The survey led to the design of alternatives for the place-
   ment of students. Are you presently satisfied with the
   educational environment of your child?

   91% yes
   9% no

5. On what basis did you make a choice between alternatives offered? Please check all that apply.

    27% preferred self-contained classrooms
    23% preferred quads
    47% preferred a particular teacher
    54% concerned about my child's needs in academic areas
    32% concerned about my child's needs in non-academic areas
     9% did not have a choice

6. Do you have any concerns now about your child's assignment to a quad or to a self-contained classroom?

    -13% expressed some general dissatisfaction, with most complaints centering on an individual child: needs smaller classes; not being challenged, not motivated; not with friends; concerned about science, basics, math; needs a bilingual program.

7. What strengths do you see at Wildwood?

    51% the staff is committed to teaching
    25% the curriculum is strong
    51% the staff is interested in my child
    34% my child can follow his interests
    64% my child is making continuous progress
    70% my child is happy at home

"Teacher Assessment of Wildwood Alternatives", (Appendix P, pp. 251-259)

3. Last year's survey led to the design of alternatives for placement of students. Are you presently satisfied with the educational environment of your students?

    89% yes
    ____   no

7. Do you have any concerns about your students' assignment to a quad or a self-contained classroom?

     4   boy/girl imbalance
     1   ability level imbalance

9. Do you have any concerns about the general placement of students to a quad or to a self-contained classroom?

    10   (half of quad and self-contained teachers) children's needs are important concern, but 5 felt children could adapt to either setting
    20% parents, teachers, and administrators should participate in making placement decisions based on individual student needs
    15% concerned with imbalances in their classrooms: boy/girl ratio, age range, ability level range

11. What weaknesses do you see at Wildwood?

The area mentioned most often (48% or 13 responses) was communication - cross-quad, quad-classroom, and teacher to administration. Another area identified nine times was the high level of pressure on the teaching staff. Competition among staff members was also listed on four surveys.

13. Have you made any other observations regarding space, scheduling, morale, etc., of the overall school program?

  9   adequate space and/or partitioning a problem
  6   scheduling of special activities and classes more difficult
  6   very happy this year
  4   morale low

The above information tends to suggest that the parents would have felt the goal stated in the preferred question was being met either "completely" or "sufficiently". There was a high concern for placement of children according to academic and social/emotional needs, but 64% of the parents also felt that continuous progress was being made. This would indicate most of the children's needs being met. The other three parent questions lent credence to this feeling of the decision having been a quality one.

The staff response to this quality question would probably also have been positive, although there had been some concerns mentioned about boy/girl ratio, age range, and ability range, but the percentage of staff concerned about these areas had been relatively low. Also, questions #11 and #13 where staff might have mentioned the inability of the environment to meet the needs of the children, makes no mention of this concern.

Summary. What children will be assigned to what alternative educational environments at the Wildwood School for the '75-'76 school year?

After the decision process was described in detail, the decision

method that most closely matched the actual decision method was CI. The resulting feasible set of methods from the diagnostic questions having been applied to the Vroom and Yetton decision-process chart contained only method CII. Therefore, the actual method did not match the theoretical method. The problem seemed to occur with the number of subordinates involved and the differences in definition between methods CI and CII. A further discussion will be held in Chapter VI.

The parents seemed to have accepted the decision according to the inferences made from available data. This meant a probable response of "satisfied" or "very satisfied" to the preferred question.

Both parents and staff seemed to feel that the goal as stated in the preferred question was being met either "completely" or "sufficiently". This identified the decision as a quality one for the purposes of this study.

Fort River '75-'76

Decision 1. What alternative educational environments will be available at the Fort River School for the '75-'76 school year?

The actual decision method. In January of 1975 the Fort River Planning Committee was formed. Somewhat in response to the School Committee questionnaire of June 1974 and somewhat in response to staff questions about possible changes in their programs, the principal had felt it wise to form a planning committee similar to the one used in developing the classroom organizational plans for the opening of Fort River. (see Chapter IV, page 55) The following description was shared with staff and parents in selecting members for the committee.

I. Overview

As communities change it is important that the schools
that serve the community also change. Housing patterns,
the structure of family units, economic conditions, avail-
able social and health services, the roles of religious
and political institutions all have impact upon the schools.
It is important that schools be continually re-evaluating
their programs in light of the needs that are, and are not
being met by other institutions.

As schools respond to changing conditions, however, it
is important that goals which have been previously defined
and agreed upon continue to be met. If this is not the case
it is likely that schools may stay so far from the purposes
for which they have been created that they no longer are
successful in meeting the basic expectations of society. It
is possible, also, that the process of change can result in
the school proceeding in so many different directions that
little substantial progress in any one area is accomplished.
Often when this occurs educators and parents are unable to
assimilate what has transpired. Under such circumstances
controversy results and the schools often discard the most
recent changes and revert to some previous status that may
be less venturesome and controversial.

It appears that what is needed is a mechanism that is
created with the purpose of dealing with controlled change.
The following outline might serve as a blueprint for such
an entity.

II. Functions

A. To solicit proposals from parents, staff, and
    children
B. To approve and disapprove alternatives that are
    proposed
C. To establish criteria to be used when evaluating
    proposals
D. To evaluate proposals that are being implemented
E. To make recommendations to the Amherst School
    Committee

III. Membership

The Fort River Planning Committee will be composed of the
following:

A. Five Teachers
B. Five Parents
C. Principal and Assistant Principal

Since the committee is an on-going one provision should be
made for continuity. Thus, it is recommended that membership
terms be for one and two year periods the first year and that
in succeeding years be for two years. This would insure that
no more than approximately fifty percent of the committee
would turn over in any one year.

The principal of the Fort River School will serve as chairman.

IV. Duration and Meeting Calendar
The Fort River Planning Committee is intended to be an on-going committee.
It will continue to exist until the time that three-fourths of the Committee vote to dissolve.
The Committee will establish their own calendar with the first meeting date being sometime in January of 1975.

V. Judgemental Criteria
These are to be determined by the Committee at their first meeting.

VI. Processing of Proposals
A. All proposals will be submitted through the Chairman of the Fort River Planning Committee utilizing the information format prescribed by the Committee.
B. Proposals will be evaluated by the Committee utilizing the previously defined criteria.
C. Proposal sponsors may or may not be requested to attend a planning meeting to expand upon their proposals.
D. Three-fourths vote is necessary for the approval of a proposal.
E. All proposal sponsors will receive a written reply from the Committee notifying them of the status of their proposal.

On January 24, 1975, an organizational meeting of the Fort River Planning Committee was held. It was at the next meeting, February 6, 1975, that one team of teachers presented a proposal to the Committee for three teachers to departmentalize their curriculum. For the remainder of this meeting Committee members raised questions and concerns about the proposed organizational plan. During an all-staff meeting on February 26, 1975, the proposed plan was presented to the staff for their feedback. On that same evening of February 26 the Planning Committee met and after reviewing the summary of staff feedback, decided that a similar meeting should be held with parents for their input. Therefore, on March 6, 1975, a meeting was held with parents to present the proposal

and receive input from them. The Planning Committee remained after the presentation, and after reviewing the parent input voted ten for and none against the program beginning in September of 1975.

This format of individual teachers presenting proposals to the Planning Committee for their approval continued for the remainder of the school year. The Committee had decided, however, that for future proposals one meeting was to be held with the Planning Committee and then one meeting for both staff and parents to provide input. A process had also been established for presenting proposals to the Committee and identifying what would constitute acceptance of a proposal. These decisions were a result of the discussions held at the April 2, 1975 meeting of the Planning Committee.

On April 16, 1975 three more proposals were presented to the Planning Committee for their approval. The staff involved were present to explain and defend their proposals. Many questions and concerns were raised by both staff and parent Committee members.

On May 1, 1975, these proposals were presented to the parents and staff at an evening meeting. After the public meeting the Planning Committee met to review the written comments and verbal questions that had been asked. Many members of the Committee had called or spoken with persons other than the fifty or more who actually attended the meeting. The majority of these contacts had been positive. Therefore, although the public meeting and written statements were not overwhelmingly positive, these proposals passed unanimously.

The last organizational change for the '75-'76 school year had a developmental pattern. For a number of reasons not relevant to this

study, the principal felt it necessary to have one teacher working

alone rather than on a team. The other team members strongly agreed.

By the time this proposal had been developed, it was too late to follow

the normal process. Each Planning Committee member was contacted indi-

vidually for their vote. The vote was again unanimous due to a number

of factors. First, the parents at each of the open meetings had shown

support for having self-contained spaces with a single teacher at all

grade levels. Second, this particular proposal added an option for

children at a grade level where there had previously been no options.

Finally, the staff on the Planning Committee had been aware of the posi-

tive reasons for this proposal.

By the end of the process the Planning Committee had approved

changes in all of the four original classrooms.

In identifying the actual decision method used, method AI was

quickly eliminated from consideration because of the amount of parent

and staff input. Also, since the parents and staff were able to meet

together as a group on a number of occasions, methods AII and CI were

discarded from further consideration.

This process of elimination left methods CII and GII. The nature

of the Planning Committee narrowed the methods further to only method

GII. The principal had not been a voting member of the committee and

therefore had not made the decision as suggested in method CII. In-

stead the principal acted as a chairman of the group as method GII sug-

gests:

> You share the problem with your subordinates
> as a group. Together you generate and evaluate al-
> ternatives and to attempt to reach agreement (consensus)

on a solution. Your role is much like that of
a chairman. You do not try to influence the group
to adopt "your" solution, and you are willing to
accept and implement any solution which has the
support of the entire group.

The theoretical decision method. The decision concerned what al-

ternative educational environments were to be available at the Fort

River School for the '75-'76 school year. In order to identify the

feasible set of decision methods from the Vroom and Yetton model, the

diagnostic questions were answered and the decision-process chart was

followed.

A. Was there a quality requirement such that one solution was

likely to be more rational than another? Yes.

There were a number of possible solutions that could not be imple-

mented given the space restrictions, budget constraint, and staff avail-

ability. The principal felt that some solutions would not have been

acceptable to him. One of the reasons for the establishment of the

Planning Committee was to insure a good deal of input from a variety of sources prior to a decision being made, thus hopefully preventing any radical decision.

B. Did the principal have sufficient information to make a high quality decision? No.

Prior to the establishment of the Planning Committee the principal had been aware of only one alternative environment that staff were interested in. Also, he had no knowledge of specific alternative environments that parents desired. Not enough discussion had occurred prior to the Planning Committee.

C. Was the problem structured? Yes.

There were a number of givens within which the decisions had to be made. Some of these were: the number of staff available, the number of children at each grade level, and the design of the building. The principal had known what other information was needed to make the final decision and where that information could be attained.

D. Was acceptance of the decision by subordinates critical to effective implementation? Yes.

If the decision had not been acceptable to parents and staff, there were a number of ways in which they could have undermined or sabbotaged the final solutions in order to insure their not being effective. Although the principal had some control over staff and the ways in which they carried out the solutions, he was unable to do the same for parents.

E. If the principal had made the decision by himself, was it reasonably certain that it would have been accepted by his subordinates? No.

At this point in the history of the school system and the school, parents had wanted to become more and more involved in the decisions of the school. They were questioning the decisions of administrators at all levels. Also, Fort River parents and staff had come to expect some input into this type of decision. Much of this expectation had grown out of the Planning Committee created for the opening of the school.

F. Did the subordinates share the organizational goals to be attained in solving this problem? Yes.

For both parents and staff the goal had been to create some alternative educational environments for staff, parents, and children. Many staff had become uncomfortable with the teaming of three teachers for language arts and math by sharing children. Some preferred a higher level of teaming, some preferred more teaming by only two teachers working together, some preferred less teaming, and still others no teaming at all. Most of the staff at Fort River were ready for some changes. Some parents were also ready for changes, in that many parents had expressed concerns about one hundred children together in one room or the need to set up an integrated day program where children would be given more freedom of choice. Therefore, although the reasons for reaching the objective might have been different, both parents and staff had shared the same organizational goal.

H. Did the subordinates have sufficient information to make a high quality decision?

This diagnostic question was not relevant to this study because there are a group of subordinates. For individuals it differentiates

between delegating the decision or not. For groups either a yes or no answer leads to the same feasible set.

The resulting feasible set from the Vroom and Yetton decision-process chart contained only method GII. From page 103, method GII was also identified as the method that most closely matched the actual decision method. Thus, the actual decision method and the method arrived at through the model are the same.

Acceptance of the decision. The decision concerns what alternative educational environments were to be available at the Fort River School for the '75-'76 school year. From Chapter III, pages 42-43, the question to be answered is:

Are you satisfied with the alternative educational environments that are presently in existence in the Fort River School?

very satisfied   satisfied   dissatisfied   very dissatisfied

The following questions and corresponding responses from the parent questionnaire and the all-staff meeting were used to analyze how these persons might have answered the preferred question.

"Fort River Parent Questionnaire", (Appendix C, pp. 181-191)

6. What is it that you wanted Fort River to do for your child this year? Please check.

25.3%(21) Work on academic growth
 4.8%(4) Work on social/emotional growth
69.9%(58) Both academic and social/emotional growth

In terms of academic growth do you feel that your child is progressing...Please check.

16.0%(13) Better than you wanted
51.8%(42) About as you wanted
29.6%(24) Not as well as you wanted

In terms of social/emotional growth do you feel that your child is progressing...Please check.

_8.5%_(7) Better than you wanted
_69.1%_(56) About as you wanted
_23.2%_(19) Not as well as you wanted

14. Are there any other comments you would like to make about this classroom in particular or about Fort River in general?

_58_ Yes
_25_ No

_58.6%_ Positive comments regarding alternative environments
_19 %_ Negative comments regarding alternative environments
_22.4%_ Neutral comments regarding alternative environments

"Summary of All-Staff Meeting", (Appendix D, pp. 192-195)

1. Things I like about specific alternatives
2. Questions or Concerns
3. Perceptions regarding the school as a whole

Analyzing the teacher satisfaction was more difficult than the parent satisfaction. It was very hard to decide percentages of positive or negative comments, because one or more comments might have been made by the same individual. Given that the principal had divided the groups carefully to insure both positive and negative comments, as well as having asked one strong individual in each group to act as a facilitator, it was possible to look at trends. The tendency seemed to be for negative comments as regards particular alternatives, rather than positive. This was especially true in the "Perceptions regarding school as a whole" section, where the comments were overwhelmingly negative. It would be expected that both positive and negative comments might appear.

The two pieces of data available gave a conflicting picture as to how parents and staff might have responded to the preferred question on acceptance of the decision. For parents the indication seemed to be of a positive response. Although the percentages of positive comments were

not very high, they were over fifty percent. The indication for the
parents, therefore, was that a majority would have circled either "very
satisfied" or "satisfied".

The same conclusion could not be reached for the staff. All indi-
cations from the All-Staff Summary were that a more negative response
would have occurred to the preferred question. Given a number of posi-
tive comments about each of the alternatives, it might be expected that
the majority of staff would have circled either "satisfied" or "dissatis-
fied". The working of the comments did not seem to suggest stronger re-
sponses either way.

Quality of the decision. The decision concerns what alternative
educational environments were to be available at the Fort River School
for the '75-'76 school year. From Chapter III, pages 42-43, the question
to be answered is:

Given the goal of providing alternative educational environments
for all children at this school, do you feel that the alternative en-
vironments created have met this goal?

completely   sufficiently   very little   not at all

The following questions and corresponding responses from the parent
questionnaire and All-Staff Meeting were used to analyze how these per-
sons might have answered the preferred question.

"Fort River Parent Questionnaire", (Appendix C, pp. 181-191)

14. Are there any other comments you would like to make about this
classroom in particular or about Fort River in general?

    58 Yes
    25 No

<u>44.8%</u> Parents wished the environment to remain the same
<u>31 %</u> Parents had concerns about environment
<u>24.1%</u> Parents had neutral comments to make about altering
the environments

"Summary of All-Staff Meeting", (Appendix D, pp. 192-195)

1. Things I like about specific alternatives
2. Questions or comments
3. Perceptions regarding the school as a whole

Although the actual number of comments under "Things I like about specific alternatives" and "Questions regarding the school as a whole" were fairly equal, one group had mixed both positive and negative comments in the "Things I like about specific alternatives" list. Examples were:

- quads are really different - like different schools, some problems here (negative), but some advantages (positive)

- a lot or work up on display (positive), but F very crowded (negative)

- need for more discussions like this (negative), positive feedback on staff meetings in general

Under "Perceptions regarding school as a whole" there were no positive comments. Each comment was either a complaint or a suggestion for change.

Indications from the available information were that parent and staff would probably have again responded differently to the question of the quality of the decision. Although there had been a good number of parents wishing the environments to remain the same, there had also been a substantial number of parents who desired some changes. This would tend to indicate a majority of the parents circling "sufficiently" or

perhaps "completely", but also a substantial number of parents circling either "very little" or "not at all".

The staff responses, however, seem to be reversed. The All-Staff Meeting Summary tends to support a majority of staff circling "very little" or "not at all", with a substantial number of staff also circling either "sufficiently" or "completely".

Summary. What educational environments will be available at the Fort River School for the '75-'76 school year?

After the decision process was described in detail, the decision method that most closely matched the actual method was identified as GII. The resulting feasible set of methods from the diagnostic questions having been applied to the Vroom and Yetton decision-process chart contained only method CII. Thus, the actual method and theoretical method were the same.

After analyzing the available data it seemed that the majority of parents would have answered the preferred question on the satisfaction of the decision with a positive response. The staff response would probably have been more mixed, with a substantial number of staff answering positively and another large group answering more negatively.

The quality of the decision was again found to have been seen differently by parents and staff. The indications were that parents would have answered the preferred question on the quality of the decision affirmatively. Staff, on the other hand, seemed to have felt more negative as to the quality of the decision.

Decision 2. What staff members will be assigned to each of the alternative educational environments at Fort River for the '75-'76 school year?

The actual decision method. The assignment of staff to classrooms at Fort River for the '75-'76 school year had been tied directly to the organizational proposals being made to the Planning Committee. At Fort River there were not going to be any staff reductions because of fewer children in the school, as there were at Wildwood. There also was no staff turnover for the '75-'76 school year in any of the regular class-room positions. Therefore, all staffing decisions could and were made in direct relationship to the proposals.

As each proposal was being accepted, the Planning Committee was also selecting the person to be in the classroom. On page 103 the method for choosing the alternative classrooms was identified as GII. There-fore, the method for assigning staff to these classrooms would also be GII.

> You share the problem with your subordinates
> as a group. Together you generate and evaluate al-
> ternatives and attempts to reach agreement (consen-
> sus) on a solution. Your role is much like that of
> a chairman. You do not try to influence the group
> to adopt "your" solution, and you are willing to
> accept and implement any solution which has the sup-
> port of the entire group.

The one exception to this method was the last alternative classroom presented to and approved by the Planning Committee. In each of the other instances the teachers had come forward with proposals for them-selves. For this last alternative classroom the discussion involved three teachers who had been working together. The discussions revolved around a number of issues: 1. no alternative classrooms at their grade level, 2. two of the teachers wanting to work together, and 3. the ability of all three teachers to team effectively. With the principal

and assistant principal involved it was decided as a group of five persons to present the Planning Committee with a proposal of one self-contained space and a team of two teachers in a larger space.

The focus of the discussion then turned to the staffing patterns. After a great deal of deliberation and feedback from the staff involved, the principal felt very strongly about which teacher should be working alone in the self-contained environment. The group finally arrived at the same conclusion as the principal.

Since the group did work together, methods AI, AII and CI were eliminated from consideration. The method used, however, did not match either CII or GII exactly. It had been made clear from the beginning that the decision the three teachers were to make described a GII method, and ruled out the CII method. However, because the principal tried to influence some members of the group, GII was also eliminated as a method.

For the purposes of this study method GII was selected as the method most closely matching the actual decision, because of the power given to those involved to come to a solution.

Therefore, although two different decision processes were followed, both processes were found to most closely match the GII method.

The theoretical decision method. The decision concerned what staff members were to be assigned to each of the alternative educational environments at Fort River for the '75-'76 school year. In order to identify the feasible set of decision methods from the Vroom and Yetton model, the diagnostic questions were answered and the decision-process chart was followed.

A. Was there a quality requirement such that one solution was
likely to be more rational than another? Yes.

Given the experiences and training of the staff there were certain
environments that made much more sense for staff to be a part of.

B. Did the principal have sufficient information to make a high
quality decision? Yes.

In each of the situations the teachers had already supplied the in-
formation needed to make the decision as they presented their proposals
to the Planning Committee. Prior to the actions taken by the Planning
Committee the principal would not have had that needed information.

D. Was acceptance of the decision by subordinates critical to ef-
fective implementation? Yes.

Although the principal was to be present to reward and punish the
behavior of the staff, they could each carry out the solution to the bare
minimum and possibly harm the overall effectiveness of the decision.

Because of the nature of the schools it is impossible for the principal to be everywhere at the same time to control the behavior of staff.

E. If the principal had made the decision by himself, was it reasonably certain that it would have been accepted by his subordinates? No.

The staff had been so involved with the creation of their own alternative educational environments, that to have been placed anywhere else or not to have had some input into the final decision would have caused the decision to not be accepted.

F. Did subordinates share the organizational goals to be attained in solving this problem? No.

The placement of staff into alternative environments was a very personal thing. Personal goals seemed to outweigh any organizational goals.

G. Was conflict among the subordinates likely in preferred solutions? Yes.

With the strong feelings various staff had on which environment they would like to be in, it would have been almost impossible for one staff member to give up an environment to another staff member.

This left method CII as the only member of the feasible set of methods from the Vroom and Yetton decision-process chart. Method GII was identified on page 112 as the method most closely matching the actual method. Therefore, the actual method was not the same as the method reached through the model.

Acceptance of the decision. The decision concerns what staff

members were to be assigned to each of the alternative educational en-
vironments at Fort River for the '75-'76 school year. From Chapter III,
pages 42-43, the question to be answered is:

Are you satisfied with the alternative educational environment that
you are presently teaching in? (for staff only)

very satisfied   satisfied   dissatisfied   very dissatisfied

The following results of the All-Staff Meeting were used to analyze
how the staff might have responded to the preferred question.

"Summary of All-Staff Meeting", (Appendix D, pp. 192-195)

1. Things I like about specific alternatives
2. Questions or concerns
3. Perceptions regarding school as a whole

Supporting the feelings for "very satisfied" or "satisfied" were
such statements as the following, which were found under "Things I like
about specific alternatives":

- Input of teachers into their types of alternatives, ...
- Staff is happier doing their own thing
- F - ... - enjoy what teaching
- Teacher's enthusiasm really high

The following statements under "Questions and concerns" and "Percep-
tions regarding school as a whole" tended to support responses of "Dis-
satisfied" or "Very dissatisfied".

- Difficult to integrate first graders with older kids because
  of different needs
- Teacher fatigue factor - more different because you can never
  teach same thing two years in a row
- Lack of space
- Size of classrooms
- Overcrowding of Quad F
- Look at whole question of multi-age as an issue

Because the amount of information was limited, and therefore the
answer to the question needed to be more heavily inferred, the principal

was asked to give his opinion on how the staff might have responded to
this question of satisfaction. He said that there were two issues in-
volving satisfaction with teacher placement. First, staff had been
divided between those who had been happy with the alternative educational
environments they were in and others who either felt they wanted a com-
plete change in environment or at least modifications in their present
environment.

The second issue involved further alternative educational environ-
ments, and the fact that many staff felt there was no consistency be-
tween them. Therefore, parents and staff who felt that a certain edu-
cational environment was best for a child could not find that environment
available at all grade levels.

A number of comments from the All-Staff Summary supported these
statements:

- Gap at fifth grade level -
- Fourth graders have only one alternative
- Need option - third-fourth quad
- How will continuity be achieved for kids moving to different
  quads?
- Doesn't appear to be third or fifth grade in school for social
  skills and expectations

All of this data tended to lead to a conclusion that staff would
have been divided between positive and negative responses. Thus, as
many staff would probably have circled "satisfied" or "very satisfied"
as would have circled "dissatisfied" or "very dissatisfied".

Quality of the decision. The decision concerns what staff members
were to be assigned to each of the alternative educational environments
at Fort River for the '75-'76 school year. From Chapter III, pages
42-43, the question to be answered is:

Given this goal of placing teachers in alternative educational environments that best meet their teaching styles, do you feel that the environments in which teachers are presently working meets this goal?

completely   sufficiently   very little   not at all

The following questions and corresponding responses from the parent questionnaire and the All-Staff Meeting were used to analyze how these persons might have responded to the preferred question.

"Fort River Parent Questionnaire", (Appendix C, pp. 181-191)

5. Did you have the opportunity to choose this classroom for your child?

64.2%(52)   Yes
38.5%(29)   No

If yes, why did you choose this classroom for your child?

15.4%(8)   Size of classroom
 9.6%(5)   Number of children
53.8%(28)   Teacher
32.7%(17)   Program
 3.8%(2)   Used K recommendation
 1.9%(1)   To be with friends
 1.9%(1)   Older children in there
 1.9%(1)   To remain in same quad
 1.9%(1)   Male and Female teachers
11.9%(6)   Child's preference
 1.9%(1)   To break up friends

9. a. Do you feel that your child is happy at school?

24.4%(20)   Very happy
 3.6%(3)   Unhappy
70.7%(58)   Happy
 1.2%(1)   Very unhappy

b. Do the teachers like your child?

96.1%(74)   Yes
 2.6%(2)   No
 1.3%(1)   Both yes and no

12. When you have the opportunity to choose a classroom for your child for the next school year, which of the following factors will be most important to you?

26.9%(21)   Size of classroom
34.6%(27)   Number of children

12.   59.0%(46)   Teacher
       46.2%(36)   Program
        1.3%(1)   Other students in the class
        2.6%(2)   Not open quad
        2.6%(2)   Remain in same quad
        2.6%(2)   Child's preference
        1.3%(1)   Structured classroom

"Summary of All-Staff Meeting", (Appendix D, pp. 192-195)

1. Things I like about specific alternatives
   - Teacher's enthusiasm really high
   - We all like _____'s room
   - IPC students getting sequential development of skills in Math, Quad F
   - Staff is happier doing own thing
2. Questions or concerns
3. Perceptions regarding school as a whole

Questions #6 and #9 of the parent questionnaire showed the importance the teacher played and would play in the selection of an environment for the child by the parent. In both instances it was the number one item. With the parents feeling that their children were fairly happy at school, there would be little indication that staff had not been placed appropriately.

All of the staff comments regarding the placement of staff were positive. This might be expected, however, because of the nature of the All-Staff Meeting having been face-to-face communication and not a written questionnaire. Staff members would tend not to say negative things about other staff members. This would be due in large part to professional ethics, but also to the uncomfortableness of the situation.

None of the available data including conversations with the principal led to any conclusion, but that the parent and staff response would have been positive. Thus, it might be expected that a majority of parents and staff would have circled either "completely" or "sufficiently".

Summary. What staff members will be assigned to each of the alter-
native educational environments at Fort River for the '75-'76 school
year?

After the decision process had been described in detail, the decison
method that most closely matched the actual decision method was identi-
fied as GII. The resulting feasible set of decision methods from the
diagnostic questions having been applied to the Vroom and Yetton decision-
process chart contained only method CII. Thus, the actual decision-method
did not match the theoretical decision method.

When the satisfaction with the decision was analyzed through infer-
ring from the available data how staff might have answered the preferred
question, the indications were mixed. It seemed that as many staff
would have responded positively, as would have responded negatively.

When the quality of the decision was analyzed in terms of how par-
ents and staff might have responded to the preferred question, the re-
sults were similar. The available information seemed to indicate that
both parents and staff would have felt the goal of the decision had been
met either "completely" or "sufficiently".

Decision 3. What children will be assigned to what alternative educa-
tional environments at the Fort River School for the '75-'76 school year?

The actual decision method. The assignment of children to the al-
ternative environments for the '75-'76 school year involved the use of
two separate forms, a number of meetings, and a final decision by the
principal and assistant principal. On May 23, 1975, a Parent Preference
Form had been sent home to each parent to be returned by the last day
of school, June 18, 1975. (see Appendix S, pp. 267-271) Two copies of

the form had been made. One was in green and listed the options and a description of each option for children, who would be in grades 1-3 in September 1975. The same thing was done in blue for children in grades 4-6. The color coding had been used to simplify the sorting process for the administrators, as well as to limit the number of options a parent was looking at. For example, a parent whose child was entering second grade, need not concern themself with options for fourth, fifth, and sixth grade children.

In addition to the Parent Preference Forms, parents had been invited to attend meetings any Tuesday from May 27, 1975, through June 17, 1975, to ask questions and discuss with the administration any of the alternatives available for the '75-'76 school year.

The staff received an End-of-Year Summary form that asked them to state a preference for a classroom, as well as sharing information on the academic achievement of the child and the child's best learning style. (Appendix T, pp. 272-276) These had also been returned to the administrators by the end of the school year, June 18, 1977.

Tentative placement of children had then been made during the summer by the principal and assistant principal. During the third week in August 1975 these placements were posted in the foyer of the school. Parents and staff had then been allowed to meet with either administrator prior to the lists being finalized to supply any additional information they felt was needed to change the placement. The placement was then finalized by the principal one week before school opened.

In identifying the actual method used AI and AII were eliminated from the feasible set, since the parents and staff were not only providing

information on which to base a decision regarding placement, they were also making a recommendation as to what the final decision should be. Methods CII and GII were excluded because the parents and staff were never brought together as a group. This left CI as the remaining decision method:

> You share the problem with the relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision, which may or may not reflect your subordinates' influence.

The theoretical decision method. The decision concerned what children were to be assigned to what alternative educational environments at the Fort River School for the '75-'76 school year. In order to identify the feasible set of decision methods from the Vroom and Yetton model, the diagnostic questions were answered and the decision-process chart was followed.
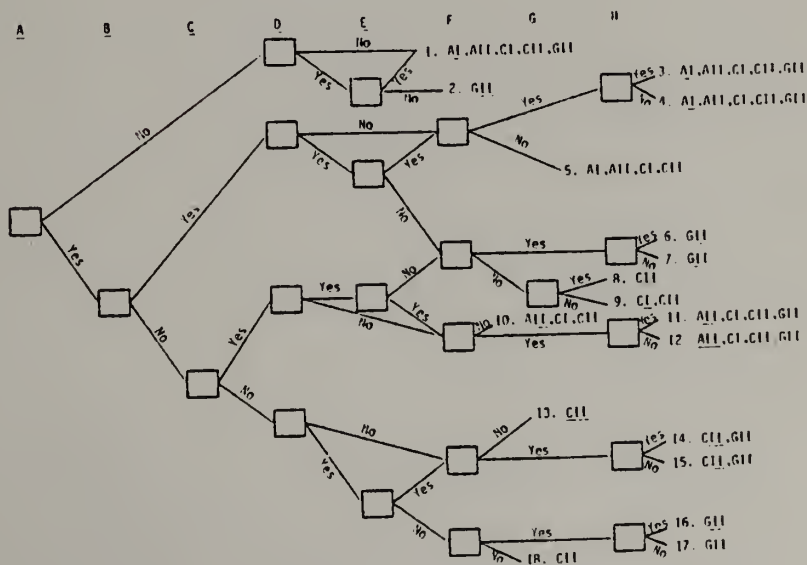
A. Was there a quality requirement such that one solution was to be more rational than another? Yes.

Given the legal requirements, policies of the school system, and administrative guidelines, there were a number of solutions to this decision that were not possible to implement.

B. Did the principal have sufficient information to make a high quality decision? No.

There were too many factors involved in the placing of over four-hundred children, for the principal to make a quality decision without input from staff and parents. Some of those factors would be: friends to be with, children to be separated from, number of special education children already in the classroom, and need for a male or female teacher.

C. Was the problem structured? Yes.

There were a given number of alternative environments for a given number of children. In addition, the principal knew what information was needed to make the final decisions, who had that information, and how he might be able to retrieve the information.

D. Was the acceptance of the decision by subordinates critical to effective implementation? Yes.

Although the staff did not feel strongly enough about the placement of individual children to have the implementation effected, this was not the situation with the parents. If they were not satisfied with the placement of their child, this dissatisfaction could be transmitted to the child. In this way the alternative and the child's success in that alternative could be harmed.

E. If the principal had made the decision by himself, was it reasonably certain that it would have been accepted by his subordinates? No.

The parents and staff had information which they felt the principal should have. If he had made the decision without making an overture to receive some of that information, the decision would not likely to have been accepted.

F. Did subordinates share the organizational goals to be attained in solving this problem? No.

The staff and parents did want the best placement for each child in the school. For parents, however, the emphasis was on their own child's placement above the placement of other children. The organizational goal was not equally shared by all.

G. Was conflict among subordinates likely in preferred solutions? Yes.

Because of the strong feelings the parents had for their own child's placement, it would have been difficult if not impossible for them to reach consensus if it meant giving up their own child's preferred placement.

The resulting feasible set of decision methods from the Vroom and Yetton decision-process chart contained only method CII. The method that most closely matched the actual decision was identified as CI on page 122. Therefore, the actual method did not match the theoretical method.

This difference in method was the same as Wildwood '75-'76 for the placement of children. The problem that was identified involved the

the identification of the actual method. On page 122, CII was eliminated
from consideration because the group had not been brought together.
Given the numbers of individuals involved, it was unlikely that they
could have been brought together to reach any decision.

Method CI states that "you share the problem with the relevant sub-
ordinates individually". Because the parent preference form was filled
in by all staff, it could be argued that the problem was shared with the
subordinates as a group. This would define method CII.

It seemed, therefore, with this decision and the comparable Wild-
wood decision of '75-'76 that the difference between method CI being the
actual method and CII being the theoretical method was not a relevant
difference. The principal may very well have carried out a CII method
in the only way possible given the large number of subordinates involved.
This difference will be discussed further in Chapter VI.

Acceptance of the decision. The decision concerns what children
were to be assigned to what alternative educational environments at the
Fort River School for the '75-'76 school year. From Chapter III, pages
42-43, the question to be answered is:

Are you satisfied with the alternative educational environment where
your child has been assigned? (parents only)

very satisfied   satisfied   dissatisfied   very dissatisfied

The following questions and corresponding answers from the parent
questionnaire were used to analyze how these persons might have responded
to the preferred question.

"Fort River Parent Questionnaire", (Appendix C, pp. 181-191)

6. a. What is it that you wanted Fort River to do for your child this year? Please check.

    25.3%(21) Work on academic growth
     4.8%(4) Work on social/emotional growth
    69.9%(58) Both academic and social/emotional growth

    b. In terms of academic growth do you feel that your child is progressing... Please check.

    16.0%(13) Better than you wanted
    51.8%(42) About as you wanted
    29.6%(24) Not as well as you wanted

    c. In terms of social/emotional growth do you feel that your child is progressing... Please check.

     8.5%(7) Better than you wanted
    69.1%(56) About as you wanted
    23.2%(19) Not as well as you wanted

9. a. Do you feel that your child is happy at school?

    24.4%(20) Very happy
     3.6%(3) Unhappy
    70.7%(58) Happy
     1.2%(1) Very unhappy

    b. Do the teachers like your child?

    96.1%(74) Yes
     2.6%(2)   No
     1.3%(1) Both yes and no

14. Are there any other comments you would like to make about this classroom in particular or about Fort River in general?

     58 Yes
     25 No

    56.9%   Parents were positive as regards to particular environments
    25.9%   Parents were negative about some aspect of the environments
    19 %   Parents were neutral

The data shown here tended to support a conclusion that the parents were positive about the environment their child had been placed in. Information from the principal indicated that approximately 60% of the parents had made a request and that approximately 90% of these persons received their preference. Thus, the conclusion reached by the author was

that either "satisfied" or "very satisfied" would have been circled by the majority of parents.

Quality of the decision. The decision concerns what children were to be assigned to what alternative educational environments at the Fort River School for the '75-'76 school year. From Chapter III, pages 42-43, the question to be answered is:

Given the goal of placing children in alternative educational environments that match their learning style, while still maintaining the heterogeneity of the class, do you feel that the environments to which children have been assigned meets this goal?

completely   sufficiently   very little   not at all

The following questions and corresponding responses from the parent questionnaire and All-Staff Meeting were used to analyze how these persons might have answered the preferred question.

"Fort River Parent Questionnaire", (Appendix C, pp. 181-191)

7. b. Do you feel the curriculum at Fort River is individualized to meet your child's needs?

    46.1%(36)   Yes
    14.1%(11)   Sometimes
    29.5%(23)   Most of the time
     6.4%(2) No
     2.6%(2) Both 1 & 2
     1.3%(1) Both 2 & 3

7. c. Is the work your child is given to do

    14.6%(12)   Too easy
       0 (0) Too hard
    78.0%(64)   About right
     3.6%(3) Both 1 & 2
     3.6%(3) Both 2 & 3

14. Are there any comments you would like to make about this classroom in particular or about Fort River in general?

    58   Yes
    25   No

14. - as regards the ability of the environment to meet the needs
        of the child

   45.1%   were positive
   25.5%   were negative
   29.4%   were not related to this issue

"Summary of All-Staff Meeting", (Appendix D, pp. 192-195)

1. Things I like about specific alternatives
    - Method of decision into what alternative they'll learn
      best - teachers and parents
2. Questions or concerns
    - Difficult to integrate first graders with older kids be-
      cause of different needs
3. Perceptions regarding school as a whole
    - We need to address the needs of gifted kids - ...

From the parent questionnaire the indication was that most of the
parents would have been positive. Each of the questions related in some
way to the classroom's ability to meet the needs of the child and in
each instance the number of negative responses was in the twenty to
twenty-five percent range. It would seem difficult to assume from this
that a negative response from parents to the preferred question on qual-
ity would have occurred.

Trying to draw any inferences from the data available from staff
was not possible. The comments were spread out among all three areas and
were both positive and negative. Because of the limited amount of in-
formation available from the All-staff Meeting the principal and other
staff were approached. The consensus was that staff responses at the
All-Staff Meeting were related to the need for further environments
rather than the inappropriateness of the placement for children. They
each agreed that given the alternatives present that particular year,
the placements for most children met the goal stated in the preferred
question (i.e., that children were to be placed in environments that

matched their learning styles, but maintained the heterogeneity of the class). This information tends to support a positive response by staff to the quality question.

Summary. What children will be assigned to what alternative educational environments at the Fort River School for the '75-'76 school year?

After the decision process was described in detail, the decision method that most closely matched the actual decision method was identified as CI. When the answers to the diagnostic questions were applied to the Vroom and Yetton decision-process chart the feasible set of methods contained only method CII. Therefore, the actual decision method did not match the theoretical decision method. A brief discussion of this difference resulted in the conclusion that the problem may lie in the number of subordinates involved and the difference might not be significant. More discussion will occur in Chapter VI.

The satisfaction of the parents with the environments that their children had been placed in was found to be positive. The expected response on the preferred questionnaire would probably have been either "satisfied" or "very satisfied".

As regards the quality of the decision, both parents and staff would probably have responded positively as to whether the goal stated in the preferred question was being met.

Fort River '76-'77

Decision 1. What alternative educational environments will be available at the Fort River School for the '76-'77 school year?

The actual decision method. During the '75-'76 school year two
sets of processes were in motion. One set involved the staff and the
second was developed by the Planning Committee.

The staff very early in the '75-'76 school year realized that the
variety of alternatives would cause some problems with transition of
children to other levels at the end of the year. Some questions had be-
gun to be raised about how individual programs were running. Therefore,
at a November all-staff meeting the principal required all staff members
to visit each of the other classrooms in the school. This had been con-
sidered of such importance that substitute teachers were brought in
whenever necessary.

In order to bring items of concern to the front a staff meeting was
held on January 20, 1976. The staff was divided into three groups by
the principal with staff from each classroom and grade level represented
in each group. The principal and assistant principal purposely stayed
away from the meeting to allow staff the opportunity to speak freely.
Each staff member was to come with thoughts on:

1. Things I like about specific alternatives

2. Questions or concerns that I have about specific programs

3. Perceptions regarding the school as a whole

In each group one person had been designated as a chairperson only to
insure the meeting beginning, staying on focus, and allowing everyone a
chance to speak.

The process developed for this meeting was:

1. Each group will note all statements or questions.

2. The recorder will note all statements or questions.

Note: It is not necessary to designate the author.

3. The recorder will read back all notes. Staff members will have
    the opportunity to cross-out anything they wish.

4. Each group should "star" those items that are of concern to the
    majority of the group.

5. All notes from each group will be typed and distributed to all
    staff.

6. The items of major concern will be passed on to Team Leaders
    for their attention.

The summary of the January 20, 1976 meeting was divided into three
areas. The first were the givens: the physical plant, parent partici-
pation, individualization, 766 (the special education law), and the
student population - size, nature, mobility. The second area showed
how the staff, students, parents, and administration had input into the
Fort River Planning Committee and that this Committee made the final de-
cisions. Finally, the concerns left after the givens were taken out
were put under the three general headings of: 1. school organization,
2. curriculum, and 3. school plant.

It was decided at a staff meeting in February 1976 that for that
year school organization would be the focus area. At the February 24,
1976 meeting the staff was again divided into three working groups, but
this time the principal and assistant principal were part of the groups.
The task assigned was to first identify where each group felt the school
was at that time and then where the staff wanted to be in terms of
school organization. Each group then listed factors that were having an
effect on reaching this goal. Finally, the staff began identifying how

strong each factor was in terms of reaching the goal or hindering movement towards the goal.

At the March 2, 1976 Team Leader's meeting the staff felt that the forty-five minutes to one hour being spent every other week was just not enough to accomplish anything. Many issues had been raised and discussed, but nothing was going to be done. Therefore, a meeting was scheduled for March 23, 1976 at the Campus Center of the University of Massachusetts. The task for the meeting from a March 4, 1976 memo was:

> To select and/or develop an organizational plan that will be submitted to the Fort River Planning Committee. This plan should be one that the staff feels is appropriate for a number of years.

This task and the following processes were developed by a combination of administrators and interested staff on March 4, 1976.

(1) 3:30-3:35 - the task for the evening is explained by the assistant principal

(2) 3:35-5:00 - (Two groups of varied membership). Each group will be provided with a layout of the school plant, numbers of students expected in various grades, a list of school system givens, and the data which emanated from the previous meetings. The task during this time period is to develop a number of organizational plans that can be reviewed by the total group later in the evening. Each plan will include the perceived advantages and disadvantages.

(3) 5:00-6:00 - (Large group) - The plans that have been developed by each sub-group will be reviewed and discussed. It will be decided by vote which plans will receive final consideration.

(4) 6:00-7:00 - Dinner

(5) 7:30-8:15 - (Large group) Additional discussion and voting will take place during this period. Each classroom teacher's vote will be worth two points and those of other staff positions will be worth one. The plan which is recommended to the Fort River Planning Committee must have two-thirds of the voting points of the group in attendance.

(6) 8:15-8:30 - A written evaluation of the meeting will take place.

(7) 8:30-   - Social time

All of the classroom teachers (fourteen in number) and all but two of the remaining staff (thirteen in number) were present for the March 23, 1976 meeting. There were a number of plans proposed that evening with seven of these proposals remaining for final consideration. By 8:15 the final vote showed one particular plan receiving overwhelming support. It was this plan that was sent to the Planning Committee for their approval. The Fort River Planning Committee had been following a different process for the year. The focus for the Planning Committee was on evaluating the alternatives for the '75-'76 school year in order to make effective decisions for the '76-'77 school year.

The initial meeting of the Fort River Planning Committee was on October 30, 1975. The Committee wanted to receive feedback on an on-going basis about particular alternative programs, as well as to develop a more thorough instrument for evaluation of these programs and of the school program in general. For the ongoing feedback a Visitor Observation Form was developed by the Committee. The form was color coded with a blue copy going to the teacher and a pink copy going to the Planning Committee. There were not enough visitors to each classroom to allow the Planning Committee to draw any conclusions from the sheets. This form was not used in future years at Fort River.

At the January 7, 1976 meeting of the Planning Committee they decided to create a telephone survey to evaluate the '75-'76 alternative environments. The Committee was concerned with receiving enough information to be helpful to them. Many members of the Committee felt the return on written questionnaires was often small, and the telephone survey would insure receiving information from a substantial group of

parents. After a meeting with a University of Massachusetts professor, knowledgeable in test construction and evaluation, the phone survey was finalized on February 25, 1976.(Appendix C, pp. 181-191)

The Planning Committee felt it was best to have parents making the phone calls. A meeting was held on March 11, 1976 with each of the ten parents making the phone calls and the assistant principal. Each of the questions and the process for scoring answers was discussed to insure as much consistency as possible. The calls were then made to a random sampling of parents during March 1976 and the data compiled by the assistant principal.

On April 15, 1976, the Planning Committee and staff process for the '75-'76 school year came together. On that evening the Planning Committee was presented with the results of the parent survey and also the staff recommendation for the alternative programs for the '76-'77 school year. After a discussion of the survey results and the staff recommendation, the Planning Committee set April 28, 1976 as the date for an open meeting for staff and parents.

At the April 28, 1976 meeting the Planning Committee voted unanimously to accept the staff recommendation for the organization of alternative educational environments at Fort River for the '76-'77 school year.

In analyzing the actual decision method used AI, AII, and CI were eliminated from consideration. In all three methods the subordinates are not brought together as a group. In the case of the staff they had been together in a number of situations. The parents also had the opportunity to get together as a group on April 28, 1976. This left methods CII and

GII. Method CII was removed because the decision had not been made by the principal. At the March 23, 1976 meeting the principal and assistant principal each were voting members, but their individual votes were insignificant in the total: two votes out of a possible 42 votes. With the Planning Committee neither the principal nor assistant principal had any vote. This left GII as the method used:

> You share the problem with your subordinates as a group.
> Together you generate and evaluate alternatives and
> attempt to reach agreement (consensus) on a solution.
> Your role is much like that of a chairman. You do not
> try to influence the group to adopt "your" solution, and
> you are willing to accept and implement any solution
> which has the support of the entire group.

The theoretical decision method. The decision concerned what alternative educational environments were to be available at the Fort River School for the '76-'77 school year. In order to identify the feasible set of decision methods from the Vroom and Yetton model, the diagnostic questions were answered and the decision-process chart was followed.

A. Was there a quality requirement such that one solution was likely to be more rational than another? Yes.

There were only so many environments available and a given number of staff to put in those places. Along with the direction being pushed by staff and parents of continuity from environment to environment, it meant that there were some solutions that would not be of high quality.

B. Did the principal have sufficient information to make a high quality decision? Yes.

By the time the decision needed to be made the principal had received enough feedback to know what direction staff and parents wished to go in. It was interesting to note that the principal had actually developed the plan, finally adopted by the Planning Committee, prior to the All-Staff Meeting where plans were developed by staff. This plan was one of five or six that the principal had found to be feasible. However, he never shared any of these plans with staff.

D. Was acceptance of the decision by subordinates critical to effective implementation? Yes.

The staff and parents had been through one year of alternative environments and had some fairly good ideas as to what they wished to see continue. If the staff and parents had not accepted the decision, the lack of enthusiasm and interest would have made it impossible for the decision to be effectively implemented.

E. If the principal had made the decision by himself, was it reasonably certain that it would have been accepted by his subordinates? No.

The parents and staff felt very strongly about some changes they

wished to see take place. They needed the opportunity to share those feelings. The experience of the previous year with the Planning Committee process had made them even more anxious to be involved in the decision-making process.

F. Did the subordinates share the organizational goals to be attained in solving this problem? Yes.

Both staff and parents had the same goal in mind of creating alternative educational environments at each grade level that allowed smooth transition from kindergarten through sixth grade.

H. Did subordinates have sufficient information to make a high quality decision?

This diagnostic question is not needed for decisions involving groups. It is used in identifying the possibility of delegating a decision. The resulting feasible set for groups is the same whether the answer is yes or no.

After answering the diagnostic questions the feasible set of methods from the Vroom and Yetton decision-process chart contained only method GII. From page 135, method GII was found to be the method that most closely matched the actual method. Thus, the actual method and the theoretical method were the same.

Acceptance of the decision. This decision concerns what alternative educational environments were to be available at the Fort River School for the '76-'77 school year. From Chapter III, pages 42-43, the question to be answered is:

Are you satisfied with the alternative educational environments that are presently in existence in the Fort River School?

very satisfied   satisfied   dissatisfied   very dissatisfied

The following questions and their corresponding answers from the parent and staff questionnaires were used to analyze how these persons might have responded to the preferred question.

"Fort River Parent Questionnaire", (Appendix E, pp. 196-211)

6. Are you satisfied with how well the classroom is meeting your child's achievement and intellectual needs?

    39.1%(36) very satisfied
    53.3%(49) satisfied
     5.4%(5) dissatisfied
         (0) very dissatisfied

7. Are you satisfied with how well the classroom is meeting your child's emotional needs?

    40.2%(37) very satisfied
    54.3%(50) satisfied
     3.3%(3) dissatisfied
     1.1%(1) very dissatisfied

27. Are there any other comments you or your child would like to make about this classroom in particular or about Fort River in general?

    66.7% positive
    13.9% negative
    19.4% not related to the question of satisfaction

"Fort River School Alternatives - Staff Feedback", (Appendix F, pp. 212-220)

2. Do you believe that having single grade classrooms available for first graders has worked out well?

    21   Yes
     1   No

3. A combination classroom (1-2) was created because of overload in Quad H. Should we try to maintain this alternative for first graders next year?

    16   Yes
     4   No

4. The sixth grade quad was established as a single grade, teaming alternative in order to help students make the transition to Jr. High. Should this be continued next year?

    21 Yes
    3 No

5. Do you feel that the alternatives in operation this year (1976-77) are generally working out better than those available the previous year?

    20 Yes
    0 No

Both sets of questionnaires indicated a good deal of positive feeling towards the alternative environments that had been available at that time. There was no other data available to support any conclusion, but that the majority of both parents and staff accepted the decision. Thus, both parents and staff would probably have responded either "very satisfied" or "satisfied" to the preferred question.

Quality of the decision. This decision concerns what alternative educational environments were to be available at the Fort River School for the '76-'77 school year. From Chapter III, pages 42-43, the question to be answered is:

Given the goal of providing alternative educational environments for all children at this school, do you feel that the alternative environments created have met this goal?

completely   sufficiently   very little   not at all

The following questions and their corresponding answers from the parent and staff questionnaires were used to analyze how these persons might have responded to the preferred question.

"Fort River Parent Questionnaire", (Appendix E, pp. 196-211)

18. At present there is no program in the intermediate classroom

(grades 4-6) that corresponds to integrated day classrooms at the primary level. Do you believe that this alternative should be extended to the intermediate level?

15.2%(14)   Yes
30.4%(28)   No

27. Are there any other comments you or your child would like to make about this classroom in particular or about Fort River in general?

47.2% Happy with the present environments
15.3% Wishing some change
37.5% Not making any comment one way or the other

"Fort River School Alternatives - Staff Feedback", (Appendix F, pp. 212-220)

2. Do you believe that having single grade classrooms available for first graders has worked out well?

21   Yes
1   No

3. A combination classroom (1-2) was created because of the overload in Quad H. Should we try to maintain this alternative for first graders next year?

16   Yes
4   No

4. The sixth grade quad was established as a single grade, teaming alternative in order to help students make the transition to Jr. High. Should this be continued next year?

21   Yes
3   No

5. Do you feel that the alternatives in operation this year (1976-77) are generally working out better than those available the previous year?

20   Yes
0   No

7. What recommendations do you have for alternatives for 1977-78 school year?

Thirteen of the twenty-six staff members responded and of these thirteen, seven did suggest changes (26.9%).

10. Do you feel the present set of alternatives facilitates continuity for students?

66%   Yes
14%   No
19% Not sure

These questions from both the parent and staff questionnaires show the percent of persons wanting changes in what was already present to have been very small. It would seem that parents and staff felt the quality of the decision setting up the alternative educational environments was high. This meant that the parents and staff would have probably responded on the preferred questionnaire that the stated goal was being met either "completely" or "sufficiently".

Summary. What educational environments will be available at the Fort River School for the '76-'77 school year?

After the decision process was described in detail, the decision method that most closely matched the actual decision was GII. The resulting feasible set of methods from the diagnostic questions having been applied to the Vroom and Yetton decision-process chart contained only method GII. Thus, the actual method matched the theoretical method.

Parents and staff were found to be positive towards the acceptance of the environments. They would, therefore, probably have responded either "very satisfied" or "satisfied".

The quality of the decision seemed to be positive according to the information that was available for the study. The conclusion was that parents and staff would have felt the goal stated in the preferred question was being met either "sufficiently" or "completely".

Decision 2. What staff members will be assigned to each of the alternative educational environments at Fort River for the '76-'77 school year?

The actual decision method. The method used at Fort River to assign

staff to environments was much different than the method used the pre-
vious year at either Wildwood or Fort River. The alternative programs
for the '75-'76 school year had a staff member or members attached to
them. Therefore, as a program was accepted, the staff member(s) attached
to it was/were also being accepted. However, at Fort River for the
'76-'77 school year the organizational pattern created by the staff had
no persons attached to any alternative program.

At the staff meeting on March 2, 1976, prior to the All-Staff
Meeting of March 23, 1976, the persons present agreed that:

> As much as possible the organizational patterns must
> be developed and discussed without taking individual per-
> sonalities into consideration. People will constantly be
> coming and going. The entire school organization cannot
> be continuously changing each time a new staff member is
> added. As the organization is established, staff members
> would be hired to fill very specific vacancies. This does
> not mean that the organizational pattern will never change,
> rather that we need to set up as many educationally sound
> alternatives as is appropriate to meet the needs of the
> children during each year and from one year to the next.
> Yearly modifications, therefore, would be minimal.

This summary of the March 2, 1976 meeting goes on to say that:

> Staff assignments to each of the classrooms would be
> made by John (principal) and Ken (assistant principal) in
> much the same way as when the school first opened. Each
> staff member would be asked to state their preferences and
> then placements would be made to allow for as many first
> preferences as possible.

This was the process used in placement of staff. On April 16, 1976,
a notice went out to staff asking for their preference as to classroom
and team members, if placed on a team. This form was sent out before
the Planning Committee had made their final decision, but the principal
felt it was necessary because of staff concern as to where they would be
teaching the following year. This form then became the basis for the

placement of staff, and the announcement was able to be made on April 26, 1976, the day after the Planning Committee had accepted the plan.

AI was eliminated from consideration as the method actually used. The principal did not act on his own, but developed a process by which information could be gathered. Both CII and GII were also rejected as possible methods used. The process developed by the principal to gather information did not involve bringing the staff together to generate solutions. Methods CII and GII use the group as a vehicle for generating solutions.

This left methods AII and CI as possible methods. Both methods have the decision maker gathering information from relevant subordinates. The difference between the two methods lies in the type of information gathered. In method AII it is not necessary to explain the problem involved, but only to acquire the missing facts. However, method CI involves sharing the problem and then getting information from the subordinates, which includes possible solutions. Since the sheet passed out to staff in this situation involved sharing the problem and then making choices as to possible solutions, method CI seemed to be the closest description of the actual method used.

> You share the problem with the relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision, which may or may not reflect your subordinates influence.

The theoretical decision method. The decision concerned what staff members were to be assigned to each of the alternative educational environments at Fort River for the '76-'77 school year. In order to identify the feasible set of decision methods from the Vroom and Yetton

model, the diagnostic questions were answered and the decision-process
chart was followed.

A   B   C   D   E   F   G   H

1. AI,AII,CI,CII,GII

2. GII

3. AI,AII,CI,CII,GII

4. AI,AII,CI,CII,GII

5. AI,AII,CI,CII

6. GII

7. GII

8. CII

9. CI,CII

10. AII,CI,CII

11. AII,CI,CII,GII

12. AII,CI,CII,GII

13. CII

14. CII,GII

15. CII,GII

16. GII

17. GII

18. CII

A. Was there a quality requirement such that one solution was
likely to be more rational than another? Yes.

Each of the teachers had past experiences which showed more skills
with one age level than with another, more or less skill at teaming, and
the ability to run an integrated day or traditional program. The
teachers did not fit into neat little compartments using these three
criteria, as there were many overlaps of skills. There were, however,
certain assignments of teachers that would be more rational than others
given the skill levels of the teachers.

B. Did the principal have sufficient information to make a high
quality decision? Yes.

The staff had all been present in the school for at least one year.
The principal also had at his disposal knowledge of all the past

experiences of each staff member. These two factors would have allowed the principal to make a quality decision.

D. Was acceptance of the decision by subordinates critical to effective implementation? Yes.

If the staff did not accept the decision, there would have been a lack of enthusiasm for the implementation and consequently the decision would not have been effectively implemented.

E. If the principal had made the decision by himself, was it reasonably certain that it would have been accepted by his subordinates? No.

The principal knew a great deal about the skill levels of the staff, but he did not know what their preferences were for each of the environments. Some staff had come forward on their own, but they all wished to have some input into the decision.

F. Did subordinates share the organizational goals to be attained in solving this problem? No.

This decision was of a very personal nature and the staff were unable to withdraw from those personal goals to reach higher organizational goals. It would have been extremely difficult for them to reach consensus on a staffing pattern for the school.

G. Was conflict among subordinates likely in preferred solutions? No.

Each of the staff members had two or three possible environments that they would have been able to accept. Although any final solution would not have given every staff member their preferred choice of environment, there would not have been any conflict among the subordinates.

Given input into the decision, the staff would have accepted the final solution.

This left the feasible set of methods from the Vroom and Yetton decision-process chart as CI and CII. From page 143, the method found to most closely describe the actual decision method was CI. Thus, the actual decision method was a member of the feasible set of methods.

Acceptance of the decision. The decision concerns what staff members were to be assigned to each of the alternative educational environments at Fort River for the '76-'77 school year. From Chapter III, pages 42-43, the question to be answered is:

Are you satisfied with the alternative educational environment that you are presently teaching in? (staff only)

very satisfied   satisfied   dissatisfied   very dissatisfied

The following questions and corresponding answers from the staff questionnaire were used to analyze how these persons might have responded to the preferred question.

"Fort River School Alternatives - Staff Feedback", (Appendix F, pp. 212-220)

5. Do you feel that the alternatives in operation this year (1976-77) are generally working out better than those available the previous year?

    20   Yes
     0   No

7. What recommendations do you have for alternatives for the 1977-78 school year?

    50% No response
    25% Response, but no recommendation
    25% Recommendation made

Given the staff responses to these two questions, it seemed that the response to the preferred question on the satisfaction with the decision

would have been positive. There was no indication that staff would not have circled either "satisfied" or "very satisfied".

Quality of the decision. The decision concerns what staff members were to be assigned to each of the alternative educational environments at Fort River for the '76-'77 school year. From Chapter III, pages 42-43, the question to be answered is:

Given the goal of placing teachers in alternative educational environments that best meet their teaching styles, do you feel that the environment in which teachers are presently working meets this goal?

completely   sufficiently   very little   not at all

The following questions and corresponding answers from the parent and staff questionnaires were used to analyze how these persons might have responded to the preferred question.

"Fort River Parent Questionnaire", (Appendix E, pp. 196-211)

4. Did you have the opportunity to choose this classroom for your child?

66.3%(61) Yes
31.5%(29) No

If YES, please prioritize why you chose this particular classroom (1st, 2nd, 3rd, etc.)

80.3%(49) Teacher
54.1%(33) Program
40.1%(25) Number of children in classroom
37.7%(23) Size of classroom
6.6%(4) Recommendation of last year's teacher
3.3%(2) Choice of child
3.3%(2) Composition of students
3.3%(2) Grades in classroom

11. Is your child happy in his/her present classroom?

41.3%(38) Very happy
54.3%(50) Happy
2.2%(2) Unhappy
_____(0) Very unhappy

12. Do the teachers like your child?

   92.4%(85) Yes
    2.2%(2) No

Does your child like the teachers?

   96.7%(89) Yes
    1.1%(1) No

17. When you have the opportunity to choose a classroom for your child for the next school year, which of the following factors will be the most important to you?

   67.4%(62) Size of classroom
   76.1%(70) Number of children in classroom
   92.4%(85) Teacher
   81.5%(75) Program
    2.2%(2) Academic & social/emotional growth

27. Are there any other comments you or your child would like to make about this classroom in particular or about Fort River in general?

   66.7% Made positive comments
   13.7% Made negative comments
   19.4% Did not make comments related to staff

"Fort River School Alternatives - Staff Feedback", (Appendix F, pp. 212-220)

5. Do you feel that the alternatives in operation this year (1976-77) are generally working out better than those available the previous year?

   20 Yes
    0 No

Comparing the strength of the teacher as a factor in choosing a classroom for the present year and for future years with the positive responses of questions #11 and #12 of the Parent Questionnaire, the indication is that parents felt positive towards where staff had been placed. The probable response on the preferred questionnaire would have been that the goal was being met either "completely" or "sufficiently".

There were no questions on the staff questionnaire directly related to the question of assignment of staff members to particular environments. If the assumption is made that the teachers are an integral part of the

success of the alternative programs, than the highly positive response to question #5 would indicate a positive response also to the preferred questionnaire. It was not possible to find any information to contradict this from either the principal or staff who had been at Fort River during this time. Therefore, the staff would probably have felt the decision was a quality one in terms of having met the goal stated in the preferred question.'

Summary. What staff members will be assigned to each of the alternative educational environments at Fort River for the '76-'77 school year?

After the decision process was described in detail, the decision method that most closely matched the actual decision method was CI. The resulting feasible set of decision methods from the diagnostic questions having been applied to the Vroom and Yetton decision-process chart contained methods CI and CII. Therefore, the actual decision method was contained in the theoretical feasible set.

The satisfaction with the decision was found to be positive with staff. It was concluded that they would have probably responded either "very satisfied" or "satisfied" to the preferred question.

Both parents and staff seemed to agree that the quality of the decision was positive. The available information led to the conclusion that the parents and staff would have felt the goal stated in the preferred question would have been met either "completely" or "sufficiently".

Decision 3. What children will be assigned to what alternative educational environments at the Fort River School for the '76-'77 school year?

The actual decision method. The process for placement of children at the Fort River School for the '76-'77 school year did not vary greatly from the process used for the '75-'76 school year. Information and a preference for classroom was gained from staff. The End-of-Year Summary was given to staff during May 1976 and returned to the admini- stration by the last day of school. (Appendix U, pp. 277-281) In addition to these forms being filled in by the regular classroom teachers, the special education teachers met during May 1976 as a group to tenta- tively place their children.

The parents had the opportunity to share their preference and any other relevant information through a Parent Preference Form sent home with all children on May 28, 1976 and returned by June 18, 1976. (Appendix V, pp. 282-286) Two forms were made out for parents. One form for children in the primary grades and another for children in the intermediate grades. A separate sheet was also devised for primary and another for those in the intermediate grades to explain the different programs. The reason for two sets of forms was to keep the information as limited as possible and not confuse parents with too many options that were not relevant for their age child.

During the summer the principal and the assistant principal met to assign the children to classrooms. In addition to the information gathered from parents and staff, the principal and assistant principal considered such criteria as the boy-girl ratio in each environment, the cultural diversity of each environment, a heterogeneous group academically, and a mixture of socio-economic backgrounds. With the number of criteria used beyond the preference, it was not possible to meet every parent or

or teacher preference. Since only 65% of the parents returned parent preference forms and not each teacher had a preference for the following, year, administrators were able to grant approximately 90% of the preferences.

Two weeks before school opened for the 1976-1977 school year the tentative class placements were posted in the foyer of the school. Any parents and/or staff who felt strongly about a preference that had not been followed could then meet with either administrator to express their concerns. Some changes were then made as a result of these meetings.

In identifying the actual method used, method AI was quickly discarded. The principal did not make the decision on his own without any consultation with others. Methods CII and GII were also eliminated from consideration, since the parents and teachers had never been brought together in any group format to generate or evaluate possible solutions. The one exception to this was the special education teachers. They had been brought together as a group to discuss the problem and make recommendations, but even their final preferences were listed on separate pieces of paper at a later date. It was these papers that were used by the principal and assistant principal, rather than any results of the meeting.

This left methods AII and CI as possible methods to describe the actual method used. Since the information gathered by each of the forms was a piece of the solution to the problem, rather than straight background information, method CI was selected as most closely describing the actual decision method.

> You share the problem with the relevant subordinates
> individually, getting their ideas and suggestions
> without bringing them together as a group. Then you
> make the decision, which may or may not reflect your
> subordinates' influence.

The theoretical decision method. The decision concerns what children were to be assigned to what alternative educational environments at the Fort River School for the '76-'77 school year. In order to identify the feasible set of decision methods from the Vroom and Yetton model, the diagnostic questions were answered and the decision-process chart was followed.

A. Was there a quality requirement such that one solution was likely to be more rational than another? Yes.

There were certain combinations of children that would cause great problems for the children, the classroom, and the school in general. There were also legal concerns and negotiated policies that had to be taken into consideration.

B. Did the principal have sufficient information to make a high quality decision? No.

With all of the factors involved in the placement of over four hundred children, there was information the principal needed to gather from other individuals.

C. Was the problem structured? Yes.

The principal was aware of what information he needed, who had that information, and how he might acquire that information. There were only so many options for each child and a limited number of children who would attend the school that year. It was merely a matter of gaining that information.

D. Was acceptance of the decision by subordinates critical to effective implementation? Yes.

If the parents had not accepted the decision, it was very doubtful that the solution would have been effectively implemented. The parents could have undermined the teacher's work. Thus, it was important to gain as much acceptance as possible from the parents and staff.

E. If the principal had made the decision by himself, was it reasonably certain that it would have been accepted by his subordinates? No.

Both the parents and staff had a good deal of information that they felt was needed before a final decision could be made. They would not have accepted any decision that did not take into consideration their preferences and the reasons for them.

F. Did the subordinates share the organizational goals to be attained in solving this problem? No.

Both parents and staff could accept the goal of placing children in the environment that was best for them, the other children, and the environment in general. The problem arose when specific children were mentioned. Parents found it difficult to put this larger organizational goal above their own child's goals, if the preference might not be met because of it. The same was true of the special education staff who were considered child advocates in the school. Although they knew the need to keep the numbers of special needs children down in one environment, it was difficult for them to not feel strongly about a child being assigned to the teacher who was best for that child, even though that teacher already had a high number of special needs children.

G. Was conflict among subordinates likely in preferred solutions? Yes.

There were some very strong feelings on the part of both staff and parents. It was doubtful that parents could have reached consensus on this decision given their personal feelings toward their own children. There was even some question with staff as a result of the previous year. After the placement decisions for the previous year had been made, a number of staff went to the principal with concerns about the decision. Another piece of supporting evidence was the meeting of the special education staff. It was extremely difficult for them to reach consensus, and in fact they never did develop a group decision.

These questions led to a feasible set from the Vroom and Yetton

decision-process chart of CII. From page 151, method CI was found to most closely match the actual decision method used. As with Wildwood '75-'76 and Fort River '75-'76, the actual method for placement of children did not match the theoretical decision method for Fort River in '76-'77.

It was concluded for the other two instances that the problem was in the identification of CI as the actual method. The reason given was that CII was eliminated from consideration because the group had not been brought together. Given the numbers of individuals involved, however, it was unlikely that they could have been brought together to reach any decision. Method CI states that "you share the problem with the relevant subordinates individually". Because the parent preference form had been sent to all parents and the staff quad placement form was filled in by all staff, it could be argued that the problem was shared with the sub-ordinates as a group. This would define method CII.

The difference, therefore, between method CI being the acutal method and CII being the theoretical method was not a relevant difference. The principal may very well have carried out a CII method in the only way pos-sible given the large number of subordinates involved. This difference will be discussed further in Chapter VI.

The acceptance of the decision. This decision concerns what children were to be assigned to what alternative educational environments at the Fort River School for the '76-'77 school year. From Chapter III, pages 42-43, the question to be answered is:

Are you satisfied with the alternative educational environment where your child has been assigned? (parent only)

very satisfied   satisfied   dissatisfied   very dissatisfied

The following questions and corresponding answers from the parent questionnaire were used to analyze how these persons might have responded to the preferred question.

"Fort River Parent Questionnaire", (Appendix E, pp. 196-211)

6. Are you satisfied with how well the classroom is meeting your child's achievement and intellectual needs?

39.1%(36) Very satisfied
53.3%(49) Satisfied
5.4%(5) Dissatisfied
0% (0) Very dissatisfied

7. Are you satisfied with how well the classroom is meeting your child's emotional needs?

40.2%(37) Very satisfied
54.3%(50) Satisfied
3.3%(3) Dissatisfied
1.1%(1) Very dissatisfied

11. Is your child happy in his/her present classroom?

41.3%(38) Very happy
54.3%(50) Happy
2.2%(2) Unhappy
0% (0) Very unhappy

12. Do the teachers like your child?

92.4%(85) Yes
2.2 (2) No

Does your child like the teachers?

96.7%(89) Yes
1.1%(1) No

14. Are you satisfied with the following programs?

	Not Applicable	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied
Language Arts	2.2%(2)	32.6%(30)	44.6%(41)	6.5%(6)	0%(0)
Math	5.4%(5)	34.8%(32)	38.0%(35)	8.7%(8)	1.1%(1)
Social Studies	12.0%(11)	26.1%(24)	43.5%(40)	1.1%(1)	2.2%(2)
Science	15.2%(14)	25.0%(23)	34.8%(32)	6.5%(6)	0%(0)
Health	20.6%(19)	15.2%(14)	43.5%(40)	2.2%(2)	1.1%(1)

27. Are there any other comments you or your child would like to make about this classroom in particular or about Fort River in general?

   65.3% Positive regarding the child's placement
   11.1% Negative
   19.4% Neutral

Throughout all of these questions from the Parent Questionnaire there is no indication that the parents would not have accepted the decision. This would mean that the majority of them would have probably circled either "very satisfied" or "satisfied" to the preferred question.

Quality of the decision. The question concerns what children were to be assigned to what alternative educational environments at Fort River School for the '76-'77 school year. From Chapter III, pages 42-43, the question to be answered is:

Given the goal of placing children in alternative educational environments that match their learning style, while still maintaining the heterogeneity of the class, do you feel that the classroom to which children have been assigned meets this goal?

   completely sufficiently very little not at all

The following questions and corresponding answers from the parent and staff questionnaires were used to analyze how these persons might have responded to the preferred question.

"Fort River Parent Questionnaire", (Appendix E, pp. 196-211)

6. Are you satisfied with how well the classroom is meeting your child's achievement and intellectual needs?

   39.1%(36) Very satisfied
   53.3%(49) Satisfied
   5.4%(5) Dissatisfied
   0% (0) Very dissatisfied

7. Are you satisfied with how well the classroom is meeting your child's emotional needs?

    40.2%(37) Very satisfied
    54.3%(50) Satisfied
     3.3%(3) Dissatisfied
     1.1%(1) Very dissatisfied

8. Is the curriculum in your child's classroom individualized to meet his/her needs?

     7.6%(7) All of the time
    67.6%(64) Most of the time
    17.4%(16) Some of the time
     2.2%(2) None of the time

9. Is the work your child is given to do:

     6.5%(6) Too easy
    88.0%(81) About right
     1.1%(1) Too hard

27. Are there any other comments you or your child would like to make about this classroom in particular or about Fort River in general?

    54.2% Positive comments
    26.4% Negative comments
    19.4% Did not relate to the issue of the environment's ability to meet the needs of the child

"Fort River Staff Questionnaire", (Appendix F, pp. 212-220)

11. Do you feel that the present method of assigning students to classrooms is appropriate?

     24   Yes
      0   No

Each of the parent responses to the questions showed that parents generally felt that the environments were meeting the needs of their children. The staff questionnaire contained only one question, but it also indicated that staff felt the quality of the decision was good. Thus, both parents and staff would probably have responded that the goal stated in the preferred question was being met either "completely" or "sufficiently".

Summary. What children will be assigned to what alternative educational environments at the Fort River School for the '76-'77 school year?

After the decision process was described in detail, the decision method that most closely matched the actual decision method was CI. The resulting feasible set of methods from diagnostic questions having been applied to the Vroom and Yetton decision-process chart contained only method CII. Therefore, the actual method and the theoretical method did not match. The conclusion reached was the same as that for the same decision in earlier years. The problem seemed to be in the definition of the methods and the large number of persons acting as subordinates.

The acceptance of the decision was found to be very high. Parents would probably have circled either "very satisfied" or "satisfied" to the preferred question.

Both parents and staff seemed to agree on the quality of the decision. All indications available were that these persons felt the goal as stated in the preferred question was being met either "completely" or "sufficiently".

C H A P T E R   V I

CONCLUDING ANALYSIS AND NEXT STEPS

Overview

In this chapter information presented in Chapter V is compiled and
analyzed as to whether the Vroom and Yetton model might be useful for
elementary school principals in identifying the level of participation
needed in decision-making. After this analysis of the data, a discussion
will follow on possible next steps resulting either directly or indirectly
from this case study.

Analysis of Data

From Chapter III, page 46, the following chart was developed to
analyze the data in Chapter V.

Actual Decision Part of Feasible Set	Acceptance	Quality	Indication of Usefulness
·1. yes	positive	positive	yes
2. yes	positive	negative	no
3. yes	positive	negative	no
4. yes	negative	negative	no
5. no	positive	positive	no
6. no	positive	negative	yes
7. no	negative	positive	yes
8. no	negative	negative	yes

From the data collected in Chapter V, each of the three decisions
of this case study can be placed on the chart. Those three decisions
are:

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1. What alternative educational environments will be available at the Wildwood/Fort River School for the '75-'76/'76-'77 school year?

2. What staff members will be assigned to each of the alternative educational environments at the Wildwood/Fort River School for the '75-'76/'76-'77 school year?

3. What children will be assigned to what alternative educational environments at the Wildwood/Fort River School for the '75-'76/'76-'77 school year?

Key: P - parents

     S - staff

Wildwood '75-'76

Decision	Actual Decision Part of Feasible Set	Acceptance	Quality	Indication of Usefulness
1	No	P-pos.	P-pos.	no
		S-pos.	S-pos.	
2	Yes	P- -	P-pos.	yes
		S-pos.	S-pos.	
3	No	P-pos.	P-pos.	no
		S- -	S-pos.	

Fort River '75-'76

Decision	Actual Decision Part of Feasible Set	Acceptance	Quality	Indication of Usefulness
1	Yes	P-pos.	P-pos.	yes
		S-mixed	S-neg.	no
2	No	P- -	P-pos.	no
		S-mixed	S-pos.	no
3	No	P-pos.	P-pos.	no
		S- -	S-pos.	no

Fort River '76-'77

Decision	Actual Decision Part of Feasible Set	Acceptance	Quality	Indication of Usefulness
1	Yes	P-pos.	P-pos.	yes
		S-pos.	S-pos.	
2	Yes	P- -	P-pos.	yes
		S-pos.	S-pos.	
3	No	P-pos.	P-pos.	no
		S- -	S-pos.	

Before any firm conclusion can be drawn as to the possible useful-
ness of the Vroom and Yetton model for elementary school principals, fur-
ther discussion is necessary on some of the decisions. The first of these
decisions is Decision #1 from Wildwood '75-'76. Both the acceptance and
quality of the decision were high, but the actual decision had not been
a part of the feasible set from the author's answers to the diagnostic
questions. However, if the principal's answers to the diagnostic ques-
tions had been followed through the Vroom and Yetton decision-process
chart, the resulting feasible set would have been CII. Therefore, the
actual decision would have been a part of the feasible set.

The difference between the two responses does not appear to be rele-
vant to this study as far as indicating the usefulness of the model. The
conclusion under "Indication of Usefulness" might have been "yes", rather
than "no". This would have occurred if the principal's answers to the
diagnostic questions were used. This conclusion would also result, if
the author's answers to the diagnostic questions were used and the actual
decision was identified as GII. It could be argued that although the

principal had held the final decision for herself, thus choosing a CII method over the GII method, she had not tried to influence the group and had accepted their final decision. These two facts would define the actual method as GII.

There are two other important points arising from this difference. The first issue deals with diagnostic question F: "Do subordinates share the organizational goals to be attained in solving this problem?". It is important that principals analyze very carefully what this question is asking. The author has found in public education that there is often conflict between parents and staff, parents and parents, or staff and staff about how a goal should be met, but the goal is very often the same. Diagnostic question F is looking only at the goal and not the alternative approaches to reaching it. Question G concerns itself with these possible conflicts in approaches.

The second point is directly related to the first issue. If the answer to question F dealing with sharing the goal is identified as "No" then a CII method arises, but if the answer is "Yes" then the results is a GII method. The difference in these two methods can be perceived as great by subordinates. In a CII method the message to subordinates might be that they are not trusted to make the decision, whereas in a GII method, the feeling of trust could be present. There might also be a problem with commitment to a decision, if in a CII method the subordinates reach consensus on one decision and the leader must make a different decision. This is not to say that a CII method should never be used, but merely that there are advantages in a GII method. Chapter I, pages 4 - 8, stated a number of research studies supporting the

advantages of a group decision-making method for certain decisions.

A second decision to be discussed further is Decision #3 for all three situations: Wildwood '75-'76, Fort River '75-'76 and Fort River '76-'77. This decision concerned the placement of children in the alternative educational environments. For all three years the decision had the acceptance of parents and staff, and was seen by both groups as having been a quality decision. But, in all three situations the actual method did not occur in the feasible set resulting from the diagnostic questions and the decision-process chart. The actual decision method was always identified as method CI, while in each case the feasible set contained only method CII.

After considering possible reasons for these results, the author concluded that the problem was with the identification of the actual method as CI. Method CI had been selected in each instance over method CII only because the subordinates, both parents and staff, had not been brought together to obtain their ideas and suggestions. What did occur was that a preference form was sent to each parent and an End-of-Year Summary to each staff member. It would seem that for the large numbers of subordinates involved in these two schools the definition of method CII cannot be taken literally. Therefore, if the decision-process chart indicates method CII as best and it is impossible to bring the group together, other approaches to gaining input from the whole group must be sought and used. Thus, the Wildwood and Fort River principals had actually approached method CII as much as possible using the parent and staff forms for obtaining ideas and suggestions.

As a result of the chart containing the data from Chapter V and

this discussion of some of the decisions, the author concluded that there was an indication of the Vroom and Yetton model being useful for elementary school principals in identifying the level of participation needed for making'a decision.

The usefulness of the Vroom and Yetton model seems to come from its ability to analyze given situations and eliminate those decision methods that would tend to harm the effectiveness of the final decision. Although the three decisions in this case study revolved around the alternative educational environments, the model did differentiate between methods within a given school depending on the decision involved. Further, for decision #2 which involved the placement of staff, the model identified a different feasible set of methods for Fort River '76-'77, than it had for Wildwood '75-'76 or Fort River '75-'76.

Beyond this case study, the author was involved in a process with a group of school staff involving the Vroom and Yetton model. The purpose of the meetings was to first become familiar with the methods used in the model and then attempt to list certain decisions that were commonly made under each of these methods. There were a small number of decisions where this was possible. The majority of decisions, however, kept bringing the group back to the consensus that it would depend on the situation.

In Chapter I the Vroom and Yetton model had been chosen for this study because it was the only model presently combining various situations. This ability to differentiate among situations and corresponding methods should make the model very useful for elementary principals. Further experimental research seems very appropriate.

Next Steps

The remainder of this chapter deals with questions that should be considered in this future research. One very obvious question to be answered is whether the model continues to hold over a broader range of situations. This would mean a number of principals from a number of school systems involved in a variety of decisions. This case study was purposely limited to allow a closer look at how schools make decisions, but in doing so the possibility of making generalizations was lessened.

A second question would involve the level of training necessary for effective utilization of the Vroom and Yetton model. One particular area of interest is the use of the diagnostic questions. With the major emphasis placed on these questions it seems imperative that principals have a firm grasp on exactly what the questions are asking. A second area under training concerns the ability of principals to use each of the methods associated with the model. Group decision-making, as an example, is usually not a familiar method to principals. Vroom and Yetton have developed a training program, described in Chapter II, pages 34-36, that should be modified in some way for elementary principals.

Another research question should deal with the time involved in the use of the model and the subsequent value to elementary principals who must make many quick decisions. The impression the author has from this case study and subsequent use of the Vroom and Yetton model is that the model is of value for larger decisions where time is not of concern. For more on the spot decisions, the value of the model seems to lie more in its ability to remind the principal that there is more than one possible method to make a decision. Rather than following the decision-process

chart for this type of decision, a principal might be more apt to quickly review the diagnostic questions and the implications of various methods given this fast assessment of the situation. It would be interesting to compare the variety of methods used by principals on quick decisions who are and are not familiar with the Vroom and Yetton method. In addition, it would be helpful to know if there is a difference in the effectiveness of the resulting decisions.

The thought of one principal using a variety of decision methods leads to a further research question. Given the past decision-making methods used by a principal and the fact that the analysis of the situation is made by the principal, will that principal be able to arrive at a variety of methods for a variety of situations or continue to use those methods he/she is familiar with over all situations?

Additional research should be done in the potential for team building. One possibility is to allow the group to answer the diagnostic questions for the principal which may also have implications for the research question in the previous paragraph. The author has been involved in sharing the Vroom and Yetton model with staff to aid their understanding of why they are sometimes involved in decisions and other times not. And if they are involved, how that level of involvement might differ from situation to situation.

A final research area arises out of the secondary purpose of the study, which was to gain a further understanding of how schools make decisions and especially decisions involving the creation of alternative educational environments. The particular areas of interest are:

- parent and staff involvement in making decisions in the school

- parent and staff input into the placement of children
  into educational environments
- parent and staff questionnaires for the evaluation of
  school programs
- a variety of educational environments co-existing in
  the same building

If these are not issues for most elementary school principals now, there are indications that they will be in the future.

Summary

This case study has selected the Vroom and Yetton model of identifying who should be involved in making a decision as the best model for taking into consideration both the variety of methods available and the need to change methods given differing situations. The model was then applied to two schools involved in organizing alternative educational environments to see if there was any indication that the model might be useful for use by elementary school principals. The three decisions used in this study (1. organization of alternative educational environments, 2. assignment of staff to those environments, and 3. the placement of children in those environments) indicated to the author that the Vroom and Yetton model had the potential to be very useful to elementary principals. This final chapter has identified a number of research questions that still need to be answered before any firm conclusions can be reached and the model adopted by all principals. It is hoped by the author that these answers are sought in future research, as the model shows much potential for one of a principal's most important tasks.

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APPENDIX A

WILDWOOD PARENT SURVEY 1975

Wildwood School

Strong Street
Amherst, Massachusetts 01002
549-6300

Miss Nancy Morrison, Principal

November 19, 1975

Dear Parent,

Last Spring the Wildwood School staff and parents working together conducted a survey concerning the educational environment at Wildwood. In an effort to continue improvement the attached questionnaire is being sent to a random sample of all parents. We would greatly appreciate your aid in helping us learn how Wildwood can better serve your child.

Your answers will remain strictly anonymous. True, your questionnaire has been numbered, the number is to help us know who has not replied so that we can follow up. The number will be cut off as soon as it has been checked off by Gertrude O'Connell on the master list. Gertrude O'Connell is a teacher on professional leave working on an Evaluation Practicum at the Center for Educational Research. There will be no connection made between names and survey results.

Please return the completed questionnaire in the enclosed envelope within the next few days. Return either directly to Gertrude O'Connell or to the Wildwood office where they will be picked up. Because this is a random sample it is important that you respond. Phone calls will be made if necessary. The results will be made known in time to use this data for next year.

Thank you very much for your help.

Sincerely,

Nancy Morrison

Nancy Morrison
Principal

Enclosures

NM/pp

Because this survey is a sample, it is important that this question-
naire should be completed ABOUT THE CHILD WHO BROUGHT THIS QUESTION-
NAIRE HOME.

1. In what grade is the child who brought this questionnaire
    home? _____

2. Last year a survey was made at Wildwood. Please indicate your
    feelings about the educational environment last year.

    _____   was satisfied

    _____   was dissatisfied

    _____   had no opinion

    _____   was not contacted or not living in the area

3. The survey led to the design of alternatives for the placement of
    students. Are you presently satisfied with the educational envi-
    ronment of your child? (The child who brought this home.)

    _____ yes, (please comment) _____

    _____

    _____

    _____ no, because _____

    _____

    _____

4. Do you now have a preference for either self contained classrooms
    or for quads?

    _____ prefer self contained classrooms

    _____ prefer quads

    _____ have no preference, my choice depends on other factors
              (please specify)_____

    _____

5. On what basis did you make a choice between alternatives offered? Please check all that apply.

    ____ preferred self contained classrooms

    ____ preferred quads

    ____ preferred a particular teacher

    ____ concerned about my child's needs in academic areas.

    ____ concerned about my child's needs in non-academic areas

    ____ did not have a choice

    ____ other reasons_____

    _____

6. Do you have any concerns now about your child's assignment to a quad or to a self contained classroom?

    _____

    _____

    _____

7. What strengths do you see at Wildwood?

    ____ the staff is committed to teaching

    ____ the curriculum is strong

    ____ the staff is interested in my child

    ____ my child can follow his interests

    ____ my child is making continuous progress

    ____ my child is happy at school

    ____ other_____

    _____

    _____

APPENDIX B

WILDWOOD STAFF QUESTIONNAIRE 1975

WILDWOOD SCHOOL

Amherst, Massachusetts

ALTERNATIVE QUESTIONNAIRE STAFF

1. What age level do you presently teach?_____

    Quad_____Self Contained_____Other_____

2. Last year a survey was made at Wildwood. Please indicate your feelings about the educational environment last year (74 - 75)

    For students   For yourself

    _____was satisfied   _____was satisfied

    _____was dissatisfied   _____was dissatisfied

    _____had no opinion   _____had no opinion

3. Last years survey led to the design of alternatives for placement of students. Are you presently satisfied with the educational environment of your students?

    _____yes (please comment)_____

    _____

    _____

    _____no, because_____

    _____

    _____

4. Are you presently satisfied with the educational environment for yourself?

    _____yes (please comment)_____

    _____

    _____

    _____no, because_____

    _____

5. Do you now have a preference for either self contained classrooms or for quads?

_____‚_____prefer self contained classrooms

_____prefer quads

_____have no preference, my choice depends on other factors
(please specify)

_____

6. On what basis did you make a choice between alternatives in which
to teach? I preferred self contained because of

_____children's needs

_____personal needs

_____did not have a choice

_____other - please clarify   (Mark quad or self-)
(contained - Not both.)

  I preferred a quad because of

_____children's needs

_____personal needs

_____did not have a choice

_____other - please clarify

7. Do you have any concerns about <u>your</u> students' assignment to a
quad or to a self contained classroom?

_____

_____

8. Do you have any concerns about <u>your</u> assignment to a quad or to a
self contained classroom?

_____

_____

9. Do you have any concerns about the <u>general placement</u> of students
to a quad or to a self contained classroom?

_____

_____

_____

10. What strengths do you see at Wildwood?

___the staff is committed to teaching

___the curriculum is strong

___the staff is interested in the child

10.   ___a child can follow his or her interests

       ___children are making continuous progress

       ___children are happy in school

       ___other_____

       _____

       _____

11.   What weaknesses do you see at Wildwood?

       _____

       _____

       _____

       _____

12.   Do you feel that the alternatives have helped or hindered parent
       teacher relations?

       ___helped

       ___hindered

       Comments_____

       _____

       _____

13.   Have you made any other observations regarding space, scheduling,
       morale, etc. of the overall school program?_____

       _____

       _____

       _____

       _____

Questions 1-5 apply to quad and self contained teachers only. #6 applies to all staff.

In order to assist in evaluating the actual distribution of children would you please furnish the following information. Fill out 1 - 5 as a team and 6 can be either individual or team. Those in self contained classes fill out separately.

1. Number of children in each grade

    grade   children

    _____   _____

    _____   _____

    _____   _____

2. Number of boys and girls

    _____   _____

3. Number of minority children

                        _____

4. Number of special needs children cored_____

    Not cored but have needs that require extra attention
    from adults_____

5. Have you observed any other groupings (like balance of ages, sex, neighborhood etc.)?

    _____

    _____

6. Do you see any advantages or disadvantages that the above groupings effected in the teaching learning process?

    _____

    _____

APPENDIX C

FORT RIVER PARENT QUESTIONNAIRE 1976

QUESTIONNAIRE   Key: x (Z)   x= percentage
                                      (Z)= actual number
Name of person gathering information_____ Date__/__/76__
1. Sex of person from whom information is gathered
           M (9)   F (72)   Both (2)
2. Sex of child M (38) F (45)
3. Grade child is in   K- 14.4(12)   1- 14.4(12) 2- 9.6(8)
        3- 15.7(13)   4- 13.2(11) 5-20.5(17)   6- 12.0(10)
4. Room child is in   K- 14.4(12)   J- 6.0(5) C- 16.9(14)
        D- 14.4(12)   E- 4.8(12) F- 25.3(21) G- 18.1(15)
5. Did you have the opportunity to choose this classroom for
   your child?   Yes 64.2(52)   No 35.5(29)
   If Yes, why did you choose this classroom for your child?
   _15.4(8)_ Size of classroom   _1.9(1)_ Older children in there
   _9.6(5)_ Number of children   _1.9(1)_ To remain in same quad
   _53.8(28)_ Teacher   _1.9(1)_ Male and Female teachers
   _32.7(17)_ Program   _11.9(6)_ Child's preference
   _3.8(2)_ Used K recommendation _1.9(1)_ To break up friends
   _1.9(1)_ To be with friends
6. What is it that you wanted Fort River to do for your child
   this year? Please check.
   _25.3(21)_ Work on academic growth
   _4.8(4)_ Work on social/emotional growth
   _69.9(58)_ Both academic and social/emotional growth
   a. In terms of academic growth do you feel that your child
   is progressing ... Please check.
   _18.0(15)_ Better than you wanted
   _51.8(42)_ About as you wanted
   _29.6(24)_ Not as well as you wanted

   b. In terms of social/emotional growth do you feel that
   your child is progressing ... Please check.
   _8.5(7)_ Better than you wanted
   _69.1(56)_ About as you wanted
   _23.2(19)_ Not as well as you wanted

c. Do you feel that your child's progress is being
adequately reported to you
By parent conferences   84.4(65)-Yes   15.6(12)-No
By report card   68.6(46)-Yes   31.4(21)-No
In general   82.4(61)-Yes   17.6(13)-No

7. a. What are your feelings about the following programs at Fort
River?

	No Comment	Highly Positive	Postive	Neutral
Lang.Arts	4.9(4)	22.2(18)	49.4(40)	19.8(16)
Math	7.6(6)	24.0(19)	43.0(34)	16.4(13)
Soc.Stud.	19.3(16)	22.0(18)	32.9(27)	20.7(17)
Science	20.2(16)	7.6(6)	39.7(31)	27.8(22)
Health	29.5(23)	10.2(8)	32.1(25)	24.4(19)
Art	11.2(9)	28.8(23)	33.8(27)	20.0(16)
Music	11.4(9)	10.1(8)	26.6(21)	35.4(28)
Phys.Ed.	7.2(6)	13.7(15)	37.3(31)	19.3(16)
For.Lang.	43.6(34)	14.1(11)	15.4(12)	14.1(11)

	Negative	Highly Negative
Lang.Arts	3.7(3)	0(0)
Math	7.6(6)	1.3(1)
Soc.Stud.	3.6(3)	1.2(1)
Science	2.5(2)	2.5(2)
Health	2.6(2)	1.3(1)
Art	6.2(5)	0(0)
Music	13.9(11)	2.5(2)
Phys.Ed.	15.7(13)	4.8(4)
For.Lang.	7.7(6)	5.1(4)

b. Do you feel the curriculum at Fort River is individualized
to meet your child's needs?
46.1(36)-Yes   29.5(23)-Most of the time   14.1(11)-Sometimes
  6.4(5)-No   2.6(2)-Both 1&2   1.3(1)-Both 2&3

c. Is the work your child is given to do
14.6(12)-Too easy   78.0(64)-About right   0(0)-Too hard
  3.6(3)-Both 1&2   2.6(3)-Both 2&3

8. Does your child ever complain about the noise in his/her
classroom?   7.3(6)-Frequently   25.6(21)-Sometimes
  65.8(54)-Never   1.2(1)-Both 2&3

9. a. Do you feel that your child is happy at school?
   24.4(20)Very happy 70.7(58)Happy 3.6(3)Unhappy
   1.2(1) Very unhappy
   b. Do the teachers like your child?
   96.1(74)Yes 2.6(2)No 1.3(1)Both yes and no
10. Do you feel the discipline in this classroom is
   12.6(10)Too lenient 87.3(69)Alright 0(0)Too strict
11. a. Have you had the opportunity to visit the school during
   this present school year?
   95.1(78)Yes 4.9(4)No If Yes, on what occassions
   57.7(45) Quad parent nights
   24.4(19) Parent information meetings
   39.7(31) Visiting days
   46.2(36) Special class programs
   97.4(76) Parent conferences
   b. Which of these activities do you enjoy?
   25.8(16) Quad parent nights
   3.2(2) Parent information mee ings
   16.1(10) Visiting days
   12.9(8) Special class programs
   46.8(29) Parent conferences
   16.1(10) All
   3.2(2) Didn't enjoy any
   1.6(1) not Quad parent night
   c. Are there any activities involving parents that you would
   like to see more of: 66.0(35)No 34.0(18)Yes
   -Programs with children and parents are needed - either during
   or after school. These are really appreciated.
   - Opportunities to talk more about discipline in schools.
   Some techniques are archaic. Encourages self-disciplined
   children to test misbehavior.
   - Yes, assemblies where all invited for children's performances.
   More sense of community and attract more parents.
   - More parents nights - to help even out the understanding of
   programs
   - Field trips
   - Any - will gladly be more involved. We are not asked.

- Quad G Thanksgiving banquet
- More requests for parental help when a child is having any difficulty
- More contact with teachers
- Couldn't see any academic quality to the play. Would rather have had them learn to read
- More parent teacher conferences. More quad events. Need more informational meetings.
- Activity where I could work with my son - that is never asked for- either in or out of classroom. Also how about special activities for single parents - especially since there are so many.
- More parent teacher correspondence
- More of things that involve parents coming to see special projects
- Pot lucks with one quad, more children's programs.
- As single parent need provisions for child care in order to go to meetings. Or allowing siblings to attend functions to enable us to go. I like family activities.
- Joint projects with parents and children. Children don't need parents involvement because it is never asked for. It should be. It is hard because there is so much apathy among the parents - but if involvement were asked for and/or expected things might change

12. When you have the opportunity to choose a classroom for your child for the next school year, which of the following factors will be the most important to you?

26.9(21) Size of classroom		2.6(2) Not open quad
34.6(27) Number of children		2.6(2) Remain in same quad
59.0(46) Teacher		2.6(2) Child's preference
46.2(36) Program		1.3(1) Structured classroom
1.3(1) Other students in the class		

13. a. Do you receive the Parent Newsletter on a weekly basis?

93.6(73)-Yes   6.4(5)-No

b. Is it helpful to you?

94.9(74)-Yes   5.1(4)-No

Question Number 14

Are there any other comments you would like to make about this classroom
in particular or about Fort River in general?

Comments:

Fort River is the best of the elementary schools. Many negative comments
about Amherst schools in general, e.g. college affiliated people dominate
committees, townspeople underrepresented, concerned about possible sex
education at the Junior High (will keep child home if any of the films
shown at the High School last spring are shown again); concerned about
lack of discipline at Junior High and disgusted that drugs, physical attacks
etc. are allowed to go unchecked; not enough emphasis on academic subjects;
children are allowed to do what they want too much, etc.

Thinks very highly of Quad F. I'd like to see more alternatives including
a self-contained classroom at every grade level.

a) Need more involvement of the total Quad together - like a group project.
Need a project that would involve parents, too, working with the kids.
b) There are not individualized programs at Fort River despite it being
said so. With such excellent staff, programs and materials, I don't know
why not. The teachers are very good and could be working on different
levels. Lack of any school feeling involving parents, or any working with
parents. It seems the goal of the administrators, particularly, is to
show, tell parents what kids are doing and not to have them work with
teachers.

She thought the teachers yelled at the children a lot and used some un-
suitable words.

I like discipline, quietness of this year. I like opportunity to choose
classrooms and options that are available. I prefer like a M,W,F visiting
day. Hearty approve Quad G and F open houses.

Not enough discipline in class. Child cannot cope with noise - it is very
distracting.

School day could be longer. Not so many days of vacation. Parents admitted
that the school was a good babysitter.

Has had a positive experience at Fort River.

I think this quad is a little too large; you teachers are doing a great
job under the circumstances. I think the quad F teachers are handicapped
by the size of the quad and the lack of basics in some students coming
into the quad.

I feel the children need to be pushed academically at this grade level.

I feel the teachers are doing a great job and in the case of my child has
helped to build confidence.

Question 14
Page 2.

Feels there should be more emphasis on children completing their work in the early grades. Feels there was some laxity when her child was in primary grades - was not taught to stay "on task" and therefore has developed lax study habits, making it difficult for him in this quad (F) where he now really has to "tow the mark."

I think if the teacher's aides are fully qualified and carry a full teaching load they should be given equal benefits to the classroom teacher; I feel we are exploiting them. I think they are great and want them to continue. I think it's a really nice school; I feel the principal and staff are very friendly and accomodating; I feel they work very hard.

Feels observation days put terrific pressure on teachers if they know that parents are in their classroom two days a week filling out forms to evaluate their teaching methods, effectiveness, etc. Does feel that observation days are valuable for parents to observe their own child and make personal notes to later bring up at parent conferences.

Would like to see them develop their art program - more emphasis on graphic arts. Is generally pleased with the school system.

Generally very pleased with Fort River.

Positive feelings about school. Teachers make effort to do best for children. Feel there is too much leniency. Feel that teachers should be respected more. Children need to be punished more for disrespect to teachers and any disruptive behavior. Loss of privileges should be used.

Surprised as to the changes and pleased about them. Glad of the change.

The school system is good. Very pleased.

If boy had been challenged and corrected up to now he would be happier. Lack of negative criticism in tactful way in lower grades from teachers. Generally happy with Fort River in general.

Programs in Quads are reported to be geared to individual progress and movement thru the system, but this is just not true. Most programs oriented to the average child and not to individual children.

Parents need a class, or general meeting or even booklet to explain in some detail what the curriculum covered for that grade is. Especially since there have been so many changes in education. What I learned in second or third grade was so different. We need to know so we can 1) help the child, 2) be sure he is getting adequate work on the basic skills especially math and language arts. Math is much different today. I would be glad to help out with a booklet or help with a meeting. The ditto papers are not clear. Don't use old masters. Physical Education for the younger kids is very poor. Really the whole physical education program should have much greater emphasis. Summer programs should be offered and not remedial. Special Interest Programs. Could be paid for by parents and that in turn would pay for teachers. Learning does not stop in the summer.

Question 14
Page 3.

Quad of 60 is so much better than one of 100 - would like to see this opportunity offered throughout Fort River. Cafeteria is a big problem, needs better supervision. When we had a problem concerning our child's placement, Mr. Dalton just responded to our feelings and tried to assure us. He never did anything. It was only thru Ken Chapman that we got any real results. We know of several other situations when parents are merely pacified - feelings are shared but nothing done.

See previous questionnaire.

Impressed by system - it is open atmosphere, aware of child's special needs.

Terrific facilities. Large faculty.

Has had a positive experience at Fort River.

I think that spending two years in the same quad has been very beneficial; it has provided continuity and gives a good feeling being older grade in a quad; smaller size I like.

Would like to see more emphasis in primary grades on children completing work assignments. Feels her child's early teachers were very lax about this, making it difficult for him this year when he is finally being required to stay "on the task" and really work. Is pleased that he is finally being made to "put forth" but regrets that it didn't happen sooner.

Very pleased with school. Communication with problems of child were very good. Solutions now in effect.

Like the schools atmosphere.

Very pleased with what the teachers and school are doing for the boy.

Impressed by physical plant and caliber of teachers, wealth of teaching aids and educational materials available. However, I am not sure an abundance of supplies is fully exploited in a substantial way most meaningful to child. Frequently it seems like dabbling not learning. I'd like to see more concrete evidence of cognitive learning based on continuity of experiences. Specifically - too much commotion in quad. Interns have poor grammar and spelling. Inexcusable! More visiting days.

So far school is working well for child. More gymnastics. Felt other child has progressed greatly.

Quad experience has been good and positive. I have much admiration and respect for the administrators sincere and very positive work for the school. Alternatives are needed throughout the school for parents to choose Very important. But a consistent internal framework of alternatives needs to be established so that changes are not made every year - and so the children don't have to adjust each year to different goals and methods of teaching.

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Question 14
Page 4.

The teachers are just excellent in this Quad. They try so hard and care
very much. That is felt. I am not sure the Quad is reaching their goals
though. Alternatives definitely need to be made available in each grade.
I like atmosphere of school - very warm, child oriented and supportive to
kids. But parents are not really included - we are invited, we can observe,
we are shown things on display - but we are not asked to become involved.

With a real lack of personal relationship and trust alot is lost. There is
very little follow-up and therefore responsibility is not taught. Teachers
continually suggest or ask about something one day and forget it the next,
or the other teachers the next day are unaware of what was suggested and
they cannot follow-up. There needs to be a consistent program for each
level of ability. The upper levels and the gifted levels are particularly
neglected. Too wide an age and ability span in Quad C. Too difficult for
first graders, but Quad C has not been truly successful for the majority
either. The children have coped well but have not grown as they could
have in a more intimate, personal environment. Many advantages to Quad -
I like basic ideas - but impossible with 100 kids and three teachers and
aids.

Wonderful job in Quad C.

Very impressed with the way the school opens up to let the parents come in.
Quad C teachers are just marvelous and their program is just great in
decision making and free choice.

Incredibly shocked about rigidity of rules lately. Wanted relative to
attend school with her daughter during a vacation. He was sent home. Had
not asked ahead of time. Boy had many experiences to share. Child was
made to sit in lobby until child's mother was asked to pick him up. Mr.
Dalton explained to mother that the insurance did not cover him. Don't
like child going to a school so uptight that they can't bend to accomodate
the cousin. Had him sit for five hours when a guitar player was there.
Most of the time things were unstructured.

Positive

Very pleased with school. Lack of contact a sore point but if you "go"
parent needs are met. (Parent initates move).

I feel this classroom is fairly well tuned to individual needs of child.
I'd like to see more stress on academics. I'd like to see teachers school-
wide putting more emphasis.

For next year possibly beneficial to put all first graders in a self-con-
tained. (strongly supports this).

Good system. Former school district not as up to date or individualized.

Question 14
Page 5.

I really like J and so do many of the parents. Open classroom or self-
motivation, building toward more, responsibility is great - but not possible
with 100 kids in a Quad. The same ideas in a smaller, self-contained set-
up, or at least fewer numbers per teacher, has got to be a key to respon-
sive and responsible teaching. And that's why I like J. And that is why
I want very much to see similar rooms made available in the other grades -
why not divide up the Quads? I will say what many do not because they
really like the Kindergarten teachers - as I do too. The Kindergarten
program is very inadequate. For most children today, coming from the homes
they do and having had one to two to three years of pre-school - much of
Kindergarten is repetitive. Social learnings, work habits and school
responsibilities all continue (three year olds easily pass out snack at
Nursery school) but otherwise the projects, serious work and academic
work does not continue. It simply is not up to their level. As a first
school experience, it is very frustrating to hear the children talk of
just playing in Kindergarten. This is not true for all the kids - but
definitely for a good many with such excellent teachers and aides - why
not have two Kindergartens for the different levels - or at least time
during the day for work that is meaningful for them.

See other questionnaire.

Very happy with Fort River

Not enough attention to serious work. Would like to see more reading,
writing and math offered to the Kindergarten children.

Found the classroom stimulating. Can't help feeling this open room will
keep a child's learning enthusiasm high. Found the teachers of high quality.

It's structured, calm, well-put together and good for the business of
Kindergarten. The school's willingness for alternative plans, change and
evaluation is excellent. Teachers are most approachable.

Excellent school. Offer lots of things for the children.

All positive reactions to school programs.

Generally fairly satisfied.

Fall noise - open quad questioned. Like to see self-contained classrooms
from one to six. Pleased to see what shaping up is taking place this year
in teaching academics.

Classes smaller and more structured.

Whole program is too lenient. Everything should be changed and there
should be a self-contained classroom. Parents find that they must teach
child at home, things that should be taught at school.

Question 14
Page 6.

Teachers need to work most on the basic math and language arts skills.
Greater emphasis should be placed here. Parents are largely unaware of
what is expected of child in each grade. There is nothing that tells
us this. A special meeting or conference to explain the skills covered
would be very helpful. Then we would be better able to help, too. We
would also like to be asked and/or told to help at home - how to help.
Cafeteria too noisy, behaviors uncontrolled, lunch too fast. Timing.
Food.

Child feels Fort River is better organized than Wildwood.

For a quad, classroom program is structured so that kids feel pretty
involved in what they are doing. I credit that to the lead teachers.

Like friendly feeling at school - more like a neighborhood than an
institution.

APPENDIX D

SUMMARY OF FORT RIVER PARENT ALL-STAFF

MEETING OF JANUARY 1976

Summary of All-Staff Meeting , January 1976

I. Things I like about specific alternatives

Cafeteria #2
-Quads are really different - like different schools, some
problems here, but some adavantages
-Teacher's enthusiasm really high
-Alot of work up on display, but F very crowded
-Logistics of Quad so complex, moving numbers of children has to
be unhumanistic. There are so many of these mechanical problems -
how can we break up these conventions, give the kids more
responsibility for determining their own movement.
-Quad C - no line policy has worked out well. Does the school
have a line policy? Should discuss this at team leaders.
-How to keep structure and discipline and not dehumanize with
lines.
-Need for more discussions like this.
-Positive feedback on staff meetings in general.

Cafeteria #3
-In Quad F - large amount of student activity, creativity, and
positive interation in lang. arts.
-Parent involvment in Quad C is great.
-Large amount of space in Quad G - provides more flexibility.
-We all like ___'s room
-Lang. arts resource area -
-IPC students getting sequential development of skills in math
Quad F
-Creativity shown in Quad C (Play)
-___'s kids much better behaved this year - could be because
there are fewer children and adults for models

Music Room
-Flexibility of staff, philosophy
-Input of teachers into their type of alternatives, parents too
-Staff is happier doing own thing
-Method of decision into what alternative they'll learn best -
teacher and parent
-Amount of space per student D,G,E,J - noise level too
-F - balance between academics and teacher presentation -
enjoy what teaching
-Some quads have exposure to three different teachers and style
-Isolated classrooms have improved behavior for some
-Foreign language - option -good
-Relevant library skills being taught and used by kids especially
F,C
-Planning with Pat - our needs - really great
-Specials - freedom to do interdisciplinary planning
-Great to see others "in action" and realize all that is happening

II. Questions or Concerns

Cafeteria #2
-Need to serve gifted children - are we doing it
   a. Need for inservice to establish philosophically - what we
      should expect for these children and what they should have
   b. Need "special services" for gifted kids, too. How can we
      approach this problem. Perhaps can have special aesthetics
      time, for instance, or working individually with ____ which
      has worked very well, also woodshop experiences have been
      valuable

Cafeteria #3
-What is going to be done about language and spelling program
 next year to provide continuity and prevention of overlap
-Difficult to integrate first graders with older kids because
 of different needs
-Continuity of social studies American History program
-New reporting system - grade level column
-Quad F - most kids and furniture in school - crowded

Music Room
-Transition from environments, styles and learning situations
-Program continuity - health units - very vague, writing skills -
 very vague
-Math - not understand objectives between quads, hands on
 concrete objects not being used as often as possible
-Alternatives better showed if set up school goals so each can
 work consistently within their quad
-Special needs of gifted child - what are we doing, sharing time
-Stressful situation between choice of F & D, G & C - immature
 kids go to lower age level, some kids think thier failures
-Lack of space
-Size of classrooms
-Allocation of space - let's look at it - some may need it more
 than other quads. Ex. - exercise rooms, some small group rooms, et
-Disproportionate amount of facilities used for IPC kids
-Not enough P.E. time - Jr. High has P.E. every day
-Pelham should begin to hire staff or one person - ? phase out
 our special teachers and other Fort River staff
-Workshops for teachers on how to present and develop curriculum
 for gifted child
-Exposure to three or more adults causes insecurity in some
 children
-Behavior expectations - lots of inconsistencies! Especially in
 hall
-We are not one - let's get together
-Not enough time for recess! Too inflexible with scheduling
-No "breaks for the day!"
-Foreign lang. schedule should be set up as a staff - all have
 input into that schedule
-Parent conference - "Sell your program", could be interpreted
 that other alternatives are inferior
-Let's do things as a school
-Things not appreciated - selling our product - not good at this
 so I'll not toot my own horn - Tooting someone else's horn!
-Concern about what looks like, not what's really going on

III. Perceptions regarding school as a whole

Cafeteria #2
-Overcrowding of Quad F
-Gap at fifth grade level - can go from Quad C to Quad F with
 only one year transition
-Peer relationships have to jump two or three years
-Maturity level has really dropped in Quad D
-Fourth graders have only one alternative
-Need option - third-fourth Quad
-Need another look at individual groups of kids and the needed
 relationship to their teacher and to peers
-Peer needs
-Social needs
-Teacher needs
-Academic needs
-Look at whole question of multi-age as an issue
-Grade levels in relation to standardized normals. "We have no
 grade levels, but your child is below it".

Cafeteria #3
-How will continuity be achieved for kids moving to different
 quads?
-What are values of integration of grades within quads?
-Report card - grade level - not clearly defined
-Doesn't appear to be third or fifth grade school for social
 skills and expectations
-Concern for "gradelessness"
-Teacher fatigue factor - more difficult because you can never
 teach same thing two years in a row
-We need to address the needs of gifted kids - we've gotten many
 referrals for bright kids with behavioral problems
-There is not a mandate for the school as far as discipline goes -
 Staff have different standards within a single quad so this
 would be very difficult to develop school wide

Music Room
-Let's have follow-up and sharing!
-Major concerns:
 -School goals
 -Scheduling inflexibilities
 -Allocation of space

APPENDIX E

FORT RIVER PARENT QUESTIONNAIRE 1977

PARENT QUESTIONNAIRE

Key: x(Z)   x=percentage

(Z)= actual number

1. Sex of child: M 44   F 48

2. Grade child is in: K 23   1 12   2 14   3 10   4 12   5 9   6 12

3. Room child is in: K 23   H 10   C 15   G 12   D 9   E 11   F 12

4. Did you have the opportunity to choose this classroom for your child? Yes 66.3(61)   No 31.5(29)

   If YES, please prioritize why you chose this particular classroom (1st, 2nd, 3rd, etc.)

   80.3(49) teacher 1st-81.6%, 2nd-10.2%, 3rd-6.1%, 4th-8.2%

   54.1(33) program 1st-27.3%, 2nd-45.4%, 3rd-24.2%, 4th-3%

   40.1(25) number of children in classroom 1st-24%, 2nd-36%, 3rd-21.7%, 4th-16%, 5th-4%

   37.7(23) size of classroom 1st-26.1%, 2nd-17.4%, 3rd-39.1%, 4th-13%, 5th-4.3%

   6.6(4) recommendation of last year's teacher 1st-50%, 2nd-50%

   3.3(2) choice of child 1st-50%, 2nd-50%

   3.3(2) composition of students 1st-50%, 4th-50%

   3.3(2) grades in classroom   1st-50%, 2nd-50%

5. What did you want the focus of your child's program to be for this year?

   20.6(19) academic growth   2.2(2) social/emotional growth
              78.3(72) both

   If BOTH, please prioritize- 1st

   56.9(41) academic growth   33.3(24) social/emotional growth
              8.3(6) both

6. Are you satisfied with how well the classroom is meeting your child's achievement and intellectual needs?

   39.1(36) very satisfied   53.3(49) satisfied
              5.4(5) dissatisfied (0) very dissatisfied

7. Are you satisfied with how well the classroom is meeting your child's emotional needs?

   40.2(37) very satisfied   54.3(50) satisfied
              3.3(3) dissatisfied   1.1(1) very dissatisfied

8. Is the curriculum in your child's classroom individualized to meet his/her needs?

7.6(7) all of the time   69.6(64) most of the time
17.4(16) some of the time   2.2(2) none of the time

9. Is the work your child is given to do:

6.5(6) too easy   88.0(81) about right   1.1(1) too hard

10. Does your child ever complain about noise in:

a. his/her home area?

8.7(8) frequently   34.8(32) sometimes   52.2(48) never

b. other parts of the classroom?

10.9(10) frequently   37.0(34 sometimes   46.7(43) never

11. Is your child happy in his/her present classroom?

41.3(38) very happy   54.3(50) happy   2.2(2) unhappy
0 very unhappy

12. Do the teachers like your child? 92.4(85) yes   2.2(2) no

Does your child like the teachers? 96.7(89) yes   1.1(1) no

13. Is the discipline in your child's classroom:

7.6(7) too lenient   85.9(79) all right   2.2(2) too strict
1.1(1) all of these

14. Are you satisfied with the following programs?

	Not Appl.	Highly Satisfied	Satisfied	Dissatis.	Highly Dissatis.
Lang.Arts	2.2(2)	32.6(30)	44.6(41)	6.5(6)	(0)
Math	5.4(5)	34.8(32)	38.0(35)	8.7(8)	1.1(1)
Soc.Stud.	12.0(11)	26.1(24)	43.5(40)	1.1(1)	2.2(2)
Science	15.2(14)	25.0(23)	34.8(32)	6.5(6)	(0)
Health	20.6(19)	15.2(14)	43.5(40)	2.2(2)	1.1(1)
Art	(0)	38.0(35)	39.1(36)	4.3(4)	1.1(1)
Music	(0)	45.6(42)	40.2(37)	6.5(6)	(0)
Phys.Ed.	1.1(1)	30.4(28)	46.7(43)	7.6(7)	6.5(6)
For.Lang.	46.7(43)	7.6(7)	19.6(18)	1.1(1)	3.3(3)

15. What type of reporting system do you find to be the most valuable?

56.5(52) parent conference

6.5(6) report cards

4.3(4) written description

19.6(18) both parent conference and report cards

9.8(9) both parent conference and written reports

5.4(5) parent conference, written description, and report cards

16. How would you like your child's progress to be reported?

<u>1.1(1)</u> would like to know how well my child is doing compared with students same age

<u>84.8(78)</u> would like to know how much my child has progressed or learned; and also how my child is doing compared with students of the same age

<u>12.0(11)</u> would like to know how my child is doing and how much he/she has progressed; but not how my child is doing compared with other students of the same age

17. When you have the opportunity to choose a classroom for your child for the next school year, which of the following factors will be the most important to you? Please prioritize these.

<u>67.4(62)</u> size of classroom 1st-4.8%, 2nd-8.1%, 3rd-22.6%, 4th-62.9%, 5th-8.1%

<u>76.1(70)</u> number of children in classroom 1st-8.6%, 2nd-27.1%, 3rd-50.0%, 4th-14.3%

<u>92.4(85)</u> teacher 1st-77.6%, 2nd-16.5%, 3rd-2.4%, 4th-3.5%

<u>81.5(75)</u> program 1st-26.7%, 2nd-52.0%, 3rd-21.3%

<u>2.2(2)</u> academic & social/emotional growth 1st-50%, 3rd-50%

<u>4.3(4)</u> composition of class 2nd-25.0%, 3rd-50.0%, 5th-25.0%

<u>1.1(1)</u> open classroom 4th-100%

<u>2.2(2)</u> preference of child 1st-50%, 2nd-50%

18. At present there is no program in the intermediate classroom (grades 4-6) that corresponds to integrated day classrooms at the primary level. Do you believe that this alternative should be extended to the intermediate level?

<u>15.2(14)</u> yes   <u>30.4(28)</u> no

19. How would you like your child's school time to be used?

<u>32.6(30)</u> school day is divided into time periods

<u>60.9(56)</u> part of the school day is divided into time periods; part of school day is not divided into time periods

<u>3.3(3)</u> school day is not divided into time periods; child may work on a subject for any length of time

20. How would you like your child to learn at school?

<u>(0)</u> mainly by listening to the teacher and doing worksheets

<u>90.2(83)</u>by listening to the teacher, doing worksheets, and working on projects

<u>6.5(6)</u> mainly by working on projects

21. Should learning about and dealing with feelings and attitudes about self and others be included in your child's education in school?   3.3(3) No 38.0(35) Yes 27.2(25) Yes, a great deal
                        28.3(26) Yes, if specific situations arise

22. In what way would you like your child to work with other students in school?
    (0) by doing the work alone and not working with other students
    50.0(46) by doing the work alone much of the time, but several projects where students work together as a group
    44.6(41) about half the time doing the work alone, and half the time working with a group of students
    2.3(2) most of the time working with one or more other students, helping each other, group projects

23. The age of the other students with whom your child has an opportunity to work with should be:
    39.1(36) about the same age or grade
    53.7(49) within one year (grade) younger or older
    5.4(5) more than one year (grade) younger or older

24. Which of·the following best describes how you would like your child taught?
    16.3(15) mainly one teacher works with or is available to my child
    52.2(48) 2 or 3 adults within one classroom work with or are available to my child
    28.3(26) a team of teachers works with or is available to my child in different subject areas; regular communication amongst teachers about students

25. Within a particular subject area or classroom, how would you like your child to progress through the school work?
    (0) at the same speed as other students
    66.3(61) at the same speed as other students, but extra work or help should be given if he/she progresses faster or slower than others
    31.5(29) at his/her own speed

26. Should at home assignments be included in your child's curriculum?

   18.5(17) Yes, to a large extent. How often? Nightly-58.8(10)
       2-3/week-23.5(4), 4-5/week-11.8(2), Monthly-(0)

   67.4(62) Yes, to a small extent. How often? Nightly-11.3(7),
       2-3/week-17.4(16), 4-5/week-30.6(19), Monthly-6.4(4)

   12.0(11) No

27. Are there any other comments you or your child would like to make about this classroom in particular or about Fort River in general?

   Comments:

   -I am pleased with the teachers at Fort River. My child is a slow learner, but she loves school and has a very positive attitude toward her teachers and her work, so they must be doing a great deal that is right.

   -I am really upset at the lack of education ___ had received at Fort River during her first few years there - She started in 3rd grade, and it wasn't until 5th and 6th grade that she started learning anything. The open classroom is just too confusing for most children, and I don't understand how anyone can concentrate with noise all around them. Adults couldn't do it never mind children whose minds tend to wander. I think that the schools became too liberal over the past 6 years, and we are finding out that it isn't working. We must get back to a more structured educational system.

   -Very satisfied with Fort River.

   -Having had experience with two Elementary Schools in Amherst, I feel that Fort River has an excellent educational program. I also think that effort is made to maintain discipline and teach children the importance of respecting the rights of others.

   -I don't care for quads, open classrooms and the Amherst school system in general. Whenever I've been to the school there is always such a hub-bub in the classroom that I don't understand how anyone could learn anything. It isn't just at Fort River, it was also the same at _____ School.

   -I think Mrs. ___ has done a fine job, especially with math. I generally am happy with my child's education. I do wish that she had been given special help with spelling in her years here. One other comment - I'd like to see a policy in which the health nurse notifies working parents if the child is sick and fairly promptly. There has been a problem with this even though I was easily reached by phone.

-For the most part we have been satisfied with our child's
adjustment in Mrs. ___ class. He seems to be happy and
continues to enjoy school. There is still need for him to
be seen more as an individual and more contact should be
initiated from his teachers concerning the areas in which
he needs help. The only time we learn of his weak areas or
need for extra help is after parent conferences. This should
be more of an ongoing process and homework prescribed if
needed. I continue to feel that Third World People their
plight and contributions could be augmented in the curriculum.
This could be accomplished by making better use of the
resources of the University and colleges in the area; through
social studies projects, etc. Also try to form a group of
Third World Parents, they do not have to be limited to Fort
River parents, draw on parents from other (Amherst) schools,
i.e. have floating group of parents to work with all schools.
More inter-change of programs with other elementary schools. I
have known of some very good projects and programs at Fort
River and other Amherst Schools and felt it would have been
nice to share them with students and parents of other schools

-The staff and administrators of Fort River (with few
exceptions) are superb! The teachers of Quad ___ need
desperately to overcome the communication gap which exists.
Also, a sixth grader in this quad has had no preparation for
the methods of teaching they suddenly encounter upon
entering in September, i.e., (Home assignments, perfection
of assignments, time limits, goals set, sentence structure,
punctuation, reporting, etc., etc.,) It's time that they:
4th prepare for 5th grade by teachers to teacher awareness
of each other's expectations, 5th to 6th, etc. - a child
needs preparation for what is expected in 6th (academics,
by teacher, behavior, etc.) just as 6th should prepare for
Jr. High

-From all I hear from my child and my conference with the
teacher I assume every aspect of her educational goals are
being met. Every report from each is certainly postive. Since
I receive my information second hand, I cannot begin to give
an intelligent, thoughtful response to many of the
questions. I liked Mr. ___ objectives in Sept. I hope her
seventh grade work will reflect a sound preparation of skills.

-My general comments about Fort River would be positive.
I think that especially the special teachers (music,
foreign language, and art) are dedicated and competent. I
have however some reservations about Quad ___. On each of
the times I have visited my child has been working with an
aid and never with the classroom teacher. It appears to me
that a selsct group of children who are viewed by the school
to be bright are getting a disproportionate part of the
teacher's time and that other children (viewed by the school
to be simply average) are being short changed. I do not
object in theory to the use of interns and aides , but

simply feel that since the teacher is the one being most
highly paid, she presumedly is the one most experienced
and best able to teach the child. Therefore an effort should
be made to see that all children get their fair share of
her time. ∧s noted earlier in this paper, the teacher did not
even seem to know my child at the parent conference and the
child was unable to say how she felt about him.

-For 3½ years we've been inundated with espousals of a
comitment to individualization. Observation and experience
appear to indicate that individualization does not occur.
Asking such questions as #19 & 20, and 22 & 23, would
indicate that individualization as it is widely held, does
not exist. The questions include issues which would normally be
the focus of a teacher dealing with a specific child's needs.
The respondent is forced to select specific teaching
strategies without regard for individual needs, flexibility,
or creativity. In language arts and math children are
grouped in September and for the most part remain in these
groups for the remainder of the year. The use of worksheets
and workbooks seems to have little relationship to a child's
needs: i.e., doing a workbook page by page in sequence.
Ther seems to be a lack of creative use of materials
available. After recent observations we feel that the uses
of aides and interns need to be reviewed. They exhibit
little understanding of sound instruction. Lack of
coordination and supervision on the teacher's part is
evident. The level of teacher contact with students in
groups or as individuals, is unacceptably low.

-Our main complaint is that our child is not learning a
sense of responsibility about her work to be done on time
and if it isn't, find some way to make the child do it in
school as well as home (i.e. lost recess, lost free time,
or other quad priveleges)

-At this level, our child and the school work seem pretty
well matched - In kindergarten and early grades, school
work was not challenging enough. (If possible, we would favor
more science, with clearer explanations - and with words
like "battery" properly spelled.)

-I am very pleased in general with Fort River School. I feel
it is well equipped and generally speaking extremely well
staffed. I do think that there is a tendency to demand too
little effort from youngsters and if a child isn't very
self motivated they tend to take it too easy. I would also
like to see an emphasis on more respect for faculty members.

-I think this has been the best year yet. The teacher is
very calm and basically things have gone well. If only the
child could be kept doing the work which must be done. When
left to their own devises some children cannot be expected
to be "self-starters".

-My child has had a good experience this year. His work
has been geared to his particular level by his teacher. Most
importantly, he always has a clear idea of what he is to
do when and what is expected of him. If he fails to finish
something - he recieves help in reminding him to do so.
There is follow through and he feels he is in a functioning,
organized, disciplined environment.

-I think Fort River has improved tremendously over the last
three years. Previously there was too much emphasis on the
"learning is fun" philosophy and therefore there was too
much fun and not enough learning. I think more stress is
now being placed on serious work; and yet the fun things have
not been sacrificed entirely. Both of my children seem to
be making good progress and both are quite happy. I still
think, though, that they need more homework, especially in
the fourth, fifth, and sixth grades.

-We are generally pleased with this classroom setting for
this particular child, primarily because of the care his
teacher has shown. In general, there seems to be an
expectation at Fort River that children know the alphabet
and how to read upon entry to grade one. Thus, basic skills
are apparently not stressed in the beginning of the year.
Thus, later reading deficits become remedial problems that
might have been avoided.

-We are very pleased with the teacher. We have at times felt
a sense of too many student teachers. We do not always share
their "enthusiasm" - at times almost over enthusiastic -
jump in without thinking. We do recognize student teaching
is a learning experience for them, but at times they have
seemed too lacking in good judgement.

-Very satisfied and happy with all aspects at Fort River
especially this particular class. All of the teachers, aides,
and personnel seem to go all out in their efforts to help
the children in learning and social activity. We cannot say
enough for everyone at Fort River.

-My husband and I feel strongly that parents should be
given a choice regarding the classroom environment. The choice
should include both "open classroom" and "self-contained"
one teacher. The noise level distracts concentration for
children. As an adult, I would find the "noise level"   -
uncomfortable for myself - decreasing creative thinking.

-Individualization of programs as much as possible, and
opportunities for child to progress at own speed are of
prime importance. I like enabling children who are able to
work through part of their schedules on their own - to learn
how to organize their time themselves and to make their own
decisions responsibly. Having every time period accounted
for, does not foster this kind of growth. Small class size is
much better than large quad - for individualization, personal

attention and follow-up, and management

-Teachers appear to be very relaxed and create a comfortable
atmosphere for kids. They seem to care about individual
children and listen attentively to them in conversations.
The library is also a warm, friendly place to be. My child
has developed in both academic and social spheres this year.
I think she may need more gross motor activity during the
day. Her comment indicates that she would enjoy organized
outside games.

-I'm sure that school administration and most personnel are
well-meaning and make much effort to meet the educational
needs of the children. I am ignorant of any in-service
programs at the school. If they are scanty perhaps those
should be increased in quality and quantity in order to
provide the classroom teacher with some knowledge and skills
to make her function with more comfort in relation to 766
children, This is not meant to be a criticism. I believe
this type of additional help is necessary in all schools.

-We have been very pleased with this class - His teachers,
management and discipline and learning activities. Many
opportunities for individualization, too. This has been an
excellent year for our daughter. We greatly prefer smaller
class sizes - (regardless of the programs) and a smaller
ratio of teachers and students.

-I am very pleased with my son's progress in Kindergarten.
He was rather immature when he entered, but has come quite
a long way.

-I am very impressed with the school, there seem to be a
lot of caring about doing the job right. We have one child
in kindergarten and one in first grade. Both have had excellent
kindergarten experieneces. Our child in the first grade has
done very well but complains a lot about his "very noisy"
classmates. This may or may not affect his learning but seems
a little disturbed about it. Our child in kindergarten is
very happy in school and looks forward to school days. Our
child in first grade is in general happy in his class but
every once in a while complains that his "teacher" made him
put his head down (some form of punishment) even if he did
not do anything wrong - (some other child did). He is very
sensitive about this because he is a child who is very
concerned about doing things "right". His kindergarten
teacher Mrs. _____ sensed this and dealt with him in an
excellent manner. In first grade however he is having a little
difficulty. This child's feelings get very deeply hurt,
especially when he believes he is right. This incidence I
am talking about has happened quite a few times.

-I am very happy with Fort River School. My child has made
a lot of progress there.

-We are very pleased with the teachers.

-I think Fort River could benefit from teaching more
interpersonal skills, for instance, "I'm O.K. - You're
O.K.", teaching the acceptance of death as a natural part
of life, this accepting attitude can help eleviate a lot
of fears; teaching that normalcy includes all aspects of life;
teaching the delicate balance of ecology and their personal
impact upon it; truth in the history books - complete
effort to eliminate subtle racism and sexism; take advantage
of channel 57's 21" classroom; yoga - stretches out muscles
in a relaxed way, great for maintaining health of body and
mind, gives children a better awareness of their bodies,
better balance, eliminates stress; Explain things right
down to basic levels - what it means to their existence, for
instance, economic policy that functions through waste;
nutrition - children could plan the meals of the cafeteria -
paying attention to what purpose each substance ingested
serves to do positively or negatively. The present menus
are very poor when you think of the extent of processed,
additive foods included - it seems virtually enriched flour -
natural stone ground wheat flour could increase the
nutrition and fiber in the children's diet greatly. I find
Fort River very intuned to positive change. Much improvements
have been accomplished which reassures my hopes of newer
and braver innovations.

-This is the third school system my children have been in
in 6 years. I honestly feel that there is a particularly
good atmosphere that spreads throughout the whole school.
This includes administrators, teachers, office, cafeteria,
and janitorial personnel. In all of my dealings with Fort
River I have always come away pleased and satisfied. In
talking with other parents from other elementary schools,
and also having a son in the Junior High I know that the
same spirit does not exist. I hope it continues and we
will miss Fort River, and most of all the people such as
... who give so much to turn brick and mortar, windows and
doors, halls and rooms into a true "living and learning center"

-My child seems to enjoy school although his enthusiasm has
waned by comparison to the previous year in nursery school.
The facility which I visited was spacious, airy, well lit,
accessible and, apparently totally functioned. It seems,
however, that the curriculum has not presented enough of a
challenge.

-We are very pleased with the teacher, program, and school.

-I would like more information as to how my child is doing
in school. I feel that there is not enough teacher-pupil
contact. There are too many aides, helpers, etc. I intend to
pursue this information myself.

-I have a limited view of the school as a whole since I'm
just in (K) and won't be involved afterwards. The teachers
have been sensitive to my daughter's needs. The number of
aides and interns has been critical in individualizing a
program for her - they should never be reduced in number!
I do wonder about some other possibilities in organizing
kindergartens - perhaps children who have not been to any
pre-school should be together - I do think many children are
bored while others need all the social and academic
saturation they can receive!

-My kids (2) are in kindergarten - they will not be at Fort
River next year, so my knowledge of and attitude toward the
school is limited. However, I am delighted with this year's
situation and Fort River in general. For a large school, the
warmth and closeness one feels is marvelous. The skills of
the people are obvious, but coated with caring, so they don't
come off as coldly professional. I would be comfortable
with my kids at Fort River permanently.

-I wish the teachers would not be so negative about comments
from parents. We do know our children and have their best
interests at heart . They seem to ignore what we say and
give knowing smiles to each other at conferences.

-I'm very pleased with the teachers and other personnel at
the school and with the programs. The teachers are very
involved with all the children and sre sensitive to their
needs, both in educational needs and emotional. Both my
children like the school teachers and children. Both have
progressed well and at individual speed, because they're
allowed to go at their own pace.

-We have been very satisfied with ___'s initial year at
Fort River. ___ has made a major contribution to ___'s
experience. There has been an open door for communication
all along and specific problems have been addressed with
care and good sense.

-I was pleased with the school and ___'s teachers when I was
at my parent conference. I would say I am happy with the
work ___ does and very happy with the progress she has
made socially and academically.

-It's a beautiful school! And I'm pleased with the staff in
all of my contacts with them. I think my daughter may be
coming to think of reading as "work" and losing some of
her love of learning, sad to say. Perhaps this comes from
chopping up the kindergartener's day into such small
segments, with emphasis on hurrying to finish within the
allotted time, rather than on a job well done.

-In general I am very satisfied with the effort the teacher
seems to put out to communicate and inspire confidence in
the children.

-I like the fact that the staff, especially teaching staff, is more than willing to help when they are needed. If ever there was a question, we would never hesitate in calling. Also, the atmosphere of Fort River is so bright and cheery. which makes it ideal for learning.

-Fort River could be a more stimulating positive environment. It would be greatly enhanced by including a well designed integrated day program. Teachers and students would be more interested, happy and involved. Our children are most responsive to the integrated day format.

-Fort River is a good school. My child has remained intellectually curious and his methods of "how-to-learn" have improved. He is unafraid of new, difficult words in reading, for instance. I would like to see more structured approach to meeting his classmates. He doesn't need to play with all, but I'd like to see him spend time on a "play-project" with 2,3 or 4 children (in turn) to deepen his acquaintance with others through play. Parents should get names and phone numbers of classmates so after school play can be arranged. (many single parents don't have identifiable phone listings)

-As I mentioned before, we are new to Fort River School. However, our first impressions are positive ones. The children seem to be very happy there and to be making good progress.

-In general you are covering too many topics - thus not enough "serious" work

-The only criticism I have in my child's situation is the large reading group she is in has slowed things down and created a lack of interest on her part. However, with a teacher conference things improved greatly from my child's view point. I personally appreciate the return to smaller classroom sizes (rather than quads)

-I feel Fort River, and this particular classroom are well run, but I feel there should be more individualized attention given to a child who needs help in a certain subject, for example, reading. This burden should not fall entirely on the parents, but should be a cooperative effort between parent and teacher.

-Report cards could be improved to include a bit more of behavior (personal and social) and persoanl achievement and tendencies in this area. Also reading and math curriculum chart accompanying report card seemed confusing in helping me know exactly "where my child is" according to her age and ability.

-I think the self-contained class this child is in is very good in all respects.

-I believe that all three of my children are fortunate to be a part of the Fort River school system.

-I admire the Amherst's school system. It is very flexible and concerned with individuals. ___ is undoubtedly not the most malable child in the school. I can appreciate that my criticisms are relative only to him and his particular needs. Nevertheless, I think it did take too long for it to be brought to my attention that ___ did have a problem with his reading that was impacting his feelings (and his teachers) quite seriously. There were also a few incidents in his classroom involving him that upset him and I thought were poorly handled. I have been very impressed by the resonse since the problem was recognized however and must extend my thanks for that. Other kids fight too much and bigger kids bother him greatly on the bus - to the extent he is afraid to ride on the bus without his sister.

-I'm very pleased with the school, but would like to be able to talk to the music teacher about child's progress on musical instruments. Also feel the child should have some assignments to get in to the habit of studying. Child tends to get a relaxed, lazy attitude when he comes home, a feeling like school is out, time to rest. I feel some of his school interests should continue with him or her at home.

-Child complains of items being taken from coat racks, desks, etc. and not returned. Child also complains of behavior of some children.

-Basically I am pleased with Fort River. I am, though, uncertain as to whether the intellectual expectations of the school as a whole is high enough. Is a grade of "G" meaning that a student is doing grade level work, below that of what was expected of me when I was a child. I think it is. Socially and emotional growth I have been pleased with in regard to my child.

-I'm very pleased with Fort River! My boys enjoy school and look forward to it. They have had their difficulties and it is satisfying to know that resources are available and people really care. I have always experienced cooperation and willingness to guide me as a parent. As I struggle along! My husband and I find Fort River neat - and have been more than satisfied with our expectancies there.

-I'm very well pleased with the faculty and facilities at Fort River School. Encourage programs offering practicality - cooking, nature hikes, etc. and empathy for peers. The "Phone Tree" system could be utilized more effectively - perhaps establishing it earlier in the school year. "Super- stars" and "Honor Badge" system works. Even parents take pleasure in it!

-I am very satisfied with Fort River in general and Quad ___
in particular. However, my one complaint lies in the
communication between home and school. I think this can be
improved a great deal. Another suggestion would be to give
some homework. We live in a transient community and many
students will be moving in their school years. It will be a
terrific adjustment for a child to go from no homework to
homework.

-My feelings of Quad ___ are very positive. The teachers are
making the most of the programs and are setting very good
examples of mature, sensitive human beings for the students.
In general I have some feelings of apprehension about the
programs for basic skills in reference to development of
self direction and self control. Our child's achievement
level (self direction and self control) is very low. When
does the program handle this problem? Several times I have
seen excessive roughness between students in the halls. Fort
River gives me a feeling of pride and hopeful trust. The
administrators and teachers with whom I have had contact all
have high ideals and goals. I also feel that they are
constantly working to make improvements where necessary.

-I have been very satisfied this year in general. I feel
that perhaps more attention would be paid to the basic skills
of handwriting, punctuation and spelling. I would like to
see a better physical education program - including some
type of movement class - something every day. I am very
happy with the staff at Fort River and feel I can approach
and communicate with them when necessary - I do not want to
participate in my child's school life as much as I am urged
to do - This sometimes imposes burdens on us as busy parents,
when we have to disappoint our son by being unable to
participate - in this day and age both parents are increasingly
involved in work both in the daytime and at night - could
requests for help come to the parents first? by mail?
rather than through the children, to minimize this problem

-I feel there should be more attention placed on the math
and the sciences. I would also like to see girls taught
basics of home and auto mechanics (how things work) which
could be started in the lower grades. Making math and science
fun can be accomplished through bus and projects.

-Too many curriculum days.

-We are satisfied with this class and teacher and like Fort
River in general.

-I am extremely pleased with my daughter's teacher, classroom,
program, and progress this year. I was quite displeased last
year - but this year has made up for it. The Amherst school
system is very responsive to childrens individual needs
when they are identified. I think it takes too long to

discover problems but I am sure there are personnel and management problems within the school systems as well as businesses that prevent a "perfect" system. It seems you are doing an excellent job.

-We are very pleased in our child's particular classroom this year which is with Mr. ____ . He has done an excellent job both working with our child on his academic growth and on his social-emotional growth. One feels that he really cares about the children.

-____ likes school, and that is perhaps the most important thing at this point. But I am so tired of the School of Ed. jargon and general attitude that I'm becoming almost reactionary. I want her to have a basis, a background, for whatever she decides to do later - standards,please!

-It has been our experience that members of the staff are generally concerned with the welfare, growth, and success of their students. Our youngster has really thrived in the atmosphere. We like Fort River.

-Generally speaking, too many adults (teachers, aides, interns, etc.) are involved with these children. Request more direct teacher contact with children (i.e. - less aide, intern contact) Teachers are being asked to spend too much time teaching aides and interns at the expense of pupil-contact time. We get some poor interns; greater selectivity should be exercised in their choice.

-Since you are familiar with my child and his academic progress I feel you are better qualified to place him where he belongs socially as well as academically. He seems to be doing well, is not unhappy and goes to school willingly. I would expect to hear immediately if any problems arose so we could discipline him at home as well as your handling of the situation at school. Goal: To enter Jr. High on an equal with other children so he won't be "snowed under" and unable to cope.

-I think considerably more could be asked of my child with good results.

-My son had been in the ____ school system prior to January 77 and living with his mother, he was really unhappy and had no confidence in himself as to his school work. He is now very happy and seems to be doing well (at least much better than in ___) in school. I feel that on the school systems part, to make the child understand what is being taught and feel comfortable with his studies, will instill his confidence in himself and in turn bring out his given ability.

APPENDIX F

FORT RIVER STAFF FEEDBACK 1977

Fort River School   Summary
Alternatives - Staff Feedback   March 9, 1977

(1) Do you feel that reduction in the number of students assigned
    to a quad has had a positive effect on the school program?

                    Yes 26   No 1

Comments:

- The school is quieter and feels better
- I don't feel like I'm packing sardines
- More individual attention for each student
- There should definitely be no more than 2 classes (60
  children) per quad
- Fewer bodies are of utmost importance. I can truly do more.
- Depends on staff-aide ratio. Generally, fewer students
  for teachers are preferable, especially in the primary
  grades.
- 30 less bodies does make a difference
- Noise level and tension seems to be less.
- Yes, however in my quad, the teacher-student ratio is
  larger than it was. 38 students are too many for one
  teacher and aide.
- In-room opportunities increase - more individualization
  able to be offered.
- More effective for individualizing activities for children.
  Gives teachers and children more time together.
- Spacing for types of activities enhanced.
- Three groups to each quad for specials is a much better
  rotation schedule.

(2) Do you believe that having single grade classrooms available
    for first graders has worked out well?

                    Yes 21   No 1

Comments:

- But I feel that the 1-2 should be an option
- I believe that single grade classrooms should always be
  an alternative.
- I strongly support allowing first grade children the
  opportunity to gain social and academic skills in an
  atmosphere where they feel most successful.
- I see no advantage. Possibly one straight grade 1 would
  meet parent requests.
- Great!
- It works well for a particular type of child.
- I feel 1st graders need the one-on-one with one teacher,
  security of being with the same classmates and teachers.
- I am very impressed with this option.
- Need one teacher- the knowledge that they have a "special
  teacher" to relate with.
- It's important for them to get a good start as far as
  establishing rules for everyone at once and seeing
  them start out all together.

(3) A combination classroom (1-2) was created because of overload
in Quad H. Should we try to maintain this alternative for
first graders next year?

<center>Yes <u>16</u>   No <u>4</u></center>

Comments:

- There should be a law against too many 1-2 children in a
  quad. Let's have more rooms like H.
- Yes, especially for those who are reading in upper levels
- Yes, only if children (1st graders) are ready academically
  and socially.
- It has been brought to my attention that hand picking
  first graders is necessary.
- This would be a good alternative as long as it doesn't
  become a large group of children.
- Yes, if created to continue to service overload. Don't
  prefer combination grades at this age group.
- It would depend on the nature of the child.
- For children who can handle this, it's great to have
  it available.
- Yes, but NOT as it exists. NOT a high ability grade one
  combined with a relatively lower grade 2.
- I prefer enclossed classrooms at this level.
- It's successful for those children ready for it socially,
  emotionally, academically.
- I think this is very beneficial.
- Good for mature 1st graders.
- These 1st graders are moving at their own rate, but they
  should be hand-picked so as not to start everyone in
  such a set-up.

(4) The sixth grade quad was established as a single grade,
teaming alternative in order to help students make the
transition to Jr. High. Should this be continued next year?

<center>Yes <u>21</u>   No <u>3</u></center>

Comments:

- This is most important.
- From observation, this appears to be working well,
  although I have little contact with the quad.
- This plan is working well.
- I believe other issues such as who will teach and what
  alternative classroom styles are available are more
  important.
- Yes, depending upon how these teachers feel it has worked
  out this year.
- 2 single classes, no teaming, no movement of students
  between teachers.
- It seems to be working well.
- One classroom - not an entire quad. Alternatives should be
  available. One class a 5-6.
- To meet Jr. High needs, single-grade teaching eliminates
  many problems, social and scholastic.

(4) Comments: (continued)
- From what I understand it's been successful.
- I suggest a closer look at "teaming" and if this is taking place.
- Need to get used to routine.
- They too need this separate environment (as in Quad H) to prepare for the future.

(5) Do you feel that the alternatives in operation this year (1976-77) are generally working out better than those available the previous year?

Yes _20_   No _0_

Comments:
- I like the fact that parents have a choice of programs.
- There are better choices at each grade. Need choice of program at 6th grade level.
- This year has seemingly been quite smooth. I can only speak truly for myself - I have enjoyed it!
- Everyone seems happier.
- Depends on the child and his schedule.
- The staff has been quite willing to work towards this.
- General better meeting needs of students.
- More alternatives in smaller quads as to grade make-up.
- In most cases.
- There seem to be many choices at every level - enough to fill everyone's needs.

(6) Please check the alternative(s) that you believe should be available for each grade at Fort River next year:

Grade	Single Grade	Double Grade	Teaming	Self-Contained	Integrated Curriculum	Sep. Subject Curriculum
1	25	7	4	25	15	13
2	21	19	16	20	19	12
3	20	21	16	20	19	12
4	21	20	17	21	20	13
5	21	20	17	20	20	13
6	20	9	18	14	17	14

Comments:
- Have found single grades helpful in interpersonal relations as well as use of materials.
- I believe this year things are working quite well. My only question is about the 1-2.
- This is much like what we have known. We are committed to this and I like it.

(7) What recommendations do you have for alternatives for the 1977-78 school year?

Comments:

- Continued evaluation of present alternatives.
- P.E. every day.
- More "specials" time available to children. Do you know how often they have gym, art, or music? 35 minutes a week!
- K-1 classroom
- Keep the library aides. Other recommendations aren't necessary.
- Alternative classroom atmospheres such as structured vs. unstructured (loose control) are important alternatives at each level.
- Would like to keep same school format.
- Separate classes for 6th grade - teaming must come from teaming members, not as outside imposition.
- Integrated day alternative at each grade level. If not, at least at Grade 4, so that children presently involved in I.Day can move along in that approach.
- Continued exploration with other types of alternatives to make what we have better.
- I'd like to run Fort River for a second year like this current one, as we need more than one year to determine if our alternatives are working.
- Smaller groups of children - no more than 30.
- Keep options open at every level except 6th grade.

(8) Which of the following adjectives most closely describes discipline at Fort River?

appropriate _24_ inappropriate _7_   (both _4_)

Comments:

- Very supportive administartion. Some discipline is difficult to implement at school if home is not supportive.
- Not excessively restrictive but firm enough to carry out varying activities.
- I do feel there should be more consistency throughout K-6.
- Usually. People seem to be more aware of being consistent with children in this area and setting models for kids.
- Individual variations. Much improved.
- Would like to see greater acceptance of wider range of behaviors, interest, active learning. (All as part of regular classroom experience) Conformity and pssive behavior seem to be valued too highly.
- At various times I see both.
- Some types are appropriate, some are not. A large number of adults makes consistency difficult. Because of this, discipline is often inconsistent and effective. We need SCHOOL standards to be consistently enforced.
- Appropriate in quads and Specials, inappropriate in halls, lunchroom, anywhere out of quad.

(8) Comments: (continued)
- Halls are very noisy. Children push, etc.
- There seem to be too many priveleged characters, getting all the benefits but no responsibilities.
- Would like to see STRONG enforcement of rules.
- Improvement still needed.

(9) Has it been possible this year to integrate the special subjects with your classroom program?

        Yes 18   No 4

Comments:
- Japanese, Chinese games.
- Partly. We do different activities related to the subjects. The music and art teachers did some large group things with quad during the year.
- Art and music.
- On a limited basis but as integration continues pulling in special subjects will grow.
- Depends on the child and his schedule.
- No time to meet, no free time together.
- The staff has been quite willing to work towards this.
- At times.
- I love integrating curriculum and so do my children. I feel most of my class is really tuned in.
- In some instances - but often difficult due to scheduling.
- I'm one of the special subject teachers and I feel it's definitely possible, but involves a lot of work on the teachers' parts so that the alternative activities (going on while some are in special subjects) are not so competitive that interest in the special subject is diminished.
- Special teachers very positive about the idea - classroom teachers need to use this option more.

(10) Do you feel that the present set of alternatives facilitates continuity for students?

Comments:
- Yes, It encourages a lot of thought before placement.
- Yes, with options open at every level. The 6th graders must try a little change in order to accept changes for their next year.
- Rather well.
- Yes, but we still have a long way to go.
- It is difficult at this point to say. We need to run the program more than one year to determine if there is continuity.
- Yes - you can really think deeply about where, what, and who is best for a particular child.
- Yes, and caters to individual needs.
- Not in methodology between grades 3 & 4. Other than that, OK.
- Yes I do.
- Yes.
- System perhaps needs refinement - but I have no time to observe.

(10) Comments: (continued)
- Definitely.
- Yes, especially combined grades.
- Not sure.
- Yes, the original design planned for this continuity.
- No, I feel that there should be more emphasis on Integrated curriculum at grade levels 4, 5, and 6.
- Not usually. Very little coordination among quad teachers in curriculum subjects (gaps, repetition, etc.)
- Yes, we do need to work more on school guidelines in curriculum areas, however.
- IF the curriculum is followed.
- Yes, a student may choose to be in a team situation, self-contained classroom, or quad.
- Yes, with administrative guidance.

(11) Do you feel that the present method of assigning students to classrooms is appropriate?

Yes 24   No 0

Comments:
- As long as problem children are distributed evenly.
- A lot of work goes into this. The administration tries to please as many people as possible.
- MUST watch to make sure the majority of slow learners or special needs children don't end up in self-contained.
- The placement is done with parent recommendations. Could we expect anything more?
- In most cases.
- But would prefer a different system for forming groups within teaming situations.
- Input on specific students is usually taken into account.
- Needs of students, parental requests, staff recommendations.
- I assume you meet individual needs and respond to parental requests.
- Yes, when you meet the child's needs and parent's input.
- Not sure - feel various types of students needed in all areas.
- Feel parent input very successful.
- I hope it keeps working out as well as it has been.
- If each has the parent (with input from the child when appropriate) and teacher making the decision.

(12) How do you feel regarding the services that are presently available to provide support for students (I.P.C., guidance, Title I, I.M.C.)?

Comments:
- Adequate.
- Overcommited - need more observation time, and time for the children.
- Tremendously appreciative.

(12) Comments: (continued)

- Good. Integrated approach has its difficult moments
  in releasing children for work that seems unrelated
  to the quad.
- Appears to help the students.
- Excellent. Do need full time counseling for all quads.
- They've been very supportive - sometimes I question that
  they have enough time to spend with the children -
  too much paperwork and meetings. We need more of their
  in-classroom time for input, observation, etc.
- Remedial students with low motivation should receive
  CONSTANT teacher presence, but do not. I perceive
  that behavioral problems receive more help than learning
  problems. I cannot fathom why some are cored and others
  are not. The message is clear - to get extra service, be
  a behavioral problem. Possibly certified teachers could
  be hired, paid hourly, to enter classrooms and work full
  periods with remedial, poorly motivated students. I am
  CONCERNED about these children! If they don't push over
  bookcases they are left on their own. I have one aide,
  NO interns, 3 or more groups - WHAT happens to my
  remedial groups?
- Need more direct services to kids at upper grade levels.
  Reallocation of human resources might be addressed.
  Problem of exits and entrances of children could be
  resolved as could many "special needs" and coring, if
  classes were smaller and support were given in classrooms.
  I feel alternatives are not sufficiently explored, at
  times, before children are cored. Problem of what
  children are missing when taken out. Would it be useful
  to stagger L.A. times and math times so that supplementary
  services can be given at the appropriate times?
- Satisfactory.
- As far as I can tell, it has improved this year.
- Too many people involved with each child and teacher.
  Couldn't one staff member (IPC) service one quad's
  students?
- Very good.
- Being one who provides services, it is hard for me to
  answer. Would like this feedback from quad teachers
  shared with us so we can meet their needs.
- Adequate.
- They are supportive and necessary. I think _____ deserves
  special commendation for her excellent work.
- Good support, but fragmented. Often, too many adults work
  with one child (sometimes one who needs just 1 or 2
  adults).
- They are doing a good job.
- Fine.
- OK.
- I feel good about most of it. Reserve judgement on
  Guidance and IMC.
- Very adequate.
- Good.
- IPC - brings about a priveleged class of students that
  get all the benefits, but no ...

(13) How do you feel about the present method of reporting to
     parents? (conferences and report cards)

Comments:

- More conferences.
- Good.
- OK.
- Adequate. Perhaps a revision of the report card.
- Confernces are a good way. Report cards are a poor way. I
  would like less emphasis on the report card.
- Fine.
- Not the ultimate, but until a better system can be adopted
  this is OK.
- I'd like to see more than 2 reports.
- Conferences are good, report cards need work.
- I hate it! The report card is inconclusive and full of
  educational rhetoric!
- Adequate.
- I'm not too crazy about the general school report cards.
  Contact with parents is necessary.
- Very adequate.
- Continue conferences. Definitely at K level. Please avoid
  formal report cards at this level. Two report cards
  issued, 2 or 3 conferences should be more than adequate
  except for special circumstances.
- Too much - we do twice as much reporting as Jr. High.
  Would prefer to have parents choose cards OR conferences.
- Seems good to me!
- Satisfactory.
- Report card is a step backward. (If our goal is continuous
  progress, above and below grade designations.
- Satisfactory.
- Conference seems to give clearer pictures.
- Conferences are more appropriate than report cards!
- Conferences twice a yera certainly do take much (too
  much) effort and time.
- Conferences are valuable for EVERYONE concerned.
- Method good, I hope it's being used!
- I don't like the report card, but the combination method
  of written and conference-type reporting seems good.

APPENDIX G

WILDWOOD PARENT PLACEMENT FORM '70-'71

QUAD PLACEMENT - PARENT FORM   '70-'71

1. Child _____ Present Grade_____

2. Would you prefer having your children in   Yes   No
   separate quads?   ___   ___

3. Does your child make new friends easily
   and comfortably?   ___   ___

4. Has your child expressed any positive
   reactions toward Wildwood?   ___   ___

5. Has your child expressed any negative
   reactions toward Wildwood?   ___   ___

6. What type of classroom situation would your child react to
   best?

        a. structured (clearly defined organization)   _____

        b. free situation (concentration of self-
              discipline and independence)   _____

        c. supportive (warmth and affection)   _____

        d. firm discipline   _____

        e. any type   _____

        f. needs male if available   _____

7. Friends: Needs to be with: Needs to be separated from:

             _____   _____

             _____   _____

8. In what subject areas does your child show strong interest?

9. In what activities is your child involved?

10. What are your child's strong points?

   DIRECTIONS: Please put a check in the box closest to the trait
     which you feel describes your child. (Terms on either side
     of the graph are opposing traits.)

	1	2	3	4	
Leader					Follower
Outgoing					Withdrawn
Inward motivation					Outward motivation
Carefree					Sensitive
Works best with older children					Works best with younger children
High creativity					Low creativity
Adjusts readily to new situations					Fears new situations

Comments:

APPENDIX H

WILDWOOD TEACHER PLACEMENT FORM '70-'71

QUAD PLACEMENT - TEACHER   '70-'71

1. Name _____ 2. Age (Sept 1)_____ 3. Sex _____
4. Grade completed _____
5. Language Arts
    a. Last Reading Level (Book)_____ Tract _____
    b. Gates Reading Score _____
6. Math:
    a. Last Math Level, High _____ Middle _____ Low _____
    b. Last Unit Completed _____(Book & Grade)_____
7. Achievement Level Results .(69-70)
    _____Test _____%ile _____Norms
    _____Test _____%ile _____Norms
    _____Test _____%ile _____Norms
8. Special Needs:
    a. Motor Coordination   _____
    b. Physical: eyes _____
                ears _____
    c. Counseling _____
    d. Speech _____
    e. Language Development _____
    f. Remedial Reading _____
    g. Other _____
       _____
9. Type of Teacher
    a. Can work with any type teacher _____
    b. Needs a structured situation _____
    c. Needs a free situation _____
    d. Needs a supportive situation _____
    e. Needs a firm teacher _____
    f. Needs male contact if available _____
    g. Other _____
       _____
10. Friends:
    Needs to be with: Needs to be Separated from:
    a._____   a. _____
    b._____   b. _____
    c._____   c. _____

Directions: Please put a check in the box closest to the
    trait which you feel describes this child. (Terms on
    either side of the graph are opposing trait.)

	1	2	3	4	
Leader					Follower
High attention span					Low attention span
Outgoing					Withdrawn
Aggressive					Passive or Hyperactive
Impulsive					Reflective
Readily adjusts to new situations					Fears new situations
Follows directions					Unable to follow directions
Independent work habits					Dependent work habits
Inward motivation					Outward motivation

APPENDIX I

WILDWOOD PARENT PLACEMENT FORM '71-'72

WILDWOOD SCHOOL

1. Name _____ 2. Age ___ 3. Sex ___ 4. Number of years in school-excluding Kindergarten ___

5. The projected age levels for the quads at Wildwood are approximately:
   Early childhood 4-6   Middle elementary 7-10
   Lower elementary 5-8   Upper elementary 9-12

   If you have two or more children who fall within the same quad age level, would you like to have these children placed in the same quad? ___
   Names of children: _____

   Reasons for wanting or not wanting children together: _____

   _____

   _____

6. Does your child make new friends easily? ___

7. Has your child expressed any positive or negative reaction about W?
   Positive ___   Negative ___   Expl in: _____

   _____

   _____

8. What type of school environment would your child react to best?
                                              a. Structured ___
                                              b. Free (concentration of self-discipline and in-dependence) ___
                                              c. Firm discipline ___
                                              d. Any situation ___

9. Do you think your child needs more than an average amount of support and positive reinforcement? _____

10. Please list friends you would like to see your child placed with or separated from:
    Needs to be with: Needs to be separated from:

    _____   _____

    _____   _____

    _____   _____

11. Please list any extra curricular activities which your child shows a strong interest: _____

    _____

12. In what school-oriented areas does your child show strong interest? _____

    _____

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13. Check the box nearest to the characteristic that most suits the child.

Leader					Follower	
High Attention Span					Low Attention Span	
Outgoing					Shy	
Physically Aggressive					Passive	
Impulsive					Reflective	
Readily adjust to new situations					Fears new situations	
Follows directions					Unable to follow directions	
Independent work habits					Dependent work habits	
Inward motivation					Outward motivation	
Hyperactive					Withdrawn	

14 Other comment _____

_____

_____

APPENDIX J

WILDWOOD TEACHER PLACEMENT FORM '71-'72

QUAD PLACEMENT - TEACHER '71-'72

1. Name_____Age_____Present age_____
   Number of years in school - excluding kindergarten _____
2. Reading: materials read _____
            Parts completed _____
3. Math achievement level _____
4. Able units covered (or other materials) _____
5. Social Studies materials worked with _____
6. a. Special needs: (check)
      Motor coordination _____
      Small muscle coordination _____
      Large muscle coordination _____
   b. Physical
      Eyes _____
      Ears _____
      Physical handicap (give detail) _____
      Medication (state drug) _____
      Other _____
      Comment: _____
   c. Counseling: _____
      Learning disabilities _____
      Emotionally disturbed _____
      Note previous work done in any of these areas _____
      _____
   d. Speech _____ _____
      _____

7. What type of school environment would child react to best.
   a. Structured _____   c. Firm discipline _____
   b. Free (concentration of   d. Any situation _____
      self-discipline and
      independence) _____
   d. Needs to be with:(Reason)   Needs to be separated from: (Reason)
      _____   _____
      _____   _____
      _____   _____

8. Special interests (both in and out of school): _____
   _____

10. Would you recommend that this child remain in the same
grade?_____ Give reasons: _____ _____
_____ ___ _ __ _____

11. Do you feel this child should be the oldest, middle, or
youngest child in the class? _____
_____ _____ _____ _____

12. Check the box nearest to the characteristic that most suits
the child.

Leader (over all)					Follower (over all)
High Attention Span					Low Attention Span
Outgoing					Shy
Physically Aggressive					Passive
Reflective					Impulsive
Readily adjusts to new situations					Fears new situations
Follows directions					Unable to follow directions
Independent work habits					Dependent work habits
Inner motivation					Outward motivation
Hyperactive					Withdrawn

13. OTHER COMMENTS: _____
_____ _____
_____ _____

APPENDIX K

WILDWOOD PARENT PLACEMENT FORM

'72-'73, '73-'74, '74-'75

WILDWOOD SCHOOL

QUAD PLACEMENT - PARENT

Name _____ Age _____ Sex _____ Number of years in school
                                                    excluding kindergarten _____
                                    Grade _____

1. If you have two or more children, would you like to have these children in the
    same quad? _____ Names of children _____
    Reasons for wanting or not wanting children together _____
    _____

2. Would you like your child to be the oldest, middle or youngest in the quad?
    _____

3. Does your child make new friends easily? _____

4. Has your child expressed positive or negative reactions about Wildwood? _____
    Explain: _____
    _____

5. List friends you would like to see your child placed with or separated from:

    Needs to be with: (reason)   Needs to be separated from: (reason)
    _____   _____
    _____   _____
    _____   _____

6. Your child's special interests (both in and out of school): _____
    _____

7. Would you like your child to remain in the same quad? _____ Give reason _____
    _____

8. Do you have a preference in which quad you would like your child placed? _____

9. Does your child respond best to: any adult _____
         firmness _____   just a few adults ___
         punishment _____   praise _____   specify _____
         rewards _____   encouragement _____ other (specify) _____

10. Check the box nearest to the characteristic that most suits the child.

Leader (over all)					Follower (over all)
High Attention Span					Low Attention Span
Outgoing					Shy
Physically Aggressive					Passive
Reflective					Impulsive
Readily adjust to new situations					Fears new situations
Follows Directions					Unable to follow directions
Independent work habits					Dependent work habits
Inward motivation					Outward motivation
Hyperactive					Withdrawn

11. Comments: _____
    _____

APPENDIX L

WILDWOOD TEACHER PLACEMENT FORM

'72-'73, '73-'74, '74-'75

WILDWOOD SCHOOL

QUAD PLACEMENT - TEACHERS/COUNSELORS

1. Name _____ Age _____ Present Quad _____ Year of Graduation _____
   No. of years in Quad _____
2. Reading: Materials completed _____
   Final level _____
3. SCIS units (or other materials) _____
4. Health units _____
5. Social Studies units _____
6. Math Needs (not just IMS) _____
7. Special Needs: (check)
   a. Academic: note previous help
      Tutoring _____ Learning Disabilities _____ Other _____
      Language development _____
      Speech _____   c. Physical
      Motor development _____   Eyes _____
         Small muscle _____   Ears _____
         Large muscle _____   Physical handicap
      Severe learning problems _____   (give details)

   b. Social - Emotional: note previous help   Medication (state
      Counseling _____   drugs) _____
      Severe behavioral problems _____   Other _____
      Needs more than usual reinforcement _____
      Programs or types of scheduling that worked well _____
8. What types of school environment will child react to best:
      a. Strong limits with visible rewards _____
      b. Limits with verbal reinforcement _____
      c. Independence - self-motivated _____
      d. Limited number of adults _____
      e. Adjusts easily to many adults _____

9. Needs to be with: (reason)   Needs to be separated from: (reason)
   _____   _____
   _____   _____

10. Special interests (both in and out of school): _____

11. Would you recommend that this child remain in the same quad? _____ Give reasons: _____
12. Do you recommend a particular quad for placement? _____
13. Do you feel this child should be the oldest, middle, or youngest child in the quad? _____
14. Check the box nearest to the characteristic that most suits the child.

Leader (over all)			Follower (over all)
High Attention Span			Low Attention Span
Outgoing			Shy
Physically Aggressive			Passive
Considers Consequences			Impulsive
Readily adjusts to new situations			Fears new situations
Follows directions			Unable to follow directions
Independent work habits			Dependent work habits
Inward motivation			Outward motivation
Hyperactive			Withdrawn

15. Other Comments: _____
    _____

APPENDIX M

FORT RIVER END-OF-YEAR SUMMARY '73-'74

END-OF-YEAR SUMMARY   '7ɔ-'7ᵘ
FUᴸᴸ RIVER

STUDENT'S NAME_____ Gᴿᴬᴰᴱ Ɛᴇᴘᴛ.'7ɔ,_____
HOME AREA TEACHER_____
LAST READING TEACHER (72-7ɔ school year)_____
--------------------------- ----- ------------------------------
1. a. Last Reading Title and Level:_____

b. Scholastic Kits Used	Completed Spelling Units	Croft Obj. Completed	Gates	
			Voc.	Comp.

   c. Other special kits and/or programs - please specify -
      e.g. SRA specific skills series;

   d. Comments:

--------------------------------- ----- ----------- -------------------
2. Social Studies Units Completed:

--- --------------
ɔ. Science Units Completed:

APPENDIX N

FORT RIVER END-OF-YEAR SUMMARY '74-'75

END-OF-YEAR SUMMARY   '74-'75
FORT RIVER

Student's Name_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Grade_ _ _ _ _ _
Home Area Teacher_ _
Last Reading Teacher _

1. Language Arts   -
    a. Last Reading Title and Level _ _ _ _ _ _ _ _ _ _ _ _ _
    _ _ _ _ _ _ _ _"_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
    Please Circle:
    Text Completed   Text Mid-way Through   Just Begun
    b. Other basal readers student was in _this_ year.
    Scott F. Systems   Open Highways   Sullivan
    Level   Level   Level

    c. Other special kits and/or programs - be specific
    (e.g. specific skills, Random House (identify color etc.)

    d. Scholastic | Spelling Units | Croft Objectives
       Kits Used | Completed | Completed

    e. Comments

2. Social Studies Units Completed:

.

-- ----------------------

3. Science Units Completed:

.

----

4. Health Units Completed:

----

5. Math

    a. Attach Profile Sheet

    b. Problem areas

    c. Amount of Supplementary teacher made materials needed for student to meet objectives

    d. Other special aids child used

APPENDIX O

SURVEY REPORT OF THE WILDWOOD ALTERNATIVES

SURVEY REPORT OF THE WILDWOOD ALTERNATIVES

(Wildwood School, Amherst, Mass.)

Gertrude S. O'Connell

Center for Educational Research
University of Massachusetts, Amherst

December 12, 1975

SUMMARY OF THE RESULTS

91% of the parents at Wildwood are presently satisfied with the place-
ment of their child in either quads or self-contained classrooms.

The idea of a choice is valued by 88% of the parents, but it is clear
that factors other than classroom arrangements are in the picture -
such factors as preference for a particular teacher and the needs of a
particular child.

Overall the findings are positive and parents saw many strengths at
Wildwood. A strong majority reported their children were happy and
making continuous progress. Most parents appreciated the commitment
of the teachers. However the reservations expressed by a minority
(13%) may provide useful information for staff decisions.

PURPOSE OF THIS SURVEY

At the close of the 1974-75 school year a survey of Wildwood parents
indicated a desire for a choice between quads and self-contained class-
rooms. As a result, for the 1975-76 school year, six self-contained
classes were formed in addition to the quads.

This follow-up survey was designed to measure parent satisfaction in
such things as:

Degree of parent satisfaction with the present placement of
students. (Fig. 1)

Degree of parent satisfaction with an arrangement that provides
choices. (Fig. 2)

Parent preferences in relation to the child's present placement.
(Fig. 3)

Degree of general parent satisfaction with Wildwood. (Fig. 4)

The survey polled a 25% random sample of the parents of children both
in the quads and in self-contained classrooms. A 91% return, (111 of
122), was achieved, which means that general conclusions can safely
be made from the data.

Limitations of This Survey

This survey measures the degree of parent satisfaction, one important
consideration in evaluating a change. It does not measure other crit-
ical concerns needed before good educational decisions can be made.
Steps should be taken to measure the effects of alternatives on stu-
dents and teachers in order to avoid relying solely on parent opinion.

DEGREE OF PARENT SATISFACTION WITH THE PRESENT PLACEMENT

Fig. 1 represents the answer to the question, "Are you presently satis-
fied with the educational environment of your child?" As may be seen,
91% are presently satisfied with the placement and 9% are not satis-
fied. (Although the survey last spring was not representative due to
the low return rate, 42% indicated they wished a change.)

9%
NOT
SATISFIED

91%
SATISFIED WITH
PRESENT PLACEMENT
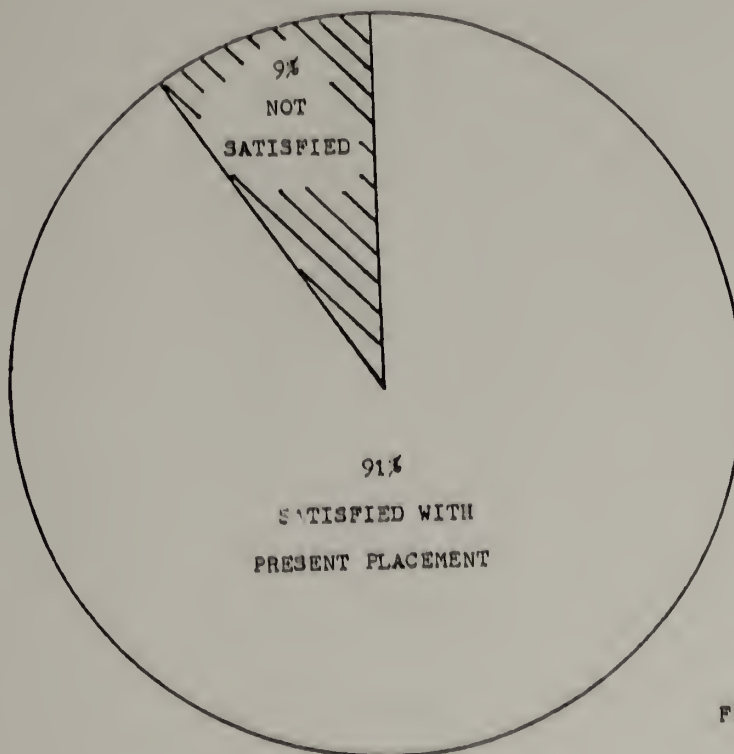
FIG. 1.

DEGREE OF SATISFACTION WITH AN ARRANGEMENT THAT PROVIDES

CHOICES BETWEEN QUADS AND SELF-CONTAINED CLASSROOMS

The concept of alternatives, offering choices to parents, is approved
by a majority of 88%. Most of these (58%) are parents who definitely
preferred quads or definitely preferred self-contained classrooms.
The balance of this majority (30%) are parents who stated no preference
but made such reservations as "depends on the child", thus indicating
that they appreciated the opportunity for a choice.

12%
HAVE NO
PREFER-
ENCE

30%
HAVE NO
PREFERENCE
BUT APPRECIATE
OPPORTUNITY OF
CHOICE

58%
HAVE PREFERENCE
FOR ONE CHOICE
OR OTHER
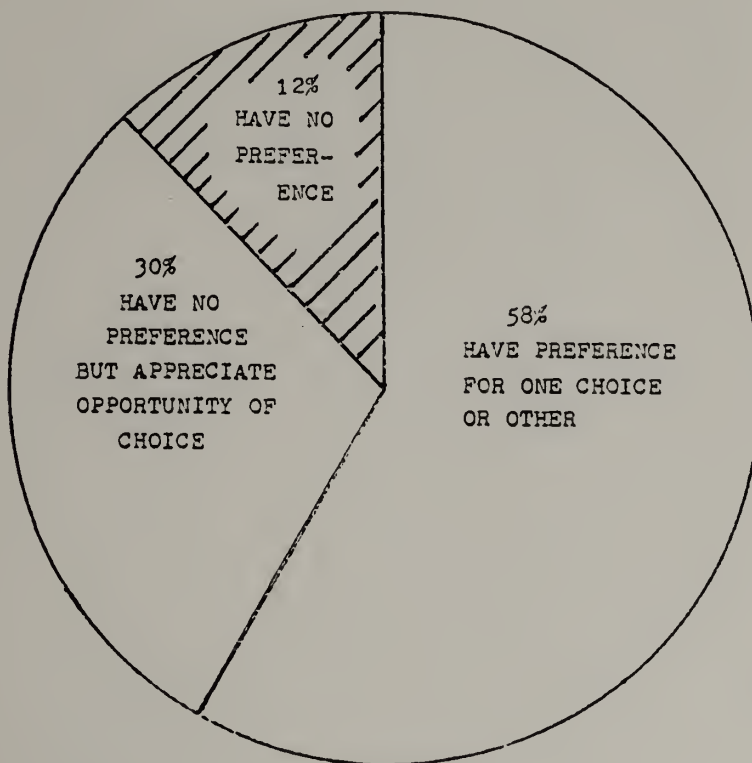
FIG. 2.

PARENT PREFERENCES....(Cont.)

Fig. 3 indicates that 22% of the respondents have their children placed
in the classroom arrangement they now prefer less. 18% of the parents
indicated that they now prefer self-contained classrooms while their
children are in quads; 4% of the parents have children in self con-
tained classrooms yet now prefer quads. (It should be noted that no
self-contained options are available for Grades 3 and 4 and that many
of the parents whose responses fall in the 18% category have children
at these Grade levels.) A number of these parents, however, expressed
overall satisfaction with their child's school environment, suggesting
that the choice between the two classroom organizations may not be a
critical factor in their satisfaction with schooling.
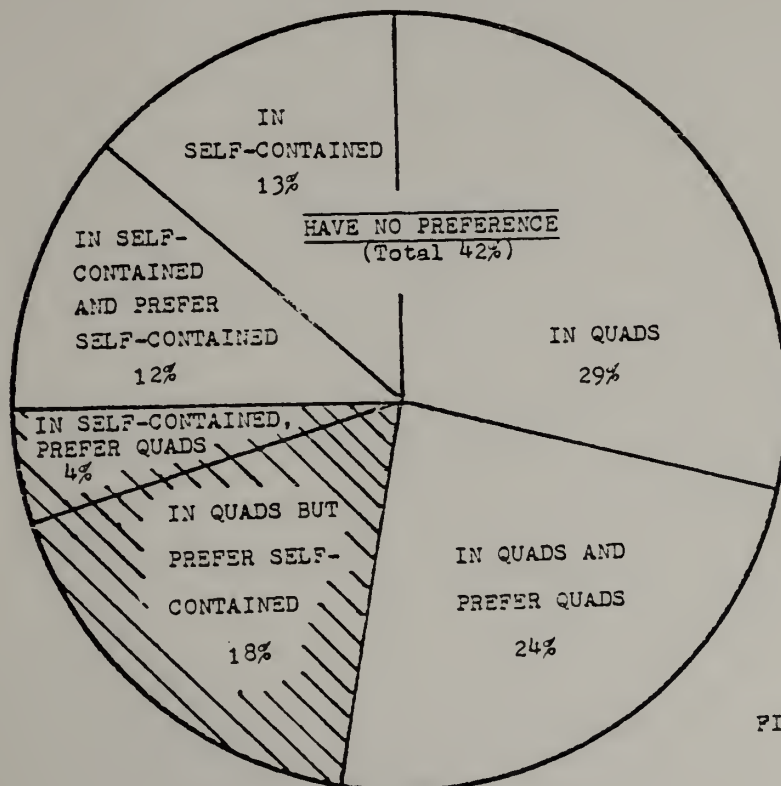
FIG. 3.

DEGREE OF PARENT SATISFACTION AT WILDWOOD

Parents were asked to indicate strengths they see at Wildwood. Fig. 4 shows that 70% of the parents reported that their children were happy. A majority also believed that the continuous progress philosophy and the committment of teachers were strengths of the Wildwood program. 25% of the parents indicated curriculum as a strength. Twenty-five of the parents responding made unsolicited approving statements such as:

> Teachers are excellent (mentioned 11 times)
> Like choices (mentioned 10 times)
> Am grateful for counseling and special help
> Happy atmosphere
> Better discipline, prefer the structure

In response to the question, "Do you have any concerns now about your child's assignment to a quad or a self-contained classroom?" 13% expressed some general dissatisfaction, with most complaints centering on an individual child:

> Needs smaller classes
> Not being challenged, not motivated
> Not with friends
> Concerned about science, basics, math
> Needs a bilingual program

PERCENTAGE RESPONDING

10 20 30 40 50 60 70 80 90 100

CHILDREN ARE HAPPY (70%)

CONTINUOUS PROGRESS (64%)

TEACHERS ARE COMMITTED (51%)

STAFF INTERESTED IN INDIVIDUAL CHILD (51%)

CHILDREN MAY FOLLOW OWN INTERESTS (34%)

STRONG CURRICULUM (25%)   FIG. 4.

-8-
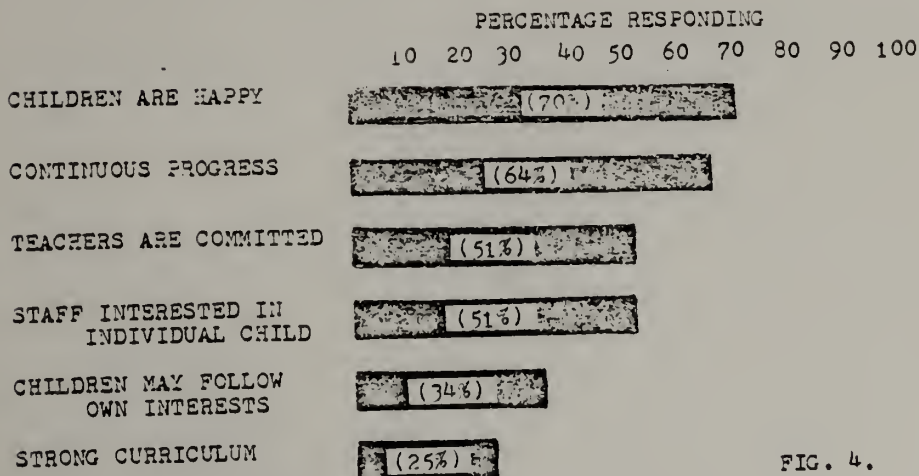
SUPPLEMENTARY REPORT TO THE STAFF

General Results

The 91% general satisfaction is very high. Obviously the staff is
excellent and is appreciated. Many complimentary statements were made
expressing a high degree of individual satisfaction. Of special note
were comments made by parents who voluntarily identified their children
as having special needs that are being met. This is evidence of expert
and sensitive handling on the part of the staff. It is important for
the staff to know that, despite the parents' preoccupation with choices
of physical environment, respondents stated again and again: "It depends
on the teacher." This is backed up by the fact that 47% of those who
had a choice indicated that their decision was made because of a parti-
cular teacher.

Figure 4 indicates where parents see strengths. This was a very posi-
tive response. However, you might consider the two lowest categories.
Curriculum was given the fewest checks and eight respondents wrote in
"don't know" next to curriculum. That would indicate that parents have
a need for more information about the curriculum.

Limitations of This Survey

As stated in the public report, this survey does not measure other con-
cerns that are necessary for good educational decisions, and there is
need to know the answers to additional questions. For example, do the
alternatives facilitate:

            An improved curriculum?
            Exchange of ideas between teachers?
            Well-balanced groups? In all dimensions?
            Teacher planning and preparation?
            The meeting of special interests and needs?

-9-

PARENTS' PREFERENCES FURTHER ANALYZED

IN RELATION TO THE CHILD'S PRESENT PLACEMENT

Parent preferences reported in Fig. 2 were further analyzed in relation
to the child's present placement in either a quad or self-contained
classroom. At Wildwood currently about two-thirds of the children in
Grades 1 to 6 are placed in quads, including all the children in Grades
3 and 4; the remainder are in self-contained classrooms.

In response to the question, "On what basis did you make a choice
between the alternatives offered?", parents were asked to check all the
categories that applied. A total of 54% checked "concerned about child's
needs in academic areas"; 47% checked "preferred a particular teacher";
32% checked "child's non-academic needs"; 27% preferred self-contained
classrooms; 23% preferred quads and 9% had no choice. The last group
included new children entering Wildwood.

APPENDIX P

TEACHER ASSESSMENT OF WILDWOOD ALTERNATIVES

TEACHER ASSESSMENT OF WILDWOOD ALTERNATIVES

Center for Educational Research
University of Massachusetts
Amherst, Massachusetts 01002

Nancy Thomas
April 27, 1976

DESCRIPTION OF THIS STUDY

This survey is part of a continuing study of the educational alternatives instituted at Wildwood School in the Fall of 1975. It is a follow-up to a survey of parents conducted in the Fall of 1975. It was designed so that questions asked of the parents about satisfaction with student placement, alternative preference and degree of general satisfaction with Wildwood could be asked of the teachers at Wildwood. Comparisons could then be facilitated between the two surveys and any similarities or discrepancies could be examined.

The survey questionnaire was distributed to the entire teaching staff at Wildwood School in March 1976. Of 33 teachers 27 responded (82%): 7 specialists, 8 self-contained classroom teachers and 12 quad teachers. This sample is representative of the total population.

DEGREE OF TEACHER SATISFACTION WITH ALTERNATIVES

Figure one represents a comparison of teacher satisfaction, this year and last year of their student's educational environment. The responses of specialists are reported separately from those of the quad and self-contained classroom teachers. This was done because specialists work with children from all the educational environments but they do not work in a different class area space than the previous year.

TEACHER SATISFACTION WITH ALTERNATIVES FOR THEIR STUDENTS
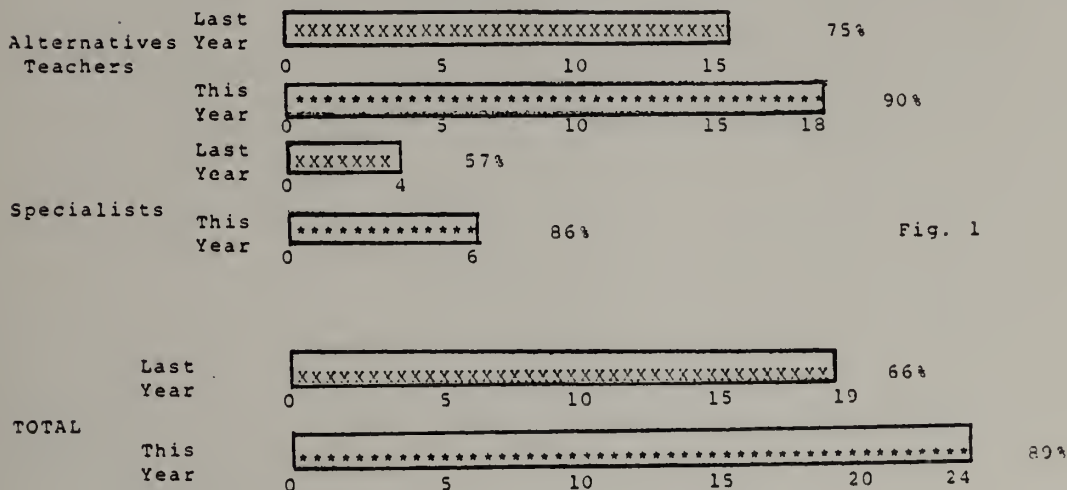
Fig. 1

TEACHER CONCERNS WITH PLACEMENT

for their students

Half (ten) of the quad and self-contained classroom teachers reported that children's needs were an important concern in placing students in the proper educational environment. Five cited a feeling that children could adapt to either setting.

20% reported that parents, teachers and administrators should participate together in making placement decisions based on individual student needs.

15% of the teachers also reported they were concerned with imbalances in their classrooms: boy/girl ratio, age range, ability level range.

Prior to the 75/76 academic year there were no self contained classes at Wildwood. These graphs (fig 2) show the degree of satisfaction all teachers expressed about their teaching environment last year and this year.

SATISFACTION WITH EDUCATIONAL ENVIRONMENTS
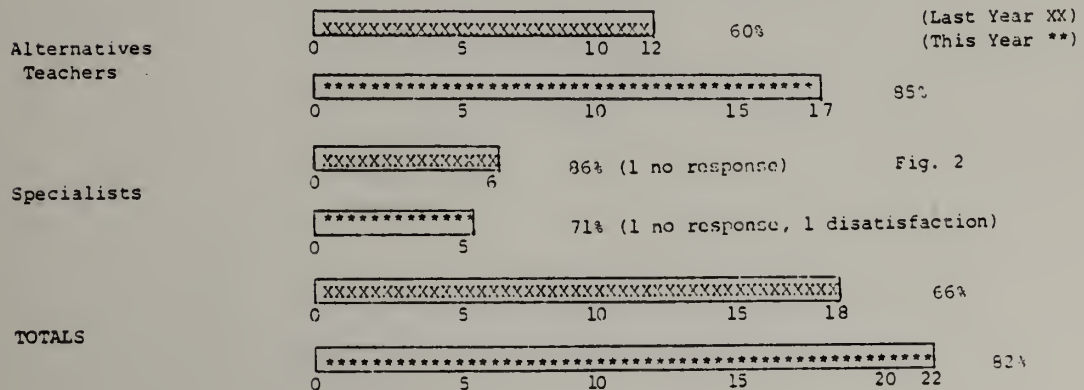
Fig. 2

PERCEIVED STRENGTHS AT WILDWOOD

Teachers were asked to indicate general strengths at
Wildwood. These responses are compared to the responses from
the parents survey when asked the same question. Figure four
shows all teachers responded that the commitment of the staff to
teaching was a strength. 96% responded that the staff's interest
in the individual child was also an important strength. Other
perceived strengths were that children are happy(89%) and are making
continuous progress, (83%). 77% indicated the curriculum is a
strength but 21% qualified their response with "in some areas".
Areas mentioned as strengths were reading (3 times), math and
science. Areas cited as needing curriculum improvements were
spelling and language mechanics.

WILDWOOD STRENGTHS DEFINED BY PARENTS AND TEACHERS

PERCENTAGE RESPONDING

```
              10    20    30    40    50    60    70    80 90 100

CHILDREN ARE HAPPY        [       70      ]
                          //////////////// 89% ////////////////

CONTINUOUS PROGRESS       [      64%      ]
                          ///////////////// 83% //////////////

TEACHERS ARE COMMITTED    [    51%    ]                    Fig. 4
                          ///////////////////// 100% //////////////

STAFF INTERESTED IN       [    51%    ]
INDIVIDUAL CHILD          ///////////////// 96% //////////////////

CHILDREN MAY FOLLOW       [  34% ]
OWN INTERESTS             ////////// 52% /////////

STRONG CURRICULUM         [ 25% ]
                          /////////// 77% /////////////
```

[///] TEACHERS n=27

[███] PARENTS n=111
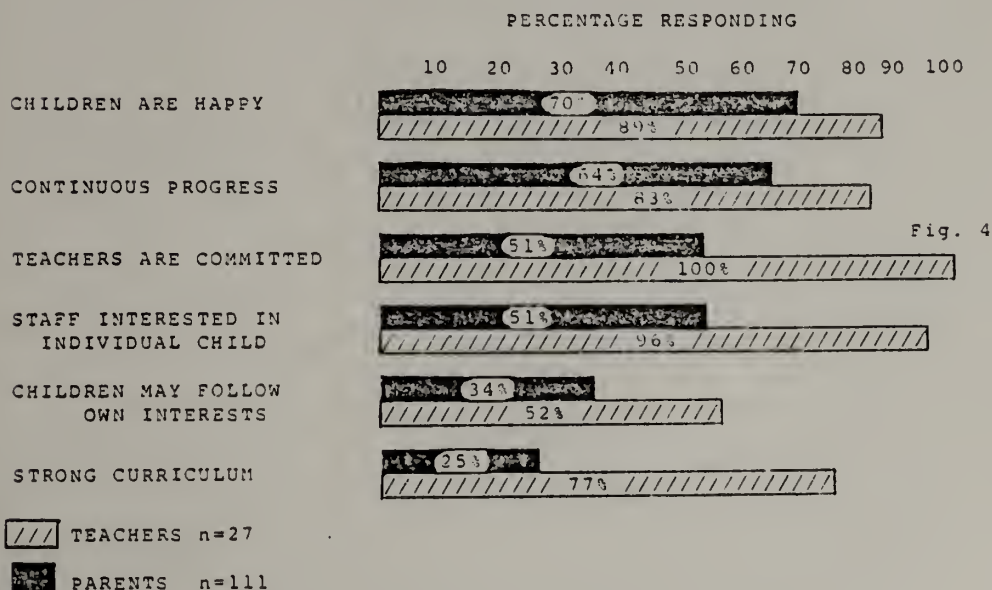
TEACHING PREFERENCE BY CURRENT TEACHING ASSIGNMENT

	PREFERENCE		
CURRENT ASSIGNMENT	QUADS	SELF CONTAINED	NO PREFERENCE
Quads	75%		25%
SELF-CONTAINED		63%	37%
SPECIALISTS	29%		71%
TOTALS	59%		41%

Fig. 3

These results indicate that all of the surveyed teachers, who had a preference, are currently teaching in the classroom environment they prefer. Six of the people who responded "no preference" stated that both alternatives should be available and that children's needs often require alternative settings.

Of the 59% who reported a teaching preference for either self-contained or quad, half (10) of the teachers cited two reasons: happiness with present assignment, and appreciation with having a choice.

AREAS FOR IMPROVEMENT

Teachers responded in varied ways when asked the open ended question, "What weaknesses do you see at Wildwood"? The area mentioned most often (48% or 13 responses) was communication - cross-quad, quad-classroom and teacher to administration. Another area identified nine times was the high level of pressure on the teaching staff. Competition among staff members was also listed on four surveys.

OTHER OBSERVATIONS

This category included questions about space, scheduling and overall morale at the school. Nine teachers reported that adequate space/and/or partitioning were a problem for them this year. Six reported that scheduling of special activities and classes was more difficult this year. Six teachers said they are very happy this year while four others reported their morale was low.

GROUPINGS

Four teachers reported imbalances in their class population, three have boy/girl imbalances and one has an ability level imbalance. All report that it is difficult to teach effectively with this imbalance. Specialists cited the importance of balancing of classroom students and students with special needs in order to facilitate their smooth integration into the classroom.

SUMMARY OF THE RESULTS

89% of the teachers surveyed at Wildwood Elementary School are presently satisfied with this year's educational environment for their students. 70% reported they were satisfied last year.

Teachers reported being more personally satisfied (82%) with the educational environment than they were last year (66%). Dissatisfaction with the environment has been cut in half, from 22% to 11%.

100% of the teachers, who had a preference reported that they were currently teaching in the classroom environment of their choice. 41% of the teachers surveyed had no preference stating that both classroom environments should be available and placement should depend on children's needs. Teachers said they based choice of classroom setting equally on their own personal needs and the needs of their students.

85% of the teachers reported that choices of self-contained classrooms as well as quads has helped parent/teacher relations. No one reported that parent/teacher relations had been hindered by this year's institution of additional alternatives.

This study has only surveyed the Wildwood teaching staff. In order to obtain a more complete picture, studies and surveys could be conducted to assess student attitudes toward alternatives. Other studies could determine effects of different classroom environments on student achievement, socio-emotional growth and other important learning outcomes. With these and other data, the best decisions could be made regarding the success and relative worth of environmental alternatives at Wildwood School.

APPENDIX Q

WILDWOOD PARENT PLACEMENT FORM '75-'76

WILDWOOD SCHOOL

Amherst Massachusetts

June 9 1975

Dear Parents

     We are asking your assistance in placing your child in the best possible learning environment in Wildwood next year. Your child's present teachers will fill out a similar form and both will be used by the administration in placing your child

     Many of you filled out a similar form for the Alternative Task Force. This was used as an indicator in helping the Task Force to decide which options to recommend for implementation. Some changes have been made in grade levels in some alternatives due to anticipated enrollment; at second and fourth grade levels only sixty-five children are anticipated and over one hundred at sixth grade. This necessitates flexibility

     The form you are now asked to return to school will be read by your child's present teachers and passed on to his or her next year's teachers. This is an excellent opportunity for you to provide important data directly to your child's next year's teachers.

     If you would like to express any other comments not listed on the placement form please contact the specific person by a separate note or contact me directly.

     If you would like to discuss the various alternatives available at Wildwood next year I will be available from 9 - 10 a.m. and 1 - 2 p.m. on June 11th. I will also be available the week after school closes. Please feel free to contact me.

     We would appreciate the return of the placement form by June 17th.

     Thank you for your assistance.

          Sincerely,

          Nancy Morrison
          Principal

NM/nn

QUAD PLACEMENT (Parent)

Name _____Age_____ ____Sex_____ ____Grade____ ____Present cum'd_____

1. If you have 2 or more children, would you like to
    have these children in the same cum'd or classroom? _____

    Names of children _____

    Reasons for wanting or not wanting your children together.

    _____

    _____

    _____

2. List children it is important your child be placed with,
    or separated from.

    Needs to be with: (reason)   Needs to be sep. from:(reason)

    _____   _____

    _____   _____

    _____   _____

3. Your child's special interests. _____

    _____

    _____

4. Needs of your child - including social-emotional and academic:
    (ex. types of rewards, relationships to adults, and other children, class-
    room, environment.)

5. Considering the needs you have listed above, where do you feel
    your child will benefit the most. (see attached sheet)

        1st choice _____   2nd choice _____

    I prefer present teacher make the judgement _____

    I have no preference _____

PROGRAMS FOR 1975-76

OPTION	GRADES	TYPE OF SPACE	PROGRAM
1.	1,2,3	Open (G) 2 teachers	Present open G program - all teachers teaching all subjects. Transitional area as needed (limited movement and contact with single teacher for most subject areas).
2.	1,2	Separate Quad space (Q) 1 teacher	Single teacher responsible for major subject areas. Emphasis on sequentially based skills in maths.
3.	1,2	Separate Quad space (Q) 1 teacher	Reading and maths as separate skill subjects modified integrated curriculum for other subjects.
4.		This option has been eliminated.	
5.	1,2	Extra Kindergarten 1 teacher	Teacher directed, subjects taught in separate blocks of time with individualized instruction.
6.	3,4	Open (P) 2 teachers	Present open P program - All teachers teaching all subjects. Individualized instruction.

7.	4,5	(uad (E) 2 teachers	Modified present quad E program. Each teacher responsible for total program of the students. Integration of curriculum where appropriate or for enrichment purposes.
8.	5,6	(uad (C) 2 teachers	Team teaching for all subject areas. Each teacher will teach all subjects. Transitional areas within each home area where children may remain majority of day as needed or requested.
9.	5,6	Extra Dining Room 1 teacher	Reading and math as separate subjects, integration of subjects through major themes. Limited teaming with other members of (uad E.
10.	5,6	Separate (uad space (H) 1 teacher	Highly individualized instruction with emphasis on student responsibility. Increased discovery approach in science and math. Integration of curriculum where appropriate. Limited teaming with other members of (uad H and class in the dining room.
11.	5,6	Separate Quad space (H) 1 teacher	Flexible programming; individualized instruction. Integration of curriculum areas. Greater use of projects and community resources. Limited teaming with other members of quad H or class in dining room.

APPENDIX R

WILDWOOD TEACHER PLACEMENT FORM '75-'76

QUAD PLACEMENT

Teachers/Counselors

Name_____Age____Present Quad____Grade____#of yrs. in Quad_____

1. Reading - Final Materials_____Final Level (S.F.)_____
   Circle completed   mid-way   just began

2. Science Units_____
3. Health_____
4. Social Studies_____
5. Math needs_____
6. Special Needs   -   check

   a. Academic: note previous help
      tutoring_____
      Learning Disabilities_____
      Other_____
      Lang. Development_____
      Speech_____
      Motor Development_____
      Severe Learning Problem_____

   b. Social-Emotional: note previous help
      counseling   - Severe behavior problem

   c. Physical
      Eyes_____
      Ears_____
      Phys. handicap_____
      Medication_____
      Other_____

7. Needs to be with: Person

_____
_____
_____

Needs to be separated from: Person

_____
_____
_____

APPENDIX S

FORT RIVER PARENT PREFERENCE FORM '75-'76

Fort River
Parent Preference Form

May 23, 1975

Before filling this sheet out, please look at the attached
sheet for an explanation of the alternatives available for your
child. If you feel the need to discuss your preference, please
contact your child's present teacher. If you have any questions
concerning the alternatives themselves, please contact Mr. Dalton
or Mr. Chapman at Fort River School. (253-9731)

Please return this form to the Fort River School by Wednesday,
June 18, 1975.

1. I would prefer that my child, _____
                                        (full name)
   who will be in the _____ grade next year at Fort River be in

   (check one) ___ Room J ___ Quad C ___ Quad G ___ No Preference

   If you do have a preference, please briefly state the reason:

2. Additional information that might be helpful (i.e. siblings
   in the same classroom - yes, no, doesn't matter; friends to
   be with; children to be separated from; special interests
   your child has; etc.

   _____
           Parent's Signature

Note: Use the other side of the sheets if necessary

Alternatives Available For Children In First, Second, and Third Grades (1975 - 1976 School Year)

ROOM NAME	J	C	G
Children Involved	approximately 33 first grade children of diverse abilities, needs, and backgrounds.	approximately 34 first, 25 second and 35 third grade children of diverse abilities, needs, and backgrounds	approximately 25 second and 35 third grade children of diverse abilities, needs, and backgrounds.
Staff Involved	Mrs. Mahoney one instructional aide	Mrs. Matthews, Mrs. Workman, Mrs. Yelland three instructional aides	Mr. McNiven, Mrs. Smith two instructional aides
Space	single room	quad	quad
Schedule	specific Language Arts and Math time in the morning and various activity center options in the afternoon dealing primarily with the social sciences	flexibility throughout the day and week · sometimes assigned by staff and some chosen by child (average time spent in Math, Language Arts, etc. for one week will be equivalent to time spent in other classrooms)	specific Language Arts and Math time in the morning and various integrated activity center options in the afternoon dealing primarily with the social sciences
Responsibility For Child	with same teacher and aide throughout the day	home area teacher with ultimate responsibility, but any staff member for activities throughout the day; weekly evaluations to be sent home	home area teacher for Language Arts and Math but any staff member for activity center
Curriculum	all school and system curriculum will be covered with an emphasis on Language Arts and Math skills	all school and system curriculum will be covered with an emphasis on Language Arts and Math skills	all school and system curriculum will be covered with an emphasis on Language Arts and Math skills
Purpose	to help children who learn best in a contained classroom atmosphere	to help children become self-managers of time and materials through shared decision-making between teacher and student	to help children who may need fewer children and adults in a classroom

Fort River
Parent Preference Form

May 23, 1975

  Before filling this sheet out, please look at the attached sheet
for an explanation of the alternatives available for your child. If
you feel the need to discuss your preference, please contact your
child's present teacher. If you have any questions concerning the
alternatives themselves, please contact Mr. Dalton or Mr. Chapman
at Fort River School. (253-9731)

Please return this form to the Fort River School by Wednesday, June
18, 1975.

1. I would prefer that my child, _____
                  (full name)

  who will be in the _____ grade next year at Fort River be in

(check one) ___Quad E ___Quad D ___Quad F ___ No Preference

  If you do have a preference, please briefly state the reason:

2. Additional information that might be helpful (i.e. siblings in
  the same classroom - yes, no, doesn't matter; friends to be
  with; children to be separated from; special interests your
  child has; etc.)

            _____
             Parent's Signature

Note: Use the other side of the sheet if necessary.

Alternatives Available for Children in Fourth, Fifth, and Sixth Grades (1975-1976 School Year)

Room Name	E	D	F
Children Involved	Approximately 16 fourth and 16 fifth grade children of diverse abilities, needs, and backgrounds	Approximately 47 fourth and 17 fifth grade children of diverse abilities, needs, and backgrounds.	Approximately 33 fifth and 58 sixth grade children of diverse abilities, needs, and backgrounds.
Staff Involved	Mr. Lamsa, one instructional aide	Mrs. Hunt, Mr. Read, two instructional aides	Mrs. Logan, Mr. Wallace, Mr. Wichman, three instructional aides
Space	Approximately ¾ of a quad. (Partitioned to create single room)	Quad	Quad
Schedule	Specific Language Arts and Math time in the morning, social sciences will be worked on with Room E staff, and learning center activities will be available both from Room E and Quad D staff	Specific Language Arts and Math time in the morning, social sciences will be worked on with Quad D staff, and learning center activities will be available both from Quad D and Room E	The day will be divided into four periods (one each for Language Arts, Math, Social Sciences, and a study time), a home area time both in the morning and afternoon, and a quiet time at the end of the day for individual help.
Responsibility For Child	With same teacher and aide throughout the day, only possible exception is learning center time with a Quad D staff member.	Home area teacher for ultimate responsibility, Language Arts, and Math; social sciences with any Quad D staff member, and learning centers with Quad D or Room E staff member.	Home area teacher for ultimate responsibility; different teacher for Math, Language Arts, and social sciences.
Curriculum	All school and system curriculum will be covered with an emphasis on language Arts and Math skills	All school and system curriculum will be covered with an emphasis on Language Arts and Math skills	All school and system curriculum will be covered with an emphasis on Language Arts and Math skills.
Purpose	To help children who learn best in a contained classroom atmosphere.	To help children who may need fewer children and adults in a classroom.	To allow a teacher to put all of their efforts into one curriculum area and therefore expand on the opportunities available for mastering skills.

APPENDIX T

FORT RIVER END-OF-YEAR SUMMARY '75-'76

<u>End Of Year Summary</u>

Student's name_____   Grade_____
                                                           (Sept. '75)
Teacher's name_____

     This form has two objectives. One is to provide the building administrators with the information they need to assign students to classrooms for September 1975. After this has been completed, the form will be passed on to the receiving teachers for their use.

- -

1. Fill this section in <u>last</u> (it is on the front sheet only to aid in placement)

    a. The best placement for this child would be: (Please check one)

_____ J   _____ Quad C   _____Quad G

                _____ No Preference

_____ Quad E   _____ Quad D   _____Quad F

    If a preference, are there reasons not stated somewhere else on the form?

    b. Other important information concerning placement, not found on the form in another section:

2. Please fill in the following:

    a. What types of school environment will child react to best:
        1.) strong limits with visible rewards _____
        2.   limits with verbal reinforcement_____
        3.) independence - self-motivated_____
        4.) limited number of adults_____
        5.) adjusts easily to many adults_____
    b. Children needs to be with_____
        _____
        Why?_____
        _____

Children <u>needs</u> to be separated from _____

_____

Why?_____

_____

Note: For the following please check the statement that in your
        opinion best describes <u>this child</u> (<u>if boxes</u>, check one <u>or</u>
        more than one, if applicable, and <u>if a continuum</u>, place a
        check on the continuum that would usually describe this
        child).

   c.   This child is alert:

        [ ] all day   [ ] part of day

                                 [ ] morning more

                                 [ ] afternoon more

   d.   This child's attention span is:
        continuous |__|__|__|__|__|__|__|__| short bursts

   e.   Noise tolerance - This child works well with:
        absolute quiet |__|__|__|__|__|__|__| background noise

   f.   Grouping pattern - this child works: x - best ✓ - well

        [ ] alone [ ] one-to-one (adult) [ ] one-to-one (peer)

        [ ] small group [ ] medium size group [ ] large group

   g.   Space - This child works: x - best ✓ - well

        [ ] quad [ ] partitioned area [ ] carrel [ ] IMC [ ] small group
                                                             room

   h.   This child in completing tasks:
        needs teacher direction |__|__|__|__|__|__| is self directed

   i.   This child learns: x - best ✓ - well
        with the use of:

        [ ] print materials [ ] audio materials [ ] manipulatives

        [ ] visual materials [ ] the kinesthetic approach

j. The child's ability to self-evaluate is:
well developed |___|___|___|___|___|___|___| undeveloped

3. Language Arts (attach Croft sheet to this form)

a. Gates score in September: Voc._____ Comp. _____

b. Last Reading Title and Level _____

_____

Please circle: This text was:

completed   mid-way through   just begun

c. Other basal readers student was in <u>this</u> year:

Scott Foresman   Open Highways   Sullivan
  Systems   <u>Level</u>   <u>Level</u>
  <u>Level</u>

d. Other special kits and/or programs - be specific (e.g.
Specific Skills, Random House (identify color, etc.)
Writing Bug, etc.)

e. Scholastic Kits Used:

f. Spelling Grade Level _____

g. Laidlaw Level(s) used:_____

h. Ability to write:_____

_____

_____

i. Problem Areas

4. Social Studies Units Completed:

5. Science Units Completed:

6. Health Units Completed:

7. Math (Attach Profile Sheet To This Form)

    a. Other Special kits child used:

    b. Types of Supplementary Teacher-made materials needed for
        student to meet objectives:

    c. Problem Areas:

APPENDIX U

FORT RIVER END-OF-YEAR SUMMARY '76-'77

<u>END OF YEAR SUMMARY</u>

Student's Name_____ Grade_____
                                                    (September, 1976)

Teacher's Name_____

This form has two objectives. One is to provide the building administra-
tors with the information they need to assign students to classrooms for
September, 1976. After this has been completed, the form will be passed
on to the receiving teachers for their use.
----

1. Fill this section in <u>last</u> (It is on the front sheet only to aid in
    placement).

    a. The best placement for this child would be: (Please check)

        _____Room H-1, _____Room H-2, _____Room C-1, _____Room C-2

        _____Quad G   _____No Preference

        _____Quad D, _____Room E-1, _____Room E-2, _____Quad F (All sixth
                                                               grade)

        If there is a preference, are there reasons not stated somewhere
        else on the form?

    b. Other important information concerning placement, not found on
        the form in another section:

2. Please fill in the following:

    a. What types of school environment will the child react to best:
        1. Strong limits with visible rewards_____
        2. Limits with verbal reinforcement_____
        3. Independence - self-motivated_____
        4. Limited number of adults_____
        5. Adjusts easily to many adults_____

    b. Children needs to be with_____

        _____

        Why?_____

        _____

Children needs to be separated from_____

_____

Why?_____

_____

NOTE: For the following, please check the statement that in your opinion best describes this child (if boxes, check one or more than one, if applicable, and if a continuum, place a check on the continuum that would usually describe this child).

   c. This child is alert:

   [____] all day [____] part of day [____] morning more

   [____] afternoon more

   d. This child's attention span is:

   Continuous |__|__|__|__|__|__|__|__| Short bursts

   e. Noise tolerance - This child works well with:

   Absolute quiet |__|__|__|__|__|__|__|__| Background noise

   f. Grouping pattern - this child works: x - best, o - well

   _____Alone, _____One-to-one (Adult), _____One-to-one (Peer),

   _____Small group, _____Medium size group, _____Large group

   g. Space - This child works: x - best, o - well

   _____Quad, _____Partitioned area, _____Carrell, _____IMC,

   _____Small group room

   h. This child in completing tasks:

   Needs teacher direction |__|__|__|__|__|__|__|__| Is self directed

   i. This child learns: x - best, o - well With the use of:

   _____Print materials, _____Audio materials, _____Manipulatives

   _____Visual materials, _____The kinesthetic approach

   j. The child's ability to self-evaluate is:

   Well developed |__|__|__|__|__|__|__|__| Undeveloped

3. Language Arts (attach Croft sheet to this form)

   a. Gates score in September: Voc_____ Comp._____

   b. Last Reading Title and Level_____

     _____

     Please check: This text was:

     _____Completed   _____Mid-way through   _____Just begun

   c. Other basal readers student was in this year:

Scott Foresman Systems Level	Open Highways Level	Sullivan Level
_____	_____	_____

   d. Other special kits and/or programs - be specific (e.g. Specific Skills, Random House (identify color, etc.) Writing Bug, etc.)

   e. Scholastic Kits Used:

   f. Spelling Grade Level_____

   g. Laidlaw Level(s) used:_____

   h. Ability to write:_____

     _____

     _____

   i. Problem Areas_____

     _____

     _____

     _____

4. Social Studies Units Completed:

5. Science Units Completed:

6. Health Units Completed:

7. Math (Attach Profile Sheet To This Form)

    a. Other Special kits child used:

    b. Types of supplementary teacher-made materials needed for student to meet objectives:

    c. Problem areas:

APPENDIX V

FORT RIVER PARENT PREFERENCE FORM '76-'77

FORT RIVER SCHOOL
PARENT PREFERENCE FORM

May 28, 1976

Before filling this sheet out, please look at the attached sheet for an
explanation of the alternatives available for your child. If you feel
the need to discuss your preference, please contact your child's present
teacher. If you have any questions concerning the alternatives themselves,
please contact Mr. Dalton or Mr. Chapman at Fort River School. (253-9731)

Please return this form to the Fort River School by Friday, June 18, 1976.

1. I would prefer that my child_____

                                          (Full Name)

    who will be in the _____grade next year at Fort River School be in

    (check one) _____Room H-1, _____Room H-2, _____Room C-1, _____Room C-2

    _____Quad G, _____No Preference

    If you do have a preference, please briefly state the reason:

2. Additional information that might be helpful (i.e. siblings in the
    same classroom - yes; no; doesn't matter; friends to be with; children
    to be separated from; special interests your child has; etc.).

                                                      _____
                                                      (Parent Signature)

NOTE: Use the other side of the sheet if necessary.

ALTERNATIVES AVAILABLE FOR CHILDREN IN FIRST, SECOND, AND THIRD GRADES (1975-76 SCHOOL YEAR)

Room Name	H-1	H-2	C-1	C-2	G
Children Involved	Approximately 33 1st grade children of diverse abilities, needs & backgrounds	Approximately 33 1st grade children of diverse abilities, needs & backgrounds	Approximately 33 2nd grade children of diverse abilities, needs & backgrounds	Approximately 20 3rd grade children of diverse abilities, needs & backgrounds	Approximately 30 2nd grade & 25 3rd grade children of diverse abilities, needs & backgrounds
Staff Involved	Mrs. Mahoney & one instructional aide	Mrs. Yelland (or new teacher) & one instructional aide	New teacher & one instructional aide	Mrs. Matthews	Mrs. Smith, Mr. McIlven and one instructional aide
Space	Self-contained ½ of quad	Self-contained ½ of quad	Self-contained ½ of quad	Self-contained ½ of quad	Team – full quad
Program and Schedule	Specific language arts & math time in the morning & various activity center options in the afternoon dealing primarily with the social sciences	The emphasis will be on trying to integrate the curriculum by choosing a theme and expanding it into language arts, math, social studies, science and health	The emphasis will be on trying to integrate the curriculum by choosing and expanding it into language arts, math, social studies, and health	The emphasis will be on trying to integrating the curriculum by choosing a theme and expanding it into language arts, math, social studies, science and health	Specific language arts and math time in the morning and various activity center options in the afternoon dealing primarily with the social sciences
Responsibility for child	With same teacher and aide throughout the day	With same teacher and aide throughout the day	With same teacher and aide throughout the day	With same teacher throughout the day	Home area teacher for language arts and math but any staff member for activity centers

FORT RIVER SCHOOL
PARENT PREFERENCE FORM

May 28, 1976

Before filling this sheet out, please look at the attached sheet for an explanation of the alternatives available for your child. If you feel the need to discuss your preference, please contact your child's present teacher. If you have any questions concerning the alternatives themselves, please contact Mr. Dalton or Mr. Chapman at Fort River School. (253-9731)

Please return this form to the Fort River School by Friday, June 18, 1976.

1. I would prefer that my child_____

                                          (Full Name)

   who will be in the _____ grade next year at Fort River School be in

   (check one)   _____Quad D, _____Room E-1, _____Room E-2,

                _____Quad F (All sixth grade children), _____No Preference

   If you do have a preference, please briefly state the reason:

2. Additional information that might be helpful (i.e., siblings in the same classroom - yes, no, doesn't matter; friends to be with; children to be separated from; special interests your child has; etc.).

                                            _____

                                              (Parent Signature)

NOTE: Use the other side of the sheet if necessary.

ALTERNATIVES AVAILABLE FOR CHILDREN IN FOURTH, FIFTH, AND SIXTH GRADES (1975-'76 SCHOOL YEAR)

Room Name	D	E-1	E-2	F
Children involved	Approximately 30 4th and 30 5th grade children of diverse abilities, needs and backgrounds	Approximately 33 4th grade children of diverse abilities, needs and backgrounds	approximately 33 5th grade children of diverse abilities, needs, and backgrounds	Approximately 75 6th grade children of diverse abilities, needs and backgrounds
Staff involved	Ms. Trowbridge, Mr. Read and two instructional aides	Mr. Lamsa and one instructional aide	Mr. Wallace and one instructional aide	Mrs. Logan, Mr. Wichman and three instructional aides
Space	Team—full quad	Self-contained ½ of quad	Self-contained ½ of quad	Team—full quad
Program and schedule	Specific Language arts and math time in the morning and various activity center options in the afternoon dealing primarily with the social science	Specific Language Arts and math time in the morning and various activity center options in the afternoon dealing primarily with the social sciences	The emphasis will be on trying to integrate the curriculum by choosing a theme and expanding it into Language Arts, math, social studies science and health	Specific Language Arts and math time in the morning and various activity center options in the afternoon dealing primarily with the social sciences
Responsibility for Child	Home area teacher for Language arts and math but any staff member for activity centers	With same teacher and aide throughout the day	With same teacher and aide throughout the day	Each child assigned to a home area teacher, but with any staff member for curriculum areas