Program development and evaluation procedures of a project involving faculty, students, and community in a continuous curriculum development project are reported. Objectives, project design, and development stages are discussed. Exhibits illustrate the activities and evaluations of workshops, community involvement, the student advisory committee, administrative staff development, and the improvement of teacher instructional skills. Statistical comparisons are presented on achievement test scores and several questionnaires used in the evaluation. (DK)

EVALUATION AND APPLICATION
FOR
CONTINUOUS CURRICULUM DEVELOPMENT
PROJECT NO. 67-04332-0
FAIRFIELD COMMUNITY SCHOOLS
R. R. 4, GOSHEN, INDIANA
APRIL 30, 1968

THE

EVALUATION REPORT

AND

CONTINUATION APPLICATION

FOR

CONTINUOUS CURRICULUM DEVELOPMENT -

RURAL SCHOOL

A

TITLE III ESEA - PROJECT IN
FAIRFIELD COMMUNITY SCHOOLS
R. 4, BOX 224
GOSHEN, INDIANA

LLOYD W. HARRELL   HERBERT T. TILLEY
SUPERINTENDENT   PROJECT COORDINATOR

APRIL 30, 1968

ED021665

RC001751

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DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

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BUDGET BUREAU NO. 51-R600
APPROVAL EXPIRES 6/30/68

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A ☐ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION

B ☒ APPLICATION FOR CONTINUATION GRANT

C ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION. GIVE OE ASSIGNED PROJECT NUMBER

67-04332-0

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A ☐ INNOVATIVE C ☐ ADAPTIVE

B ☒ EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A ☒ PLANNING OF PROGRAM

B ☐ PLANNING OF CONSTRUCTION

C ☒ CONDUCTING PILOT ACTIVITIES

D ☒ OPERATION OF PROGRAM

E ☐ CONSTRUCTING

F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*

CONTINUOUS CURRICULUM DEVELOPMENT - RURAL SCHOOL

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instruction*

The process by which curriculum development takes place in a newly organized rural school district will be studied so that curriculum improvement may take place in an on-going pattern. The interaction of people in faculty, community, and student groups will receive major emphasis.

ITEM NUMBER _____

7. NAME OF APPLICANT *(Local Education Agency)*	**8. ADDRESS** *(Number, Street, City, State, Zip Code)*		
Fairfield Community Schools	R. R. 4, Box 224 Goshen, Indiana 46526		

9. NAME OF COUNTY	**10. CONGRESSIONAL DISTRICT**		
Elkhart	3		

11. NAME OF PROJECT DIRECTOR	**12. ADDRESS** *(Number, Street, City, State, Zip Code)*	**PHONE NUMBER**
Herbert T. Tilley	R.R. 4, Box 224 Goshen, Indiana 46526	831-2321 AREA CODE 219

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*	**14. ADDRESS** *(Number, Street, City, State, Zip Code)*	**PHONE NUMBER**
Lloyd W. Harrell	R. R. 4, Box 224 Goshen, Indiana 46526	831-2321 AREA CODE 219

15. POSITION OR TITLE

Superintendent

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

Lloyd W. Harrell

DATE SUBMITTED

4-26-68

PAGE 1

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SECTION A — Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	1	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
	B. TOTAL NUMBER OF LEA'S SERVED	1	$ 548.93
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED	6,100	

SECTION B — TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		July 1967	July 1968	$ 71,190
B.	Application for First Continuation Grant		June 1968	June 1969	$ 110,000
C.	Application for Second Continuation Grant				$ - 0 -
D.	Total Title III Funds				$ 188,190
E.	End of Budget Period Report				

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A Type of function (Check applicable boxes)

1 ☐ REMODELING OF FACILITIES   2 ☐ LEASING OF FACILITIES   3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES   5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B	1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C	AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
				$

SECTION C — SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1 - 6	GRADES 7 - 12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public		100	877	651		19	1653	
		(2) Non-public			101	131			232	
B	Persons Served by Project	(1) Public		100	877	651			1653	55
		(2) Non-public			101	131			232	5
		(3) Not Enrolled	130				320		450	
C	Additional Persons Needing Service	(1) Public	130						130	
		(2) Non-public	20						20	
		(3) Not Enrolled					320		320	

2	TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
		2335				2335

PAGE 2

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	80%	20%			

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION	1	5	.12	1		
B. TEACHER: (1) PRE-KINDERGARTEN						
(2) KINDERGARTEN		2	.22			
(3) GRADES 1-6		35	.22			
(4) GRADES 7-12		28	.22			
(5) OTHER						
C. PUPIL PERSONNEL SERVICES		1	.22			
D. OTHER PROFESSIONAL						
E. ALL NON-PROFSSIONAL	1	20	.17			

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED __8__ (2.) TOTAL CALENDAR DAYS RETAINED __15__

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION	6		.16			
B. TEACHER: (1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL		20	100			

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED ____ (2.) TOTAL CALENDAR DAYS RETAINED ____

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SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NON PUBLIC SCHOOL PUPILS IN-CLUDED (7)	ESTIMATED COST (8)
	PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1. EVALUATIVE PROGRAMS								
A Deficiency Survey (Area Needs)								
B Curriculum Requirements Study (Including Planning for Future Need)	130	100	877	651	320	19	232	110,000
C Resource Availability and Utilization Studies								
2. INSTRUCTION AND/OR ENRICHMENT								
A Arts (Music, Theater, Graphics, Etc.)								
B Foreign Languages				72				
C Language Arts (English Improvement)		100	877					
D Remedial Reading			95	40				
E Mathematics			877	452				
F Science			877	331				
G Social Studies/Humanities		100	877	400				
H Physical Fitness/Recreation		100	877	544				
I Vocational/Industrial Arts			282	288				
J Special-Physically Handicapped								
K Special-Mentally Retarded			12					
L Special-Disturbed (Incl. Delinquent)								
M Special-Dropout								
N Special-Minority Groups								
3. INSTRUCTION ADDENDA								
A Educational TV/Radio		100	877	651				
B Audio-Visual Aids								
C Demonstration/Learning Centers			432	200				
D Library Facilities			877	651				
E Material and/or Service Centers								
F Data Processing								
4. PERSONAL SERVICES								
A Medical/Dental								
B Social/Psychological								
5. OTHER								

OE-4982 (11-66)

BUDGET BUREAU NO. 51-R601
APPROVAL EXPIRES 6-30-68

PART II—NARRATIVE REPORT

[X] Application For Continuation Grant
OR
[ ] End of Budget Period Report

Elementary and Secondary Education Act of 1965, Title III, P.L. 89-10, as amended

INSTRUCTIONS - *Identify this project by the following: Name and Address of Agency, Project Number, Grant Number, State, and Budget period (month, day, year).*

1. (a) For operational activities, discuss the effect of the project on the clientele by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives were achieved. PACE project applicants are required to provide project evaluations. Please attach one copy of the results of this evaluation with supporting materials. Estimate the cost of the evaluation.

   (b) For planning activities, attach one copy of the results of the planning.

2. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations.

3. Report the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

4. Report the effect of the project on the co-operating agencies by (1) listing all the community agencies that co-operated in the project; (2) discussing the results of such co-operation; and (3) listing local educational agencies and counties which were served by the project and indicate any changes since the initial application.

5. Discuss how project information was disseminated. Include such information as (1) the number of unsolicited requests for information; (2) the number of visitors from outside the project area; and (3) the estimated costs of such dissemination.

6. Describe the methods and procedures being developed to carry the project forward without Federal support after the designated approval period.

7. List costs for budget period this narrative report covers:

   $ __110,000.00__ Total cost.

   $ __- 0 -__ Total non-Federal support.

   $ __110,000.00__ Total Federal support under Title III, P.L. 89-10.

   $ __- 0 -__ Total Federal support other than Title III, P.L. 89-10.

1. (a) For operational activities, discuss the effect of the pro-
ject on the clientele by briefly stating the major objec-
tives of the project and the techniques used in evaluating
the extent which these objectives were achieved. PACE
project applicants are required to provide project eval-
uations. Please attach one copy of the results of this
evaluation with supporting materials. Estimate the cost
of the evaluation.

PROJECT OBJECTIVES

1. Record, analyze and evaluate the process by which the faculty,
students, and patrons of the community approached the problems
of curriculum development.

2. Increase the professional level of the faculty of the Fairfield
Community School.

3. Develop an administrator-teacher relationship that allows the
professional competencies of all professional educators to
be supportive to the educational program.

TECHNIQUES FOR EVALUATION OF OBJECTIVES

1. A daily log has been maintained throughout the project. The
daily log recorded the development of students, staff, and
community as strategies for change were planned with the
groups and the process for implementation and assessment were
used to provide feedback to continue the process. Summary
of the log -- Exhibits A,B,C,D,F pp. 33-74 and 76-100

2. An analysis of group process as it was utilized in planning
a workshop with the steering committee. The analysis was
made from tapes which recorded the interaction and growth
of the group. A copy of the process - Exhibit A pp.33-60

3. Consultants and correspondence from university personnel have
helped to guide and give leadership to the direction and
thrust of the innovations. Favorable reactions have been
received and have encouraged the developments. Exhibits M
pp. 122-124

4. Interviews with staff, community and students have enabled the
project director to assess the developments and value of
pilot operations, receptiveness to change, and become a part
of the strategy for change. Exhibit H pp. 103-116

5. A record of visitations and an analysis of the innovations
observed and their application to Fairfield was received
from the professional staff. Their willingness to make
visitations grew with time and the quality and perceptiveness
of the innovations observed have become more and more pos-
itive. An analysis of the visitations is made in Exhibit E
pp. 74-75

6. The developmental process of the project has encompassed more and more of the students, staff, and community. To illustrate this involvement the project began with 3 administrative personnel and has now involved all of the professional staff, all students in K-12, all of the adult community of the district in planning, interaction, and directing the change process.

7. A survey was used with the professional staff to indicate the number of professional books and articles read this school year. The goal of the project had been for each to read 4 professional books. The average by the professional staff was 3 books and 10 articles.

8. A survey was administered to the staff to indicate changes in attitudes and methods because of their experiences in the workshop. The survey was administered before and after the workshop and again 6 months later. Ninety four per cent expressed that the workshop last summer helped them to accept educational change. Full survey of results - Exhibit G pp. 100-102

9. The community has been evaluated through a community survey developed cooperatively with the staff, citizens advisory committee and the students. A copy of the survey with results - Exhibit B   pp. 64-69

10. The student development has been determined by an analysis of the group process as it functioned in a student advisory committee and also the extension group process experience to all of the students, grades 7-12 as they had opportunity to participate in small group discussions. Student development - The Process - Exhibit C pp. 69-70

11. A recorded development of the change process has been a technique of assessing the growth of the process and the identification of change and innovation.

12. In-process evaluation and feedback from the staff indicated a positive direction toward experimenting and implementing innovations.

13. A comparison of Stanford Achievement Scores indicates that student growth has been consistent or is greater than with prior years. Analysis of achievement scores - Exhibit I pp. 117-118

14. The 4 pilot projects in grading have clearly shown through sociograms, a student survey, teacher comments, a parent survey, and parent comments that these pilot projects are worthy of being continued and expanded throughout the district. An analysis of the pilot projects are Exhibits H pp. 103-116

1. (b) For planning activities, attach one copy of the results
        of the planning.

PROJECT OBJECTIVES

To plan a curriculum for the Fairfield Community Schools which:

    1. Recognizes the individual
    2. Places emphasis on development of self-concepts
    3. Allows each child to select and work toward his individual
        goals in a democratic way, also recognizing his privileges
        and responsibilities to his fellow-man.

    Since the initiation of this objective, development of the
students, staff, community, steering committee, task force, team
leaders and planning teams to work directly toward this objective
has been made with the realization that full accomplishment will
remain a process.

    The process reported in the development of the groups has
been used as procedural or in-process evaluation to determine the
output for this plan.

    A careful analysis and log of each of these groups has sub-
stantiated the belief that the best way to facilitate program
development is through the group process.

    The plan which is subject to change as interaction with com-
munity, students, and staff takes place indicate to the admin-
istrative staff the emphasis that is needed to develop and im-
plement the plan.

    A diagram of the process depicts the developmental and oper-
ational aspects of the project and also shows the involvement of
the various groups in the development and refinement of the
process.

INITIATING AND DEVELOPMENT

```
                    ┌─────────────────┐
                    │ Administration  │
                    │ Proposal Dev.   │
                    │ for project     │
                    └─────────────────┘
                             │
                    ┌─────────────────┐
                    │ Committee       │
                    │ Administration  │
                    │ Teacher         │
                    └─────────────────┘
                    ┌─────────────────┐
                    │ Workshop        │
                    │ Humanizing      │
                    │ Education       │
                    └─────────────────┘
```

| Pilot | Pilot | | Pilot | Pilot |

```
                                        ┌──────────────────┐
                                        │ Presentations    │
                                        │ 1. AAUW          │
                                        │ 2. Church        │
                                        │ 3. Schools       │
                                        │ 4. College       │
                                        └──────────────────┘

        ┌─────────────────┐             ┌──────────────────┐
        │ Steering        │             │ Dissemination of │
        │ Committee       │             │ Mat. ACT-ION     │
        │ Weekly Meet.    │             │ Consultation     │
        └─────────────────┘             └──────────────────┘
```
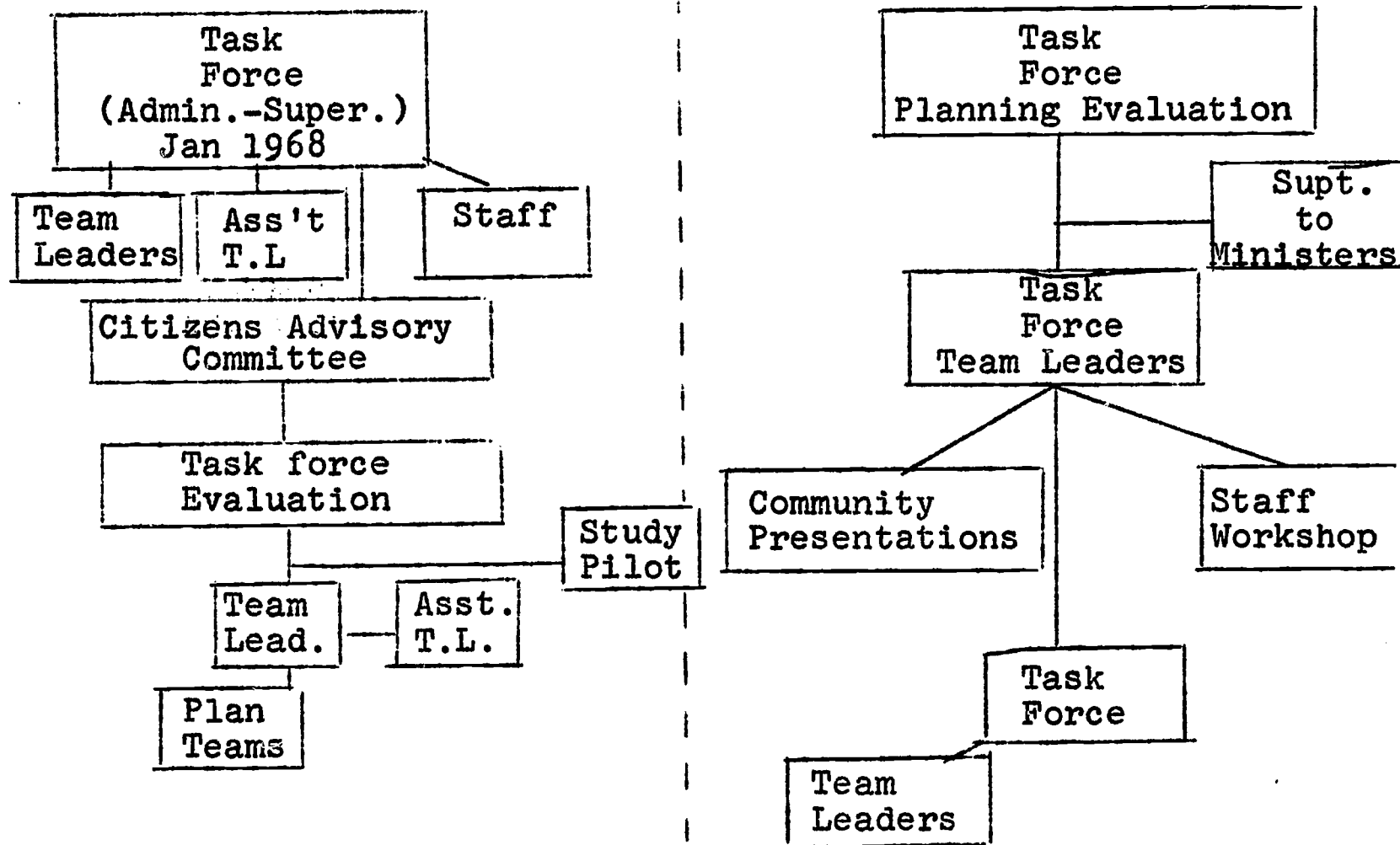
| Student Advisory | | Teacher Planning | | Citizens Advisory |
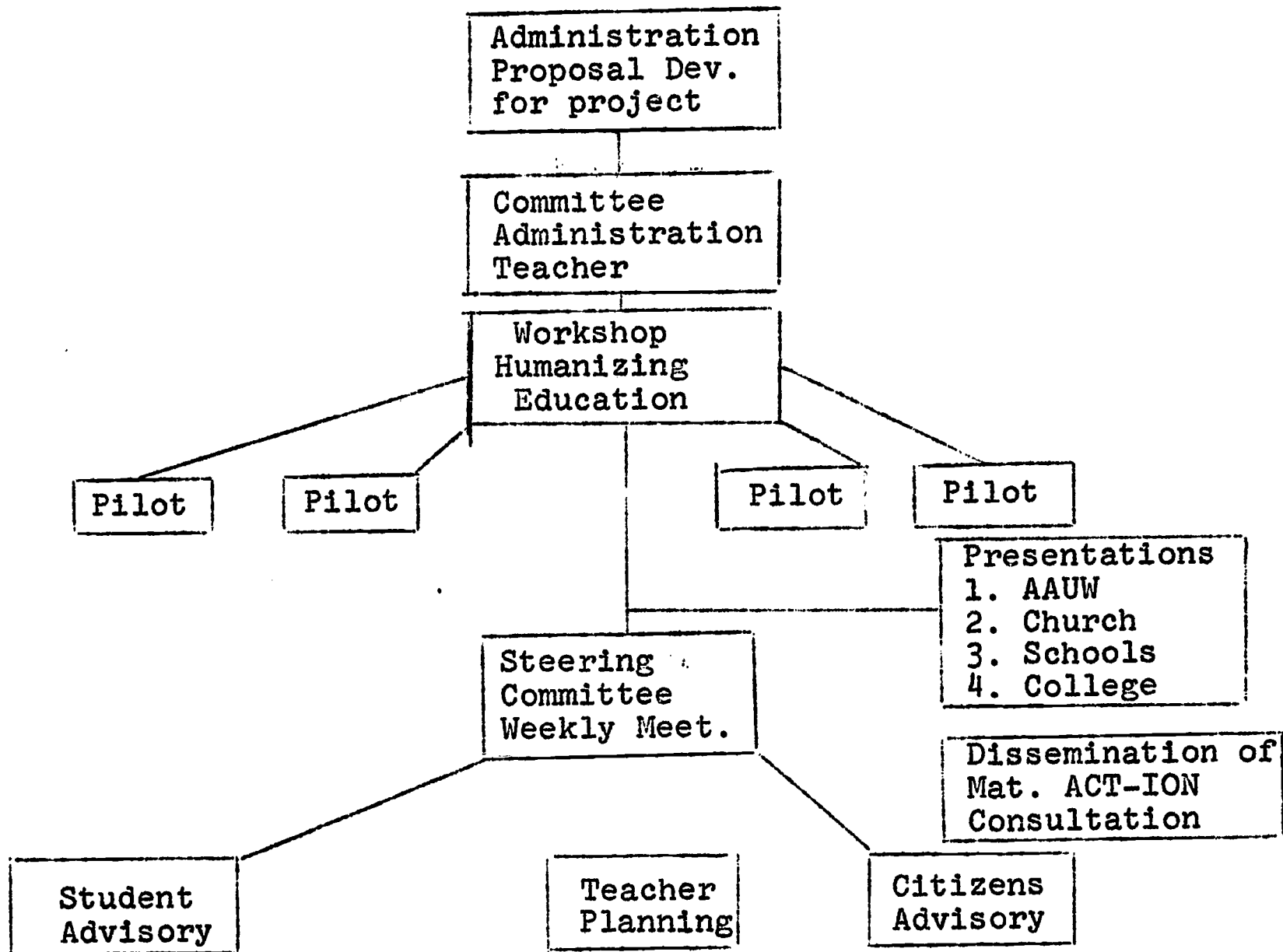
OPERATIONAL AND ADMINISTRATIVE

```
┌──────────────────────┐              ┌──────────────────────┐
│       Task           │              │       Task           │
│       Force          │              │       Force          │
│ (Admin.-Super.)      │              │ Planning Evaluation  │
│     Jan 1968         │              └──────────────────────┘
└──────────────────────┘
```

| Team Leaders | Ass't T.L | Staff |

```
                                                          ┌──────────┐
                                                          │  Supt.   │
                                                          │   to     │
                                                          │ Ministers│
                                                          └──────────┘
┌─────────────────────┐                     ┌──────────────────┐
│ Citizens Advisory   │                     │      Task        │
│ Committee           │                     │      Force       │
└─────────────────────┘                     │  Team Leaders    │
                                             └──────────────────┘
┌─────────────────────┐
│ Task force          │
│ Evaluation          │
└─────────────────────┘
```

| Team Lead. | Asst. T.L. | | Study Pilot | Community Presentations | | Staff Workshop |

```
┌──────┐
│ Plan │                                    ┌──────────┐
│ Teams│                                    │   Task   │
└──────┘                                    │   Force  │
                                            └──────────┘
                                    ┌──────────┐
                                    │  Team    │
                                    │ Leaders  │
                                    └──────────┘
```

The plan for developing and implementing the curricula is devised through the Clark-Guba change model. A developmental plan was used as the first basis for refinement and reaction from staff and community. The first plan was constructed through a change model developed by Jerrold M. Novotney in the research and development of the Institute for Development of Educational Activities.

This present plan is continually becoming refined and as a greater amount of curricula development occurs and the students, staff, and community reflect their thinking and concern.

DEVELOPING, DIFFUSING AND ADOPTING A PROCESS
FOR CONCEPTUAL CURRICULA DEVELOPMENT K-12
FAIRFIELD COMMUNITY SCHOOLS, R. 4, GOSHEN, IND.

RESEARCH

1. Explosion of knowledge no longer allows for all ideas to be taught in each discipline.

2. The population explosion requires greater efforts be exercised to meet the needs of all students.

3. Behavioral scientists continually provide us with more knowledge about the development and behavior of students in a fast changing society.

4. Learning theorists can explain the learning process in more precise terms.

5. Business teamed with education enhances effective learning through technology.

6. Conceptual design developed in the 1800's has utilized the research mentioned to refine and develop an effective continuous learning program.

INVENTION -- OBJECTIVE

To develop a K-12 curricula utilizing conceptual design and group process.

INVENTION -- CRITERIA

1. A conceptually developed curricula meets needs for efficient learning.

2. A conceptually developed curricula can eliminate repetition and extraneous learning experiences for the student.

3. A conceptually developed curricula provides for sequential learning development.

4. The student can learn to become more flexible intellectually, socially, and emotionally through a well-planned conceptual curricula.

- 10 -

5. The student will be able to develop his affective behavior as well as his cognitive behavior through a conceptually developed curricula.

INVENTION -- RELATION TO CHANGE

FROM	TO
1. A teacher dominated learning situation	1. Teacher-student planning and learning situation
2. Learning opportunities are limited	2. Many alternatives for learning are provided for the student
3. Students are limited to the strengths and weaknesses of one teacher	3. Teachers may team and teach in their strongest areas
4. Planning for classes are made by one teacher	4. Cooperative planning with colleagues allows for a better quality program
5. Little opportunity to individualize instruction	5. Much opportunity to work with students on an individual basis

DESIGN -- A PLAN FOR A SYSTEMATIC DEVELOPMENT OF A CONCEPTUAL CURRICULA

1. A task force composed of all of the administrative personnel operates using the following criteria:

   A. An idea or innovation needs to be initiated.

   B. The administrative responsibility includes the development of a plan that can develop, diffuse, and adopt innovations.

   C. The administrative responsibility through group process enables changes of a greater scope to be initiated.

2. Team leaders were selected by the task force considering each candidate with the following criteria:

   A. Has a commitment to the education profession.

   B. Continues to educate himself throughout his career. He is constantly searching for new and better ways to help students find the joy of learning.

   C. Has one or more avocations that absorbs his total being and releases his creativity.

- 11 -

D. Possesses an accurate self-image and continually re-examines this self-image with his colleagues and persons outside the profession.

E. Has a sense of humor.

F. Finds his most thrilling moments in observing human growth and development and is comfortable with failures as well as successes.

G. Is a specialist in the psychology of learning.

H. Sees the totality of education; not just one or two segments.

I. Is a change agent and a risk taker.

3. The planning teams were appointed in the following areas of learning:

Secondary --		Elementary --	
	Humanities		Humanities
	Math-Science		Math
	Health		Science
	Practical and		Health
	Vocational		Language Arts
	Special Services		

4. Meetings were held with the team leaders to reveal to them the following ideas that are embroyanic and fertile for development.

A. Conceptual development of their areas of learning.

B. The provision of a 6-week workshop to develop the program as much as the process will allow.

C. Leadership can be supplimented with the task force.

D. Utilizing team-teaching, flexible scheduling, nongrading, para-professionals and technology.

E. Reducing the professional staff by 10 which is 1/7th of the staff.

F. Professionalization of the teaching staff. Increased salary for increased responsibilities and leadership.

5. A meeting was held with the team leaders and assistant team leaders. The assistant team leaders were also selected by the task force as the next level of leaders utilizing the criteria for team leaders.

6. A general evaluation was held by the task force following the meetings and adjustments and directional change were made to incorporate the interactions of the various groups.

7. A meeting was held in a 1/2 day workshop for all of the returning staff. An explanation of the ideas was made. The planning teams held their initial meetings to initiate developmental processes.

8. Informational meetings were held in the various parts of the school community to allow for interaction through questioning and provide for a lessoning of anxiety at the community level.

9. A meeting was held with team leaders for consideration of a time table for direction and action in the developmental process. The reaction to this meeting indicated various developmental and leadership levels of the planning teams. There is a need for task orientation.

DESIGN -- THE PLAN FOR DEVELOPING A CONCEPTUAL CURRICULA

The general developmental plan for each of the learning areas to work through is:

1. Decision on the kind of flexible schedule and nongrading plan.

2. Identify key concepts in a learning area.

3. Identify sub-concepts and concepts.

4. Determine the courses to accomplish to accomplish the concepts.

5. Develop long-range behavioral goals for each learning area.

6. Supply data for flexible schedule and nongrading organizational plans.

7. Order instructional materials and define the specific behavioral objectives for the courses.

8. Training para-professionals.

9. Evaluating the developments and implementing the program.

This general plan has been submitted to Dr. Dwight Allen, Dr. Richard L. Miller, and Dr. Dorothy McCusky. All of these dynamic change agents has indicated that the process is fine but it is a process that will be continuous.

A copy of the developmental worksheets are attached in the appendix as Exhibit K pp. 122-132

DEMONSTRATION

1. The plan for developing a conceptual curricula in a most refined form is available in the K-12 Conceptual Health Education Curricula, Developed by the National Health Study Council and published by the 3M Educational Facilities Corp.

2. A more realistic plan is devised either by the team leader for team consideration or by a member of the task force so that conviction to this process can be developed and curricula planned within a group process.

3. An operational model is also being developed in each of the following areas by task force members:

   A. A flexible schedule at the secondary level.

   B. Utilizing team teaching in the secondary and elementary schools.

   C. Training the para-professional for utilization in schools.

   D. Utilizing technology in the instructional program.

   E. Nongrading in the elementary school.

   F. Professionalizing the teaching staff.

4. The operational plan provides for the interaction of the planning team for their actual involvement and refinement of the plan for determining the credibility for their use.

TRAINING

Assessments are made through continual evaluation of the training required for the students, staff, and community.

TEAM LEADER AND PLANNING TEAM TRAINING

1. Sensitivity training to develop more confidence and conviction to change.

2. Administrative training in the decision making process, the leadership function, and the evaluative process as a basis for making decisions.

3. Experiencing the process of developing a conceptual curricula.

STUDENTS

1. Through the weekly group process sessions train them in:

   A. Student responsibility in a flexible schedule.

   B. Developing student leadership through reinforcement and development of self-concepts.

2. Through large group presentations: (Secondary Level)

   A. Relate to the students the entire plan of developing the curricula, scheduling, para-professionals, technology, team teaching.

3. Through individual classroom presentations (Elementary Level)

   A. Explain how nongrading can help them to become better learners

   B. Explain the process of student behavior in a nongrading situation

   C. Explain the para-professional in the elementary school.

COMMUNITY

1. Present through frequent, no longer than monthly, large group presentations for the development of the innovations and provide tentative answers for their questions.

2. Divide into small groups to enable all of the community to build commitment and have understanding of all of the developments.

3. Work toward openness and clearcut, simple, terminology for community communication.

TRIAL

All of the innovations mentioned, flexible scheduling, team teaching, nongrading, para-professionals, technology, conceptual developed curricula will be utilized in the program next year.

The degree of implementation will depend upon the expertise and perceptiveness of all of the professional personnel. The time table adopted for a guide will enable all of the innovations to be considered carefully and go or no-go decisions to be made.

The entire operation of the program in Fairfield will be a trial due to the fact that the new junior-senior high school will be ready, and the two present high schools will be operating for the two elementary programs.

It is most urgent that the most effective evaluation be made in this trial period and adjustments and refinements made continually. A great deal of the success of the innovations will depend on the attitude and style accepted through development of personnel in a group setting. A further insured success will prevail for the student in greatly improved facilities, a more refined curricula than we presently have, the greater scope of materials to meet individual needs, and the team planning and team teaching to insure a higher quality day to day instructional program.

INSTALLATION AND INSTITUTIONALIZATION

Upon the basis of the following criteria, which is the philosophy and objectives of the district developed and adopted through the project, there will be continuous evaluation to insure that the change process continues and continual humanizing elements focus on the child in the classroom.

PHILOSOPHY OF FAIRFIELD

Education is the process by which man develops mentally, morally, physically, socially, emotionally, and spiritually Our philosophy is to make each individual's development one of continuous progress and adjustment. Our purpose is to help each individual grow toward his highest potential and develop his understanding of the privileges, responsibilities and opportunities in an ever-changing democratic society. Our curriculum and plan of operation are necessarily borad, varied, and vital in order to be challenging, interesting, and worthwhile to the diverse elements of our school-community population.

EDUCATIONAL OBJECTIVES

To develop a school program which regards the curriculum as all experiences of the individual for which the school assumes responsibility.

To develop a school program which regards the individual and his sense of worth as the final criterion for all school practices.

To develop a school program which orients the individual in the life about him.

To develop a school program which provides experiences in cooperative group achievement.

To develop a school program which provides broadly based and balanced experiences for each individual.

To develop a school program which provides for the development of fundamental skills and concepts.

To develop a school program which provides opportunities for creativity and nurtures the development of creative abilities of individuals.

To develop a school program which provides experiences to help individuals understand the significance of the family for his development in society.

2. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which the results have not measured up to expectations.

ENDEAVORS EXCEEDING EXPECTATIONS

1. The commitment and interest of the citizens advisory committee. The attendance of committee members to the monthly meetings has been 90 per cent of the families that were appointed to the committee.

2. The acceptance of pilot projects by the staff and the realization by them that these projects should be changed and enlarged.

3. The initiation and utilization of ACT-ION, the monthly newsletter. In a recent poll of 200 citizens at a community meeting, 150 indicated that they read the newsletter. 1100 copies are sent to homes of the community, to universities, and interested personnel.

4. The increased professional reading of the staff. A survey completed by the staff indicated that 94 per cent of the staff had read at least 3 books and 7 articles as the minimum number read during this school year.

5. The interest and development of the students as they express their ideas in openness and mutual respect. The growth of the student group developing from the student advisory committee to all of the secondary students and all of the secondary teachers.

6. The openness of the teachers and administrators to share ideas as they meet to develop the curricula.

7. The utilizations of visitations to other innovative schools and conferences by the professional staff.

8. The presentations requested by community groups and other school districts from teaching and administrative personnel.

9. The requests by other educational agencies for information, consultation, and materials.

10. The growth of student, staff, and community interest in project developments as they seek information and have opportunities for reflecting their opinions.

11. The tremendous impetus an administrative team can give in developing change strategy and become effective change agents.

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12. The continued interest and involvement of the parochial school in our district. See letter attached as Exhibit L pp. 133

13. The interest and cooperative developments with Goshen College through presentations and materials supplied from the project.

14. The cooperation and willingness of the NEA, ASCD, Indiana University, NISEC, University of Kentucky, DePauw University, and Western Michigan University to share information and give excellent leadership from the university level. Exhibit M pp. 134-136

15. The effect of a realistic change model to speed-up the change process.

16. To experience the fact that innovations grow at exponential rates.

17. The reduction of staff personnel needed for next year as a result of a consolidation of high schools and elementary schools, and also the result of planning for more efficient and effective learning opportunities for the students.

18. The willingness of team leaders to accept a greater role and responsibility in the development, coordination, and decision-making process.

19. The utilization of research and development projects as supplied through ERIC. Exhibit N pp. 137

20. The definite attitude change that takes place in personnel for a short period of time after a visitation.

21. The acceptance of change by the community after explanations are made and before decisions are made.

22. The willingness of the staff and students to accept change at least to the point of a "provisional try."

23. The efficient, cooperative, and most helpful information supplied from the U.S. Office of Education.

24. The cooperation and consultation received from Elkhart Community Schools through Dr. Ivan Fitzwater and Denis Thoms, NISEC, Indiana University.

ENDEAVORS WHICH HAVE NOT MEASURED UP TO EXPECTATIONS

1. The degree of attitudinal change within the professional staff.

2. The amount of expertise the teaching staff has in being aware of the research developments in a given discipline of learning.

3. The amount of time it takes to implement significant change.

4. The lack of leadership evident in a teaching staff in developing a program.

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3. Briefly describe the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

The effect of the project on the Fairfield Community Schools has been extensive and encompassing in planning, initiating and developing educational change. The staff, the students, and the community has become aware of significant changes proposed in the district and that they have a responsibility in determining the changes.

The one greatest change has been the attitudinal change of the staff through unleashing their creative abilities, the community accepting the sharing of educational decisions, and the students becoming a part of shaping the instructional program through a continuous process.

4. Report the effect of the project on the co-operating agencies by (1) listing all the community agencies that cooperated in the project; (2) discussing the results of such co-operating; (3) and listing local educational agencies and counties which were served by the project and indicate any changes since the initial application.

COMMUNITY AGENCIES	RESULTS
Lions Club, New Paris, Ind.	A presentation made by three administrators and an interaction from members of the club. The community became informed of possible changes in the schools with involvement and understanding.
Bethany Brethren Church	The opportunity for some of the senior citizens and teenagers to become informed and feel more secure with proposed changes anticipated.
New Paris Parent-Teacher Organization	The explanation and involvement of the parents of K-12 on the developments of the project, projected changes, and the development of an awareness of possibile innovations in the future.
Clinton Elementary School PTO	A presentation and involvement of the conservative element (Amish) of the district. A better understanding of the project -- the need, the accomplishments, and proposed changes.

American Association of
University Women, Goshen,Ind.

An awareness of possible inno-
vations in elementary and secon-
dary schools and also becoming
aware of teaching a valuing pro-
cess. A positive acceptance to
the presentations and positive
feedback from group members. Much
interest indicated from the group
to the Fairfield project.

Fairfield Ministerial Assn.

A dialogue with the supt. and the
ministers of the Fairfield Com-
munity that provided a greater
awareness of needed changes in
education and the interaction with
them through this group process.

LOCAL EDUCATIONAL AGENCIES   CHANGES

Goshen College Elkhart County,
Ind.

Middlebury Community Schools,
Elkhart County, Ind.

Clinton Christian School,
Elkhart County, Indiana

Elkhart Community Schools, Elkhart
County, Indiana

Fennville Public Schools, Fenn-
ville, Michigan

Union City Public School, Union
City, Indiana

DePauw University, Greencastle,
Indiana

Indiana University Regional Cam-
pus South Bend, Indiana

Vincennes Community Schools
Vincennes, Indiana

Goshen Community Schools
Goshen, Indiana

5. Discuss how project information was disseminated. Include such information as (1) the number of unsolicited requests for information; (2) The number of visitors from outside the project area; and (3) the estimated costs of such dissemination.

The project information was disseminated in the following ways:

1. The monthly newsletter ACT-ION which included not only project information but combined reports from the various administrators and teachers was sent to each home of a school child, to 30 community organizations including the churches, to 15 school districts, to 5 universities, to 5 state department personnel, 5 copies each to the dissemination center of the U.S. Office of Education, 2 copies to the ERIC Regional Laboratory at New Mexico University. Total number disseminated for each issue 1,100. This publication is issued each month during the school year.

2. Three news media serving the area; <u>South Bend Tribune</u>, <u>Elkhart Truth</u>, and <u>Goshen News</u>.

3. Presentations to community agencies, educational institutions, teacher meetings, and general community meetings.

4. Letters to requesting educational organizations. There were 50 unsolicited requests for information from the project from educational and civics institutions.

5. There were 8 visitors from outside the project area. Five of the visitors were from universities, two from a local school district, and one from the state teachers association.

6. Dissemination of project was made by telephone. An analysis of telephone calls for project information indicated 2 calls to other school districts, 5 calls to other universities, and one call to the state teachers association.

7. Conferences held with community and educational leaders on an individual basis.

8. The use of the local radio station, WKAM, Goshen, Indiana

9. Through the use of representative small discussion student groups, and through small group discussions of all students 7-12.

10. Through the use of information in principal bulletins.

11. Through the use of memos to team leaders, written documents for the professional staff, material copied, and transparencies produced for the citizens committee and staff.

COST OF DISSEMINATION

1. Newsletter

Paper	600.00
Stencil	20.00
Typing	108.00
Running	125.00
Stapling and Distribution	125.00
Writing and Comp.	300.00

2. News Media - Writing News Releases ... 20.00

3. Presentations ... 60.00

4. Letters   Dictating and Typing ... 20.00

5. Visitors ... 30.00

6. Telephone ... 20.00

7. Conferences ... 30.00

8. Radio -- Writing news releases ... 5.00

9. Small Group discussions - Time with
    groups ... 40.00

10. Principal bulletin - Principal's time ... 10.00

11. Memos, bulletins, documents, transpar-
    encies ... 100.00

TOTAL COST OF DISSEMINATION $1,613.00

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6. Describe the methods and procedures being developed to
    carry the project forward without Federal support after the
    designated approval period.

    There are a number of developments that are being planned
to allow the project to continue after June 30, 1969. These
developments are:

1. The plan for the professionalization of the teaching staff
    which would be implemented 1969-70 school year. The salient
    features of this development are:

    A. Professional Salary Schedule including the Para-profes-
        sional, associate teacher, teacher, master teacher,
        principal, teaching curriculum research associate, as-
        sistant superintendent, and superintendent.

B. An extended contract period including: Para-professional 9.25 months; associate teacher, 9.25 months; teacher 10 months; master teacher 11 months; principal 12 months; teaching curriculum research associate 12 months; assistant superintendent 12 months; superintendent 12 months.

C. The additional time to be spent developing and refining the instructional curricula process.

2. Increasing the school year 1968-69 from 9 months to 9.2 months and designating the additional four days as curriculum development.

3. Continuing a curriculum change agent as a part of the regular staff following the regular term of this project.

4. The inclusion of a longer school term for team leaders during the 1968-69 school year.

5. Providing through the conceptual plan a process whereby the curricula can be continuously developed, improved, refined and altered to provide for implementation of practice with research. A copy of the developed professionalization of the teaching staff is attached in the appendix as Exhibit J pp. 119-121

1. Describe the additional educational needs to be met with the proposed program.

ADDITIONAL EDUCATIONAL NEEDS TO BE MET

1. The additional need which will be met as the results of the interaction from students, staff, and community is the actual implementation of a program utilizing:

    A. Fewer professional staff
    B. Greater number of para-professionals
    C. Flexible scheduled secondary school 7-12
    D. Nongraded elementary schools
    E. Team teaching
    F. Using a conceptually designed curricula
    G. Closed-circuit television

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

    No Change

3. State in sequence the activities to be carried out in achieving these objectives

SEQUENCE OF ACTIVITIES

1. Determination of the kind of flexible schedule at secondary level and nongraded organizational plan at elementary level.

2. Each planning team in the elementary and each learning area in the secondary through group process determine the major concepts for their area.

3. Coordination between learning areas with team leaders and the administrative team.

4. Planning teams develop long range behavioral objectives for each level and learning area.

5. Coordination between learning areas.

SECONDARY TEAMS   ELEMENTARY TEAMS

6. Planning teams identify   6. Planning teams identify
    courses to accomplish con-   specific behavioral objectives
    cepts and objectives   for primary and intermediate.

7. Team leaders and task force develop and plan for the change strategy for implementing the how of the curricula:

   A. Determination of teaching teams.

   B. Determination of para-professional use.

   C. Planning the instructional alternatives for students to provide leadership for the teams.

   D. Assessing the strengths and weaknesses of team members for large group presentations, inquiry group instruction and independent study.

   E. Becoming aware of materials to implement the conceptual design.

SECONDARY TEAMS	ELEMENTARY TEAMS
8. Teachers assigned to teaching teams.	8. Teachers organized for primary and intermediate levels.
A. Para-professionals organized for training.	A. Para-professionals organized for training.
9. Teaching teams review planning.	9. Elementary teachers review planning.
10. Supply data for flexible schedule.	10. Order materials for elementary Program.
11. Define instructional units within courses.	11. Define instructional units at primary and intermediate levels.
12. Order materials to support concepts and objectives.	12. Prepare materials to include a variety of instructional experiences and:
13. Prepare teaching learning experiences including:	A. Large group presentations
	B. Inquiry group experiences
A. Large group presentations	C. Quest studies
B. Inquiry group experiences	D. Using closed circuit TV
C. Independent study experiences	13. Teachers meet daily in each building at the primary level and at the intermediate level.
D. Use of closed-circuit TV	

SECONDARY TEAMS (con't)

14. Teaching teams meet daily
    for refining and adjusting
    the program for students.

15. Meeting of the citizens advisory committee.

    A. Community involvement through PTO's.

16. Orientation of students to programs.

17. Periodic reports to the board of school trustees.

18. Team leaders and building principals meet weekly for planning coordination problem solving and evaluation.

19. Building principals and central office administrators meet bi-weekly for overall coordination and direction.

20. Teaching teams keep logs of:

    A. Behavioral objectives as planned weekly.

    B. Learning experiences provided to meet needs and accomplish objectives.

    C. Evaluation of the progress made for students in the learning process and the lack of progress in the program being experienced.

21. Continual dissemination to community through ACT-ION; face-to-face meetings and speakers bureau.

22. Continuous evaluation of context, procedures, and output for the basis of making decisions.

4. Describe the method and procedures for evaluating these objectives.

    In view of the existing need for the actual implementation of the following innovations:

1. Use of para-professionals

2. Flexible scheduling and nongrading

3. Team teaching

4. Conceptually designed curricula

5. Fewer professional staff members

6. Use of closed-circuit TV

There will be a tremendous need to continually evaluate the program so the process of change can remain viable and useful in the decision making process.

It will be imperative that a major portion of the evaluators time will be devoted to:

1. Analysing the process of the changes that take place in people through interaction in team teaching.

2. Analyzing the instructional program as it relates to the development of quality learning experiences.

3. Compiling and reporting the developments from the logs received from team leaders.

4. Pre and post testing of students in the areas of:

		Instruments to be Used
A.	Attitudinal. Change	Survey instrument
B.	Value change (secondary)	The Differential Value Profile
C.	Achievement test (1-8,10)	Stanford Achievement

5. Using a control and experimental group assess the possibilities of closed circuit TV.   Achievement Attitudinal and Value Tests

6. Record the process of a change strategy as it evolves through involvement of staff, students, and community.

7. Continue to evaluate the teacher-administrator relationships.

8. Report the definite output from the project which:

    A. Could become a model for other districts.

    B. Adjusts changes, and refines the process for continual change in the Fairfield District.

    C. Provides basic courses of study K-12.

    D. Reports the training program, and process of utilizing para-professionals.

PROPOSED BUDGET SUMMARY

NAME AND ADDRESS OF APPLICANT Fairfield Community Schools, Box 224, R.#4, Goshen, Indiana
PROJECT NUMBER 67-04322-0   GRANT NUMBER OEG-0-8-704332-1712
BUDGET PERIOD WOULD BEGIN ___July 1, 1968___ AND END June 30, 1969

EXPENDITURE ACCOUNTS	Salaries Profes-sional	Non-Pro-fessional	Con-tracted Service	Supplies	Travel	Other	TOTAL
Administration- 100				$900			900.00
Instruction 200	$84,126	$11,400	$1,500		$2,100	$948.12	$100,074.12
Attendance 300							
Health Service 400							
Trans. Service 500							
Operation of Plant 600			100				100.00
Main. of Plant 700							
Fixed Charges 800						8,925.88	8,925.88
Food Services 900							
Student Body Act. 1000							
Community Services 1100							
Remodeling 1200							
Capital Outlay 1230							
TOTAL	$84,126	$11,400	$1,600	$900	$2,100	$9,874.00	$110,000.00

EXPENDITURE ACCOUNT NO. 100-ADMINISTRATION

Expense Class	Name and Title Purpose or Item	Quantity	Salary, or Unit Cost	Budgeted Amount
Materials and Supplies	Bond Paper	10 rms.	2.50	25.00
	#6 Envelopes	2 bx.	1.50	3.00
	#10 Envelopes	2 bx.	1.50	3.00
	Mimeograph and Ditto Paper	300 rms.	2.00	600.00
	Stenciles	10 qrs.	3.00	30.00
	Postage		117.00	117.00
	Spirit Masters	5 bx.	4.40	22.00
	Copy Paper	4 bx.	25.00	100.00
TOTAL BUDGETED AMOUNT				$900.00

EXPENDITURE ACCOUNT NO. 200 - INSTRUCTION

Expense Class - Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, or Unit Cost	Amount Budgeted
Professional:					
Project Director, Herbert T. Tilley	X		1	$14,494.00	$14,494.00
Ass't Director and Evaluator	X		1	12,000.00	12,000.00
TOTAL					$26,494.00
Coordinating Council					
Marvin Ward		X	2 weeks	644.00	
Max Bailey		X	6 weeks	1,758.00	
James Hettler		X	6 weeks	1,716.00	
John Secor		X	6 weeks	1,700.00	
Gorman Miller		X	6 weeks	1,725.00	
TOTAL					$ 7,543.00
Team Leaders					
John Andrews		X	7 weeks	1,398.25	
Orville Bose		X	"	1,537.00	
Helen Hollar		X	"	1,545.25	
Albert McDowell		X	"	1,680.00	
Jim Wortinger		X	"	1,232.00	
Raymond Yoder		X	"	1,680.00	
Gary Harvey		X	"	1,202.25	
Juanita Hughes		X	"	1,496.25	
Josephine Sharpe		X	"	1,545.25	
Daryl Umbower		X	"	1,457.75	
Violet Wolfe		X	"	1,680.00	
Norma Wysong		X	"	1,575.00	
TOTAL					$18,029.00
Substitute and Replacement Teachers		X	50 days	20.00	
Teachers in 6 weeks workshop		X	53 teachers	75.00 per wk.	1,000.00
				15.00 per dep.	31,060.00
Professional Library					948.12
Travel and Substance			50 days	42.00	2,100.00
Counsultant Services			15 days	100.00	1,500.00
TOTAL					$36,608.12

EXPENDITURE ACCOUNT NO. 200 - INSTRUCTION   (continued)

Expense Class - Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, or Unit Cost	Amount Budgeted
Non-Professional					
Secretary-Typist, Janet Kimlick	X		1	$ 4,800.00	$ 4,800.00
Bookkeeper		X	1	600.00	600.00
Teacher Aides in Workshop		X	20	50.00 per wk.	6,000.00
TOTAL					$11,400.00

TOTAL BUDGETED AMOUNT	$100,074.12

Expense Class	Name and Title Purpose or Item	Quantity	Salary or Unit Cost	Budgeted Amount
OPERATION OF PLANT 600				
	Other Expenses			
	Telephone Charge	12 Mo.	$8.33	$100.00
FIXED CHARGES 800				
	Social Security			$3,289.00
	Retirement			$5,636.88
TOTAL BUDGETED AMOUNT				$9,025.88

EXHIBITS

AND

SUPPORTING DOCUMENTS

TO PLAN A CURRICULA - THE PROCESS

Steering Committee

The project has basically functioned in two phases in the direction of accomplishment of objectives. The initial planning was conducted through the administrator-teacher steering committee.

The process of development of personnel within this committee reached a high level of maturity upon analysis of the recording tapes that were made of each session of the committee.

The criteria for determining the development of the group was that used by D.M. Hall in Dynamics of Group Action. (1) the level of behavior at the start; (2) the progress made up to any time and (3) the final attainment.

The logs written indicate that in the initial meetings there were numerous comments with little consensus on any objective or goal for the group. There was evidence the roles that individuals initially play in a group: there was the dominator, the aggressor, the blocker, and the facilitator, and the silent one.

The process was initiated by the project coordinator as he related four basic responsibilities of the committee. These were:

1. To plan for the procedure of staff, students and community involvement.

2. To plan for dissemination of information

3. To plan for the use of consultants

4. To plan for learning experiences for the faculty

The committee was asked to respond to the question, What problems do you anticipate will need to be answered? The majority of the problems posed centered around facilities, use of technology, community involvement, and teacher involvement.

There were also concerns from the committee in the area of group operation, the utilization of group process as the most effective means of developing, and achieving the responsibilities assigned to the steering committee from the project proposal.

There was a full day devoted to a presentation and analysis of the values of group process, group process operation, the individuals in a group, and accomplishments by the individual or the group.

The material utilized was from the text material of the National Training Laboratories, Walter Lifton's book, Working With Groups; and D.M. Hall's book, Dynamics of Group Action.

A daily log was prepared and utilized as feedback to the group. Its basic purposes were: (1) To cause individuals to look at themselves and (2) To report the progress of the group.

Part of each day during the 6 weeks that the committee met was used to develop further insight and awareness of the committee.

During the second week of operation a much greater openness, and permissiveness existed in the group; as evidenced through humor, more personal references, and the bringing of refreshments. The group, however, had yet to become task oriented but was brainstorming for possible themes for the workshop.

There was also introduced to the group a model for change. This model was the Clark & Guba Change Model. It seemed that it was difficult to relate and make this model real for us. The group, however, could conclude the usefulness of an orderly process for implementing change. There was a need to more fully develop this change model but time turned our attention to the workshop.

After playing the tape, Humanizing Education - The Persons in the Process presented by Arthur Combs at the 1967 ASCD Convention the committee became committed to the theme of humanization. Each member of the committee became involved in defining humanization and relating it to our needs as we focused on the workshop. The theme emerged after three days, "Humanizing Education - Personal Approaches to Learning." The theme grew from the brainstorming session when 8 different themes were discussed.

The discussion immediately began on the question, "How do you humanize education?" The group members had both positive and negative comments to the question. However, the discussion ended with a greater conviction and commitment toward this theme.

Further training in the group process was focused through the paper, "A Norm-Centered View of the T-Group Training" by Jack Gibb. A "Q-Sort Inventory" was utilized to determine how each group member viewed his behavior in the group setting. Each person in the committee told his score from the inventory. They also reported some of their strengths and weaknesses and reported that they thought it would be useful to use in the workshop.

Some concern was expressed from part of the committee because all of the group was not expressing themselves and a few were dominating the conversation. There was evidence at this point that group cohesiveness was continuing to grow from such remarks as, "How do we react when someone comes who has not been meeting with us?" A discussion ensued with consensus that all who visit should feel at ease and welcome.

The group during its fourth week of operation began to develop in depth some of the ideas encompassed in the humanization process. Up to this point there was much evidence of flight within the group when it came to decisions. This was due to the uncertainty of actual project funding.

It became evident that the group leader was assuming too much authority and not releasing the creative potential of the committee. This was realized by sutle remarks from committee members, and the silence from other members who usually made contributions.

A greater task orientation became prevalent with the committee during the 4th week. They related that objectives need to be established for each day of the workshop. The group members began to develop more effective communication. A basic reason for this development was the resorvior of understandings that were emerging.

The committee devoted its attentions to three papers sent by Carl Rogers from The Behavioral Science Institute, Palto Alto, California. These papers developed ideas on the humanization process.

A tentative two-week workshop was planned which centered around learning, self-development, group process, and innovation. The entire focus was devoted to an emphasis of the interaction and growth of individuals in groups.

The committee could relate many of the experiences they have had in the past five weeks. A verbal self inventory was taken with some of the following comments:

1. We have gone a long way from where we began.

2. One must accept himself before he can accept others

3. Learning should be fun.

4. Group interaction certainly provides group acceptance.

5. Each individual's thinking and social being in a group needs to be considered.

6. Humor is a needed ingredient in group process.

There was the development of a sub-committee to provide the professional library. This sub-committee utilized the opinions and insights of the entire committee and planned for the books to be purchased through a broker. The sub-group functioned with openness to everyone's ideas; capitalized on the strengths of sub-group members; and secured the professional materials for use in the workshop.

The steering committee began to realize the need for additional sub-groups to work out the mechanics and details for the workshop.

Each of the committee members accepted the leadership role in the small group discussions for the workshop. This was some evidence of a leadership growth that took place. For some members of the committee they were for the first time accepting leadership responsibilities with their peers.

The steering committee functioned throughout the workshop with daily feedback and recoupe sessions following each day's workshop. It is clearly evident that the members of the steering committee have made continuing contributions in their classrooms.

TITLE III PROJECT

July 31, 1967 - July 30, 1968

CONTINUOUS CURRICULUM DEVELOPMENT IN A

RURAL SCHOOL DISTRICT

FAIRFIELD COMMUNITY SCHOOLS

HUMANIZING EDUCATION

PERSONAL APPROACHES TO LEARNING

August 16-29

Lloyd W. Harrell
Superintendent

Marvin Ward
Assistant Superintendent

STEERING COMMITTEE

Max Bailey, Fairfield High School Principal
Gorman Miller, Elementary Curriculum Supervisor
Mabel Young, Elementary Education
Daryl Umbower, Secondary Education
Rachel Weybright, Elementary Education
Maxine Kauffman, Elementary Education
Ray Swihart, Secondary Education
Alice Long, Elementary Education
Herbert Tilley, Project Coordinator

Emphasis of the workshop will be:

1. The experience of self-study as the process of curriculum development takes place through interaction with professional colleagues.

2. Concept development as the information from the literature, visitations and consultants is focused on the problems of curriculum.

3. Interaction of a professional nature taking place under conditions of mutual respect and recognition of common educational goals.

4. Increased understanding of the group process by which individuals learn and the climate of human relationships in which progress is achieved.

ANTICIPATED GOALS

Administrator

1. To become less protective of his own constructs and beliefs, and hence can listen more accurately to other administrators and to faculty members;

2. To find it easier and less threatening to accept innovative ideas;

3. o have less need for the protection of bureaucratic rules, and hence will decide issues more on the basis of merit;

4. To communicate more clearly to superiors, peers, and subordinates, because his communications will be more oriented toward an openly declared purpose, and less toward covert self-protection;

5. To become more person-oriented and democratic in staff or faculty meetings; hence

6. To draw more widely and deeply on the resource potential of his faculty and staff;

7. To become more likely to face and openly confront personal emotional frictions which develop between himself and his colleagues, rather than burying the conflict under new "regulations" or avoiding it in other ways;

8. To become more able to accept feedback from his staff, both positive and negative, and to use it as constructive insight into himself and his behavior;

9. To become more able to communicate realistically with his board of trustees, and thus possibly lay the groundwork for altering the organizational structure of the educational system.

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Teachers

1. To show many of the characteristic changes listed for the administrator, and in addition

2. To become more able to listen to students, especially to the feelings of students;

3. To become better able to accept the innovative, challenging, "troublesome," creative ideas which emerge in students, rather than reacting to these threats by insisting on conformity;

4. To tend to pay as much attention to his relationship with his students, as to the content material of the course;

5. To become more likely to work out interpersonal frictions and problems with students, rather than dealing with such issues in a disciplinary or punitive manner;

6. To develop a more equalitarion atmosphere in the classroom, conducive to spontaneity, to creative thinking, to independent and self-directed work.

Students

1. To have more energy to devote to learning, because he will have less fear of continual evaluation and punishment;

2. To discover he has a responsibility for his own learning, as he becomes more of a participant in the group learning process;

3. To feel free to take off on exciting avenues of learning, with more assurance that his teacher will understand;

4. To find that both his awe of authority and his rebellion against authority diminish, as he discovers teachers and administrators to be fallible human beings, relating in imperfect ways to students;

5. To find that the learning process enables him to grapple directly and personally with the problem of the meaning of his life.

6. To feel more free to express both positive and negative feelings in class- toward other students, toward the teacher, toward content material.

General Instructions -

1. Lunch will be served daily in the cafeteria at 11:30 with the exception of the final day. A dinner meeting is planned with the day beginning at 12:30 and dinner served at 5:30. Lunches may be paid for at the registration desk at a cost of $15.

2. The hours for the workshop are 8:00-3:30. The lunch period is considered part of the workshop. The last day, August 29 begins at 12:30 an continues through the evening.

3. The rooms to be used for small group discussions are 1,2,3,4, Chorus and Agriculture.

4. The general sessions are in the library or the Band Room, which will be the room for film viewing.

5. The Home Economics Room is the educational resource center with over 400 volumes of professional books and 10 different periodicals.

6. Suggestions you have during the workshop should be given to the steering committee.

GROUPING -- For Workshop August 16-29

Group 1   (1)
Gorman Miller, Chairman
Judy Swihart
Allen Harness
Lydia Bowman
Florence McDonald
Goldie Pilcher
Jo Sharpe
Orville Bose
Albert Hornberger

Group 2   (2)
Max Bailey, Chairman
Jean Bail
Ardath Roderick
Rosanna Kasdorf
Louise Swoveland
Jim Wortinger
John Secor
Gary Harvey
Juanita Hughes

Group 3   (3)
Ray Swihart, Chairman
Conrad Neff
John Andrews, Jr.
Terry Rickard
Ada Metzler
Erma Yoder
Phyllis Beck
Clara Juday

Group 4   (4)
Rachel Weybright, Chairman
Jessie Swartz
James Hettler
Allen Metzler
Albert McDowell
Dorothy Chiddister
Ethel Weldy
Mari Lynn Lambert
Stanley Hoopingarner

Group 5   Chorus
Daryl Umbower)
Alice Long   ) Co-Chairman
Helen Kauffman
Jerry Detweiler
Norma Wysong
Mary Emery
William Puterti, Jr.
Betty Kuperrus
Elsie Sutter

Group 6   Agriculture
Mabel Young, Maxine Kauffman
                    Co-Chairman
Elmer Regier
Helen Hollar
Toby Kidder
Nancy Crum
James Beehler
Violet McColley
Lois Myers

"HUMANIZING EDUCATION -- PERSONAL APPROACHES TO LEARNING"

Wednesday, August 16

To Acquaint the Participants with
the Concept of Humanization.

8:00 - Registration

Welcome -   Mr. Herbert Tilley
                                                   Project Coordinator

Introductions -

Background and Purposes of Title III Project -   Mr. Lloyd Harrel
                                          Supt. Fairfield Community Schools

"Humanizing Education" -   Dr. Dale Baughman
                               Professor of Education - Indiana State University

Small Groups -

Lunch -

Music -   Mrs. Helen Hollar
        Elementary Music Educator, Fairfield Community Schools

General Session - Discussion and feedback from Keynote address -
                                                   Dr. Baughman

Discussion of group process -   Mr. Herbert Tilley

Small Groups -

Observations, feedback, projections -   Mr. Herbert Tilley

"HUMANIZING EDUCATION -- PERSONAL APPROACHES TO LEARNING"

Thursday, August 17

To Create an Awareness for the Need
of Self-Concept Development.

To Recognize the Need for Acceptance
of Others.

To Create an Awareness of the Relationship
of the Self and Acceptance of Others.

Procedures:

Introduction -

Presentation of Address "Self" -   Dr. Joseph Lillich
     Professor of Education, St. Francis University and Indiana University

Small Group Discussion -
     How is Learning Facilitated as the Self is Developed?
     What is the Relationship of the Self to Learning?

General Session - Feedback from Dr. Lillich

Lunch -

Presentation of Professional Library -   Mr. Gorman Miller
     Elementary Curriculum Supervisor, Fairfield Community Schools

Small Group Discussion -

Feedback -   Mr. Herbert Tilley

"HUMANIZING EDUCATION -- PERSONAL APPROACHES TO LEARNING"

Friday, August 18

To Consider How We Facilitate Significant Learning.

Procedure:

General Film Presentation - "To Make A Mighty Reach."

Small Group Discussion -

Lunch -

Small Group -

12:30-Presentation of taped address of:

Dr. Arthur Combs - "Humanizing Education: The Person In the Process."

Discussion of Address -

Feedback -

Monday, August 21

To Build Most Effective Relationships And
Facilitate Learning Through Communication.

Procedures:

General Film Presentation - "The Eye of the Beholder" - Gorman Miller

Small Group Discussion -

Lunch -

General Presentation - "Communications In Fairfield" - Mr. Lloyd Harrell
                                                       Supt. of Fairfield

Small Group Discussion -

Feedback -

"HUMANIZING EDUCATION -- PERSONAL APPROACHES TO LEARNING"
Innovations in Education

Tuesday, August 22
To Acquaint Teachers with
Some Innovations in Education.

Procedures:

General Presentations - "The World of the Future."   Dr. Roger Cunningham
                                                        Indiana University

Presentation and Demonstration - "Inquiry"   Dr. Roger Cunningham
                                                        Indiana University

Lunch -

General Presentation - "The Non-Graded School."   Dr. Roger Cunningham
                                                        Indiana University

Small Group Discussions -

Feedback -

Wednesday, August 23

To Develop an Understanding of the
Problems and Uses in the Process of
Innovations.

To Consider Innovations in Organizational
and Structural Patterns.

Procedures:

General Film Presentation -- "Performance Curriculum I"

Small Group Discussion -

Lunch -

General Film Presentation -- "Performance Curriculum II"

Small Group Discussion -

Feedback -

"HUMANIZING EDUCATION -- PERSONAL APPROACHES TO LEARNING"

INNOVATIONS IN EDUCATION

Thursday, August 24

To Become Acquainted with Staff Utilization
as it Relates to the Learning Climate.

To promote an Awareness of the Role, Function,
and Operation of Resource Centers as they Facilitate
Learning.

To Become Acquainted with the Open Laboratory as
an Innovation for Learning.

Procedures:

General Film Presentation "Differential Teaching Staff"

Small Group Discussion -

General Film Presentation - "Resource Center"

Lunch -

Small Group Discussion -

General Film Presentation - "Open Laboratory"

Feedback -

"HUMANIZING EDUCATION -- PERSONAL APPROACHES TO LEARNING"

Friday - August 25

To Explore the Facilitation of Learning
through the Use of Small and Large Group
Instruction.

To Examine the Feasibility of Innovations
in Fairfield.

Procedures:

General Film Presentation - "Small Group Instruction."

Small Group Discussion -

General Session - "Elementary and Secondary Facilities in Fairfield." -
Mr. Marvin Ward
Ass't Superintendent

Mr. Max Bailey
Secondary Principal

Lunch -

General Film Presentation - "Large Group Instruction."

Small Group Discussion -

Feedback -

"HUMANIZING EDUCATION -- PERSONAL APPROACHES TO LEARNING"

Monday, August 28

To Enable the Staff to Understand the Student
Personnel Services as a More Personal Approach
to Learning.

Procedures:

General Presentation - "Student Personnel Services"   Dr. Eldon Ruff
                                                         South Bend Community Schools

Small Group Discussion -

Lunch -

Symposium - "Student Personnel in Fairfield" -

                              School Health Services - Mrs. Lydia Bowman
                                                       Fairfield Nurse

                              Guidance Services -   Mr. Orville Bose
                                                Fairfield Guidance Counselor

                              Remedial Reading -   Mr. Conrad Neff
                                                Fairfield Reading Specialist

                              Non-Teaching Personnel - Mr. Marvin Ward
                                                Assistant Superintendent

Questions - To Fairfield Personnel

Small Group Discussion -
    How can each person help the Pupil Personnel Services to become
    most effective in Fairfield?

Feedback -

"HUMANIZING EDUCATION -- PERSONAL APPROACHES TO LEARNING"

Tuesday, August 29

To Become Aware of the Facilitation
of Learning through the Extra-Curricular
Program.

To Evaluate, Seek Direction, and Continue
the Humanization Process in Fairfield.

12:30-General Presentation - "An Extra-Curricular Program" -

Mr. Max Bailey, Principal
Fairfield High School

Mr. John Secor, Principal
New Paris Elementary School

Secondary Discussion of the Extra-Curricular Program - Mr. Max Bailey

Elementary Discussion -   Gorman Miller, Moderator
John Secor
Jim Hettler

Small Group Discussion - "Evaluation of Workshop"

"Idea and Suggestions Session for Next Workshop"

5:30 -Dinner -

Music - Marimba Duet -   David and Beverly Hollar

"Humanizing Education -- Personal Approaches to Learning" -

Dr. Donald Orlosky
DePauw University
Greencastle, Indiana

HUMANIZING EDUCATION -- PERSONAL APPROACHES TO LEARNING

A

TITLE III - ESEA

10-DAY WORKSHOP

CONDUCTED

AUGUST 16-29, 1967

AT

FAIRFIELD COMMUNITY SCHOOLS
R. 4, BOX 224
GOSHEN, INDIANA

LLOYD W. HARRELL   HERBERT T. TILLEY
SUPERINTENDENT   PROJECT COORDINATOR

"HUMANIZING EDUCATION -- PERSONAL APPROACHES TO LEARNING"

It is apparent that as a 10-day workshop has ended and the real situation presently challenging each of us, there are certain reflections that we can reminisce upon.

The opening keynote address of Dr. Baughman presented many challenging statements such as, "It is the teacher that makes the greatest difference for the learning situation in the school;" or "Youth must be taught to think humanely and responsibly if we are to achieve realistic goals in education."

The development of the ideas from the keynote address became the topical discussions in small group discussions as the 6 groups began the group process and development of ideas. These ideas and questions became feedback for further elaboration by the speaker.

The lunch period each day was included in the workshop. The first day the lunch period also included some group music singing which helped to begin the openness and permissiveness necessary in the humanization process.

A second presentation entitled, "Persons in Process," was made by the Project Coordinator in which the group began the initial introspection for the roles they would assume in the small groups. A discussion in the small group setting followed. Each group began on the "conflict and frustration" level as they found their problem was the fact they had no problem identified for them. Some of the groups began to see that individuals in a group can become members of a group or remain as individuals. Some of the groups identified a task and began to feel free to express their ideas and concerns.

The final portion of the day was spent in a feedback session in which the group was told some of the process that was taking place; how they could not remain the same individuals as they began the day; and how their continued faith, interest, and cooperation would be necessary as each part of the workshop began to unfold.

2nd Day -

The second day of the workshop was devoted to self analysis, self-concept, and self-development. Dr. Joseph Lillich related very successfully to the importance of the self. He also included the roles that each person assumes. He referred to the "super-duper," the "chameleon," the "waste-burner," the "turtle," and the "grub" as typical school personnel. He demonstrated the use of "buzz groups" as a method of developing self-concepts. He concluded the presentation with a demonstration of the faulty grading system presently in operation. This system, which is used so often to predict future performance, has a most limited value for this purpose. He also related the damaged self-concepts and self-image that are caused by the present grading system.

The general areas to reflect on this day could be:

1. A person must become part of the group and within the group before effectiveness begins. i.e. -- A machete sometime necessary.

2. Each person who assumes leadership roles has a unique way of relating to and becoming part of the group.

3. A variety of activities that cause the group to become involved physically, intellectually, and emotionally is a most effective method for learning to begin and individuals to change.

Dr. Lillich also helped to increase the small group interaction, allowed the participants to become more open, and added to the permissive atmosphere.

The afternoon included a presentation of the professional library made by the elementary supervisor, in which we had the opportunity of seeking further information and idea development in the areas of self, personality, learning, subject matter development, public relations, communications. The library includes 300 volumes and 10 periodicals. It will be circulated throughout the district so that the staff may have the opportunity of maximum use of the materials.

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The afternoon was spent in small group discussions and in study with the resource materials. The two books which were emphasized throughout the workshop were, Perceiving, Behaving, Becoming, 1962 ASCD Yearbook, and As Teachers Face Themselves.

The feedback session was used primarily to review the day's activities, help the participants to be aware of the growth of individuals and groups as they spend more time together.

Third Day -

On Friday the participants began to look at the problem of how do we facilitate significant learning. The film, "To Make a Mighty Peach," was shown. This film caused much interaction in the small group sessions. The actual viewing of the inquiry session, the non-graded school, the humanities program, the educational complex at East Orange, New Jersey, the flexible buildings and facilities, and the student-centered curriculum helped all of us to broaden our vision, raise our sights, and begin to carefully consider some implications.

Some of the small groups desired to see the film the second time since so much material had been presented during the 50 minute showing.

This film helped the groups to focus their interests on certain aspects of the educational program.

The afternoon also included the taped address of Dr. Arthur Combs -- "Humanizing Education: The Person in the Process." Some of the groups became aware of the humanization process and related the film with the address.

Some of the groups, it was fedback, are becoming more action groups. Some of the groups, however, were becoming acquainted with each other, seeking problems to work on, brainstorming or completely in a period anarchy.

Fourth Day -

The entire fourth day of the workshop was spent in exploring and building most effective relationships and learning climate through communications.

The movie, "The Eye of the Beholder," was shown and the elementary coordinator conducted an interesting discussion at the middle and at the end of the film.

Through the film the group began the relationship and understanding of perception and communications. The self-image was also apparent as a vital method of communication was related in the film.

The afternoon presentation was made by the district superintendent as he related the area of communications to, "Communications in Fairfield."

Almost as soon as man learned to talk, he learned to listen. Language is an instrument of communication. Communications as defined by Webster is an exchange of information, a process by which meanings are exchanged... We communicate by a variety of means: teacher's meetings, face to face communications, informal talk, through our written policies and regulations.

In Fairfield we are organized for public education. It is an organization; it has a head, offices, administrators employees to carry out its stated goals or function. Each person has a role, a duty, a responsibility within the organization. To understand these roles, effective communication is very necessary. The best communication that can come from this workshop will be a consensus and understanding of the district's goals and purposes. We must remember that meanings are in people and not in words-- that meanings exist only in sources and receivers not in messages...

Small group discussions followed the presentation and the speaker circulated in these groups. Interaction was prevalent. The groups, however, used the speaker effectively as a resource person in the group.

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The fourth day ended with a feedback session. This session revealed the continued need to become open, direct, and impersonal in group activities. Group members were still seeking their role for effective group action. The groups were becoming oriented toward tasks.

Fifth Day -

The entire day was devoted to an information gathering session as Roger Cunningham, Indiana University, related, "The World of the Future," "Inquiry," and "The Non-Graded School."

The inquiry presentation included the participants in actual involvement. The group was divided into small groups of 2-4 and given a box. Each was to describe what was in the box. One member of the group was granted permission to look into the box and the rest of the group was to ask questions in an effort to determine what was in the box. Such a demonstration can be most useful in a classroom as inquiry can cause provocative motivation to meet the needs and interests of each child in the room. A film on inquiry was also shown which was produced at Indiana University.

The non-graded school presentation included the various kinds of non-graded schools as well as the non-graded school in Skokie, Illinois.

To quote a part of his presentation:

In the past two decades changes have occurred that demand new methods in elementary teaching. Methods are needed that make learning a more meaningful and dynamic experience for each child. Teaching can no longer be centered around a textbook and memorization of facts; it must offer a systematic mastery of the "processes of inquiry" for students.

Meaningful learning becomes a reality only when the individual child can progress through a planned sequence of understandings; a sequence that allows the child to advance through a series of levels of understandings

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where the understandings to be developed depend on those that have come before. So often this has been the claim of courses of study, but usually they are nothing more than a set of arbitrary arrangements of topics that could just as well have been ordered in any sequence.

It is common practice in today's elementary and junior high schools to classify the children by grade. A year of work in certain textbooks and courses of study are seen to be roughly comparable to the year of a child's life. However, children do not have automatic learning apparatuses regulated to complete a certain amount of work in a year's time. Children as individuals vary as to the rate at which they can advance. Individuals, too, logically vary in their abilities and achievements in certain areas of study.

John Goodlod and Robert Anderson in their book, The Non-Graded Elementary School, was quoted:

> The problem of graded versus non-graded is the conflict between long established graded structure on one hand and increasing awareness of variation in children's abilities and attainments on the other. Our insight into individual differences as a phenomenon to be accounted for is not generally shared, however. The problem of effectively relating individual differences and school structure is of such formidable dimensions that a simple exposition of our dilemma will not dispel it. First, we must see the startling realities of individual differences within a single child and among pupils of a given grade level. Second, we must understand the incompatibility between school grades as applied to ordering pupil progress and these realities of pupil individuality. Next, we must gain insight into the ill effects of certain concomitants of the graded structure as, for example, non-promotion practice. Then we must propose an alternative structure and its concomitants.

The entire day was spent in gathering data.

Sixth Day -

This day began a series of seven films entitled, "Innovations in Education." The series is narrated by Dr. Dwight Allen, Stanford University. The films are most informative, stimulating, and thought provoking.

Small group discussions followed the films. There was tremendous interaction following the films. The first two films developed the ideas centered around the fact that little emphasis in our curricula is based on actual performance criteria of the student.

He related the example of French. We do not indicate that the student can speak or write French, but we relate the student has taken 4-years of French.

The discussions following the presentation of 28 minutes each began to focus our thinking on change and innovation.

Seventh Day -

The goals related to becoming aware and acquainted with staff utilization, resource center, and the open laboratory. The films entitled, "Differential Teaching Staff," "Resource Center," and "The Open Laboratory," were discussed in small group discussions.

The films showed how staffs may be utilized so that usually additional experience and training should mean additional responsibilities; not the same responsibilities for the entire career of an educator.

The resource center is an area in each department that would be utilized by the student, guidance, teacher, and aides. Dr. Allen related that all clerical duties should be assumed by para-professionals. The student would receive help for his personal problems, obtain his classroom handouts, and make-up assignments. Teachers would have on file the assignments for their classes.

The open laboratory concept was reflected as a means of developing individual student growth, motivating the student, and allowing the student to become self-directing. The film related the opportunities that can be included in the instructional program through the open laboratory. Dr. Allen said, "We can more clearly equate some of the needs and interests of students with instructional program through the open laboratory."

Eighth Day -

This day was devoted to help all of us become aware of the future facilities in Fairfield. The assistant superintendent and high school principal related this information. Slides, transparencies, and printed materials were used to help convey the information.

The two speakers answered questions relating to use of facilities in the small group discussions.

The two remaining films of, "Small Group Discussion," and "Large Group Discussion," were shown as additional methods that can be utilized to humanize the educational process.

The small groups discussion preserved the ideas of facilities with a few of the groups becoming concerned with the grouping of students for effective instruction. Some expressed the desire to further develop their understanding of the group process as well as developing a learning climate in a large group.

The feedback session related that the groups have fairly well annealed, a greater openness prevails, a permissive atmosphere prevails the entire group, and groups are deserving to become parts of larger groups.

Some of the groups are making proposals for other groups to consider. Consensus is reached sooner in the small groups. There was little evidence, however, of a need for a regrouping in small groups, to take place.

Ninth Day -

The ninth was devoted to understanding the student personnel services as a means to personal learning approaches.

Dr. Eldon Ruff, Guidance Coordinator of South Bend Community Schools, presented the, "Student Personnel Services." He related the pupil personnel program would include guidance, psychologist, nurse, social worker, attendance, and teacher. The student in order to be able to develop his talents must, "(1) strive for excellence, (2) look at the total picture, and (3) must experience success."

He also related that, "kids must have time to be kids," he needs help to discover, "who am I," and "what do I want out of life."

The school must accumulate a variety of information about each child in order to better understand him. Follow-up studies are useful in determining the effectiveness of the instructional program.

Dr. Ruff also indicated, "good attendance in school also means good attendance on the job. The attitude toward a job is much more important than the skill in it."

We must strive to help each child be, "visions instead of sights."

The afternoon was a symposium of, "Student Personnel Services in Fairfield." This was conducted by Fairfield personnel in the areas of school health, guidance, reading, and non-teaching personnel.

Each person made a presentation explaining the particular portion of the student personnel program as it presently applies and to what we may anticipate.

These presentations were followed with small group discussions. The small groups were open with each person saying what he thought. A multitude of ideas and questions were prevalent in the groups. There was, however, a

definite lack of the organization procedure for further study and/or imple-

mentation of some of the ideas for change to begin. The groups would indicate

that possibly the assumption could be made there is a need to always be in the

process of asking questions.

There was evidence of consensus being reached sooner in the groups as to

what the question was. There was an indication and willingness on the part

of most participants to offer some positive solutions to the questions. These

solutions, however, usually produced more questions.

Tenth Day -

Part of the final day of the workshop was spent with the education con-

sidering an extra-curricular program. Presentations were made by the Fairfield

High School Principal and the New Paris Elementary School Principal.

The participants became part of elementary and secondary groups. The

secondary group discussed in greater detail the extra or co-curricular pro-

gram. They considered a unified budget plan for all extra-curricular activi-

ties.

The elementary group asked questions of the two elementary principals.

The questions were moderated by the elementary curriculum supervisor.

The regular small groups then began the evaluation process and again con-

sidered the question, "What do you anticipate to be the three most significant

problems in the next two years?" The participants also wrote on the strengths

and weaknesses of the workshop, and suggestions for the next workshop. Each

group submitted the group consensus on recommendations for Fairfield.

The workshop ended with a dinner followed by a marimba duet. The con-

cluding address, "Humanizing Education -- Personal Approaches to Learning,"

was presented by Dr. Donald Orlosky, DePauw University. He so appropriately

summarized the work of the small groups and presented some challenges for each of us to begin upon.

He related the need of the child to experience more than success. He must experience fullfilment. He recommended that each educator read a minimum of 4 books for professional growth during the school year. Two of the books, he related, could be, Development of Achievement Motivation and Values written by Leonard Berkewitz and Values in Teaching written by Lewis Paths, et al.

The present workshop has ended but the values and benefits for each participant are merely beginning. It is hopeful that the experiences provided this summer will become more and more meaningful as the year progresses.

However, just to relate to you some of the changes that are already evident.

1. Teachers beginning their classes in a different way. They let the students do the talking on the opening day.

2. The beginning of teachers working together as a team.

3. Some different room arrangements from the usual all chairs in nice straight rows.

4. Definitely noticed a positive attitude from the staff members.

5. Possibility of a different length grading period.

6. The teaching of students using small group instruction.

7. The creation of better understanding and mutual respect among the participants.

COMMUNITY INVOLVEMENT - THE PROCESS

A citizens curriculum advisory committee was appointed by the school board in July 1967. The group is comprised of 12 couples, representative of the various ethnic groups in the Fairfield District. The basic purpose of the citizens committee is to advise the school board and administrative staff as a curriculum development process continues.

Some additional responsibilities of this committee are:

1. To foster, promote and reflect school communications.

2. To create an awareness within the community of ideas, issues, changes and developments in education.

3. To help develop and support effective programs which will meet the needs of youth and adults.

A summary of the process of their activities would be:

1. Appointment of committee, responsibilities and relationships to the school organization. A very formal, business-like meeting. Little interaction and good individual discussion followed the meeting.

2. All families represented, a further discussion of their duties, presentations were made to begin the information process in the areas of curricula: elementary and secondary. Some suggestions were offered for tasks they could perform. They were encouraged to provide their leadership, but desired this to remain within the administrative staff.

One of the tasks of the committee was the development of a community advisory survey. This survey was developed through small group sessions. This process provided greater openness to the ideas of each other and also provided for an interchange of ideas between teacher and community, administrator and community, and administration and teachers.

The committee sent the survey to the families of the community, tabulated the results and studied the survey results. A study guide was prepared to stimulate discussion of the committee. The return on the direct-mail survey was 32 per cent which according to Robert Travers in, An Introduction to Educational Research, "A questionnaire of some interest to the recipient may be expected to show only a 20 per cent return, even when conditions are favorable." It was the intent that a greater portion of the patrons would be responding. The committee indicated, however, that the opportunity was provided, and a community committee can through the survey have broader insights to community thinking.

The interests of the committee were expressed toward becoming informed and aware of some of the innovative practices in education.

The three areas they considered were:

1. The nongraded school

2. The flexible-scheduled school

3. Team teaching

An explanation was made on nongrading through a film strip and oral presentation. There is much evidence of cordial relations, mutual respect of ideas, and greater insight into the nongraded elementary program. Some of the comments from committee members were:

"I thought nongrading meant no evaluation."

"I have a better understanding of the attitude and design of a nongraded program."

Care has been exercised in making definite decision statements. The committee has found that a developmental process has only tentative answers.

The meetings have continued to develop the innovative ideas that the project is making possible.

The attendance at the monthly meetings has been outstanding with nearly all of the families represented. The last meeting had the fewest in attendance but the presentations made were sent to each member.

The March, 1968, meeting was used to determine if the committee members realized any growth in themselves through a couple of verbal questions which they could respond to if desired.

The first question was:

How do you accept the innovations that were presented tonight? (The innovations presented were, professionalization of the teaching staff, flexible scheduling, nongrading, auxiliary personnel, and concept curriculum design.)

The usual answer was that we may need to take a couple of the innovations and develop them extensively. Some of the other committee members indicated that we have waited so long for these kinds of changes we need to get on and implement them.

The second question centered around the idea of the representativeness of the committee as it reflects the community thinking. The immediate response was that they can better understand the investigation for development of the innovations.

One member of the committee responded recently at a PTO meeting that she thought there was careful consideration being given and that the citizens advisory committee was responding and indicating some of the community concerns of which they were aware.

Various citizens of the community are communicating more closely with the committee.

A summary of the process of community advisory committee development.

1. Organization of committee, relationships, and responsibilities.

2. Committee becoming aware of present curricula in the district K-12.

3. Development of citizens survey, tabulated results, and studied findings.

4. Interest developed to study innovations as a result of the survey results.

5. Increased interaction and openness of committee.

6. Awareness of committee members that they are better informed and realize that innovations can develop an improved educational plan.

7. The community looking to committee members for representation and reflection of community thinking.

8. Realization for careful preparation and adequate communication for community acceptance of innovations.

FAIRFIELD CITIZENS SURVEY

1. Are you a parent of a child in the Fairfield Community Schools? ___Yes ___No
   a. If yes, list grades of public school (K through 12) of each child ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

2. Do you have any children who are in parochial school? ___(Ages ___ ___ ___ ___ ___ ___)

3. What are the ages of your pre-school children. (Ages___ ___ ___ ___ ___ ___)
   a. Do you have children who have finished school? _____

4. If you have pre-school age children, or children in school, grade K through 12, how many of them do you expect will enter college? ___None ___Some ___All

5. How many years have you lived in the Fairfield District? ___less than 5, ___5 to 10, ___more than 10

6. Are you purchasing or do you own your home? ___Yes ___No

7. Show highest formal education you have completed:
   _45_elementary school
   _138_high school
   _49_some college
   _19_bachelor's degree
   _9_some graduate work
   _15_graduate degree

8. Are you active in:
   _56_Civic Organizations - (Lions, Chamber of Commerce, etc.)
   _49_Youth groups (Rural Youth, 4-H, Boy Scouts, etc.)
   _206_Church or Synagogue
   _34_Fraternal Organizations - (Sororities, Moose, Egles, Legion, Masons, etc.)
   _32_Professional Organizations - (AMA, NEA, BPW, AFOL, etc.)
   _44_Farm Organizations

9. Have you ever served on a PTA or PTO executive committee? _61_Yes _188_No

10. How important do you think the following aims of a public school education are?

	Very Important	Some Importance	Little or No Importance
a. preparation for earning a living upon completion	225	41	1
b. development of basis skills such as "3 R's"	251	37	
c. development of a well-rounded personality	223	53	3
d. guidance in constructive use of leisure time	148	111	13
e. preparation for further formal education	214	50	4
f. stimulation to self-education	195	58	
g. development of citizenship and meaningful family living	211	58	3
h. development of moral values	213	47	4
i. other (specify) _____			

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11. In 1980, which of the following assets do you consider will be important?

		Very Important	Some Importance	Little or No Importance
a.	technical skills	a. 202	46	1
b.	ability to communicate	b. 220	33	
c.	knowledge of the world	c. 157	90	10
d.	knowledge of the past	d. 80	147	7
e.	sense of personal worth	e. 170	72	9
f.	greater store of facts	f. 107	127	2
g.	ability to acquire new knowledge	g. 220	31	
h.	ability to apply knowledge learned	h. 230	21	1
i.	ability to use leisure time wisely	i. 156	92	3
j.	ability to assume greater responsibility	j. 207	47	1
k.	ability to find facts	k. 199	48	

12. Where do you think the primary responsibility lies for developing each of the following attributes of children?

		SCHOOL	HOME	EQUAL IN BOTH
a.	study habits	a. 119	3	141
b.	moral values	b. 5	124	124
c.	cultural values	c. 46	31	180
d.	health facts	d. 26	42	195
e.	safety practices	e. 10	31	223
f.	getting along with others	f. 15	37	217
g.	spiritual values	g. 6	173	79
h.	motivation to learn	h. 51	34	178
i.	attitudes toward discipline	i. 4	92	157
j.	physical fitness	j. 66	17	180
k.	sex education	k. 6	86	162
l.	other (specify) _____	l.		

13. How much do you think the learning program would be improved by each of the following?

		MUCH	SOME	NONE	DON'T KNOW
a.	non-graded primary schools	a. 46	53	79	72
b.	flexible-scheduled high schools	b. 58	87	28	71
c.	longer school day	c. 7	31	187	20
d.	team teaching	d. 42	91	38	77
e.	expanded library services	e. 91	128	8	26
f.	stricter discipline	f. 104	89	36	24
g.	longer school year	g. 20	45	148	33
h.	shorter school year	h. 10	20	165	38
i.	more use of ability grouping	i. 82	113	22	35
j.	added drill on fundamentals	j. 98	90	24	39
k.	more homework	k. 9	49	152	37
l.	more adult course offerings	l. 58	132	11	41

m.	more summer school offerings	m. 69	120	30	33
n.	teaching machines	n. 32	91	60	59
o.	greater use of TV in class	o. 20	93	72	60
p.	less strict discipline	p. 6	18	191	30
q.	shorter school day	q. 6	21	179	36

14. Do you know as much as you would like about what is expected to be learned in each grade in which you have a child? 33 Yes 149 No

15. Please indicate which of the following would be more meaningful for you in reporting student achievement.

		HIGH	LOW	SATISIFED
a.	less frequent report cards	a. 16	59	119
b.	more frequent report cards	b. 43	42	110
c.	group meetings of class parents and teacher	c. 89	41	69
d.	counselor-parent conferences	d. 114	23	59
e.	teacher-parent conferences	e. 143	17	49
f.	home visits by teachers	f. 53	90	50
g.	more detailed report card	g. 79	32	89
h.	more pupil-personel work			
	1. guidance services			
	a. secondary	a. 100	15	53
	b. elementary	b. 75	27	65
	2. nursing services	2. 53	27	96
	3. speech & hearing	3. 91	14	73
	4. psychologist	4. 71	37	61
	5. social worker	5. 49	47	74
i.	other (specify) _____	i.		

16. Because of the limitations of time, not all subjects can be given the same emphasis in the school program. In the list below, check HIGH for all those areas you believe deserve greatest emphasis; MEDIUM for all those deserving average emphasis, and LOW for all those deserving least emphasis:

HIGH SCHOOL				ADULT EDUCATION
HIGH	MEDIUM	LOW		Check Courses of Interest
41	120	67	Creative Art	49
32	112	81	Art Appreciation	29
164	68	7	Business Practice	85
129	91	17	Office Machines	62
144	82	9	Secretarial Skills	65
190	42	8	English Grammar	32
214	31	1	Reading	30
86	133	14	Literature	22
100	111	28	Penmanship	14
61	118	49	Creative Writing	31
212	30	3	Spelling	21
173	67	7	Oral Expression	57
119	100	14	Use of Library	32
71	126	38	Foreign Language	46
116	110	19	Personal Health	20
81	134	26	Physical Education	29
135	88	19	Driver Education	28

129	92	12	Homemaking Arts	41
136	84	15	Family Management	56
73	112	32	Computing Methods	13
102	95	21	Logic of Mathematics	9
134	79	7	Applied Mathematics	17
29	115	77	Creative Music	14
45	125	49	Music Appreciation	40
80	122	17	Natural Sciences	12
78	116	22	Physical Sciences	7
83	104	32	Psychology	37
115	101	9	Economics	24
87	111	25	Sociology	12
116	95	11	Civics and Government	17
63	123	34	History of our Culture	9
50	131	36	Other People and Culture	15
43	112	68	Handicrafts	35
65	114	42	Woodworking	20
55	113	41	Metals	10
91	105	27	Electricity	29
96	97	29	Electronics	21
82	113	25	Auto Mechanics	30
46	125	43	Journalism	7
18	103	90	Photography	10
112	91	21	Vocational Agriculture	14
114	81	20	Vocational Home Ec.	17

OTHER SUBJECT AREAS:

17. What single aspect of the learning program in the schools are you most concerned about? Feel free to elaborate.

_____

_____

_____

_____

_____

18. In an effort to learn of the needs for an extra-curricular program in the schools please indicate the need for the school to provide the following: (Note: The salaries of personnel for the extra-curricular program are paid from taxes. The rest of the extra-curricular program is paid for from money making projects.)

HIGH	MEDIUM	LOW	
12	63	129	Archery
125	80	19	Basketball
116	87	24	Baseball
76	102	40	Cross Country
85	130	22	Track
20	79	112	Bowling
67	94	53	Intramural Basketball

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23	60	124	Wrestling
60	94	60	Gymnastics
59	88	65	Football
61	108	40	Tennis
106	75	38	Swimming
12	42	160	Chess Club
25	77	106	Art Club
73	98	43	Debate
21	71	117	Golf
52	102	55	Drama
89	84	42	Sunshine Club
85	82	46	Hi-Y Club
118	83	24	Future Farmers of America
64	88	55	Foreign Language Club
66	107	35	Library Club
126	73	17	Future Teachers of America
130	65	24	Future Homemakers of America

OTHER ACTIVITIES SUGGESTED

Additional Comments:

_____
Signed (Optional)

EXHIBIT C

STUDENT ADVISORY COMMITTEE – THE PROCESS

A 12 member student advisory was selected by the teachers and building principal's in September 1967. The committee was representative of grades 7-12, and each of the two schools had a representative for each class.

The primary purpose of the student committee was to assess the thinking of the students in the areas of:(1) courses to meet their needs; (2) the purposes and objectives of the school program.

The students were asked to write their problems they would anticipate facing as students when they think about entering a new junior-senior high school.

The tabulation of the concerns posed were as follows:

1. A concern that a broader curriculum be offered.

2. Opportunities for greater student-teacher interaction.

3. An expanded role for student government.

4. An expanded sports program.

5. The desire for using technology in teaching.

6. Including independent study for the student.

7. Having varied periods of time for classes.

8. Employing the highest quality teachers.

The student committee was quite stiff and formal in the initial meeting and there was little evidence of interaction and group annealment. The students spoke at impulse and became quite involved and excited about the purposes of the committee.

The student committee met weekly at their option throughout November. They marked the survey prepared for the community and a summary of the results are as follows: (Results listed in priority order.)

Aims of a Public School Education

1. Preparation for earning a living upon completion
2. Preparation for further formal education
3. Development of basic skills
4. Development of a well-rounded personality

Future needs of an educated person

1. Getting along with others

2. Motivation to learn
3. Attitudes toward discipline
4. Study habits

Primary Responsibility for child development

1. Getting along with others
2. Motivation to learn
3. Attitudes toward discipline
4. Study habits

Improvements in learning program

1. More use of homogeneous grouping
2. More summer school offering
3. Expanded library services
4. Greater use of TV in class

Evaluation Improvement

1. Group meetings of class parents and teacher
2. More pupil-personnel work
3. Parent-teacher conferences

The student committee expanded its operations in January 1968. This committee operation became a pilot project in small group discussions, (7-12). The teachers work with groups of 12-15 students, 30 minutes per week. The goals of this pilot project are:

1. To develop greater interaction between students and teachers.

2. To help students to realize their problems and allow group members to aid in solving the problems.

3. To help students to become aware of flexible scheduling, large and small group; and independent study and team teaching.

In a visit to a group in March there was evidence of:

1. Openness between student and teacher

2. More opportunities for student expression

3. The start of problem identification

4. A familiarization of terms of innovations in education.

PROJECT DEVELOPMENTS - TASK FORCE - THE PROCESS

In January, 1968, a task force composed of all of the administrators and supervisors developed from the steering committee. The task force developed from the fast moving direction of the project that required administrative decisions and thrust. The task force was initiated from the office of the superintendent and coordinated with the project.

The need for this development was evident because:

1. The group process enables and continues the dynamics and creativeness of each member.

2. Development can continue through a greater amount of administrative time devoted to implementing and defining a change process relying on the specialities of each group member.

3. Permits the leadership to be active rather than reactive.

4. Distributed the leadership function toward definite specialization for innovative practices in our district.

The developments from this group have increased the tempo and pace of the entire project.

There is definite evidence of an effective functioning group of educational leaders for the following reasons:

1. There is openness and receptiveness to each others ideas.

2. There is a deep commitment for the humanizing possibilities in the educational process.

3. There is the perceptiveness to look at problems with the approval of a provisional try.

The task force meets weekly and serves to assess the needs of community and staff in developing and implementing innovative practices in the district.

Developments of a Change Process

During the early months of the project, there was much enthusiasm for implementing various innovations in the school program. The development of a general change process has evolved as follows:

1. Idea initiated by anyone in school-community.

2. Idea submitted to the steering committee.

3. If approved, idea goes to building principal.

4. Building principal submits proposal to board of school trustees.

5. Board allows or disallows project.

6. Evaluation completed by students, staff, and coordinator.

Second Evolvement of Change Process

1. Idea initiated

2. Idea submitted to task force

3. Idea submitted to board through superintendent

4. Project coordinator, staff, and students evaluate project.

Third Evolvement of Change Process

1. Objectives are stated for the implementation of the changes.

2. An analysis of resources and forces resistive to the anticipated changes.

3. An operational and organizational process is provided which would seem to accomplish the objectives.

4. An evaluation is completed after each step to adjust strategy and evaluate each part of the process.

5. A final evaluation is completed of the accomplishment of the objectives.

The task force through its weekly meetings have begun to implement the above change process through recognizing and reaching a consensus on the following objective: To develop a flexible program that investigates and implements the following innovative practices:

1. A conceptual curricula design K-12.

2. Nongrading in the elementary program

3. Flexible scheduling in the secondary program

4. Nongrading in the elementary program

5. Team teaching

6. Use of para-professionals

7. Utilizing technology

8. Develop professionalism of entire staff and administration

The initial idea was projected by the superintendent of the district as a means of providing some solutions to the impending crucial issues in education:

1. Teacher militancy and negotiations

2. Financing of school operations

3. Developing a quality educational program

4. Incorporating some efficiencies in the learning process

5. Incorporating the necessary and useful technology

6. Utilizing the lay person in the school

The process of the development of these ideas has been as follows:

1. Major changes initiated by the superintendent

2. Commitment and consensus reached by task force

3. Presentation to and approval received by board of school trustees.

4. Approval and commitment from appointed potential team leaders.

5. Approval and commitment from assistant team leaders.

6. Appointment of planning teams and approval for investigation reached by entire staff.

Planning Teams Appointed

Planning teams were appointed by the task force for the elementary and secondary programs in the following areas:

Elementary (1-6)	Secondary (7-12)
Humanities	Humanities
Language Arts	Math-Science
Mathematics	Health
Science	Vocational & Prati-
Health	cal
Special Services	

These planning teams have met for the initial interaction with the task force as they begin to develop with their teams the "What" of the learning program as reflected in the general philosophy and objectives through a conceptual framework.

The framework is established to:

1. Provide for the teams to become aware of current research in the area of learning.

2. Identify the concepts which have been established from national studies and apply their relevance to Fairfield.

3. Develop behavioral objectives for the various areas of learning.

4. Implement this program into a flexible schedule at secondary, and a nongraded program at upper elementary, utilizing teaching teams, para-professionals and necessary technology.

Some Saturdays during this project year have been utilized to begin this process. The greatest impetus for developing the program will take place during the 6-week workshop this summer.

Presentations to the community have been made. Through the continuous interaction of students, staff, and community can the process become greater refined and the continuous aspects of the entire project operation insured.

EXHIBIT E
VISITATIONS TO INNOVATIVE AND EXEMPLARY PROGRAMS AND PROJECTS

The visitations to other innovative conferences, districts, and programs have been some of the methods utilized for the professional growth of the staff; greater confidence developed in their own judgment; and a greater awareness of the innovations in operation.

The process of visitations began at a very slow pace because information of places to visit was at a minimum. It soon, however, became apparent that the few who had made visitations began to implement some of the techniques they had observed.

The principals included presentations of the visitations to be made by the teachers at regular staff meetings, and listings of visitations were also included in the monthly newsletter, as additional means of providing ways of develop the visitation process.

As a more intensive focus was made on team teaching, flexible scheduling, conceptual curriculum development, nongrading, use of para-professionals, and technology, the interest in visitations increased greatly. Teaching planning teams have also increased the interest for making visitations.

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Below is an analysis of the visitations completed.

Innovation Observed	No. of Staff	Per Cent Who Visited
Flexible Scheduling	12	40% of secondary
Nongrading	30	100% of staff (elementary)
Team teaching	18	34% of staff
Programmed Learning	4	
Autotutorial Learning	5	
Educational Television	6	
Sex Education Conference	2	50% of Health Ed. Staff
Humanities	6	100% of Sec. Team
Creative Teaching Conference	2	
Vocational Business Education	1	100% of Voc. Ed. Staff
Music Demonstration Center	1	
Innovations in Art Education	1	

Total Staff - 60 - Total Staff who made visitations 55 -
91% visitations. Ten staff members made more than one visitation
or attended more than one conference.

PROFESSIONAL STAFF DEVELOPMENTS - THE PROCESS

The most significant professional staff developments have been from the 10-day workshop which was devoted toward attitudinal and value change as well as becoming aware of innovative practices in education. The personal developmental aspects became evident through group process.

Some of the more objective evidence of the changes that took place with the participants were measured through the question, "What do you perceive as an educator in Fairfield as the most significant questions to which you will need answers within the next 2 years? This question was posed at the beginning and at the end of the workshop.

All of the workshop participants were included in the survey, and an analysis of their questions indicated significant changes as follows:

1. A willingness to accept change as a possibility for educational improvement.

2. An awareness of the possibilities of group process.

3. A need for their own professional development and more openness should develop through student interaction.

4. A greater amount of staff security and unity between staff and administration.

5. A greater emphasis on student development rather than subject development.

6. Less concern for community involvement in making changes in the school program.

Six months after the workshop the following survey was completed by the staff. The purposes of this survey were to assess some longer range effects from the workshop and also assess their receptiveness to some of the innovations projected to be implemented during the school year 1968-69. The following were the results of this survey that were most significant.

	Secondary		Elementary	
	Yes	No	Yes	No
Have you changed in you approach or method of teaching children from one year ago	92%	8%	96%	4%
Do you think the workshop last summer has helped you to accept educational change	89	11	100	
We know that approximately 40 per cent of the curriculum we now teach can be learned by students without a teacher	43	57	78	22

	Secondary		Elementary	
	Yes	No	Yes	No
Slow-learning children who have been promoted usually make better progress, indicate better mental health habits, and adjustment than their peers who have been retained	61%	39%	86%	14%
Are you willing to accept and become committed to revolutionary educational change	82	18	96	4
Team planning is essential for an effective coordinated instructional program	82	18	84	6
When team teaching is utilized, the role of the teacher becomes a diagnostician and prescriber rather than talker and teller	67	33	84	12
Teacher aides are an important need for teacher teams	73	27	80	16
Promotion and non-promotion of students becomes eliminated in a nongraded plan			83	17
The sequence of learning activities becomes more important in a nongraded plan			86	14
Nongrading will allow for professional behaviors of teachers to become effectively performed			88	12
The flexible schedule usually reduces human distance between teachers and students	64	36		
The composition of small groups would change frequently in a flexible schedule	82	18		
Large group presentations relate facts or ideas to provide motivation for the student	82	18		
Teaching in a flexible scheduled school does not make life easier for the teacher	85	15		

The professional staff has implemented many changes in their techniques and methodology in working with the children in the learning process.

Early in the project operation a teachers' committee during the workshop and students advisory committee had compiled a listing of what is an effective teacher. It was clearly evident that each group was identifing the same image as the teacher image.

Teachers Look at Teachers	Students Look at Teachers
1. Likes to teach	1. Knowledge of subject matter
2. Establishes good rapport with the students	2. Allows participation of students in the classroom
3. Individualizes instruction	3. Pleasing personality
4. Assumes responsibility	4. Able to communicate with
5. Good personality	
6. Effective presentation of subject	

Some of these changes evident were reported as in process evaluation in the newsletter ACT-ION dated, November 3, 1967 and following monthly issues.

1. Teaching general business and bookkeeping through group process.

2. Individualizing instruction in elementary language arts

3. Team learning in home economics and math.

4. Large group instruction in the elementary school.

5. Independent study in the seventh grade.

6. Team teaching in the elementary school.

7. Classroom arrangements into many small grouping arrangements.

8. Increased interacting between student and teacher.

These are only a small sample of some effects of the workshop which the staff implemented for the benefits of the students.

An analysis of the results of the Stanford Achievement Tests are attached as Exhibit I pp. 117-118

This analysis is included to:

1. Demonstrate the effects of changes on the cognitive learning developments of students.

2. To provide a comparison of learning developments as compared to previous year's learning achievements.

INSTRUCTIONAL OBJECTIVE DEVELOPMENT

During the school the teachers met in planning teams with the coordinator and elementary supervisor.

They were given the responsibility of developing some instructional objectives which could be built on at a later time.

There was the initial reactions to some of the innovative developments unaware to some staff members. The time was also devoted to a further opportunity to permit professional growth through group interaction.

They were exploring possibilities for curriculum design and looking at cognitive and affective learning possibilities.

KINDERGARTEN - FIRST GRADE

What is important at this age level?

1. Develop a happy attitude and good feeling toward school.
2. A feeling of success each day.
3. A feeling of security.
4. Someone cares about them.
5. Develop those aspects for good emotional health.
6. Help the learner understand and work within a layer group and world.
7. Develop a positive attitude.
8. Learning is rewarding, challenging and enjoyable.
9. Develop a faith that the child can have in his instructor.
10. Developing muscular coordination.
11. Developing a continuous cooperative spirit K-12.
12. Develop a positive attitude toward counseling.
13. To teach the value of other people.
14. To realize sympathy and empathy of others.
15. To keep open lines of communications with the child.
16. To develop healthy emotionally.
17. To learn to think.
18. To develop the why as well as the what.
19. To help each learner develop as an individual.
20. To develop some self-discipline.
21. Acceptance of self.
22. Development of the imagination.

LEARNING EXPERIENCES

1 & 3 (Numbers relate to above numbered goals)
1. A word of welcome.
2. Some stability through routine in the classroom.
3. Preparing students for changes.
4. Individual recognition.
5. Accepting students as they are.

2
1. Comments on what they do well.
2. Finding something OK even though small.

4
1. A positive comment or suggestions.
2. Providing stories to help develop.
3. Providing role playing.
4. Providing art experiences through drawing.

8
Providing a variety of experiences.

10
1. Elementary physical education. (Exercises and Paper cutting)
   A. Activities with arms and legs.
   B. Pacing activities.

Explore screening process for beginning students.

15
1. Use of teaching sounds.
2. Acquainting and getting used to books.
3. Interpreting from a picture.
4. Recognizing letters.
5. Self-participation.
6. Talking in whole sentences.
7. Write short stories, letters and complete sentences.

18
1. Provide the opportunity for the student to question.
 . A. Collections of various kinds.
   B. Urge the student to ask, why.
   C. Comparison experiences.

COGNITIVE
1. Certain competency in basic skills.
2. Phonic Skills - Sound out one syllable words.
3. Predict outcomes and alternative outcomes from a story.
4. Comprehension of what they are reading.
5. Put in their words the feelings of a story.
6. Being able to write manuscript with legibility and con-
   sistency in size and form.
7. Read with ease orally.

Kindergarten
1. Express with meaning an idea.
2. Wait their turn.
3. Vocabulary building
4. Follow simple direction
5. Recognition of color and color words
6. Recognition of numbers up to 10.
7. Proper eye movement
8. Make up a story about a picture
9. Recognition of alphabet as much as possible.
10. Discuss nation and observation.

Numbers
Minimum Guides
1. Putting meaning with number words. (0-9)
2. Write the numbers. (0-9)
3. Relationships - Quantity, ordinals
4. Shapes

1st Grade
Minimum Guides
1. 0-99 with understanding
2. 2's - 5's, 10's, 1,3,5 etc.
3. Calendar, measurements, time, money, liquid measure,
   combinations up to 10 - simple equation, - single step,
   double step, triple step.
4. Relationships - sizes, one number to another

5. Patterns in numbers
6. Spatial relationships

Social Studies - Earth, map, spatial relationship, different people. Develop the affective.

Science - Weather, observation, inquiry, experimenting, investigating.

Health - Cleanliness, sleep, food, teeth, body.

Primary
Language Arts
Social Science
Math
Fine Arts

Ruth Hartman
Clara Juday
Jessie Swartz
Helen Kauffman
Betty Kupeerus
Mable Young
Lois Myers

SECOND GRADE

Cognitive Objectives:

1. To develop the reading skills and have the student be able to read.
2. To allow the student to develop as an individual.
3. To develop place value skills.
4. To develop understanding and skills in measurements. Time, money, inches, yards, metric, abbrev. liquid measure, Roman Numerals; borrowing subtraction, carrying with addition, multiplication tables.
5. Learning to read and follow directions.
6. To provide and develop an appreciation for reading.
7. To expose students to the library.
8. To help children to learn to read on their own.
9. To introduce cursive writing skills -- all of the alphebet letters - capitals and small.
10. To develop interest in experiments, inquiry, observation.
11. To provide a variety of experiences in the classroom.
12. To allow students to decide for themselves -- classroom situations, reading decisions, playground decisions.
13. Learning to appreciate by introduction the wonders of, earth, day and night, seasons, planets.
14. To foster and develop curiosity.
15. To experiment and to try new things.

Learning Experiences:
1. Reading lab
2. Use of number line
3. Book reports
4. Use of toothpicks, number line, clock, jars.
5. Provide a variety of assignments. Social Studies) core
                                           Health reading) learnings
                                           Science

Social Studies: Why people live where they do?

1. Community - Telephone, police, conservation officer.
2. Maps
3. Travel - Places
4. Left to right skill
5. Health - Cleanliness - (Eyes, Ears, Parts), Nutrition - eating habits, sleeping, obesity, safety - (playground, home, street), cigerette smoking (If introduced by the child), embryo-eggs hatching, aquarium, overall picture of love - responsibilities assumed, appropriate clothing.
6. Art - To make gifts, room decorations, art classics, modern, develops handwriting.

Affective Objectives:

1. To develop interest in enjoyment in reading.
2. To reduce pressure and tension if possible within the student.
3. To help them experience success.
4. To develop a positive self-image.
5. To help the child experience fun, accept the errors or mistakes with reasons.
6. To make applications to everyday life.
7. To help the child realize the need for acceptance of responsibility.
8. To help the child develop self-understanding.
9. To help the child realize responsibilities for themselves.
10. To build the character of the child.
11. To help students learn to laugh at themselves.
12. To develop group appreciation.
13. To learn to live with others.
14. To develop values with children.
15. To aid students in making decisions.

Learning Experiences:

1. Using mimeograph thinking skills.
2. Providing a variety of materials writing a sentence, capitals, punctuation.
3. Use of social worker or guidance person.
5. & 6. Rhythms, finger painting, allegory use of a story, reading.
8. Group reading.

Art - appreciation, love, individually, creativeness.

Organizational learning areas:

1. Social Studies
2. Math
3. English

POEM

Tattle Tales
Tattle Tale Tit
Thy tongue shall be split
And all the dogs in town
Shall have a little bit.

Rosanna Kasdorf
Ethel Weldy
Ardath Roderick
Elsie Templin
Florence McDonald
Gorman Miller

THIRD GRADE

Objectives - Cognitive

1. To help the student to read independently and silently.
2. To develop independent study skills.
3. To reinforce the learners basic reading skills.
4. To develop within the learner affective reading interpretation.
5. To develop fluency in their reading.
6. To learn to appreciate various kinds of literature.
7. To help students to learn to read for pleasure and information.
8. To develop the creative aspects of writing.
9. To develop a purposeful meaning to their writing.
10. To develop legible handwriting skills.
11. To develop listening and speaking skills.
12. To develop meaningful communication.
13. To develop the analytical aspects of reading.
14. To help the student make inferences from his reading.

Mathematics

1. To help learners to think with numbers.
2. To receive a graphic fluent concept of numbers.
3. To challenge each student.
4. To understand the concept of numbers.
5. To develop skills in use of numbers.
6. To help learners make applications of time
7. To learn simple division, multiplication thru the 9's and measurement.
8. To develop an accurate mathematical vocabulary.

1. Stronger phonics program in Grades 1 and 2.
2. Tape recorder.
3. Use of flash cards.
4. Transform group process to third grade.
5. Calculation

Physical Education

Fine Arts

Science

1. To develop a scientific approach to problem solving.
2. Answers to problems, experimentations.
3. Provide opportunities to discover and make applications.
4. Independent investigation.
5. To promote experimentation and discovery within the learner.

Possible Organizational Pattern

1. Language Arts
2. Social Studies
3. Mathematics
4. Social Studies Health

Affective

1. The student determines and sets realistic goals.
2. To allow the student to be successful.
3. To enable the growth of self-concept. (Acceptance)
4. To help the student develop his self-worth and self-respect.
5. To help the learner to respect others.
6. To cause the passion for learning to grow and continue to grow.
7. To develop self-confidence.
8. To develop the imaginative mind. - Creative
9. To develop wonder, curiosity, and inquiry.
10. To encourage and develop self-expression.

<div align="right">

Goldie Pilcher
Elmer Regier
Lois Snyder
Maxine Kauffman
Rachel Weybright
Gorman Miller

</div>

FOURTH GRADE

Cognitive Objectives

1. To develop an awareness of the universe and whole world developed through an ecological approach.

2. To become familiar with the continent and oceans. (Use of
   globe, maps) Map reading, graph reading
3. To help learners to realize that there is more than one
   answer to a problem.
4. To help the learner to develop support for their answers.
5. Development of social graces.
6. To develop an appreciation and awareness of Indiana.

Language Arts

1. Develop reading comprehension.
2. Develop reading expression..
3. Develop expanded vocabulary.
4. Devel.op a summarization of what has been read.
5. Learning to express orally their ideas to others.
6. To develop verbal interpretation.
7. To develop listening skills.
8. To help students to know how to follow directions.
9. To develop appreciation of literature.
10. To develop legible writing.
11. To develop real meaning of ideas in written form.
12. To organize ideas into sentences, paragraphs.

Mathematics

1. To think the answer rather than mechanical operation.
2. Reinforce fundamental arithmetical operations - 2 through 9's
2. Double and simple division - introducing fractions.
3. Development of place value.
4. Measurements - acres, miles, tons, cups, tsp. T.

Mental Health and Science

Bones, ear, eye, cleanliness, physically fit
Develops understandings

1. To realize the effects of smoking, alcoholic beverages, and
   narcotics.
2. An awareness of all living things.

Physical education -- a more formal kind of physical education,
group cooperation.

3. Greater understanding the world and universe.
4. Develop the understanding of climate and weather.
5. Develop the scientific method.
6. Develop understanding of simple machine.
7. Inserts, plants, seeds. How seed is made.
8. Develop skills in understanding of molecules.

AFFECTIVE

Objectives

1. To help the student to use time on his own.
2. To help in the social development of the child.
3. To help in the development of the students positive attitudes of himself and others.
4. To develop empathy.
5. To develop morals and values.
6. To develop self-confidence.
7. To learn to respect others.
8. To accept yourself as a person.
9. Development of attitudes toward others.

Cognitive

Fine Arts
Music - Study of composers birthdays - Develop an appreciation
Art - Develop an appreciation of great artists and their work.

Art - Taught as by a specialist.

Organizational Pattern

1. Language Arts
2. Social Studies
3. Mathematics
4. Science - Health
5. Fine Arts
    Art
    Music
6. Physical Education

Elsie Sutter
Erma F. Yoder
Doris J. Secrist
James Wortinger
Albert Hornberger
Gorman Miller
John Secor

FIFTH AND SIXTH GRADES

Cognitive

Language Arts:

1. Great quanities of unity.
2. Learning the aspects of expression. Developing effective media of communication.
3. Developing effective spelling skills.
4. Developing legibility of handwriting.

5. To develop reading skills, speed, and comprehension.
6. Developing research skills.
7. Develop appreciation of reading.
8. Developing listening skills.
9. Following directions developed with the child.
10. Developing observing skills.
11. Developing of study skills.

Math

Flow Chart - National Council of Mathematics Teachers
39 Concepts

Foreign Language - (1 semester)

Conversational Exposure - Basic   1. French
                                  2. Spanish
                                  3. German

Action:

All 6th grade at one location.
All 5th grade at one location.

Instructional Material Centers

Science and Physical Health

1. Developing observation, experimentation, and make con-
   clusions from experiences.
2. Encouragement of independent projects.
3. Development of committee work.
4. Developing the scientific method.
5. Use of a science notebook.
6. Sex education a must. Start at lower grades.

Social Studies

1. Developing the keen sense of justice and fair play.
2. Develop the skill to read maps, graphs.
3. Group dynamics should be taught.
4. The value of history is to learn from the past.
5. Cause and affect.
6. Learn about current events and relate history.

Health - Making a realistic, developing, evaluating curriculum

Physical Education

1. Organized physical education program for elementary.

   1,2,3 = Teacher serves as phys. ed. instructor
   4,5,6 = Physical education teacher

2. Make recess a separate function --
   relax, student functioned

Elective Areas

Home Ec - Boys and Girls

Industrial Arts

Typing - 6 weeks

Band

General Music
Chorus

Art

Language

Extra Curricular

Organized Clubs - Make provision - Need to be evident from children.
Athletics - 3 or 4 games

Affective

1. Development of responsibility within the student.
2. Learning to get along with people -- social -- interaction
3. Development of self-confidence and self-competence.
4. Learning to think for themselves.
5. Learning to discover.
6. Feeling comfortable to adapt to change.
7. Learning their role in society and societies role for them.
8. Learning how to handle their emotions.
9. Learning where to find information, organization.
10. Learning the joy of learning.
11. Learning to profit from mistakes.
12. Peer interaction through grouping.
13. Development of leadership.
14. How to give constructive criticism.
15. How to relax and develop a sense of humor.
16. Developing the use of time.
17. Developing individual behavior.
18. Respect -- property, others.
19. To develop followers.

Stanley Hoopingarner	John Andrews, Jr.
Nancy Crum	Alice Long
Jean Bail	Raymond Yoder
Gorman Miller	Alfred Wolfe
John Secor	Albert McDowell

PHYSICAL EDUCATION

Objectives:

1. To develop each student socially, physically, emotionally and psychologically.
   A. Release of tension
   B. Conform to rules
   C. Leadership
2. Development of skills to seek further recreational enjoyment and experience success.
3. Explore the various leisure time activities.
4. To develop health habits.
5. Physical development.
6. To develop self-evaluation.

Experience

1. Physical activity.
2. Social pressure.
3. Development with the students some of the rules.
4. Each student has the opportunity to assume leadership of the total group each taking his turn.
5. Let leadership emerge from the group by themselves.
6. Organize in squads with a squad leader. First appointed and then elected.
7. Use of older students in supervision in younger groups.
8. Exercises, football, throwing, catching, kick-punt-pass, rope jumping, weights, soccer, speed-ball, tennis, golf, trampoline, ropes, rings, bar, gymnastic equipment, tumbling, wrestling, fencing, shuffleboard, table tennis, bowling, softball, track and field, basketball, dodgeball, creative rhythms program, archery, bait and fly catching, rifle range, games.
9. Use of uniforming, showers, inspection, use of Right Guard, individual guidance, posture teaching.
10. Physical fitness tests -- individual conference.

JUNIOR HIGH

1. Basic Fundamentals (con't)
2. Team and competitive sports
3. Rhythms (Boys and girls)
4. Volleyball
5. Speedball
6. Track and field

SENIOR HIGH

Girls	Boys
1. Team Sports	1. Team Sports
2. Rhythms	2. Rhythms
3. Swimming	3. Swimming
4. Advanced skill development through game participation	4. Advanced skill development through game participation

Rules

Practice

Play

        1 year - required - 5 days per week
        1 year - required - 5 days per week
        1 year - offered

Individual Sports

1. Tumbling
2. Gymnastics - wrestling, chinning, high bar, low bar
3. Track
4. Checkers
5. Chess
6. Ping-pong
7. Bowling

Health - Objectives

1. To know the parts and functions of the body.
2. To develop concepts of mental health.
3. To become aware of the problem of the mentally ill.
4. To help in self-understanding and the ability to get along.
5. To help students become socially responsible.
6. To provide instruction and understanding in sex education.

         *   *   *

1. Research
2. Reports
3. Small group discussion
4. Large group discussion
5. Movies, films

         *   *   *

10th grade Health

1. First Aid
2. Heart
3. Respiratory System
4. Brain - Nervous System
5. Lungs
6. Simple health facts.

*   *   *

Evaluation
1. Observation of individual by the instructor socially, emotionally.
2. Skill tests
3. Daily accomplishments
4. Oral evaluation to class
5. Individual or small group conferences

<div align="right">

William Putorti, Jr.
Violet Wolfe
Dorothy Rink
Toby Kidder
Orville Bose

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QUANTITATIVE

Objectives

1. To individualize the math program to fit the needs of the students.
2. To expose students to mathematical concepts.
3. To perfect mathematical skills.
4. To provide a math program for everyday living.
5. To develop the beauty and enjoyment of mathematics within the student.
6. To develop an atmosphere of analytical and logical thinking.

Learning Experiences

I (To relate to above objectives)
1. To provide the varied length of time per day for instruction.
2. To offer a definite suggested list of sequence of topics developed by the staff.
3. To have varied supplement resources available for instruction.
4. To use contract teaching.

2
1. To lecture appropriately.
2. Individual reading.

3. Participation in science and math fairs.
4. Use of mathematical puzzles and games.

3 (
1. Drill and practice (Rote learning)
2. Use of puzzles and games.
3. Use of questions.

4
Checkbook
Income Tax
Finance charges - credit
Charge -   credit

5
1. Enthusiasm of the teacher.
2. Use of films - (Donald Duck in Mathemagical Land)
3. Inspiration of the teacher.
4. Alertness of teachers to pursue spark of interest in student.

6
1. Teaching equations.
2. Permitting and encouraging inquisitiveness.
3. Story problems.

Be proficient and accurate, know how to add, subtract, multiply, and divide.

1. Simple fractions - add, subtract, multiply, divide.
2. Decimals - add and subtract, multiply, and divide.

Fundamental operations

1. Study fractions.
2. Multiplication and division of decimals.
3. Simple percentage concept.
4. Define and work with prime and composite numbers.
5. Set theory and solve simple equations.
6. Work with story problems.
7. Fundamental operation of integers.
8. Simple equations with integers.
9. Square root.
10. Talk expotents
11. Geometric concepts - point, line, plane, triangle, construction.
12. Probability.
13. Elementary statistics - mean, mode, median.
14. Group properties - closure, associative, distribution, inverse, identity, communicative.
15. Total picture of real numbers.
16. Simple inequalities.
17. Weights and measures? (Introduction)

Algebra

Not required at 9th grade.
May take at request.
Must complete before ending high school.
    1. Elementary - Amount of Algebra
       A. Linear equation -- one and two unknowns -- using inequalities
       B. Using expotents
       C. Evaluating expressions
       D. Factoring

    2. Rational equations (Decimal and fractional)
       A. Expotents and radicals
       B. Absolute value
       C. Simple quadratics

    3.
       A. Relations and functions
       B. Quadratic formula
       C. Determinants
       D. Logarithm tables and calculation
       E. Logarithmic and exponential functions
       F. Slide Rule
       G. Matrixes
       H. Complex numbers
       I. Polynomials of degree n. greater than 2
       J. Probability and statistics.

Ray Swihart
Josephine Sharpe
Tom Holtzinger
Daryl Umbower
Jerry Detweiler

SCIENCE

Objectives:

1. To understand and appreciate scientific concepts and their relation to daily life.
2. To develop a scientific attitude characterized by curiosity, critical thinking and open mindedness.
3. To develop scientific skills.
4. To provide experiences in practicing social skills and attitudes.
5. To present an awareness of career opportunities in science.
6. To provide background and stimuli for continued study.

Junior High

Exploratory Science
Topical:

1. Biology
2. Chemistry
3. Physics
4. Astronomy
5. Earth Science

_____

1. Elementary Matter Energy
2. Animal and Plant Kingdom
3. Basic unit of life. (The Cell)
4. Introduction to machines, wheels, levers
5. Weather
6. Minerals and rocks
7. Astronomy and space science
8. Simple chemical reactions and various tests for elements
9. Hygiene

High School

Social Science   Science   Home Ec.

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                   ┌─────────────────────────────┐
                   │                             │
                   │         HUMANITIES          │
                   │                             │
                   └─────────────────────────────┘
```

                                        Industrial Arts

9	10	11	12
Basic Phy. World (Team Teaching)	Biology or Chemistry Physical Science or Earth Science	Physics Chemistry	Advanced Problems Adv. Biology Adv. Chem. Adv. Physics Aero Ed.

- 95 -
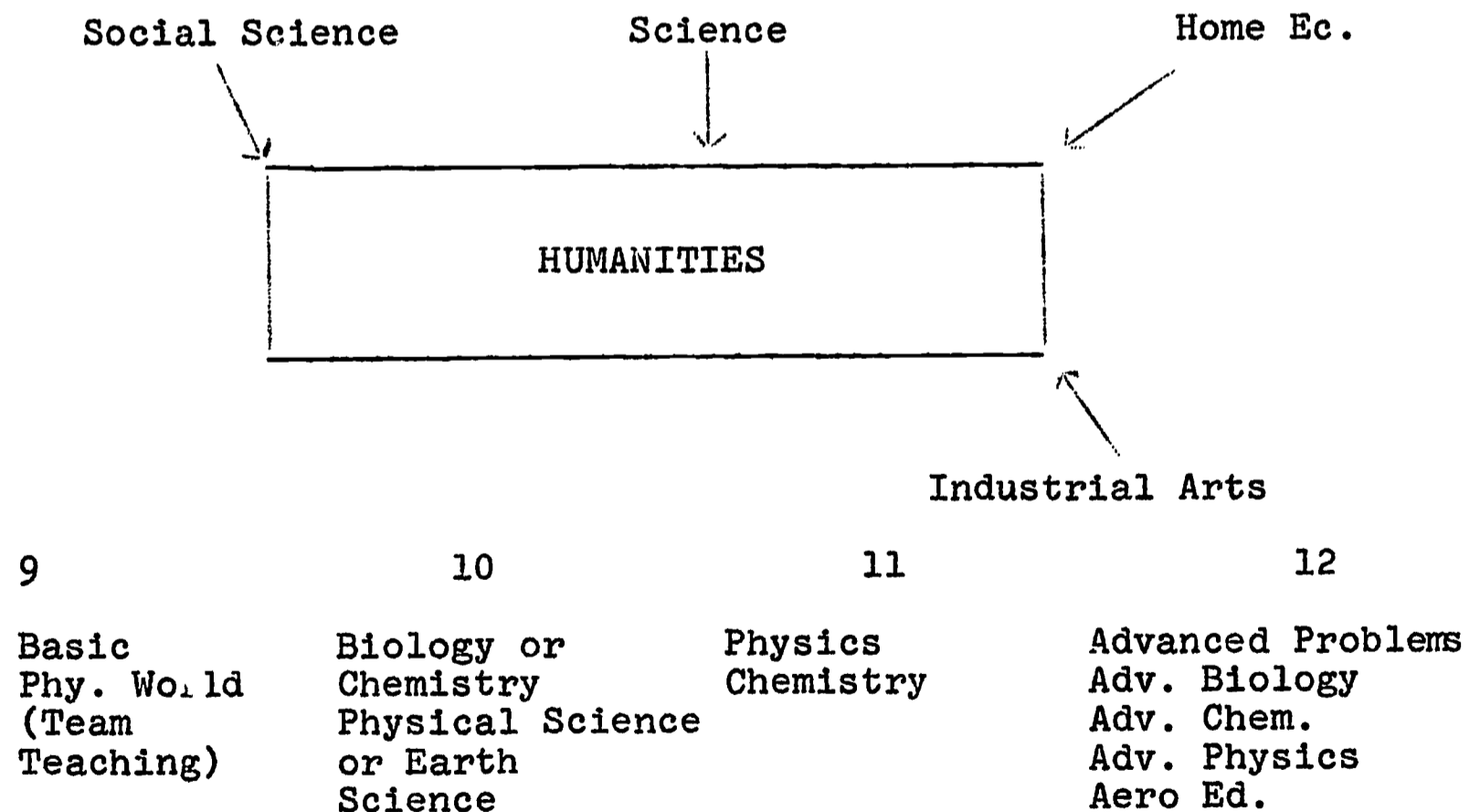
Basic Travel Patterns

Basic	Basic	Basic
Biology	Chemistry	Physical Sc. or
Chemistry	Physics	Earth Science
Adv. Prob.	Adv. Prob.	Chemistry
		Adv. Prob.

1. Those ending basic science take health with Physical Education.
2. Those taking Biology would take Physical Education with Science.

Josephine Sharpe
Lloyd Hostetler
Ray Swihart

SOCIAL ORGANIZATION

Objectives:

1. To help students develop values.
2. To develop broad conceptual areas of learning.
3. To develop the skill of investigating.
4. To help students communicate clearly and accurately.
5. To help students organize ideas.
6. To develop with the student interpretive and analytical thinking.
7. To make available various broad readings to the student.
8. To develop an appreciation and acceptance of other people and their culture.

Experiences:

I. Values

1. Discussion in groups.
2. Teaching cause and effect.
3. Presentation and exposure of values of people and let student make his value judgments.
4. Independent learning experiences.
5. Students relating information to the class.
6. Reinforcement from instructor to the student.

II. Conceptual learning areas
1. Provide broad topics for students to study.
2. Provide lateral readings for broad areas.
3. Discuss the "whys" as well as the "whats."

III.
    1. Providing problems for which the student must seek solutions.
    2. Reports, factual essays, critical reviews debate.
    3. Group projects, or independent projects.
    4. Expecting a research paper at the advanced levels.

IV.
    1. Organization of ideas through outlining.
    2. Team teaching with the (English) communications area and music and art (Expressive Communications).
    3. Through written reports as named in III-2

V.
    1. Outlining
    2. Extemporaneous speaking

VI. & VII.
    1. Group operation - Peer evaluation
    2. Writing a report from questions
    3. Provide reaction reports

VIII.
    1. Use of foreign students as resource people
    2. Hire a Jew, Chinese, Negro
    3. Foreign exchange students
    4. Development of understanding of other cultures
    5. Contrast the values of other cultures

7th and 8th Grades

1. Study of important people in our world.
    A. Contemporary people living in the U.S.
    B. People presently exercise influence in the world.
2. Investigating and clarifing values.
3. Exploration of significant historic facts.
4. To explore social and economic geography.
5. Exploration of the heritage and culture of Indiana.

High School

  . Introduction to Social Organization - 1st Semester - Basic Required
    A. Maps Skills
    B. Library Skills
    C. Familiarization of news media sources and selected bibliography

2. Social Aspects of Man, or Man to Man
   A. Sociology
   B. Anthropology
   C. Psychology
   D. Consumer Economics
   E. Education
3. Man and Institutions
   A. U.S. and It's Government
   B. Economics
   C. Principals of Economics
   D. Foreign Relations
   E. State Government
   F. World Situations
   G. Education

Tom Juday
Toby Kidder
David Shargel
Linda Smucker
Marcia Brenneman
Judy Swihart

VOCATIONAL EDUCATION

1. To improve basic skills.
2. To offer and develop a terminal education for employment.
3. To offer exploratory experiences in business education, agriculture, and home economics.
4. To offer practical experiences for every day living.
5. To offer non-vocational skills.
6. To offer opportunities in family living.

Evaluation

Objective to improve basic skills and develop a terminal education for employment.

1. Words per minute tests.
2. Progress charts kept by student.
3. Through conferences during work in progress in classroom.
4. Evaluation of mailable letters, wearable dresses or usable articles.
5. Evaluation on a time production basis.
6. Sequential development of more difficult tasks.
7. Evaluation of attitudes, cooperation, acceptance of responsibility, dependability, and reliability.

Exploratory experiences

1. Degree of student response, enthusiasm, and acceptance of instruction.

Everyday living

1. The degree of success the student has with the supervised farm program.
2. The following through of a project.
3. The growth of individuals within a group.
4. Student-teacher conferences.

Non-vocational skills.

1. Evaluation of student attitudes, value patterns.
2. Evaluation of the growth and change of the self-image.
3. Relationship of themselves to others.

<div style="text-align: right;">

Violet McColley
James Beehler
Terry Rickard
Mari Lynn Lambert
Dorothy Rink
Ada Metzler
Juanita Hughes

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FAIRFIELD COMMUNITY SCHOOLS
ELEMENTARY AND SECONDARY TEACHER SURVEY
MARCH - 1968

The Purposes Of The Survey Are:

1. To determine some of the outcomes from the workshop held last summer.

2. To determine the understanding and awarness that the professional staff has regarding instructional objectives, flexible scheduling, non-grading, learning, team teaching, large, small, and inquiry group instructions.

RESULTS OF SURVEY	Yes Sec.	No Sec.	Yes Elem.	No Elem.
1. Have you changed in your approach or method of teaching children from one year ago?	28	2	23	1
2. Do you think the workshop last summer has helped you to accept educational change? (That is if you attended the workshop).	27	3	24	0
3. We know that approximately 40 per cent of the curriculum we now teach can be learned by students without a teacher.	13	17	16	8
4. There exists in every group of learners wide differences in the quality, desire, and intent concerning learning.	30	0	24	0
5. Slow-learning children who have been promoted usually make better progress, indicate better mental health habits, and adjustment than their peers who have been retained.	17	13	18	6
6. Teaching is more than talking	30	0	23	1
7. Learning is more than listening	30	0	23	1
8. Evaluation of each student is a team responsibility	25	5	21	3
9. Teachers must be given the freedom to make decisions as to instructional procedures, learning, group size, student composition, and duration and frequency of class meetings.	28	2	23	1
10. Are you willing to accept and become committed to revolutionary educational change?	24	6	23	1
11. Team teaching allows and provides for individualization of instruction.	27	3	23	1
12. Small group instruction best accomplishes the development of attitudes, values, and human relationships with children.	26	4	24	0
13. No child should be evaluated by the median performance of a non-selected group	24	6	19	5
14. The child's progress should be evaluated solely on the basis of his chronological age.	1	29	0	24
15. Team planning is essential for an effective coordinated instructional program.	24	6	21	3
16. When team teaching is utilized, the role of the teacher becomes a diagnostician and prescriber rather than talker and teller.	19	11	21	3
17. Each child must be able to achieve success in terms of his own abilities if we are to encourage further learning.	30	0	24	0

	Yes Sec.	No	Yes Elem.	No

18. Teacher aides are an important need for teacher
teams. 21 9   20 4
19. Team teaching requires the team to structure the
message and media for providing learning ex-
periences most appropriate for the learner. . . 28 2   24 0
20. Are you more receptive to the needs of students
than you were a year ago. 26 4   21 4
21. Instructional performance objectives are an im-
portant aid for student self-directed learning. . 29 1   22 2

ELEMENTARY TEAM MEMBERS

1. The nongraded school is an organizational plan. 23 1
2. Nongrading is an administrative and teaching panacea . .   3 21
3. Most nongraded schools rely on levels of accomplishment
rather than grade levels of accomplishment 23 1
4. Promotion and non-promotion of students becomes eliminated
in a nongraded plan. 17 7
5. The sequence of learning activities becomes more important
in a nongraded plan. 18 6
6. Nongrading is a way to individualize instruction. . . . 22 2
7. Nongrading will allow for professional behaviors of
teachers to become effectively performed. 19 5

SECONDARY TEAM MEMBERS

1. Flexible scheduling calls for varying the group
size depending on the instructional method to be
used. 29 1
2. Flexible scheduling calls for varying the fre-
quency and duration of learning groups depending
on the instructional objective. 30 0
3. Large assembly groups, small inquiry groups, and
independent study are essential ingredients for
the flexible schedule. 30 0
4. Teaching in a flexible scheduled school does not
make life easier for the teacher. 25 5
5. The flexible schedule usually reduces human dis-
tance between teachers and students. 18 12
6. Small-group discussions requires new roles for
both teachers and students 29 1
7. The flexible schedule requires new roles for
teachers and students 27 3
8. The composition of small groups would change
frequently in a flexible schedule. 24 6
9. The teacher should be willing to relinquish his
leadership role to a student and alternate this
role as the need arises 27 3
10. Large group presentations relate facts or ideas
to provide motivation for the student 24 6

AN ANALYSIS OF CHANGE THAT TOOK PLACE DURING THE 10-DAY ESEA FAIRFIELD WORKSHOP

Classification of problems expressed by participants	INDIVIDUAL Before Workshop	INDIVIDUAL After Workshop	TOTAL SUMMARY Before Workshop	TOTAL SUMMARY After Workshop
1. Concerns directly relating to security of staff, and their resistance to change.	20%	13%	10%	.07%
2. Responses indicating a child-centered concern.	27%	18%	14%	9%
3. Concern indicating a subject-centered concern.	7%	1%	3%	1%
4. Responses indicating a willingness for change.	5%	10%	3%	5%
5. Responses indicating an awareness of group process	2%	4%	1%	2%
6. Responses indicating the need for self-development at all levels.	2%	5%	1%	2%
7. Responses recognizing that change is a possibility.	4%	23%	2%	10%
8. Responses indicating a concern for community involvement.	16%	14%	9%	7%
9. A concern for facilities, materials, books, class size, transportation.	10%	11%	5%	4%
10. Unity expressed with teachers and administration.	7%	5%	3%	2%
11. Disunity within professional staff.	1%	0%	1%	0%

PILOT PROJECT

Began September 1967 and Ended May 1968

9-Week Grading Period Throughout The Entire District -

Upon completion of the 10-day workshop, the major focus and impetus began with a change in the grading program.

The entire district has tried throughout the second year a 9-week grading period instead of a 6-week grading period.

The reasons for proposing this change were:

1. Less frequent report cards will place less emphasis on the grades and hopefully more emphasis on learning.

2. Students will have fewer times of pressure and tension if we issue report cards fewer times.

3. We hope to transfer motivation away from extrinsic "marks" toward intrinsic self-directed learning and fewer reports of A,B,C,D, or F would help us accomplish this.

A survey sheet was provided for each teacher to react to the above reasons for making the change. They were also asked to what extent they thought the three reasons for making the change was accomplished and if they would recommend this practice be continued.

The following statements serve as in process evaluation from the professional staff.

Teachers comments (Elementary Level)

1. I believe the children are still very conscious of "grades." Fifth and sixth grade students are achieving because they find learning interesting and enjoyable.

2. Fewer grading periods have been a step in the right direction.

3. Emphasis must be upon improving the self-image of the learner. I would reduce the frequency of grading to zero by eliminating the report cards.

4. The climate of the classes is much better without "Failure Grades." Children are less critical of each other.

5. Students have fewer times of pressure and tension.

6. It (the extended grading period) gave more time for making plans and individualizing reading and science.

7. I don't believe it affects motivation for grades one way or another. I can't see how we can believe we've achieved much.

(Secondary Level)

1. Most students seem to prefer 9-week grading periods.

2. I believe the whole concept of evaluation needs a change, not just the length of grading periods.

3. A number of students have indicated they favor this approach.

4. Students have been less concerned about grades with longer grading periods.

5. I think only a semester grade tends to let the subject lag for the student.

6. I believe that more than the grading period need to be changed.

7. Students like fewer times of pressure.

8. A longer grading period is helpful to the teacher to better assess the growth.

The school calendar for the next school year has included the 9-week grading period.

An analysis of the growth students have made in achievement during the 1967-68 school year compared to the previous year's achievement is attached.

This pilot project has been a successful venture and well accepted as a part of the existing program. The students, faculty and community have expressed this and realize that it is a small innovation but a procedure in the right direction.

Analysis of:

Inductive Learning from Reading
    Pilot Project
    Raymond Yoder

Started September 11, 1967 - Ended May 29, 1968.

Evaluation Period: 10/11/67 - 3/11/68 - 6 months.

During the opening days of the school year permission was granted for a pilot reading program for 5th and 6th grade students. The following goals were established:

1. Through extensive reading and writing the pupil's learning is extended greater than through the traditional method.

2. The student's vocabulary and reading skills will be improved greater than the traditional method.

3. The self-concepts of the students will be greater enhanced.

A report of the achievement of the greater development of skills is recorded through the Iowa Silent Reading Test. The report was tabulated and analyzed by the elementary curriculum coordinator. The two groups of students were carefully equated for testing analysis, and the two teachers involved were each outstanding teachers. The basic comparison was made by using a different approach and method of teaching the basic language arts skills.

    An Attitudinal Inventory and Self-Development Survey from Students and Parents in the 5th and 6th Grade Pilot Reading Program.

The students and parents in the pilot reading program were asked to respond to some questions in an effort to determine attitude and self development as viewed by the students and parents. Seventy-five per cent of the surveys were returned of the 138 students that were surveyed. A tabulation of the results were:

Student Analysis

    How has my attitude toward learning changed this year?
                     Improved 92% Worse 4% Same 4%

    Has my ability to work with other pupils improved this year?
                     Yes 91%   No 5% Undecided 4%

    Do I have more self-confidence than before in the area of reading?   Yes 90% No 8% Same 2%

Parent Response

Have you noted any improvement in your child's rapport to
school and the teacher this year, compared to other years?

Improved 73%   Same 18% Worse 9%

There is a definite indication of a positive reading ex-
perience for the children in the 5th and 6th grades. Not only
are they making in most cases some greater growth in reading
but are also developing improved attitudes toward learning,
developing greater self-confidence in their reading, and in im-
proved openness and willingness to work with others in a group
situation.

The parents in 91% of the cases accepted the experimental in-
ductive reading approach as the same quality or an improved
quality toward the learning environment as defined as the rap-
port established between the parent and the teacher of the pilot
program.

There would be some reservations concerning the pilot pro-
gram in the area of meeting the needs of those students with ·
unique learning difficulties. It would also be noted that there
would be a need for a more complete explanation made to the
parents so they could have an opportunity for an understanding
of the growth students can make in communicative skills.

REPORT OF TEST RESULTS OF THE 5TH AND 6TH PILOT LANGUAGE ARTS PROJECT - TITLE III ESEA

All of the students in the fifth and sixth grades in the Fairfield Community Schools were given the Iowa Silent Reading Test-New Edition-Revised CM-Elementary Test near the end of the first semester. 138 of the students were in the Pilot Program and 110 students were in a traditional type program.

After the tests were scored the Standard Scores of the 6 subtests (Listed below)

1. A Reading Rate
   B Reading Comprehension
2. Directed Reading
3. Word Meaning
4. Paragraph Comprehension
5. Sentence Meaning
6. Location of Information
   A Alphabetizing
   B Use of Index

were ranked from high to low and the median Standard Score was located. This score was then converted to a grade level equivalent.

In order to make comparisons between the Pilot group and the Traditional group, the above grade level equivalent was compared with the students average grade level for reading as determined from the student's Stanford Achievement Tests of April 1967. The two Stanford subtests that were used in figuring the reading average were word meaning and paragraph meaning.

It should be noted that student's gain or loss was the difference between two different tests but since both the pilot and traditional groups were compared in the same fashion a comparison can be made between the two groups.

A tabulation of the results follows:

PILOT PROGRAM			TRADITIONAL PROGRAM	
5th	6th		5th	6th
74	64	Number of Students tested.	56	54
58	54	Number of students who gained in grade level over average on Stanford Tests.	44	39
7	2	Number of students who lost in grade level average.	8	5
0	1	Number of students who showed neither loss or gain in grade level.	1	2
9	7	Number of students for which a comparison could not be made because Stanford Scores were not available.	3	8

PILOT PROGRAM			TRADITIONAL PROGRAM	
5th	6th		5th	6th
1.24	1.83	Average grade level gain per student.	.87	1.25
.928	.600	Average grade level loss per student.	.462	1.00

1. The pilot program 5th grade students gained .37 more on the average per student than did the traditional program students.

2. The pilot program 6th grade students gained .58 more on the average per student than did the traditional program students.

3. The traditional 5th grade students lost .466 less on the average per student than the pilot program students who showed a loss.

4. The pilot program 6th grade students lost .400 less on the average per student than the traditional program students who showed a loss.

Conclusions:

1. Students in the pilot language arts program gained more in grade level scores than those in a traditional program.

2. The basic reading skills appeared to be learned to a higher level of skill in the pilot program than in the traditional program.

3. Both programs contained students who lost grade level average according to the comparison plan used.

4. Even though 5th graders who lost had higher losses in the pilot program than the traditional and the reverse was indicated at grade 6 no definite pattern developed from which to draw conclusions.

5. By observation of all students in both programs the writer can definitely state that the students in the pilot program enjoyed language arts learning more than those in the traditional program.

6. The instructor of the pilot program, who for year's had used the traditional approach, offered the following opinions when the students were mid-way between the starting point and the testing point of the program:

   A. Pupils like the method. 95% favor the pilot approach over the traditional programs they had in previous years.

   B. Students are writing!

C.   Parents report favorably and seem appreciative of the teacher-pupil-school rapport developed in the pilot program.

D.   The theraputic result of the writing and reading (on the part of the child) what they produced is most exciting and really an unforeseen by-product of the pilot program approach.

E.   Students are reading great quantities of books.

F.   I am unsure about the achievement in vocabulary, word attack skills, etc. (The test results proved that they are learning these skills better than in the traditional program approach.)

7.   Other observable results of the pilot program are,

A.   Students are more highly motivated to learn.

B.   Peer acceptance and encouragement is high.

C.   Self-concepts of students seem to be more positive.

D.   Attitude towards school is more favorable.

E.   Students are able to assume more responsibility for their work.

F.   Independent, not teacher directed, study and learning skills are being acquired by pupils.

In summary it can be safely stated that the language arts teaching approach used in the pilot program has been successful and offers many side products which are extremely important for todays' students who are preparing to live in the world of to-morrow.

PILOT PROJECTS - JUDAY

Use of check lists, reports and two parent-teacher conferences
to evaluate progress of students in a third grade.
Student-teacher conferences used as needed.

Started September 1967 and Ended May 1968.

An outgrowth of the workshop conducted early in the workshop
was the pilot project of using a different form evaluation. The
entire need for this sort of change developed from the philosophy
and commitment of the instructors of the classes.

They set some goals for the year as:

1. For every child an opportunity.

2. To feel accepted as he is and where he is on the ladder
    of learning without guilt or shame.

3. To be a person who can think, feel, act and react.

4. To be respected as an individual of worth.

5. To discover and develop his full potential.

6. To move from where he is to where he came at his own speed

7. To experience more success than failure.

8. To have more energy to devote to learning because he
    will have less fear of punishment and failure.

9. To discover and accept the fact that he has a
    responsibility for his own learning.

10. To see himself as a contributing member of a group.

11. To discover that learning is a process rather than an
    acculumation of facts.

12. To evaluate himself in relationship to his own goals
    and purposes.

The classroom learning experiences have been centered around
these goals and a variety of methods, organizational plans, and
involvement are incorporated in their entire program.

The instructors have kept individual folders on each student
to enable a greater individualization of the entire learning
process. Some of the other innovative practices utilized are
team teaching, large group, small group, and independent study
and a contract spelling program.

In September the students were asked to respond to the question, "Who are my three best friends?" Again in March the students were asked the same question.

The results of this question are exhibited through an analysis of the changes in social preference indicated. This pilot project was also through in-process evaluation considered to be highly successful.

One parent came to see the superintendent with a positive reaction to this pilot project. Another parent spontaneously reported at a PTO Meeting a highly favorable reaction to these innovative practices. A third parent expressed concern that these practices would not be expanded next year.

It is apparent that a real key to the success of the pilot operation is the strength, attitudes, and enthusiasm of the teachers. They have developed the idea and presented it through administration channels and have worked hard to insure its success.

In a recent community meeting one of the instructors reported the developments, the zest for learning, and the successful development of the third grade through these innovative practices.

Analysis of Social Preference

Number of Positive	Number of Negative	Number of Unchanged
26	20	2

The reported figures indicate the follow conclusions:

1. Forty-six of the 55 students made changes in social preference during this period.

2. Twenty-six of the 55 students rated a first or second preference in March who had rated lower in September.

3. Twenty students rated lower in March than they did in September.

4. One student remained unchanged in social preference.

5. There were two isolates reported in September and seven isolates in March.

On February 25, Miss Maxine Kauffman and Mrs. R. Weybright began an operation in team teaching at the 3rd grade level. The two classes have 54 students and were observed in operation by the project coordinator on Tuesday, March 5.

Even though the project is in its initial stages the students were asked four questions. The questions and responses are recorded below:

1. How many students felt they were being taught as much or more with team teaching?   Yes 52   No 2

2. How many students thought they were learning more than with the self-contained classroom?   Yes 45   No 9

3. How many students thought there was too much pressure and that the teachers were pushing too hard?
                                                            Yes 0   No 52

4. How many are enjoying their learning and want to continue with the team operation?   Yes 51   No 3

Those students answering no indicated such from three reasons:

1. The mechanics of getting used to different class size and different group of classmates.

2. The moving of chairs from one classroom to anothers.

3. The crowded room conditions when all of the 54 students are in one classroom.

Team Teaching at Juday

On Tuesday 52 students were observed in a team teaching math lesson that was primarily planned to help students know the relationship of numbers through multiplication.

The 52 students were divided into three groups each doing different activities. A group of 25 students were actively participating in completing some basic equations.

$$25 \times 2 = n$$
$$27 \times 2 = + 4$$

The actual visual realization was students standing with their fingers up to actually act out the equation that was formulated.

The instructor, Mrs. Weybright, asked if the class thought these problems were too difficult. A resounding, No, was heard by the teacher and the process continued.

The class at times was reminded that there was only one person by that name. The motivation level was extremely high with most of the class.

The observation was made that only two students were more interested in their classmates. Even one of these answered correctly when asked a question by the teacher.

The second group of 10 students was receiving tutorial help from the second teacher. The students were working in an orderly interested manner with the teacher working very directly with individual students.

The third group of students diagnosed as having achieved an adequate understanding of the concepts presented in a large group, were making applications of their learning experiences. This group of 20 students were supervised by a para-professional. During the 25 minutes that the observation took place the students were working on the assigned materials. There was a co-operative spirit and the freedom of students to consult with each other or consult the para-professional.

The concluding remarks to this team-teaching project would only indicate that their is a freedom unleashed in the teaching staff to innovate as the need arises.

There is a definite approval of the parents for these experiences to be developed with their children. Parents have indicated their approval at school board meetings and at Parent-Teacher Organization meetings.

ADVANCED ALGEBRA PROJECT IN INDEPENDENT STUDY

The 13 students from Mrs. Sharpe's advanced algebra class have written the following evaluations. She has included much more independent study time in her program. She also asked the question:

Please evaluate your accomplishments in algebra during the past nine weeks. Do you prefer the traditional method of conducting class with daily assignments, or do you feel that you have learned more by individual study and working at your own rate?

The vote for the group was 8 in favor of this different approach; 2 wishing to return to the traditional and 3 not definitely indicating a preference.

The quotations concerning this approach are below. These are the exact quotations from the students in the class.

I found out that it is easier to be told what to do than it is to try to do something on my own. If I had my choice, however I would keep trying to work on my own. But I would appreciate at least one class per week being devoted entirely to questions, answers, and explanations.

The main problem with working at my own rate is that I feel that since the assignments are due in several weeks, I can goof off for awhile. After awhile, I get into the habit of goofing off and I just don't work at all.

For some reason, daily assignments seem to make the class more dull.

I feel that if I had set my mind to my work a little more I might have learned more by individual study. The only thing is that there were a couple of weeks in which I made so little progress that it made it difficult to attempt to get back with the others. I feel that I prefer individual study slightly over daily assignments although it really doesn't make that much difference to me since I don't accomplish much one way or the other.

It's hard to say whether I've learned more this nine weeks, but I do think that by working at our own rate helps us use our brains a little more. I enjoy working on my own, and I think we learn just as much or more, but just as important we learn to work on our own. I would like to continue this method.

I actually feel I've learned more by individual study because I can work at my own rate and don't have to be held back by a slow few.

As far as accomplishments, I feel I accomplished quite a lot. Two chapters in all, well almost two chapters. Really I feel I should have covered more, but I feel that in individual study there is more of a tendency of loafing, whereas when you have an assignment every day you almost feel that you have to have it done for the next day.

I prefer the traditional way as long as you are not slowed down too much by the slower students. First, I think you understand the aspects of the area of study better. Second, the teacher can probably explain it easier and to a better understanding than when you read it yourself. Last, it takes less work and this is always an advantage.

I think I learned just as much, if not more when I worked by myself but I didn't get the assignments done as promptly as I should have. If there would only be a way to be sure the class would finish the sassignments on time, but that is almost impossible. I suppose to keep the class together we should do daily assignments. Although I prefer the other method.

It's hard to say which I prefer. In the past nine weeks, I feel that I've learned more but not all of it is algebra and I could work on it when I had time and not when I was working on something else. It was a lot different from the traditional method and I work a lot longer at the problems and such. I feel that you asked the right people about this but can't give a very good answer at the time.

I have learned much this last nine weeks and I think the idea of studying at your own speed is a very good idea. But we did have trouble with people waiting till the last minute. I was one of them, but if I hadn't missed a week I don't think I would have been behind. I think it's a good idea to use in the future, providing you do encourage them to work outside of class and make a rule saying a minimum of two worksheets done every week.

I feel that I have learned the material presented to me. I feel that I learned more when I was on individual study, because I had to dig in and get the work for myself. Since I had to work for myself I feel I was able to remember it better.

I don't feel I've accomplished too much in Algebra. I've learned such things as "two ways of simplifying complex fractions" but I'm not sure how much good this will do me ten years from now. One thing this course has taught me, though, is preciseness.

"Working at your own rate" is okay, but the pressure is still on from fellow students to go faster than you are.

Although I might look into the book a little more on individual study, I feel I could learn just as much either way.

I have learned more about Algebra II, but what I did learn, some was easy and other parts were very hard. I feel that I have learned more by individual study, but it has its drawback in that if you come to something you do not understand, you have to wait until it can be explained.

I feel as though I've learned more by individual study rather than by the traditional method of teaching class. The thing I don't like though, is that I think I am doing the problems right, when really I'm not. There is no teacher around when I need help, because we're suppose to do our assignments out of class so if I need help I have to ask someone else, and many times they don't know either.

EXHIBIT I

A THREE YEAR GRADE EQUIVALENT COMPARISON OF THE SAME STUDENT'S ACHIEVEMENT USING THE STANFORD ACHIEVEMENT TEST

Gr.	Median Ach. 66	Gr.	Median Ach. 67	Ach. 66 & 67	Gr.	Median Ach. 68	Ach. 66 & 68	Ach. 67 & 68
					1	2.08		
		1	2.17					
					3	4.03		
1	2.10	2	3.0	+1.1			1.97	1.03
2	3.0	3	4.31	1.31	4	5.06	2.06	.75
3	4.35	4	5.0	1.35	5	5.82	1.47	.82
4	5.1	5	5.92	.82	6	6.74	1.64	.82
5	6.37	6	7.22	.85	7	8.22	+1.85	+1.00
6	7.26	7	8.42	1.16	8	8.40	1.14	-.08
7	7.82	8	No Test Eval.		9	No Test Given		
8	9.89	9	No Test Given		10	52.6 SS		

Gr.	Word Mean. 66	Gr.	Word Mean. 67	Gr.	Word Mean. 68	COMPARISON 66 & 67	66 & 68	67 & 68
				1	2.1			
		1	2.2	2				
1	2.1	2	2.8	3	3.9	.7	1.8	1.1
2	2.9	3	4.0	4	5.1	1.1	2.2	1.1
3	3.8	4	5.1	5	5.6	1.3	1.8	.5
4	4.9	5	5.7	6	6.9	.6	2.0	1.2
5	5.6	6	6.8	7	8.2	1.2	2.6	1.4
6	6.9	7	-	8	-			
7	-	8	8.4	9	-			
8	8.7	9	9.9	10	52.3 SS	1.2		

Gr.	Spelling 66	Gr.	Spelling 67	Gr.	Spelling 68	66 & 67	66 & 68	67 & 68
				1	1.9			
		1	2.0	2				
1	2.0	2	2.7	3	3.7	.7	1.7	1.0
2	2.8	3	4.1	4	5.0	1.3	3.8	1.1
3	4.0	4	4.1	5	5.9	.1	1.9	1.8
4	4.0	5	6.3	6	7.0	2.3	3.0	1.3
5	6.3	6	7.5	7	8.3	1.2	2.0	.8
6	7.2	7	8.52	8	9.3			
7	7.1	8		9				
8	9.17	9		10	51.5			

Gr.	Word Study Skills 66	Gr.	Word Study Skills 67	Gr.	Word Study Skills 68	66 & 67	66 & 68	67 & 68
				1	2.3			
		1	2.3	2	-			
1	2.3	2	3.2	3	4.3	.9	2.0	1.1
2	3.5	3	4.6	4	5.5	1.1	2.0	.9
3	5.2	4	5.4			.2		
4	5.2	5						

SS = Standard Score

Gr.	Arith. Comp.66	Gr.	Arith. Comp.67	Gr.	Arith. Comp.68	66 & 67	66 & 68	67 & 68
		2	2.9	3	4.0			1.1
2	3.0	3	4.8	4	4.5	1.8	1.5	-.3
3	4.4	4	3.9	5	5.0	-.5	.6	1.1
4	5.5	5	5.1	6	6.0	-.4	.5	.9
5	6.6	6	6.1	7	7.2	-.5	.6	1.1
6	7.1	7	7.56	8	9.8	+.4	2.7	2.3
7	-	8	8.5	9	-			
8	9.74	9	No Test	10	56.3			
	Arith. Concept.		Arith. Conc.		Arith. Conc.			
		2	3.2	3	4.2			1.0
2	3.1	3	4.4	4	5.2	1.3	2.1	.8
3	4.5	4	5.0	5	5.8	.5	1.3	.8
4	5.4	5	5.7	6	6.5	.3	1.1	.8
5	5.9	6	6.9	7	8.7	1.0	2.8	1.8
6	6.8	7	8.98	8	10.6	2.1	3.8	1.7
7	7.9	8	-	9	No Test			
8	10.61	9	No Test	10	-			
	Arith. Applic.		Arith. Applic.		Arith. Applic.			
2	-	3	-	4	4.9			
3	-	4	4.9	5	5.7			.8
4	4.9	5	5.8	5	6.4	.9	1.5	.6
5	6.7	6	7.3	7	8.4	.6	1.7	1.1
6	7.3	7	8.33	8	9.4	1.0	2.1	1.1
7	8.02	8	8.9	9	-	1.9	-	-
8	9.54	9	-	10	-			
	Lang. Arts		Lang. Arts		Lang. Arts			
1	-	2	3.0	3	3.8			.8
2	3.0	3	4.4	4	4.9	1.4	1.9	.5
3	4.4	4	5.1	5	5.6	.7	1.2	.5
4	5.5	5	6.1	6	6.6	.6	1.1	.5
5	6.6	6	7.4	7	7.8	.8		
6	7.1	7	-	8	8.8			
7	7.56	8	-	9	-			
	Science		Science		Science			
2	-	3	-	4	5.6			
3	-	4	5.7	5	6.7	1.0	-	1.0
4	5.4	5	6.4	6	7.4	1.0	2.0	1.0
5	6.9	6	7.8	7	8.2	.9	1.3	.4
6	7.5	7	8.55	8	8.9	1.0	1.4	.4
7	8.04	8	8.9	10	56.5SS	.86		
8	9.68	9	No Test					
	Social Studies		Social Studies		Social Studies			
2	-	3	-	4	5.5			
3	-	4	5.5	5	6.1			.6
4	5.6	5	6.0	6	7.0	.4	1.4	1.0
5	6.3	6	7.7	7	8.1	1.4	1.8	.4
6	7.7	7	8.1	8	9.2	.4	1.5	1.1
7	-	8	-	10	53.4 SS			

SS = Standard Score

PROFESSIONALIZATION OF TEACHING STAFF

The problem of teacher militancy is growing like topsy. Ohio State Supt., Martin Essex, says, "Our statistical evidence indicates that there were two teacher strikes in 1965; there were thirty three in 1966; and eighty plus in 1967. I am of the opinion that there could be as many as 300 in 1968."

A good many people believe that the growing power and voice of teachers is not a threat or even bad for education. Teachers want to become a part of the decision-making process. They want to know why a decision was made, as well as what it was. Teachers must realize, however, that collective negotiations is an advisory process. The public's right to change educational policy makers is lost if the teacher group gains control.

Our strategy for change in the development of curriculum for Fairfield has sensed the desperate need on the part of teachers to be a part of the decision-making process. Through this involvement, teachers will be able to see themselves as professionals to a greater degree than when they are not involved. With freedom to be a part of the decision-making process, goes also responsibility.

Within our strategy for change, this responsibility should include the development of educational efficiency and economy while yet maintaining equal or better quality education.

Because of these additional responsibilities and greater professionalization of the staff, a professional salary schedule ought to develop.

A salary schedule is an instrument of policy. Teachers and others should be involved in recommending to the Board a professional salary schedule which includes pay for additional responsibilities and professionalization. Teachers ought to also develop and be responsible for assessing the profession, evaluating each one's performance, and enforcing the ethics of the profession. This would be a part of their greater responsibility.

Please allow me to submit the following illustrative or model professional salary schedule:

PROFESSIONAL SALARY SCHEDULE

Para-Professional   2,000 - 4,000   9.25 mos.

Level
  1   2,000
  2   2,500
  3   3,000
  4   3,500
  5   4,000

Associate Teacher   6,000 - 9,000   9.25 mos.

Level	B.S	M.S.
1	6,000	7,000
2	6,500	7,500
3	7,000	8,000
4	7,500	8,500
5	8,000	9,000

Teacher   8,000 - 11,000   10   mos.

Level	
1	8,000
2	8,750
3	9,500
4	10,200
5	11,000

Master Teacher   10,000 - 14,000   11   mos.

Level	
1	10,000
2	11,000
3	12,000
4	13,000
5	14,000

Principal   11,000 - 15,000   12   mos.

Level	
1	11,000
2	12,000
3	13,000
4	14,000
5	15,000

Teaching Curriculum Research Assoc.
                                    12,000 - 16,000   12   mos.

Level	
1	12,000
2	13,000
3	14,000
4	15,000
5	16,000

Assistant Superintendent   14,000 - 18,000   12   mos.

Level	
1	14,000
2	15,000
3	16,000
4	17,000
5	18,000

| Superintendent | 16,000 - 20,000 | 12 mos. |

Level
1	16,000
2	17,000
3	18,000
4	19,000
5	20,000

| BOARD OF SCHOOL TRUSTEES |

| SUPERINTENDENT |

| ACADEMIC COORDINATING COUNCIL |

Consists of Superintendent, Assistant Superintendent, teaching-research-curriculum associate, and all principals. This group plans and coordinates and anticipates district movement.

| ACADEMIC SENATE |

Consists of all principals and master teachers on each campus. This group would select and evaluate staff, professionalize and discipline staff.

| LEARNING AREA TEAMS |

Consists of master teachers, teachers, associate teachers, and para pro-fessionals. This group would develop curriculum and recommend organization and operation of all instruction.

SOME NEEDS FOR A CURRICULUM DEVELOPED CONCEPTUALLY

Results from a nation wide study -

1. Omission or neglect of certain content areas.

2. Unnecessary repetition of learning experiences in other areas.

3. The lack of a sound basis for the placement of learning opportunities of various grade levels.

4. The need to plan a curriculum that would be meaningful and challenging to learners.

Premises underlying the task:

1. Curriculum development is a time consuming and costly process.

2. Efforts to try out materials for the purpose of determining placement in the curriculum and evaluating specific resource materials have been lacking.

3. In the majority of instances the substance and placement of materials have not kept pace with the major factors effecting the curriculum.

4. The development of a new approach in a curricula should not be a "piecemeal" and fragmentary process relying on pieces and parts of curricula already developed. Innovation rather than renovation should be the focus.

5. Curriculum structure developed at the national level should not be regarded as a national curriculum, but rather as one suggested approach to curriculum development.

6. The components of the framework should give direction for the learning experience at any level in the K-12 span. As a student advances through the grades, a continual depth of understanding can result from each new and more complex learning experience.

7. The individual learner is not simply a biological organism, an intellectual or emotional being, or a social creature, but rather as a whole person--an entity--all of the related forces basic to curriculum development.

   Man is seen as a total entity with physical, mental, and social dimensions--interrelated and interdependent. The ever prevailing processes of growing and developing, interacting, and decision making.

   Focusing on problems inherent in a single discipline brings with it the danger of narrowing the vision so that those significant human problems of self-understanding and of human rights may not be perceived, let alone brought into the classroom.

   The fact cannot be overlooked that increasingly many fields of study cut across disciplines, which adds to the complexity of designing curriculum.

Concepts Defined - (Organizers of meaning)

1. Smith stated, "It is impossible to sharply differentiate facts and principles _from_ concepts."

2. Gagne - Concepts are the combining of concepts into entities.

3. Bruner, Goodnow and Austin, "The network of inferences that are or may be set into play by an act of categorization."

4. Russell, "A generalization about related data, and is usually organized as a result of a group of related sensations, percepts, and images."

5. Burton, Kimball, and Wing, "Concepts range from ideas about very simple things to high-level abstractions, rather far removed from the object level."

6. Woodruff, "A concept may be defined as some amount of meaning more or less organized in an individual mind as a result of sensory perception of external objects or events and the cognitive interpretation of the perceived data."

7. Smith, "Concepts are the summarizers of experience; they are inventions of the mind to explain or group categories of perceptions."

8. Darrow, summarizes concepts as a cyclical process, "observation, examination, reflection and back again with abstraction gradually setting into influence new observations in an ever-spiraling pattern of growth toward understanding, never fully to be achieved but always to be sought after.

Objective: The development and implementation of conceptual approach to curriculum design.

Resources:

1. 20 Visuals- <u>Conceptual Approach to Curriculum Design and Health Education</u> 3M Visual Products (Duplicated w narrative)

2. Presentation to accompany the visuals to provide an overview for curriculum development progressing from the problem of the knowledge explosion to the development of the conceptual framework.

3. 20 Visuals - <u>Implementation of the Conceptual Framework</u> (Duplicated w narrative) 3 M Visuals

4. Presentation of accompany visuals to relate that the conceptual approach to a curriculum framework appears to have merit as the most feasible, systematic, and economical in organizing the scope of knowledge for instruction. Of equal importance is a conviction that learning directed at behavioral change would be facilitated and enhanced through this approach.

Books

5. Taba, Hilda, <u>Curriculum Development Theory and Practice</u>, New York: Harcourt, Brace and World, 1962.

6. Tyler, Ralph W. <u>Basic Principles of Curriculum and Instruction</u>, Chicago: University of Chicago Press, 1950.

7. Woodruff, Asahel D. "The Use of Concepts in Teaching and Learning." <u>The Journal of Teacher Education</u>. March 1964, pp. 81-99

8. Bloom, Benjamin S., editor. <u>Taxonomy of Education Objectives, Handbook I: Cognitive Domain.</u> New York: David McKay Co., Inc. 1956.

9. Eshensen, Thorwald. "Writing Instructional Objectives." <u>Phi Delta Kappan</u>. January 1967, pp 246-47.

10. Krathwohl, David R. "Stating Objectives Appropriately for Program, for Curriculum and for Instructional Materials Development, "<u>Journal of Teacher Education.</u> March 1965, pp. 83-92.

11. Mager, Robert F. <u>Preparing Instruction Objectives,</u> Fearon Publishers. Palo Alto, California, 1962.

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

13. Raths, Louis E., Merrill Harmin, and Sidney B. Simon, <u>Values and Teaching</u>. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.

14. Smith, Herbert A. The Teaching of a Concept. A monograph prepared for the NSTA Publications Committee. Reprinted from the March 1966 issue of <u>The Science Teacher</u>. Washington, D.C.: National Science Teachers Association, 1966.

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PERSONNEL AND UTILITY

The Team Leader

1. Become the person in each learning area to lead his team through recognizing leadership as a function.

2. Develop the awareness of the developments in a given learning area to his team.

3. Develop with his team the awareness and procedure for developing curricula conceptually through the model provided.

4. Return completed worksheets to the principal or supervisor who is working with your team.

5. Help to keep open communications from team members to team leader to administration and visa versa.

Assistant Team Leader

1. Serve the team as leader in the absence of the team leader.

2. Serve as the leader for a subgroup within an area of learning.

3. Assume those responsibilities to a team that would be delegated by the team leader.

Team Members

1. Work cooperatively toward a common objective -- Developing curricula through a conceptual design for an area of learning.

2. Plan and implement the instructional program developed through the conceptual model.

   a. Reading assigned materials.

   b. Attending workshops for developing the curricula

   c. Writing objectives and completing worksheets.

ORGANIZATION AND OPERATION

The whole idea of a conceptually designed curricula is being used to answer the many questions posed about, How do you have an instructional program that is coordinated and yet flexible?

Significant studies have been completed that have surveyed an entire learning area and a determination made about, what knowledge is of most worth.

It will be paramount that each team leader acquaint himself with these studies so that an application of their significance to Fairfield can be made with their team as the sequential framework indicated on the paper entitled, "A Conceptual Model for Developing Curricula Grades Kindergarten through 12."

The task is overwhelming if we try to approach the entire goal in one setting. This is the reason for providing the step by step procedure so that positive direction can be accomplished and each team can know where they are in the process.

A current bibliography is provided so that you may have reading sources of information. We are ready to respond to your wishes. We are only providing the frame work for your teams to develop their instructional program as creatively as they wish.

A CONCEPTUAL MODEL FOR DEVELOPING CURRICULA GRADES KINDERGARTEN THROUGH 12

Below are the levels of conceptual development that need to be considered with each of the learning areas so that adequate coordination and development can occur. By working through the sequence described below a conceptual curricula should become a reality.

1st KEY CONCEPTS	unifying threads of the curriculum characterizing the process for a given learning area. (Resource National Studies)
2nd CONCEPTS	major organizing elements of the curriculum reflecting the scope of a given learning area (Resource: National, Regional Studies adapted to Fairfield)
3rd SUBCONCEPTS	Supporting ideas of the concepts viewed in various dimensions, that serve as guides in selection and sequence in a given learning area. (Resource: National Regional Studies adapted to Fairfield)
4th LONG RANGE GOALS	behaviors, formulated in terms of the cognitive, affective, and action domains, that are expected at the end of the complete instructional sequence (Resource: National, State, & Local Curriculum Studies)
5th BEHAVIORAL OBJECTIVES	specific ways in which the student should be able to think, feel, and act at the end of each level of progression as a result of participating in a sequence of experiences in a given learning area. (Resource outline of Blooms Taxomony-Cognitive and Affective Domains)
6th LEARNING EXPERIENCES	All of the possible experiences that could be provided that would enable the student to accomplish the objectives that are expected to be attained. What classes are needed to accomplish the objectives? (Resource: Team Members, Consultants, etc)
7th TEACHER AND STUDENT MATERIALS	The materials and equipment needed to provide experiences for the student to accomplish the behavioral objectives. (Resource: Team Members, Publishers, Consultants, Bibliographies)
8th EVALUATION ACTIVITIES	The evaluative criteria that would be used to determine when the student has accomplished the objective(s) Resource: The CIPP Model of evaluating education)

CONCEPTUAL DEVELOPMENT

WORKSHEET #1

Key Concepts

Learning Area_____Date_____

Explanations & Examples:

It is of utmost importance that the significant studies be ex-plored so that the entire area of learning can be reduced to the fewest most concise words or ideas. Example: Key concepts for your consideration are provided for some general areas.

1. Health Education -- 3 key concepts

2. Humanities Education -- 3 key concepts

3. Business Education -- 2 key concepts

4. Industrial Arts Education -- 2 key concepts

5. Math - Science Education -- 3 key concepts

6. Home Ec. Education -- 3 key concepts

Question:

What are the key ideas that characterize the entire learning area?

1. _____

2. _____

3. _____

4. _____

5. _____

CONCEPTUAL DEVELOPMENT

WORKSHEET #2

CONCEPTS

Learning Area_____Date_____

Key Concept_____

Explanation and example:

1. Please use a different sheet for the expansion of each key concept.

2. Below are a few examples of concepts that have been developed in the area of health.

   KEY CONCEPT: Growing and Developing_____

   CONCEPTS THAT MAKE UP THE KEY CONCEPT:

      1. Growth and development influences and is influenced by the structure and functioning of the individual.

      2. Growing and developing follows a predictable sequence, yet it is unique for each individual.

Question:

What are the major organizing ideas that make up the key concepts?

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

   6. _____

   7. _____

   8. _____

   9. _____

   10. _____

   11. _____

   12. _____

   13. _____

CONCEPTUAL DEVELOPMENT

WORKSHEET #3

SUB-CONCEPTS

Key Concept_____

Concept_____

Subconcept_____

Explanation and example:

Each of the concepts mentioned on worksheet #2 should have various
dimensions. They also should be statements that could be arranged in
a learning sequence from the least complex to the most complex and
constitute a prescribed course.

KEY CONCEPT - _____

    CONCEPT   Growth and development influences and is influenced
                by the structure and functioning of the individual.

    SUBCONCEPT - #1 The anxiety level of the individuals affects
                    growth patterns.

Question:

What are the supporting ideas of the concepts that serve as guides
in selection and sequence in the learning area. (The Course)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

CONCEPTUAL DEVELOPMENT

WORKSHEET #4

LONG RANGE GOALS

Area of Learning_____

Explanation::

The end product in terms of behavior are the long range objectives. These may be written for the end of the 12th grade as well as for the end of grades 8, 6 and 3. They are used basically to help provide the direction for the student so that he will have some definite check points.

Question:

What are the behaviors expected from the student, written in terms of the cognitive, affective and action domains, that are expected at the end of the complete instructional sequence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

CONCEPTUAL DEVELOPMENT

WORKSHEET #5

BEHAVIOR OBJECTIVES

Key Concept_____

Concept_____ _____

Subconcept_____ _

Some suggestions on writing behaviorial objectives:

1. A statement of instructional objectives is a collection of words describing <u>one</u> of your educational intents.

2. The objective when written properly will communicate your intent to the degree you have described what the learner will be <u>doing</u> when demonstrating his achievement and how you will know when he is doing it.

3. Write a separate statement for each objective; the more statements you have, the better chance you have of making clear your intent.

4. If you give each learner a copy of your objectives, how much is left to do?

Question:

What are the specific ways in which the student should be able to <u>think</u>, <u>feel</u> and <u>act</u> at the end of each level of progression as a result of participation in a given sequence of experiences (a course) in a learning area?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

CONCEPTUAL DEVELOPMENT
TEACHER PLAN SHEET #1

KEY CONCEPT _____

CONCEPT _____

SUBCONCEPT _____

BEHAVIORAL OBJECTIVE _____

LEARNING EXPERIENCES PROVIDED TO ACCOMPLISH THE BEHAVIORAL OBJECTIVE	MEDIA AND/OR MATERIALS NEEDED	EVALUATION ACTIVITIES TO DETERMINE OBJECTIVE ACCOMPLISHMENT

CLINTON CHRISTIAN DAY SCHOOL ASS'N.
GOSHEN, INDIANA

CLINTON CHRISTIAN DAY SCHOOL
Route 1, Goshen, Indiana 46526
Phone Millersburg 642-3940

PREPARING YOUTH
FOR THE LIFE THAT NOW IS
AND THAT WHICH IS TO COME

April 3, 1968

Mr. Tillie
Fairfield Community School
P. O. Box ᵤ₋₄ ᵢ. ₄
Goshen, Indiana 46526

Mr. Tillie:

We appreciate the interest and concern you have shown
for our school. The discussions we have had together
have been helpful and encouraging.

I am enclosing a list of our faculty members who are
planning to participate in the Summer Workshop Pro-
gram, of which service the Fairfield District has
extended to us.

Miss Amy Bontrager 2-3; Miss Verna Miller 6; Miss Maxine
Kauffman 4-5; Mr. David R. Miller, Science, 2 depen-
dents; Mr. Vernon Mullet, Math, 3 dependents; Bro.
Diener, Principal, 3 dependents; Miss Ruth Miller, 1.

Miss Verna Miller is planning attend college first
semester-summer school, for which there will be an over-
lap covering the first week of the workshop. The
question is- may she enroll in the workshop beginning
the second week?

Another question we should raise- two of the above
listed teachers who are on the staff this year plan
to attend college next year and will not be teaching
again for at least one year. May they still be con-
sidered elgible to participate in the workshop?

Thank you, for extending this service to our staff.

Sincerely,

Bro. Diener, Principal

eec

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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
PROGRAM ON EDUCATIONAL CHANGE

March 11, 1968

Mr. Herbert T. Tilley
Project Coordinator
Fairfield Community School District
     of Elkhart County
Post Office Box 224, R. R. 1
Goshen, Indiana 46526

Dear Mr. Tilley:

Thank you for your good letter of February 26 and the enclosures about your program. I read them with much interest.

I admire the scope of your ambition--and good luck. I had the feeling, however, that too much was being attempted too fast.

With respect to consultants, you might want to contact Dr. Elena M. Sliepcevich who was in charge of the health education project that is mentioned in your material. She would be helpful in terms of design.

In terms of learning, you might try Dr. Walbesser of the University of Maryland or Dr. O. L. Davis of the University of Texas.

Good luck and please send along other materials as they develop.

Sincerely,

Richard I. Miller
Director

RIM/sb

WESTERN MICHIGAN UNIVERSITY

SCHOOL OF EDUCATION
Department of School Services

KALAMAZOO, MICHIGAN 49001

March 27, 1968

Mr. Herbert Tilley
Fairfield Community School District
P.O. Box 224, Route 4
Goshen, Indiana

Dear Mr. Tilley:

I was utterly delighted to have your letter. You are much
too kind in attributing as much favorable influence to me, but
it is the kind of reward a teacher rarely gets and I appreciate
it to the full. When it came, I laid it aside to savor and
appreciate at leisure, and you know what a fatal mistake that
was. I thought too that I might see you at ASCD.

I very much admire the quality of thinking and the human
relations sensitivity which are apparent in your materials
and I really have no suggestions. Your question about other
schools which have worked out behavioral objectives is a hard
one. Here, too, I have been hoping that either time or inspira-
tion would provide the answers you need. Under separate cover
I am sending a copy of a Kent State University Bulletin which
indicates some thinking in their campus school. There is no
need to return the pamphlet.

When I went to the ASCD Supervision Conference in New
Orleans, my most challenging experience was meeting Dr. John
F. Strauss, Jr. Coordinator of Instructional Program, Delavan-
Darien High School, Delavan, Wisconsin, 53115. This is an
"IDEA" school located down in the corner not far above Chicago.
I am ashamed to say that time has washed out the specifics of
their innovations, but I noted the fact that this is a
school I must visit. I should think a letter from you,
mentioning my name, telling a little of what you are interested
in and asking about their innovative strategies might prove
fruitful.

I am sorry my suggestions are so limited. And, again, I
do appreciate your thoughtfulness in including me in your
progress.

Very sincerely yours,

(signature)

(Dr.) Dorothy McCuskey
Professor of Education

DM/ea

February 26, 1968

Mr. Herbert Tilley
Project Coordinator
Fairfield Community School District
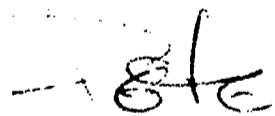Elkhart County
R.R.4.
Goshen, Indiana 46526

Dear Herb:

I checked my calendar and Thursday, March 7 is open. May
I suggest that we meet at NISEC? It is a brick house across
the street from the tennis courts of the HPER building and
kitty-corner from the Union parking lot.

The materials that I have for presentation are transparencies.
Much of the hand-out material you have already received. May
I make a suggestion for your theme of the day? I would like
you to consider emphasizing the teacher. Too often we are
concerned with everything else and expect the teacher to "go
along" with the new plan or change. It seems to me that a
fundamental necessity in innovation is the changed role of
the teacher. Successful innovations mandate changed behavior
of people. The format of the day could include large group
presentations interspersed with inquiry or small group
discussions.

I have briefly looked at your organizational plan and am
impressed! I will try to react to it more throughly by
Thursday. I should be available at whatever time you will
arrive.

Sincerely,

Denis Thoms

DT/ml

NISEC

The National Institute for the Study of Educational Chang

NEW MEXICO STATE UNIVERSITY

ERIC Clearinghouse on
Rural Education and Small Schools

Box AP, University Park Branch, Las Cruces, New Mexico 88001   Telephone: 505 – 646–2623

April 11, 1968

Herbert T. Tilley
Project Coordinator
Fairfield Community Schools
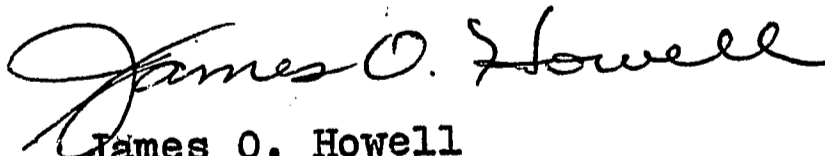R-4
Goshen, Indiana

Dear Mr. Tilley:

We at the ERIC/CRESS Clearinghouse receive the Fairfield Community Schools newsletter, "ACT-TION," and find it helpful to us in identifying your educational projects.

We would like to receive interim and final reports to enter into the ERIC system.

The service that you can render will be a significant contribution and one that can give you the personal and professional satisfaction of participating in a system which will shorten the period of time for placing educational information into active use.

Thank you for your professional interest.

Very sincerely yours,

James O. Howell
Research Associate

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A unit in the Educational Resources Information Center of the U.S. Office of Education