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ABSTRACT

This project was designed to prepare teachers to exert leadership as change agents in the development of elementary school educational programs containing components suggested by Phase I projects of the USOE model Elementary Teacher Education Project. These components include 1) individualized learning with emphasis on large group and small group instruction, tutorials, and independent study; 2) a "center of inquiry" approach to teaching; and 3) multiunit organization with elements of team teaching, nongraded classification, and individually programmed instruction. The project provided a 36-hour master's degree program with course work tailored to the actual school situation and classrooms serving as laboratories for both school-based and campus-based courses. Areas covered were elementary school counseling, projects in curriculum and educational psychology, individualized teaching, studies in learning disorders, sociological analysis in the schools, educational program evaluation, group processes, and counseling practicum. Evaluation showed that there was a high level of cooperative planning between schools and college, that school administrators were minimally involved in curriculum development, and that several important adaptations were made in college administrative policies. Most college instructors were enthusiastic about individualizing instruction and participants showed increased growth in using skills and group guidance. (Author/MBM)

FINAL REPORT

Education Professions Development Act, Parts C and D

Project No. OEG-0-70-2111

Grant No. 003456

A COOPERATIVE SCHOOL-COLLEGE MASTER'S DEGREE PROGRAM FOR TRAINING GUIDANCE-INSTRUCTION SPECIALISTS

Mary T. Littlejohn, Director

Winthrop College

Rock Hill, South Carolina 29730

August, 1971

The Program reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Educational Personnel Development

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ABSTRACT

Title of Project: A COOPERATIVE SCHOOL-COLLEGE MASTER'S DEGREE PROGRAM FOR TRAINING GUIDANCE-INSTRUCTION SPECIALISTS
Project Director: Mary T. Littlejohn
Contracting Agency: Winthrop College, Rock Hill, South Carolina 29730
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Grant No.: 003456, $127,381.00
Dates: June 1, 1970 to August 31, 1971

Brief Description: The basic purpose of the project was to prepare teachers to exert leadership as change agents in the development of elementary school educational programs containing components suggested by the Phase I projects of the U. S. Office of Education, Bureau of Research Model Elementary Teacher Education Project. These components include (1) individualized learning with emphasis on large group instruction, small group instruction, tutorials, and independent study; (2) a "center of inquiry" approach to teaching; and (3) multiunit organization with elements of team teaching, nongraded classification, and individually programmed instruction. Teachers who can exercise this kind of leadership need on-the-job training which includes those areas usually associated with both elementary school counselors and instruction supervisors. This project, therefore, provided a 36-hour master's degree program to train selected elementary school teachers to function in a relatively new role as "Guidance-Instruction Specialists." The substantive course work was tailored to the actual school situation, with classrooms serving as laboratories for both school-based and campus-based courses. The context areas covered were: elementary school counseling, school projects in curriculum and educational psychology, individualized teaching, studies in learning disorders, sociological analysis in the schools, educational program evaluation, group processes, and counseling practicum. Emphasis was on individualized teaching and cooperative planning among instructors and participants.

A major first-year objective was for participants to begin an exercise of leadership by helping to transform the three schools into "portal" schools -- model schools like those described above which serve as training bases for educational personnel who then move into other schools as change agents. The long-range objectives of the project looked toward the full development of portal schools.

Summative evaluation furnished evidence as follows with regard to program objectives: (1) there was a high level of cooperative planning between schools and College and confidence in this approach; (2) school administrators were minimally involved in curriculum development, but participants were highly involved although more deeply in the selection of treatments than in that of objectives; (3) examples of impact, by school, ranged from fifty to three hundred, most favorable; (4) several important adaptations were made in College

administrative policies. The following evidence was gathered on personnel objectives: (1) most College instructors were enthusiastic about individualizing their instruction; nearly all developed curriculum units; greatest weaknesses were lack of student participation in selection of objectives and the adaptation of objectives to individual differences; (2) the too-heavy work load affected the degree to which participants achieved the desired skills, but progress was notable in their increased use of pupil self-selection of activities, individual and small group work, freedom of movement, and flexible physical environments; there was also considerable growth in the organizational and planning skills related to team teaching and increased confidence in using group guidance.

The Project is being continued (after the expiration of Federal funding) under the aegis of the College and three school districts. The College will place undergraduate student teachers in the portal schools in a semester-long internship, beginning in 1971-72; and a second group of Guidance-Instruction Specialists to be trained in each school began their master's degree work in Summer, 1971.

INTRODUCTION

The basic purpose of the Guidance-Instruction Specialist Project was to prepare fifteen teachers to exert leadership as change agents in the development of elementary school educational programs (K-6) containing components suggested by the Phase I projects of the U. S. Office of Education, Bureau of Research Model Elementary Teacher Education Project. These components include (1) individualized learning with emphasis on large group instruction, small group instruction, tutorials, and independent study, (2) a "center of inquiry" approach to teaching, and (3) multiunit organization with elements of team teaching, non-graded classification, and individually programmed instruction. The short-term objectives, implemented during the fifteen-month (June, 1970 to August, 1971) funded period, were directed toward this end.

In order to be fully functional, however, schools with such innovative programs must also serve as portal schools[1], providing for the education of new and experienced teachers who can become change agents in other schools. The portal school concept is central in effecting the long-term objectives of this Project.

Team leaders who can reconstruct the elementary school along the lines indicated need on-the-job training which includes those areas usually associated with both elementary school guidance counselors and instructional supervisors. The Project program therefore offered a unique combination of context areas in the master's level training of a new kind of teacher-leader called Guidance-Instruction Specialist (G-I Specialist). This program (Program I) required two full summers and one academic year to complete. A second program (Program II) consisted of a one-week summer workshop plus one academic year, school-based course to prepare "team-member teachers" in the Project schools to work effectively with the G-I Specialist interns in restructuring

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[1] The portal school, as defined in the Florida State University Model for the Preparation of Elementary School Teachers (vol. I, pp. 118-19) would be staffed by teachers and administrators who are favorably inclined toward innovations, would use "new" curriculum and technology, and would be organized to employ flexible scheduling, team teaching, effective use of para-professionals, and differentiation of roles among teachers. Functions to be served by portal schools would be: (1) to insure a favorable climate for undergraduate induction into the work of the teacher, (2) to promote continuous program development with the school and the college as partners, (3) to provide a steady supply of teachers who can assume positions as team leaders in other schools of the region, and (4) to serve as demonstration centers for the promotion of change. One-third of the faculty of portal schools would be "permanent," one-third in the first year of a graduate internship, and one-third in the second year of internship. After completing the second year of internship in a portal school, teachers would be reassigned as team leaders in other schools in the region.

the educational programs of the Project schools.

This Project, then, was intended to accelerate change in elementary school educational programs by (1) providing master's level programs for selected elementary teachers which should enable them to function in a relatively new role as "G-I Specialists," and (2) helping these Specialists to define and assume roles as team leaders on the permanent staffs of three "portal" elementary schools to be established in the Winthrop College geographical area.

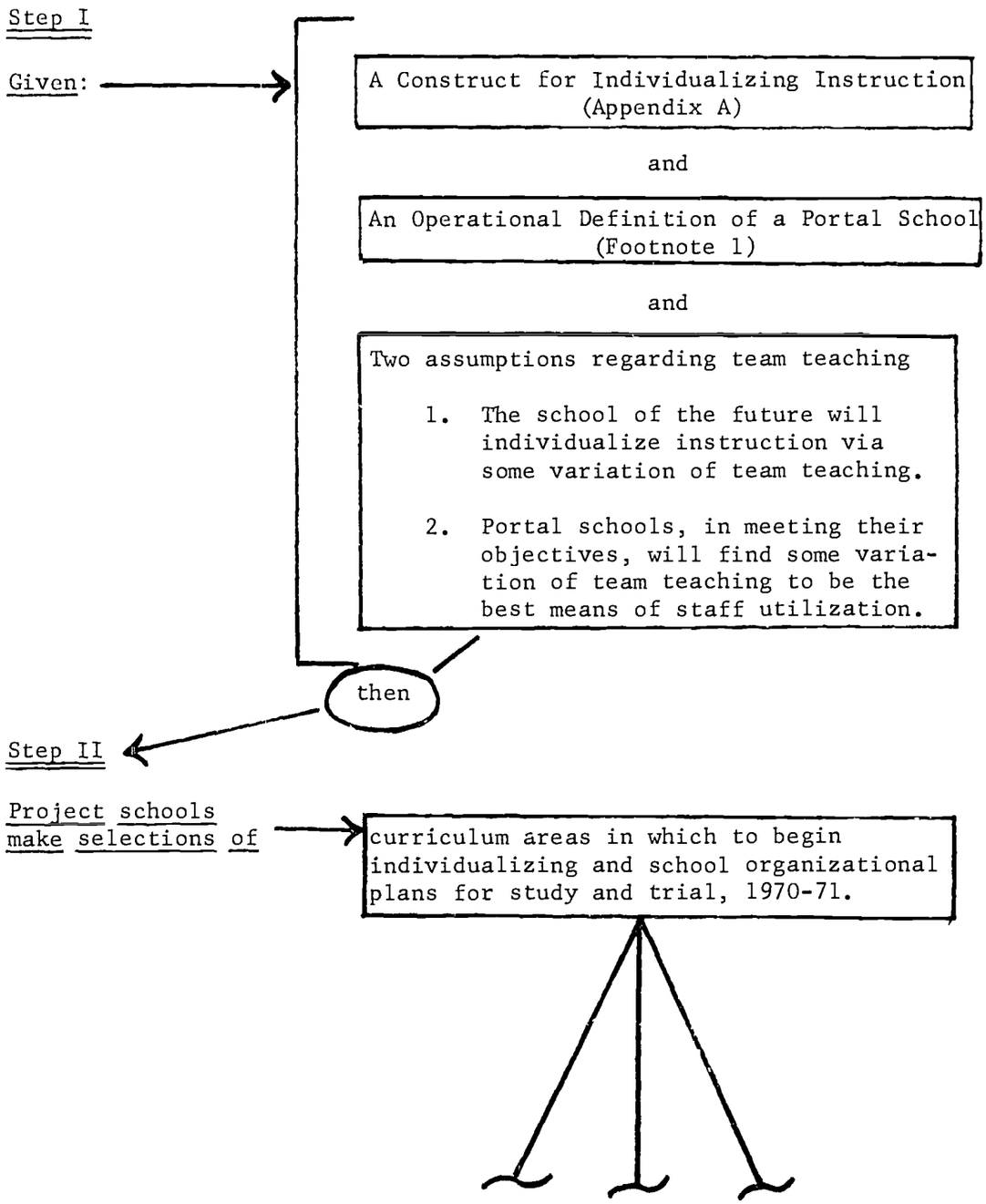
The three Project schools were Rosewood Elementary School, Rock Hill; Lewisville Elementary School, Chester County; and two schools in a three-school cluster in Lancaster, Brooklyn-Springs Elementary School and Dobson Elementary School. Although the original intent was to have five participants from each school in Program I and ten from each school in Program II, drop-outs and substitutions resulted in this line-up: Lewisville Elementary, four G-I Specialist interns (including the principal) and ten team-member teachers; the Lancaster Cluster, four G-I interns and eight team-member teachers; Rosewood Elementary, nine G-I interns (including the principal and the music teacher, supported by the school district) and nine team-member teachers. There were, then, a total of seventeen G-I interns (fifteen supported by the Project) and twenty-seven team-member teachers.

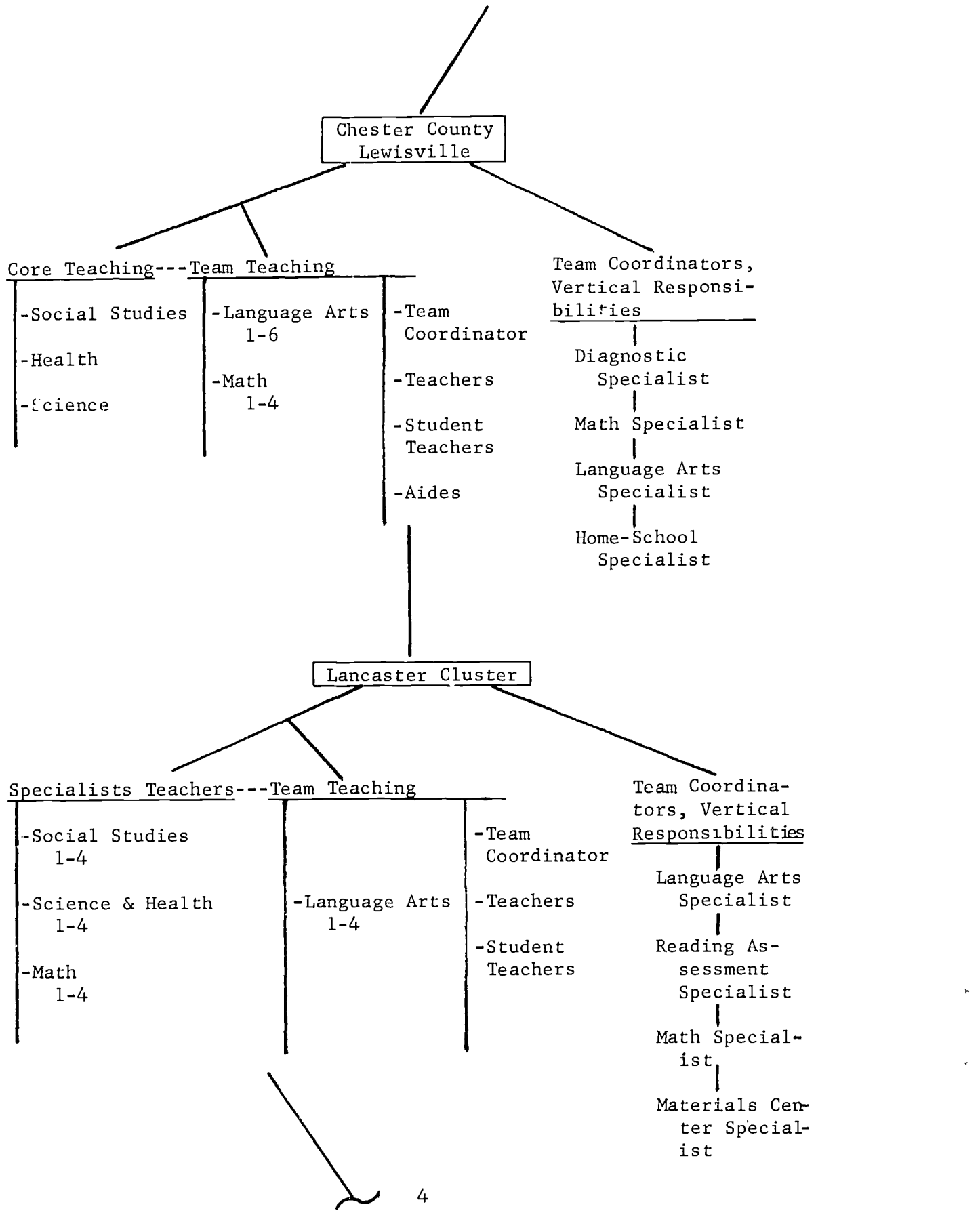
The sequence of activities during the funded period from June, 1970 to August, 1971 is shown in Figure 1. The process began with (1) a construct for individualizing instruction (Appendix A) and an operational definition of a portal school; moved (2) to the selection of a tentative organization plan for each Project school to be tested during the academic year 1970-71, then (3) to the 1970 summer context areas and orientation of team member teachers and the two Lancaster principals (the other two principals were in the G-I program); next (4) to the academic-year context areas and trial runs of the tentative organizational plans; then (5) to the 1971 summer context areas, to evaluation of the past year's experiences in organization, team teaching, and individualizing, and to the orientation of and replanning with a new group of G-I interns.

As Step V above indicates, the cycle is not complete with the end of funding. The full development of the three Project schools into portal schools, the long-range objective of the Project, is being continued and underwritten by Winthrop College and the Rock Hill, Lancaster City, and Chester County School Districts. A total of twenty new G-I interns, six from Chester, five from Lancaster, and nine from Rock Hill Began their program in summer, 1971, in the four context areas with which the original G-I's concluded. Restructured organizations and responsibilities were planned by both G-I groups working together, Winthrop faculty, and school district administrative personnel, taking into consideration the lessons of academic year 1970-71. In addition, two of the three Project schools have been selected for Individually Guided Education, under a contract between IDEA and the South Carolina State Department of Education.

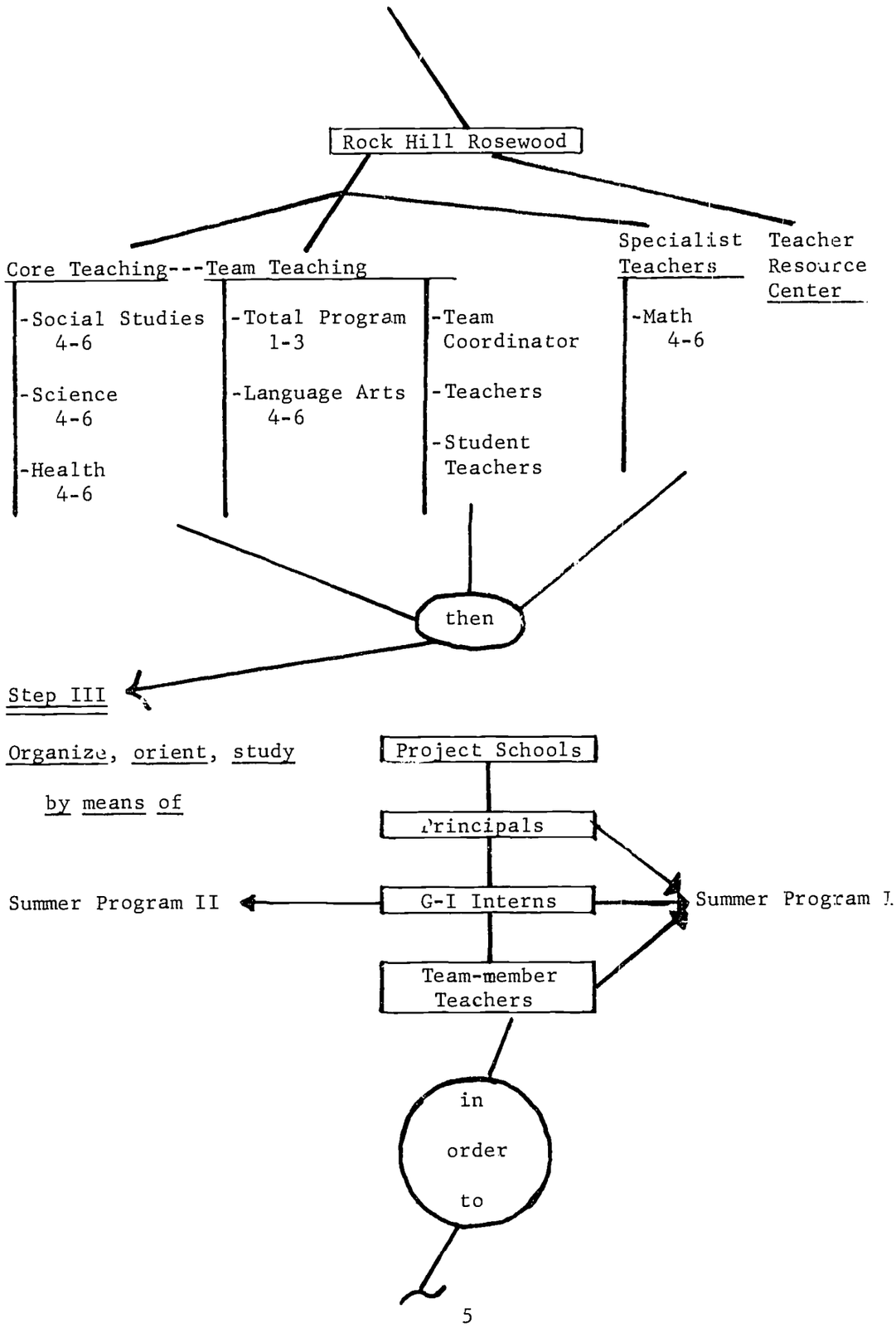
Figure 1

GUIDANCE-INSTRUCTION SPECIALIST PROJECT, JUNE, 1970 - AUGUST, 1971

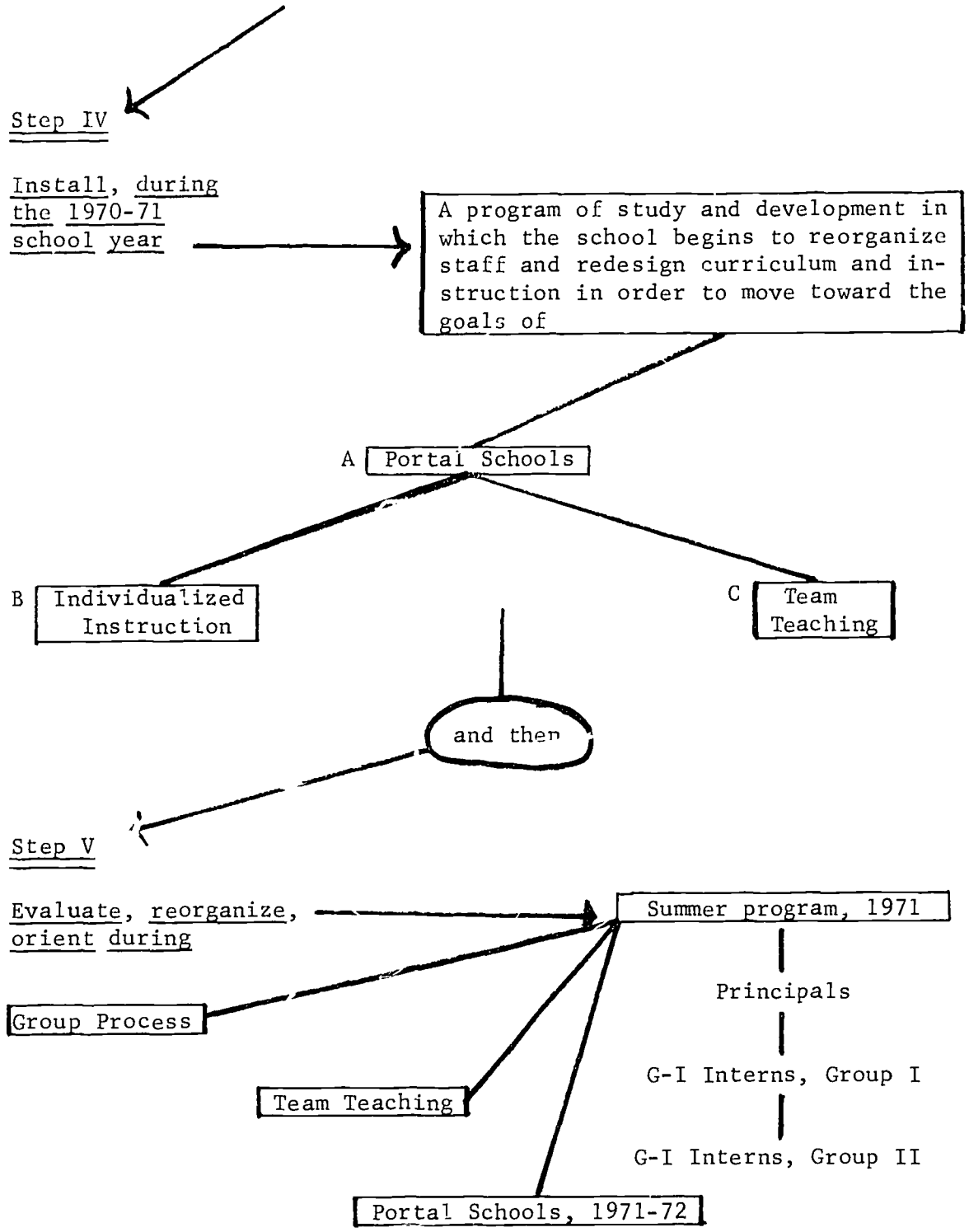



Chester County
Lewisville
Core Teaching---Team Teaching
-Social Studies
-Health
-Science
-Language Arts 1-6
-Math 1-4
-Team Coordinator
-Teachers
-Student Teachers
-Aides
Team Coordinators, Vertical Responsibilities
Diagnostic Specialist
Math Specialist
Language Arts Specialist
Home-School Specialist
Lancaster Cluster
Specialists Teachers---Team Teaching
-Social Studies 1-4
-Science & Health 1-4
-Math 1-4
-Language Arts 1-4
-Team Coordinator
-Teachers
-Student Teachers
Team Coordinators, Vertical Responsibilities
Language Arts Specialist
Reading Assessment Specialist
Math Specialist
Materials Center Specialist

4


Rock Hill Rosewood
Core Teaching---Team Teaching
Specialist Teachers
Teacher Resource Center
-Social Studies 4-6
-Science 4-6
-Health 4-6
-Total Program 1-3
-Language Arts 4-6
-Team Coordinator
-Teachers
-Student Teachers
-Math 4-6
then
Step III
Organize, orient, study
by means of
Project Schools
Principals
Summer Program II
G-I Interns
Summer Program I
Team-member Teachers
in order to

5


Step IV
Install, during the 1970-71 school year
A program of study and development in which the school begins to reorganize staff and redesign curriculum and instruction in order to move toward the goals of
A Portal Schools
B Individualized Instruction
C Team Teaching
and then
Step V
Evaluate, reorganize, orient during
Summer program, 1971
Principals
G-I Interns, Group I
G-I Interns, Group II
Group Process
Team Teaching
Portal Schools, 1971-72

OBJECTIVES

The Project objectives were divided into short-term and long-term categories. The short-term objectives related to the period of time covered in the proposal, June, 1970, to August, 1971. They are not, however, truly separable from the long-term objectives. Summative evaluation of short-term objectives, for instance, does in fact constitute formative evaluation for the long-term objectives.

Short-term objectives (June 1, 1970 to August 13, 1971)

The Project had three major short-term objectives:

I. To provide a cooperative school-and-campus-based master's degree program for training fifteen (15) elementary teachers to serve as team leaders in restructuring the educational programs of three (3) selected Project schools to promote individualized learning, inquiry learning, and multiunit organization (Program I).

II. To provide a one-week summer workshop for twenty-seven (27) additional teachers and the principals from the three Project schools, plus one academic-year, school-based course for the twenty-seven team-member teachers in order to orient them to basic philosophy and procedures for these new programs and to promote involvement in the program (Program II).

III. To produce considerable restructuring of the educational programs of the Project schools in the direction of multiunit organization during the academic year 1970-71.

These broad objectives were more specifically subdivided as follows:

A. Program Objectives

1. To set a pattern of cooperative planning between the school districts of Region V and Winthrop College in order to increase the relevance of teacher training.

2. To set a pattern of cooperative curriculum development for each content area, involving College staff, participants, and school administrative personnel.

3. To develop an impact on pupils, teachers, parents, and community which is reflected in reactions to the program.

4. To set a pattern of flexible College administration policies, permitting innovations in deployment of staff, student admissions, academic planning and implementation, and the training of interns in the schools.

5. To detect unanticipated outcomes associated with the Project and incorporate these into formative evaluation procedures.

B. Personnel Objectives

1. To help College instructors understand and apply techniques for individualized teaching in graduate instruction.

2. To help G-I interns to show growth in the following competencies:

a. ability to diagnose individual differences in children's readiness for learning in one or more selected instructional areas;

b. ability to individualize teaching by involving pupils in inquiry learning, self-selection of objectives, self-pacing, and self-evaluation;

c. ability to participate effectively as team leaders in program evaluation;

d. ability to provide organizational and leadership skills in team teaching;

e. ability to perform developmental counseling with children.

Long-term objectives (August 13, 1971 to May 30, 1974)

I. To provide Winthrop College faculty and nationally recognized consultants for a three-year follow-up period to assist the three Project schools in a systems analysis approach to continuous program development so they may be fully converted to portal schools.

II. To establish the Project schools as portal schools for: (a) pre-service laboratory experiences and internship centers for beginning teachers; (b) internship centers for beginning and experienced teachers working on school-college cooperative programs leading to the master's degree as G-I Specialists; (c) dissemination centers for preparing working papers, research reports, and video-tape banks for use by other schools and teacher education institutions; (d) significant multiplier effects by furnishing each year a supply of approximately fifteen (15) master's level teachers with two years of teaching experience in portal schools who can serve the region as team leaders in multiunit schools, prospective elementary school principals, elementary school guidance counselors, or instructional supervisors.

EVALUATION

Formative evaluation of the Project has been carried on continuously throughout its duration. On the basis of the data thus gathered, summative evaluation will be presented in accordance with the Stake Model. This model permits clear and concise explication of objectives (anticipated outcomes), actual outcomes, instruments (for samples, see Appendix B), and discrepancies between the anticipated and actual outcomes. Summative evaluation follows.

Program Objective 1

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
To set a pattern of cooperative planning between the project schools and Winthrop College designed to increase the relevance of teacher training.			
1) quantity of planning	1) project planning conferences involving Winthrop College and one or more of the project schools were held during the project period (33 in all)	1) none available	1) reactions indicate acceptance of college program by district personnel; there is a probable need for further systematic district personnel involvement in planning academic work for G-I's
2) quality of planning	2a) checklist dealing with inferred operating attitudes	2a) should reflect predominately positive attitudes toward the project	2a) reactions predominantly positive regarding (1) progress toward Winthrop and local district objective; (2) college-school cooperation; (3) teacher growth in attitudes and morale; and (4) pupil growth in interests and achievement

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
			some minor coordination problems that can be corrected through steering committee action at regularly scheduled meetings both college and project school staff loads were too heavy
	2b) actual products of planning: each project school and the college developed position papers; each project school revised its position paper at end of project year each project school and the college developed organizational charts and revised them at end of project year each project school developed some instructional materials (to be detailed in later sections); the college developed curriculum units for the context areas	2b) none available	2b) products indicated a rather high level of involvement in cooperative planning planning goals were not always clear but G-I's and local coordinators feel more confident as planners at end of project year

Program Objective 2

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
To set a pattern of cooperative curriculum development for each context area, involving college staff, participants, and school administrative personnel.			
1) cooperative planning	1a) list of instructional activities used (as reported in instructor's end of term reports and listed as treatments in curriculum units)	1a) should include group planning sessions by staff, students, and school personnel; in which some objectives, treatments, and materials are cooperatively determined	1a) occurred to some extent in all context areas, with considerable variation among context areas where curriculum units (Appendix C) were prepared in advance, the units tended to structure treatments along prescribed lines school administrative personnel had little or no direct involvement in planning treatments; indirect involvement occurred as superintendents, principals, and local coordinators assisted in planning concept papers, organizational plans, and evaluation plans

Program Objective 2

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
	1b) participants reactions to cooperative planning as reported in checklists and open-ended response sheets	1b) same as above	1b) consistently, feedback reports indicated openness, helpfulness, and sensitivity of instructors to individual and group needs opportunity for students to participate in planning assignments was rated low in several context areas involving "new and unfamiliar subject matter" although curriculum units (Appendix C) were planned in advance by instructors in most cases, students were involved in how treatments were to be conducted and, to some extent, in selection of appropriate treatments from among those suggested in the units

Program Objective 2

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
	1c) attitudes toward program evaluation obtained through CIRCE Attitude Scale 1.4b	1c) confidence in evaluation should be high and there should be a balance among participants in regard to the other scales	1c) confidence in evaluation was high; teaching orientation and judgment orientation also well above average for teacher groups; other scales showed midpoint medians for the group, with considerable individual variation

Program Objective 3

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
To develop an impact on pupils, teachers, parents, and community which is reflected in reactions to the program.			
1) favorable or unfavorable reactions	1) data consisted of recorded initial incidents collected by each school throughout the year (range of incidents reported per school from 50 to over 300)	1) none available	1) most reactions were favorable; attendance improved; increased interest of pupils, parents, and teachers reflected in volunteer statements

Program Objective 4

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
To set a pattern of flexible college administration policies, permitting innovations in deployment of staff, student admissions, academic planning and implementation, and the training of interns in the schools			
1) reactions to procedural changes	1) data from checklist feedback from nine college administrators	1) none available	1) reactions indicated general acceptance of such program elements as local district financial support, school-based context area components, use of seminars to replace orals, change in graduate degree candidacy procedure, and joint college-school planning of graduate programs reactions also indicated these administrators are willing to consider and implement program change

Program Objective 4

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
2) changes actually made to accommodate G-I Project	2) list compiled by Director and Evaluation Coordinator	2) several changes allowing greater flexibility in graduate programs should actively be made	2) eleven new program features were identified and included in the checklist for administrators; most of these features encourage flexibility in staff utilization, student admissions, academic planning, and internships

Program Objective 5

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
To detect unanticipated outcomes associated with the project and incorporate these into formative evaluation procedures			
1) favorable unanticipated outcomes	1) data from conversations, interviews, and recorded critical incidents collected throughout the project year	1) none available	1) statements from each school show numerous unexpected dividends attributable in part, at least, to the Project: two schools were selected for IGE

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
			frequently mentioned were: more than anticipated "rub-off" to faculty who were not in the Project; and greater than predicted acceptance and interest on the part of parents and pupils some items mentioned may well have been coincidental: i.e., selection of a G-I as National Teacher of the Year; addition of TV equipment and instructional materials center
2) unfavorable unanticipated outcomes	2) data from same sources as in (1)	2) none available	2) these included: some cleavage among G-I's and non-G-I's on the faculty; workload for G-I's unreasonably heavy during the academic year; failure of school districts to find ways of providing released time for G-I's; somewhat negative overall effects of having four student teachers during the year in each G-I classroom

Personnel Objective 1

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
To help college instructors understand and apply techniques for individualized teaching in graduate instruction 1) reactions from graduate students	1) reactions sheets administered near end of each context area	1) "A Construct for Individualizing Instruction" (Appendix A)	1) compilations of reactions during the year indicate that most instructors were "strong" in (a) enthusiasm, (b) concern for the individual, and (c) willingness to contribute suggestions for assisting individuals with planning and executing treatments most instructors showed some weaknesses in regard to: (a) differentiating assignments based on special characteristics of the learner, (b) encouraging students to have a variety of objectives, (c) encouraging group planning in the selection of topics and treatments

Personnel Objective 1

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
2) reactions from instructors	2) reports prepared at conclusion of each semester	2) "A Construct for Individualizing Instruction" (Appendix A)	2) generally confirmed findings in (1), above several instructors indicated that they were not as successful in integrating college course work with G-I classroom teaching as they would have liked most instructors agreed that the one year sequence of studying together in an intact class group helped to develop a team approach which facilitated some aspects of individualized teaching

Personnel Objective 2

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
To help G-I interns to show growth in the following competencies: a) ability to diagnose individual differences in children's readiness for learning			

Personnel Objective 2

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
in one or more selected instructional areas.			
1) use of diagnostic routines	1) data secured through log of teaching activities	1) ability to use three or more informal inventories in reading, language arts, or mathematics	1) logs and observation confirmed that G-I's were able to administer, secure, and interpret at least three informal inventories informal and standardized measurements were used in one portal school as partial basis for evaluating program objectives
2) rating on use of diagnostic tests by college instructors	2) data secured through observation and performance testing	2) ability to administer and interpret three or more diagnostic tests sufficiently well to meet clinical standards	2) due to heavy teaching loads, college staff were not able to use a clinical training approach to assure clinical proficiency in use of diagnostic instruments
b) ability to individualize teaching in involving pupils in inquiry learning, self-selection of objectives, self-pacing, and self-evaluation			

Personnel Objective 2

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
1) differentiated teaching	1) use of Winthrop ITA	1) performance in all components at level 2 or level 3 on ITA	1) the ITA was not used, due to lack of staff trained as observers and recorders nformal, subjective ratings by college faculty suggest that this standard was not met but that nearly all G-I's met more criteria at the end of the year than at the beginning; improvement was most noticeable in regard to (1) pupil self-selection of activities; (2) pupil independence in task implementation; (3) increased use of small group instructional procedures; (4) freedom of movement; and (5) informal arrangement of the physical environment
c) ability to participate effectively as team leaders in program evaluation			
1) local school evaluation	1a) written plan (September, 1970)	1a) follows Stake's Model; utilizes systems approach and multiple criterion measures	1a) each plan judged adequate in respect to standards

Personnel Objective 2

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
	1b) team member reactions	1b) checklist of criteria	1b) this was not done via checklist as prescribed in Evaluation Specifications; informal judgment is that team members in one portal school were involved in evaluation to a considerable extent, but not in the other two portal schools
	1c) end-of-year evaluation report by each G-I team (July, 1971)	1c) subjective rating by Director and Evaluation Coordinator	1c) written reports did not follow Stake's Model but did provide some quantitative and qualitative data relavant to objectives evidence of growth in concepts of program evaluation was shown, although G-I's are not yet component as program evaluators
d) ability to provide organizational and leadership skills in team teaching			

Personnel Objective 2

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
1) organizational charts	1) comparison of those in September, 1970, and as modified in May, 1971	1) charts reflect stated goals and concern for best utilization of personnel	1) considerable growth in ability to analyze goals, personnel, and resources and use decisions based on these factors in determining school organization
2) effective team teaching	2) checklist of criteria for team teaching (respondents: school principals)	2) noticeable shifts in ratings in the direction "never-some-often"	2) progress significant in these areas: use of auxiliary personnel; use of media; employment of space maximally teams generally tended to be too small for effective staff utilization not enough time provided for team planning
3) self-perceptions of leadership	3) checklist of competencies as a team leader (respondents: G-I's)	3) normative data not available; congruency between ideal and practice sought; leadership role in teaching and coordinating duties requires at least one-fourth of responses in "often" category	3) standard met relative to teaching and coordinating perceptions of role and performance G-I's see need for assuming greater leadership in coordinating duties weaknesses exist in perceptions of role relative to supervising duties

Personnel Objective 2

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
e) ability to perform developmental counseling with children			
1) activities, Practicum context area	1) checklist and critical incidents (respondents: G-I's)	1) clinically accepted performance of individual counseling as judged by instructor in Practicum context area	1) continuous log of activities and perceptions indicated growth in the counseling "approach" in one-to-one relationships and in "sensitivity" G-I's improved in ability to perform the guidance function in one-to-one relationship; not qualified as yet to practice individual counseling
2) reactions from graduate students	2) reaction sheets administered near end of Group Processes context area	2) Carkhuff's model for helping relationships; judgment of instructor in Group Processes	2) G-I's demonstrated good sensitivity to levels of communication G-I's expressed increased confidence in and intent to use group guidance activities

Project outcomes are generally reflected in the judgment column of the Stake Model. A complete file of instruments, raw data, and reports on each phase in formative evaluation are included in the Evaluator's Notebook and will be available to the Project Director and his staff during the coming year. In addition to the outcomes reported above, the following, which are not fully reflected there should be added:

1. The success of the Project is perhaps most obviously indicated by the decision of the college and the three districts in which the portal schools are located to provide a budget of $36,000.00 to continue the Project during the coming year in the absence of USOE funding.

2. Other indices of success not reflected in the judgments column above include: (a) recruitment of a new group of G-I's for training during the next year; (b) assignment of all G-I's graduating under the present program as team leaders in the portal schools except for the principal at Rosewood School who will assume an administrative assignment in another Rock Hill school; (c) approval of expanded program commitments in all portal schools; and (d) revision of the student teaching program in all portal schools to include full-semester assignments at the portal schools with allocation of one classroom at each school so that methods teams from the college may have a center for instruction of student teachers at the portal school sites.

Discrepancies between anticipated and actual outcomes are, of course, inevitable in a project such as this. Discrepancies are revealed in the previous section, where judgments indicate that standards were not met. The predominant reasons for discrepancies are:

1. Some of the objectives, which deal with substantial change in portal school educational programs and the teacher education program of the College, will require several years to approximate, even under the most favorable of conditions. Objectives are deliberately stated in developmental terms (i.e., "to set a pattern of cooperative curriculum development ... involving College staff, participants, and school administrative personnel.") instead of as terminal, objective behaviors (i.e., "to increase reading performance as measured by standardized tests one full year in a nine-month period.").

2. Estimates of time and staff availabilities were low. For example, it was soon apparent that the work load of both participants and College staff was too heavy to allow the quality of planning and performance which had been anticipated.

Further follow-up evaluation plans have not been detailed as yet but will probably include these components:

1. A report on the impact of consultants on further program development in the three Project schools as they continue to evolve as portal schools (Long-Term Objective I).

2. Data secured through appropriate feed-back devices on effectiveness of the following program components during the coming year: (a) pre-service laboratory component; (b) graduate G-I program component; (c) dissemination activities of the portal schools; (d) data on assignments of the 1971-2 class of graduate G-I students at the end of their period of training (Long-Term Objective II).

3. Reports of specific research and development projects assigned to the Evaluation Team by the Steering Committee, the Winthrop instructional teams, and the portal school teaching teams (Long-Term Objective II).

RECOMMENDATIONS

Possible Modifications

This Project was an especially complex one, involving the master's level training of experienced teachers; the start of a transformation of the educational programs of three schools; the involvement of a second group of teachers in team organization; the development of curriculum units (Appendix C) and individualization of instruction by college instructors; moving college courses into public school classrooms; communication among participants, college personnel, and three separate school district schools and central offices; and the projection of plans for the subsequent restructuring of undergraduate teacher preparation through portal schools. This complexity accounted for some of the difficulties of implementation; other difficulties were due to discrepancies between some proposed procedures and those which turned out to be operationally practicable. If we were granted the opportunity to begin again, some modifications might be made, but many of the problems appear to have been inevitable accompaniments of a first, pilot year in which it was necessary to begin at the beginning, simultaneously, on a number of variables. The following discussion, therefore, deals with these two categories: (A) we suggest modifications which could usefully have been made in this Project; (B) we discuss difficulties in some areas which were and are acceptable, either because of their inevitability or because they represent the initial stages of ultimate accomplishment. At the risk of sometimes sounding simplistic, then, we offer these two categories in the hope that they will be of practical interest to others attempting similar projects.

A. Possible modifications

1. Academic-year work load for participants. The Plan of Operation called for participants in the master's level program to take six graduate semester hours of work during each semester while at the same time beginning the transformation of their school programs in terms of individualization of and team teaching. Participants were to be released half-time from their teaching duties in order to accomplish these tasks.

In fact, it was never possible to provide the projected released time. One school district superintendent said from the beginning that it could not be done and that his commitment could extend only to allowing participants to leave school one half-hour early in the afternoons. The other two districts had hoped to provide substitute teachers but found that qualified substitutes were not available in sufficient numbers or for sufficiently long periods of time to guarantee continuity and quality in instruction. One district was able to recruit regular substitutes for one-half day a week for some of its participants. The third district furnished the Project school four teacher aides. As a result, the participants in Program I faced far too heavy a load. The consequence was reduced breadth and depth in the college courses and considerably reduced opportunity for school program planning. In spite of everything, the seventeen participants, already tired from a summer of full and intensive work, bore their load in good spirit and produced a gratifyingly high caliber of academic and applied learning.

Recommendation: Participants who are on-the-job teachers should be limited to three graduate hours per semester in school-based courses.

2. Number of schools and school districts involved. The Project engaged three elementary schools, one in each of three school districts. Since the long-range objective of the Project was to establish these schools as "portal" schools with a permanent training relationship with the College, something may be said for working with three different school districts, on grounds of variety and not putting all the eggs in one basket. However, communication problems were thereby multiplied and the time which College faculty was able to give to each school was thereby reduced.

Recommendation: In projects which contain a school-based component, geographical and/or administrative diffuseness should be balanced against the capacity of personnel adequately to service the program.

3. Commitment of College faculty. A number of faculty orientation meetings were held. In April, 1970 (the Project Grant Award was authorized on May 25), a meeting was held with the appropriate deans, department heads, and faculty to discuss the responsibility of the faculty in the College of Arts and Sciences to the Project. On or before this date, all Project faculty received copies of the Plan of Operation. Because of conflicts in schedules, it was not possible to hold the two full days of orientation for faculty as scheduled in the Plan of Operation. Two separate meetings during the summer, 1970, were held, the equivalent of one full day of orientation. Major topics at these meetings were (a) the development of curriculum units, (b) individualizing college instruction, and (c) coordinating the context areas. All Project faculty save two (who were not on campus) attended at least one of these meetings; audio tapes were made for those who could not be present.

During Summer, 1970, and Fall, 1970, the Director, the In-Service Coordinator, the Evaluation Coordinator, and one faculty member who was heavily engaged in both teaching and consultation were the staff members primarily responsible for implementing the Project. Working relationships and policy discussions were close and congenial and faculty involvement during these periods was close to ideal. In January, 1971, two other faculty members who had theretofore been minimally engaged in Project planning began to teach participants and two special orientation meetings were held for them. It became clear, however, that the previous degree of faculty involvement was fortuitous rather than otherwise and that a more organized effort was necessary in fairness both to the Project and to the personnel concerned. Starting in February, 1971, several meetings of the total Project faculty were held. An attempt to make these meetings weekly was abortive; major reasons were a number of conflicts, a lack of rationale for the meetings, and the fact that it was late in the day for effecting genuine involvement. It is a sound general principle that people who are meaningfully involved in program planning contribute more productively than others to the program. In addition, such involvement tends to inhibit a tendency of less essential weight but of considerable operational importance--to drift from the Plan of Operation as the only appropriate frame of reference and to incline toward testing personal hypotheses.

Recommendation: Whether or not faculty participation in such projects is wholly voluntary, and regardless of other obligations, there should be a clear commitment on the part of project administrators to provide for and on the part of all participating faculty to attend regular planning meetings.

4. Setting and project impact. The Plan of Operation called for the Project schools to be representative of the general school population. In fact, only one of the three met this criterion; the other two were in disadvantaged areas. Far from being a handicap to the attainment of objectives, those involved in the Project welcomed the opportunity to work with disadvantaged learners. One Project school, however, was actually a cluster of three schools, one containing grades K-2, one grades 3-4, and the third grades 5-6. The last school was omitted when the master's level participant assigned there had to drop out. The cluster then contained two schools, one of three hundred and eighty-nine (389) children and fifteen (15) teachers, the other of four hundred and twenty (420) children and thirteen (13) teachers. In each of these two schools there were only two G-I Specialists, separated geographically from the other two. In spite of yeoman effort on the part of the Project participants, splendid group spirit, and whole-hearted and intelligent support from the two principals, the Project participants were too few to make obvious impact on the school program. For this reason, the portal school in this district will next year be established in a different elementary school.

Recommendation: Participants in innovative projects should constitute a sufficiently large percentage of the school's faculty to approach the "tipping point" -- approximately fifty per cent.

B. Acceptable difficulties

1. Individualization of College instruction and integration of context areas. The degree to which College instruction was individualized varied widely among the context areas; it ranged from high degree to traditional teaching. There was, also, very little genuine team teaching. However, curriculum units were developed in ten of the twelve context areas. These curriculum units furnish the basic material for genuine team planning and integration of the graduate instruction for the second set of G-I Specialists. The beginning in this area is satisfactory.

2. Use of student teachers. In an effort to give the participants some released time, the College assigned student teachers to each G-I Specialist in each of the four student teaching blocks. This device constituted a mixed blessing: some released time was thus provided, but the benefits varied with the calibers of the student teachers, and there was some disruption among students with the frequent changes of personnel. However, as the only available device, it served its purpose with some utility. During 1971-72, student teachers will be placed in the portal schools on a full semester internship, with expected benefits to the instructional program.

3. Communication. As suggested in (A)(1), the number of agencies and individuals involved in the Project multiplied communication problems. Strenuous efforts were made to inform everybody about everything and were, on the whole, successful. One aspect of communication which is more often overlooked than the aspect of imparting information, however, is the need for those personal contacts which establish empathic relationships and insure good morale. Although at the end of the Project the participants seemed to feel that these contacts were adequately established and that most relationships among participants and College personnel were open and trusting, there were cetainly times during the Project period when such contacts were inadequate to the purpose. It has been strongly recommended to those who will manage the portal school project in the coming years that there be one College coordinator clearly identified with each school, so that personal relationships may be established and lines of communication kept open.

4. Progress in individualizing teaching and in team teaching in the Project schools. The progress in individualizing and in team teaching which is noted in the Evaluation section on Personnel Objectives 2-b and 2-d is of great satisfaction to the Project staff. Changes which have already occurred in the participants' classrooms, their enthusiasm for the values of individualizing, their ingenuity in finding planning time during a year's workload which would have broken many spirits, their increased awareness of and ability to

create positive classroom climates, their well developed sense of group identity, their ability to assume initiative in their own learning, and their growing assertiveness in leadership all combine to mark the first year as a success.

In summary: Mistakes which were made in the Project have served, as it was intended they should, the function of formative evaluation, the redirection of effort; none has affected the essential functioning of the Project. It is difficult to overstate the advantages of offering a coordinated and applied program to groups of teachers working in their own schools; meaningfulness is plain and involvement and forward progress far exceed those seen in stereotypical campus courses. The major accomplishment of the Project at this date is the participant-products, the first seventeen Guidance-Instruction Specialists.

Recommendations to Office of Education

Office of Education personnel have been courteous, helpful, and prompt to reply throughout the course of the Project. We make only one recommendation, that Office of Education personnel themselves make periodic visits to funded Projects, not as critics, but as valued co-workers and consultants. Such visits should be of great value to Project directors and also to the Office of Education in determining guidelines for future project development.

APPENDICES

Appendix A

A CONSTRUCT FOR INDIVIDUALIZING INSTRUCTION

I. An instructional system is individualized when:

* the characteristics of each student play a major role in the selection of objectives, sequence of study, choice of materials and procedures

* the time spent by each student in a given subject area is determined by his performance, rather than by the clock

* the progress of each student is measured by comparing his performance with his specific objectives rather than with the performance of other students

II. An instructional system is individualized when STUDENTS:

* have available, in writing, the objectives toward which they are working

* work toward a variety of objectives

* use a variety of materials and procedures

* move freely around the classrooms

* talk freely to each other about their work

* pursue their objectives individually, with small groups of classmates, or with their teachers

III. An instructional system is individualized when TEACHERS:

* encourage students to have a variety of objectives

* allow students to move from place to place, based on what it takes to achieve objectives

* spend more time answering questions of individuals and small groups than lecturing to the entire class

* encourage students to help determine the materials they work with and the procedures they follow

(from National Laboratory for the Advancement of Education, sponsored by the Aerospace Education Foundation, 1750 Pennsylvania Avenue, N. W., Washington, D. C. 20006)

Appendix B

SAMPLE EVALUATION INSTRUMENTS

Course Reaction Sheet
G-I Project
Fall, 1970, First Semester

Instructions: We need your reactions to a number of aspects of course work in connection with Context Areas 5 and 6, School Projects in Educational Psychology and School Projects in Elementary School Curriculum, in order to provide feed-back data for the fall, 1970, Evaluation Report on the G-I Project.

1. Listed below are some aspects of the fall, 1970, course work. Choose any of these for which you have suggestions or comments and indicate them in the space provided, prefixed by the letter designating the item which you are evaluating. Use the backs of these sheets or attach additional sheets if needed. You need not comment on aspects which are "about right" in your estimation. Reserve your comments for these items which seem to you to be either "especially satisfactory," or "unsatisfactory." Your suggestions for improvement would be appreciated and may help us all in planning for context areas 7 and 8 during second semester.

Aspects of fall, 1970, course work — Suggestions or Comments

(a) Assignments - readings (textbook and supplementary)
(b) Assignments - products (reports, written or oral, projects, etc.)
(c) Feedback (tests, quizzes, demonstrations, etc.)
(d) Relevance of the course requirements (practicality, the "right" courses for this stage of training, etc.)
(e) Instructor's teaching "styles" (lecture, demonstration, group planning, willingness to help, etc.)

2. List below any significant changes in your instructional methods which can be attributed to the fall course work:

3. Indicate below any additional comments about the fall course work which are not covered above:

Work-Load Reaction Sheet
G-I Project
Summer, 1970, First Term

Instructions: We need feed-back on your reactions to the combined work-load in Context Areas 1 and 2. Note that although most of the statements introducing the reactions are essentially negative, that we are concerned in this feed-back with what seems fair to you at this stage in the program, and that positive reactions are allowed. Keep in mind that both courses in combination are to be considered. You may make comments relating to either as well as both courses, however. Please add brief but pertinent comments. Do not sign this feed-back sheet.

1. Background for the courses:
   The instructor(s) has/have assumed that I have a background (special vocabulary, concepts, previous introductory courses, experiences, etc.) for the course(s) which, in reality, I do not have.
   ___(4) Yes, consistently. Comment:
   ___(3) Frequently.
   ___(2) On occasion, yes.
   ___(1) Never.

2. Assignments - readings (textbook and supplementary):
   The requirements of the course(s) seem to me to be unusually severe in this respect.
   ___(4) Yes, consistently. Comment:
   ___(3) Frequently.
   ___(2) On occasion, yes.
   ___(1) Never.

3. Assignments - products (reports, written or oral; written papers, etc.):
   The assignments are time-consuming, and are extreme in view of the over-all summer requirements.
   ___(4) Yes, consistently. Comment:
   ___(3) Frequently.
   ___(2) On occasion, yes.
   ___(1) Never.

4. Feed-back (tests, quizzes, etc.):
   In my opinion, too much detailed and factual recall or recognition is required, considering my needs and the over-all summer requirements.
   ___(4) Yes, consistently. Comment:
   ___(3) Frequently.
   ___(2) On occasion, yes.
   ___(1) Never.

5. Relevance of the course requirements:

Too much of the required work seems to be impractical, not related to my needs, and f the "academic hurdle" variety.

___(4) Yes, consistently. Comment:
___(3) Frequently.
___(2) On occasion, yes.
___(1) Never.

6. Relevance of the course requirements (cont.):

Sometimes people will feel that they are in a situation which is arduous but which is not really making excessive demands because of the goal or purpose of the imposed experience. Now react to the matter of course relevance from this point of view, as it applies to one or both courses.

___(4) Requirements are consistently demanding and quite remote from my needs.
___(3) Requirements are consistently demanding, but some of the work is related to my needs.
___(2) Requirements are consistently demanding, but most of it is seen as necessary.
___(1) Requirements are consistently demanding, but I can see purposes in all that we do and feel that the heavy load is necessary to prepare me for the G-I role.
___(0) Requirements are not heavy; there is no excessive work load.

Comment:

7. General reaction to over-all summer work so far:

___(4) It's overpowering; I can't possibly do all that's required.
___(3) Sometimes the work piles up, and there are periods of definite overload.
___(2) There have been a few times when I couldn't get all the work done properly.
___(1) The work load has never been excessive.
___(0) Not enough is required of us; we are loafing too much; the work load should be increased.

8. General feeling about the program thus far as it relates to me:
Work-load and self-concept, or morale, are interrelated; high morale tends to alter one's feelings about requirements. My present feeling is that:

___(4) I am overworked and in a program in which I feel out-of-place and inadequate.

___(3) I usually feel inadequate, but there are a few occasions when I have felt I may be accomplishing something of value.

___(2) I generally feel I am "getting somewhere," but there are periods of despair.

___(1) I usually feel successful and happy in my work so far.

Comment:

9. In pinpointing areas of satisfaction and dissatisfaction experienced so far (i.e., which course(s), particularly activities within the course(s), etc.), I feel the following comments are pertinent to the instructor(s):

a. Satisfactions:

b. Dissatisfactions:

UNANTICIPATED OUTCOMES: C-I PROJECT

Pupil behaviors Radical change in: achievement ___; interest or attitude ___; self-perception ___; school attendance ___; other _____.

Supporting description of behavior (situation; circumstance) ____ _____.

Teacher behaviors Radical change in (1) views regarding school organization ___; philosophy ___; curriculum ___; records and reports ___; other _____.
(2) teaching procedures: classroom organization ___; management ___; methods ___; pupil evaluation ___; pupil-teacher interaction ___; use of materials ___; other _____.

Supporting description of behavior (situation; circumstance) ____ _____.

Parent behaviors Radical change in: attendance at school functions ___; requests for conferences ___; unsolicited comments on school matters ___; other _____.

Supporting description of behavior (situation; circumstance) ____ _____.

Recorder:_____ School or position _____

Date: _____

G-I PROJECT EVALUATION

Project Superintendents, Steering Committees, and Building Principals

Interview

1. What do you think Winthrop College's objectives are for the portal school program?

2. To what extent do you think Winthrop College met their objectives this year?

3. What were your immediate objectives for the portal school program?

4. To what extent do you think your objectives have been met?

5. To what degree do you feel that portal school teachers have moved into team teaching?

6. To what degree do you feel that portal school teachers are individualizing instruction?

7. Do you have a master plan or timetable for implementing team teaching in all elementary schools of the district? Discuss.

8. What are the major barriers preventing the portal school from having the kind of team teaching and individualized program that you envision for this school?

9. What came out of the portal school program this year that were good or bad?

Checklist of Competencies as a Team Leader

Instructions: Here is a list of a number of activities usually associated with leadership roles in team planning or team teaching situations. During the past school year as a G-I trainee, you probably had the opportunity to exercise only a few of these roles. Please check those you performed. Also rate in your judgment, the order of importance of each role for a G I in a fully functioning team teaching situation.

Coordinating Duties	Actually Performed			Rank in Importance		
	Often	Little	None	High	Ave	Low
Chairs team meetings	____	____	____	____	____	____
Schedules team meetings	____	____	____	____	____	____
Initiates and coordinates daily scheduling of teachers	____	____	____	____	____	____
Initiates and coordinates daily scheduling of pupils	____	____	____	____	____	____
Coordinates weekly or longer interval scheduling of pupils	____	____	____	____	____	____
Coordinates weekly or longer interval scheduling of teachers	____	____	____	____	____	____
Plans and coordinates regularly scheduled parent meetings to interpret and report the school program	____	____	____	____	____	____
Coordinates curriculum revision for the team	____	____	____	____	____	____
Plans with other team leaders the instructional program of the building	____	____	____	____	____	____
Schedules use of consultants and local supervisors	____	____	____	____	____	____
Orders materials and equipment	____	____	____	____	____	____

Supervisory Duties	Actually Performed			Rank in Importance		
	Often	Little	None	High	Ave	Low
Confers with team members on instructional problems	____	____	____	____	____	____
Assists team members in lesson planning	____	____	____	____	____	____
Assists team members in evaluating pupil's performances	____	____	____	____	____	____
Assists team members in deciding on pupil placement (. .grouping)	____	____	____	____	____	____
Assists team members on reporting to parents	____	____	____	____	____	____
Assigns student teachers	____	____	____	____	____	____
Assigns teacher aides (volunteers)	____	____	____	____	____	____
Assigns participants (college)	____	____	____	____	____	____
Evaluates team members' teaching for personnel department	____	____	____	____	____	____
Teaching Duties						
Teaches in large groups (20-150)	____	____	____	____	____	____
Teaches in small groups (5-19)	____	____	____	____	____	____
Directs individual study	____	____	____	____	____	____
Tutors very small groups (1-4)	____	____	____	____	____	____
Demonstrates teaching approaches for teachers or aides	____	____	____	____	____	____
Research and Development Duties						
Prepares instructional materials for the team or the school	____	____	____	____	____	____
Conducts experimental try-out of new methods or materials	____	____	____	____	____	____

CHECKLIST OF CRITERIA FOR TEAM TEACHING

Instructions: Here is a list of a number of activities usually associated with team teaching. Please indicate by checking the appropriate column your estimate of the extent to which each were employed by your school staff during the school years 1969-70 and 1970-71.

Activity	1969-70			1970-71		
	Often	Some	Never	Often	Some	Never
1. Two or more teachers cooperatively plan activities for two or more class groups . . .	____	____	____	____	____	____
2. Two or more teachers share instructional responsibilities for two or more classgroups .	____	____	____	____	____	____
3. Two or more teachers prepare a grouping plan involving two or more class groups in						
a) large group instruction . .	____	____	____	____	____	____
b) small group work assignments	____	____	____	____	____	____
c) independent study	____	____	____	____	____	____
4. Two or more teachers develop and use a flexible daily schedule with two or more class groups	____	____	____	____	____	____
5. Two or more teachers involve the following personnel in planning and conducting instruction for two or more class groups:						
a) teacher aides	____	____	____	____	____	____
b) parent or community volunteers	____	____	____	____	____	____
c) student teachers	____	____	____	____	____	____
6. Two or more teachers plan and conduct instruction for two or more classes of children in which individual teacher talents are recognized and used	____	____	____	____	____	____
7. Two or more teachers utilize the following spaces in team scheduling:						
a) classrooms	____	____	____	____	____	____
b) corridors	____	____	____	____	____	____
c) outdoor areas	____	____	____	____	____	____
d) library	____	____	____	____	____	____

Activity	1969-70 Often	1969-70 Some	1969-70 Never	1970-71 Often	1970-71 Some	1970-71 Never
e) cafeteria/auditorium . . .	____	____	____	____	____	____
f) other (specify below). . .	____	____	____	____	____	____
_____						
8. Two or more teachers utilize the following media in team teaching:						
a) textbooks	____	____	____	____	____	____
b) reference works	____	____	____	____	____	____
c) films, filmstrips, transparencies	____	____	____	____	____	____
d) pictures, charts, bulletin boards	____	____	____	____	____	____
e) television or radio	____	____	____	____	____	____
f) other (specify below)	____	____	____	____	____	____
_____						
9. If team planning or teaching was done, the times provided for planning included these:						
a) before school	____	____	____	____	____	____
b) after school	____	____	____	____	____	____
c) released time during the school day.	____	____	____	____	____	____
d) other (specify below). . .	____	____	____	____	____	____
_____						

Additional Information: If you indicate 'often' or 'some' for any of the following numbered items in either year, please indicate the specific information requested.

Item no.

2. If so, was the pattern hierarchical ___? or cooperative ___?
   If so, how many such teams were there in your school: one ___?
   two ___? three or more ___?
3. If so, on what time module was the scheduling done: daily ___?
   weekly ___? other (specify) _____.
4. If so, were daily planning meetings: scheduled for a definite period each day ___? scheduled informally at opportune times varying from day to day ___?
6. If so, what 'specialties' were recognized: language arts ___?
   social studies ...? science ___? mathematics ___? music ___?
   art ___? physical education ___? other (specify) _____.
9. If so, what amount of time was provided: weekly -- ½ hour ___?
   1 hour ___? other ___? or daily -- ½ hour ___? 1 hour ___?
   other ___?

Appendix C

CURRICULUM UNITS

There were twelve context areas in the Project. Eight were campus-based: Differential Diagnosis of Children's Learning Needs (Education 615), Introduction to Elementary School Counseling (Psychology 602), Educational Program Evaluation (Education 632), Individualized Teaching (Education 523), Sociological Analysis in Education (Sociology 602), Selected Studies in Human Development (Psychology 604), Directing Teacher Teams (Education 634), and Group Processes in Educational Settings (Education 630). Four were school-based: School Projects in Educational Psychology (Education 605), School Projects in Elementary Curriculum (Education 603), Case Studies in Children's Learning Problems (Education 617, and Practicum in Elementary School Guidance (Education 616). The individualization of College instruction, the coordination of the context areas, and team teaching were to be based on curriculum units like those developed in Winthrop's Small Research Project on Individualizing Senior Year Elementary Teacher Education. Those units which were developed are included in Appendix C.

Completed curriculum units for Educational Program Evaluation, Individualized Teaching, and Directing Teacher Teams were given to participants at the beginning of the courses. In Differential Diagnosis of Children's Learning Needs, School Projects in Educational Psychology, and Group Processes in Educational Psychology, students were furnished single curriculum units at first and early in the courses were given the complete sets. In Selected Studies in Human Development, Case Studies in Children's Learning Problems, and Practicum in Elementary School Guidance, curriculum units were prepared after the course work was over. No units were prepared in Introduction to Elementary School Counseling and Sociological Analysis in Education.

Guidance-Instruction Specialist Project Context Area 1
Differential Diagnosis of Children's Learning Needs

Education 615, Advanced Educational Measurement
Major Context Area Code 50:
Winthrop College
Rock Hill, S. C.
Summer, 1970

Texts: Thorndike and Hagen, Measurement and Evaluation in Psychology and Education (3rd ed.). Wiley, 1969.
Gorow, Statistical Measures. Chandler, 1962.
Schoer, Test Construction: A Programmed Guide. Allyn, 1970.

A. First and second week (June 1-12)
   1. Measurement Competency Pre-test
   2. Otis and California Mental Maturity
   3. Topic 50:00 Understanding of the elementary statistical concepts necessary for interpreting standardized tests (Chapter 5)
   4. Topic 50:01 Knowledge and understanding of the principles and practical features relevant to choosing a standardized test (Chapter 6)

   Text: Chapters 5 and 6
   Gorow, Statistical Measures, pp. 1-108, 128-144.

B. Third week (June 15-19)
   1. Topic 50:02 Understanding of norms and units for measurement (Chapter 7)
   2. Topic 50:03 Familiarity with kinds and uses of standardized achievement tests (Chapter 9)
   3. Topic 50:04 Familiarity with kinds and uses of standardized aptitude tests (Chapter 10)
   4. Topic 50:05 Familiarity with construction and uses of rating scales (Chapter 13) and anecdotal records (Chapter 14, pp. 483-90)
   5. Education 615 Pre-test

   Text: Chapters 7-10, 13 and 14
   Selected bibliography in sociometry attached.

C. Fourth and fifth week (June 22-July 3)
   1. Topic 50:06 Ability to plan a valid school testing program (Chapter 16)
   2. Measurement Workshop
      a. Setting up a testing program for each Project school system
         (1) Selecting tests (Guide for Evaluating a Test, pp. 204-6)
         (2) Examining, administering, and interpreting tests

Each G-I group may (a) use the statement of philosophy and the testing program of its system as they now are and defend them; (b) use the statement of philosophy and testing program as they now are and revise them, justifying changes; or (c) draft a new statement of philosophy and a new program. Whenever possible, document any justification for your plans. Include evidence supporting your choice of tests (test analyses, e.g.).

b. Self analysis based on standardized test scores

Text: Chapter 16

Selected bibliography on school testing programs attached

D. Fifth week (July 6-8)

1. Topic 50:07 Ability to design a valid informal test
2. Measurement Competency and Education 615 Post-tests
3. Evaluation workshop: the use of measurement data in the assignment of grades

Text: Chapters 3, 4 and 17

Schoer, Test Construction: A Programmed Guide. Allyn and Bacon, 1969.

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Sociometry
(Code 50:05)

Bonney, Merl E. and R. S. Hampleman. Personal-Social Evaluation Techniques. Washington: Center for Applied Research in Education, 1962.

Jennings, Helen H., et.al. Sociometry in Group Relations: A Manual for Teachers (2nd ed). Washington: American Council on Education, 1969.

Moreno, Jacob L. (ed). The Sociometry Reader. Glencoe: Free Press, 1960.

Northway, Mary L. and L. W. Wells. Sociometric Testing: A Guide for Teachers. Toronto: University of Toronto Press, 1957.

Taba, Hilda, et.al. Diagnosing Human Relations Needs. Washington: American Council on Education, 1958.

Major Context Area 50:

The list of behavioral objectives for Topics 50:00-50:02 are presented as objectives, content, and level of command expected of the student. This form lends itself to developing a table of specifications for a paper and pencil quiz, which is to be the means of evaluating these three Topics. The list of objectives includes "Basic Contract" objectives, those developed in OE Project No. 5-0807 (Loyola University of Chicago) as representing the measurement skills which should be possessed by beginning teachers. Also included are Education 615 objectives, which extend those of the basic contract. Below are behavioral definitions of the levels of objectives. In the subsequent lists of objectives, each indicated level identifies the kind of behavior by means of which the student is to demonstrate his command of that objective.

Behavioral Objectives:

A. KNOWLEDGE OF FACTS. The student can recognize or recall specific information.

B. FAMILIARITY WITH CONCEPTS AND PRINCIPLES. The student can recognize or recall patterns, rules, or abstractions (as contrasted with specific facts).

C. UNDERSTANDING OF CONCEPTS AND PRINCIPLES. The student can recognize an illustration, application, or restatement of a concept or principle, recognize its use in a new context, or is able to explain why it is true.

D. SKILL IN APPLYING CONCEPTS AND PRINCIPLES. The student can apply or use a concept or principle in solving a problem or in a situation which is new or novel.

Curriculum Unit

Major Context Area 50: Code 50:00 Topic: Elementary Statistical Concepts

Behavioral Objectives:

		Content	Level
*50:0000	Ability to define "test." (19)		A
	*50:000000 Knowledge of characteristics of a "standardized" test.	Kinds of tests	A
	*50:000001 Ability to differentiate among kinds of tests.		A
*50:0001	Understanding of meaning and use of "descriptive" statistics.	Descriptive statistics	B
*50:0002	Familiarity with techniques of ranking a set of scores. (134-6)	Ranking	B
*50:0003	Familiarity with the nature and uses of a frequency distribution.	Frequency	B
	50:000300 Ability to set up class intervals for a frequency distribution. (138)		D
	50:000301 Understanding of the nature and uses of graphical representations of the frequency distribution: the histogram and polygon. (139-40)		C
	*50:000302 Ability to graph a histogram and a polygon.		D
50:0004	Understanding of the nature and uses of measures of central tendency: the mean, median, and mode. (140 ff)	Measures of central tendency	C
	50:000400 Knowledge of advantages and disadvantages of the mean, median, and mode.		A
	50:000401 Knowledge of the fact that the mode, mean, and median coincide for symmetrical distributions. (146)		A

* Indicates objective not included on basic competency test

	Objectives	Content	Level
	50:000402 Knowledge of the meaning of the terms used to designate certain common non-normal distributions such as "positively skewed," "negatively skewed," and "bimodal" distributions. (146-7)		A
	50:000403 Ability to compute the mode, median, and mean for simple sets of data, ungrouped and grouped.		D
*50:0005	Understanding of the meaning of percentile and percentile rank.	Percentiles	D
	*50:000500 Ability to compute percentiles from grouped data.		D
50:0006	Understanding of the meaning of the term "variability" and its connection with such terms as "scatter," "dispersion," "deviation," and "heterogeneity."	Measures of variability	C
	*50:000600 Familiarity with the concept of range.	Range	B
	50:000601 Understanding of the nature and uses of the semi-interquartile range. (147-8)	Q	C
	50:000602 Ability to compute the semi-interquartile range for simple sets of data.		D
	50:000603 Understanding of the nature and uses of the standard deviation. (148, 151)	SD	C
	*50:000604 Ability to compute the standard deviation from the definition formula.		D
	*50:000605 Understanding of the standard deviation as a kind of average.		C
	50:000606 Familiarity of the uses of the standard deviation with the normal curve. (151)	SD and Normal Curve	B

	Objectives	Content	Level
	50:000607 Knowledge of the fact that the normal curve is an ideal distribution, an abstract model approached but never achieved fully in practice.		A
	50:000608 Knowledge of the percentage of the total number of cases included between plus or minus 1, 2, or 3 standard deviations from the mean in a normal distribution. (152)		A
	50:000609 Knowledge of the approximate percentile ranks associated with standard deviation units along the horizontal baseline of the normal curve. (152)		A
	50:000610 Knowledge of the fact that any normal distribution can be completely described in terms of its mean and standard deviation.		A
	50:000611 Knowledge of the limitations of using the normal curve in practice as the fact that in large heterogeneous groups it fits most test data rather well and that it aids in the interpretation of test scores, but does not necessarily apply to small selected groups.		A
50:0007	Ability to define the concept of correlation, including such terms as "positive correlation," "negative correlation," "no relationship," and "perfect relationship."	Measures of relationship	B
	50:000700 Familiarity with the scatter diagram and the ability to make simple interpretations from it. (155-6)		B

Objectives		Content	Level
50:000701	Knowledge of the significance of the numerical magnitude and the sign of the Pearson Product-Moment Correlation Coefficient.		B
50:000702	Knowledge of the fact that correlation coefficients do not imply casuality between two measures.		A
50:000703	Knowledge of the fact that correlation coefficients alone do not indicate any kind of percentage.		A
*50:000704	Understanding of the correlation coefficient as a kind of average.		C
*50:000705	Understanding of the psychological meaning of correlation; i.e., correlation as an expression of the degree to which two or more tests are measuring the same factors.		C
50:0008	Familiarity with the meaning of frequently used statistical symbols. (159)	Symbols	A

Curriculum Unit

Major Context Area 50: Code 50:01 Topic: Knowledge and Understanding of the Principles and Practical Features Relevant to Choosing a Standardized Test

Behavioral Objectives:

		Content	Level
50:0100	Knowledge of concepts of validity.	Validity	B
	*50:010000 Ability to distinguish among the kinds of validity: content, criterion-related (Predictive and concurrent), construct.		C
	50:010001 Understanding of the relationship of content and objectives to content validity.	Content validity	B
	*50:010002 Understanding of the validity of teacher-made tests versus standardized tests.		B
	*50:010003 Understanding of the process by which criterion-related validity is established.	Criterion-related Validity	A
	*50:010004 Ability to define "criterion."		A
	*50:010005 Understanding of the effect of the unreliability of one measure upon the correlation between two measures.		B
	*50:010006 Understanding of the index of forecasting efficiency.		A
	*50:010007 Ability to design an expectancy table from novel data.		D
	*50:010008 Understanding of the processes by which construct validity is established. (174)	Construct Validity	A
	*50:010009 Understanding of "factor" validity.	Factor Validity	A
	*50:010010 Ability to explain the relationship between "factor" and "empirical" validity.		B

	Objectives	Content	Level
	*50:010011 Understanding of "face" validity and its place in testing. (166)		B
50:0101	Knowledge of the concepts of reliability. (177 ff)	Reliability	B
	*50:010100 Ability to define "reliability." (177)		A
	*50:010101 Knowledge of the different methods of determining reliability: test-retest, equivalent forms, internal consistency.		A
	*50:010102 Understanding of why the equivalent forms method is the most accurate method of determining reliability. (p. 186)		B
	*50:010103 Ability to interpret the standard error of measurement. (179,187)	SE means	C
	*50:010104 Understanding of the relationship between group heterogeneity and the reliability coefficient. (190)		B
	*50:010105 Knowledge of the relationship between length of the test and reliability.		A
*50:0102	Knowledge of practical features in choosing a test.	Practical features	A
*50:0103	Knowledge of sources of information about tests. (244)	Sources of Information about Tests	A

NOTE: Although page numbers from the textbook are cited in each curriculum unit, students are reminded that they are to consult at least one other source on each objective. In some cases, textbook coverage is slight; in others there is none; even where coverage is adequate, another presentation should be sought.

NOTE 2: Item 31-36, 60 on the Measurement Competency Pre-test relate to this objective.

Curriculum Unit

Major Context Area 50: Code 50:02 Topic: Understanding of Norms and Units for Measurement

Behavioral Objectives:		Content	Level
50:0200	Understanding of the fact that a raw score has no meaning alone and needs some context in which it can be interpreted. (211-12)	Raw scores	C
50:0201	Understanding of certain concepts associated with scale theory, such as types of scales (nominal, ordinal, interval, and ratio); translation of scores to a common scale; units of equal size; and common reference points (zero or the mean).	Scaling	C
50:0202	Familiarity with the nature and uses of the common derived scores: age scales, grade scales, percentile scales, and standard score scales. (212 ff)	Types of norms	B
*50:020200	Ability to define "norms."		A
*50:020201	Understanding of the limitations imposed on age norms by developmental curves. (214-16)	Age norms	B
*50:020202	Understanding of the uses of mental age (MA) and the difference between MA and IQ		C
*50:020203	Ability to interpret the ratio formula relating CA, MA, and IQ. (232)		A
*50:020204	Understanding of the limitation imposed on grade norms by variable academic experiences. (218-19, 229-31)	Grade norms	A
*50:020205	Knowledge that a grade-equivalent score is not evidence of performance at that grade level. (219)		A
*50:020206	Understanding of percentiles as relative measurement. (221)	Percentile norms	B

Objectives		Content	Level
*50:020207	Understanding of the limitations imposed on percentile scores by inequality of units. (222)		B
*50:020208	Knowledge that percentiles are "dead-end" statistic.		A
*50:020209	Understanding of the advantages of standard scores: equality of units, comparability (225, 233-38), and usability in further mathematical calculations.	Standard scores	B
*50:020210	Knowledge of the approximate percentile ranks associated with standard scores (standard deviation units) along the horizontal baseline of the normal curve. (228)	Standard scores and normal curve percentages	A
50:020211	Knowledge of the means and standard deviations of common standard score scales such as the z, T, stanine, deviation IQ and CEEB scales. (228)		A
50:020212	Ability to convert a given raw score into a z score from a mean and a standard deviation of a set of scores. (225)	Score conversion	D
50:020213	Ability to convert from one type of standard score to another. (226)		D
50:020214	Ability to interpret scores from a given set of norms (tabular or graphic).	Interpretation	D

Objectives	Content	Level
50:020215 Understanding of the fact that interpretations or norms are affected by ability level, cultural background, curricular factors, and the nature of the standardization group.		C

* Indicates objectives not on the measurement competency pre-test.

NOTE: Following are the items on the measurement competency pre-test which refer to the first three objectives:

Objective 50:0 (Statistical concepts)--40, 46-50, 52, 55, 57-59
Objective 50:1 (Testing principles)--31-36, 60
Objective 50:2 (Norms)--10, 11, 41, 54

Major Context Area 50:

The list of objectives for Topics 50:00-50:02 (Thorndike and Hagen, Chapters 5-8) have been presented in form of objectives, content, and level of command expected of the student. This form lends itself to developing a table of specifications for a paper and pencil quiz, which is to be the means of evaluating these three Topics. For instance, the table of specifications for a 30-item quiz on Topic 50:00 might look like this:

Objectives / Content	Knowledge of facts	Familiarity with Concepts and Principles	Understanding of Concepts and Principles	Skill in Applying Concepts and Principles	Total
Kinds of tests	2				2
Ranking		1			1
Frequency		1		3	4
Central Tendency	3			2	5
Percentiles and Percentile Rank	1	1		2	4
Measures of Variability	3	2	4	2	11
Correlation	1	3	2		6
Statistical Symbols	2				2
	12	8	6	9	35
	60%		40%		

Topics 50:00-50:02 are evaluated on both the basic competency quiz and on the Education 615 competency quiz. Objectives 50:03, 50:04 (Chapter 9, Achievement Tests; Chapter 10, Intelligence Tests), and Chapter 17, Marks and Marking, are evaluated on the basic competency quiz; and the list of respective objectives on this quiz follow.

The major evaluation of the degree to which Objectives 50:03, 50:04, and 50:06 will be the evidence of the group work on school testing programs. Objective 50:05 (rating scales and anecdotal records) will not be evaluated at all because of insufficient time.

Objectives on Basic Competency Quiz

Topic: 50:03 Familiarity with Kinds and Uses of Standardized Achievement Tests (Chapter 9)

1. Knowledge of advantages and disadvantages of standardized tests. (p. 258-61)
2. Ability to compare standardized with teacher-made tests and choose appropriately in a local situation. (p. 257, 8)
3. Ability to interpret achievement test scores. (see also Chapter 7)
4. Understanding of the importance of adhering strictly to the directions and stated time limits of standardized tests. (p. 257)
5. Ability to interpret a profile of sub-test results of standardized tests. (p. 272, 233-38)
6. Ability to interpret diagnostic test results so as to evaluate pupil progress. (p. 269 ff.)
7. Understanding of the limitations of applying national norms to a local situation. (p. 287; also Chapter 10 and 7)

Topic: 50:04 Familiarity with Kinds and Uses of Standardized Aptitude Tests (Chapter 10)

1. Knowledge of general information about group intelligence tests.
2. Knowledge of general information about individual intelligence and aptitude tests.
3. Familiarity with expected academic behavior of students classified in certain IQ ranges. (p. 330 ff.)
4. Knowledge of limitations of tests that require reading comprehension. (pp. 309, 317-18)
5. Knowledge of the limitations of ability grouping based on only one measure of ability. (p. 336)
6. Knowledge of limitations in interpreting IQ scores. (pp. 338 ff.)

Chapter 17, Marks and Marking

1. Knowledge of effective procedures in reporting to parents.
2. Knowledge of effective marking procedures.

Curriculum Unit

Major Context Area 50: Code 50:06 Topic: Ability to Plan a Valid School Testing Program

Behavioral Objectives:

50:0600 The student can design an organized, systemwide program for administering standardized tests.

50:060000 The student can identify justifiable uses for standardized tests.

50:060001 The student can identify congruities among the philosophy, curricular objectives, and standardized tests recommended in the program.

50:060002 The student can relate the time of administration to use.

50: 60003 The student can identify strengths and weaknesses of the recommended tests for each appropriate use.

50:060004 The student can identify strengths and weaknesses of different ways of reporting test results.

50:060005 The student can supply evidence concerning the psychometric soundness of the standardized tests recommended.

50:0601 The student can distinguish among the functions for which standardized tests alone are adequate, those for which informal (teacher-made) evaluation alone is adequate, those for which special published measurement instruments (standardized or unstandardized) are available, and those for which a mixture of instruments is to be preferred.

50:0602 The student can identify particular emphases in kinds and uses of tests which are suggested by the specific nature of his own school population.

(These objectives do not include some of the administrative aspects of designing a school testing program: e.g., schedules, training of administrators, scoring services.)

Treatment:

1. Each G-I Team will plan a school testing program for its school system (indicating what the present program is and through what channels it was adopted).
2. Each G-I will do a test analysis of one test studied by his team using the Thorndike and Hagen check list. (Analyses of the tests currently in use in the school systems must be included.) Analyses will constitute part of the data considered by each team in deciding upon tests to be recommended for the testing program.
3. Each G-I will report to his team on at least one outside reading resource (from selected bibliography), assignments made at team's discretion.

4. Subcommittees may be appointed as the group desires: e.g., first grade teachers from all three teams to study early screening tests; a committee to report on personality instruments in the elementary school.

Materials:

1. Thorndike and Hagen, Measurement and Evaluation in Psychology and Education. Chapters 9, 10 and 16.
2. Selected bibliography on school testing programs (attached).
3. Selected tests (from list attached, and others if necessary).
4. Region V curriculum objectives.

SELECTED BIBLIOGRAPHY

School Testing Programs
(Code 50:06)

*Bauernfeind, Robert H. Building a School Testing Program. Boston: Houghton-Mifflin, 1963.

*Bauernfeind, Robert H. School Testing Programs. Boston: Houghton-Mifflin, 1968.

*Berdie, R. F. et.al., Testing in Guidance and Counseling. New York: McGraw-Hill, 1963.

Karmel, L. J. Evaluation in the Schools. New York: Macmillan, 1970. Chapter 17.

*Mehrens, William A. Principles of Educational and Psychological Measurement: A Book of Selected Readings. Chicago: Rand McNally, 1967. Chapter 5.

*National Society for the Study of Education, 62nd Yearbook, Part II. "The Impact and Improvement of School Testing Programs." 1963.

Nunnally, J. C. Educational Measurement and Evaluation. New York: McGraw-Hill, 1964. Chapter 17.

*Payne, David A. (ed). Educational and Psychological Measurement: Contributions to Theory and Practice. Waltham: Blaisdell, 1967. Reading 47 (Michigan State University Guidance Department, "Designing and Implementing a Testing Program") and Reading 48 (Traxler, Arthur, "Fifteen Criteria of a Testing Program").

Stanley, Julian C. Measurement in Today's Schools. Englewood Cliffs: Prentice-Hall, 1964. Chapter 10.

Stodola, Q. and K. Stordahl. Basic Educational Tests and Measurement. Chicago: SRA, 1967. Chapter 10.

*Torgerson, Theodore L. and Adams, Georgia S. Measurement and Evaluation for the Elementary School. New York: Dryden, 1954. Chapters 17-19.

*Traxler, Arthur. Techniques of Guidance (3rd ed) Harper and Row, 1966.

(Code 50:06)

1. California Tests of Basic Skills
2. California Diagnostic Tests and Self-Helps in Arithmetic
3. California Test of Personality
4. Metropolitan Readiness
5. Iowa Tests of Basic Skills
6. Iowa Modern Mathematics Supplement
7. 1st Grade Screening Test
8. Cooperative Preschool Inventory
9. Let's Look at Children
10. SRA Reading Checklist
11. Boehm Test of Basic Concepts

Self-evaluation of the degree to which the instructional objectives under Educational Objective 50:6 (Ability to plan a valid school testing program) were achieved:

1. Please take a few minutes after class to meet in Project school groups and fill out this rating sheet as it relates to the testing program which you submitted at the conclusion of two weeks of group work. This should be a group decision; only one rating per objective. For convenience, your testing programs are being temporarily returned to you; their contents constitute evidence of the degree to which objectives were met.

   A description of the ratings for groups follows:

   0 - - - - No evidence that objective has been satisfactorily achieved.
   1 - - - - Inadequate evidence that objective has been satisfactorily achieved.
   2 - - - - Adequate evidence that objective has been satisfactorily achieved.
   3 - - - - Evidence that objective has been optimally achieved.

2. Please take rating sheets home with you and fill them out in terms of how you perceive your own growth toward meeting each of these objectives. Complete these and turn them in anonymously on Wednesday. Do not overrate or underrate your progress. And do not be trapped into central tendency response set.

   A description of the ratings for individuals follows:

   0 - - - - No progress toward achieving objective.
   1 - - - - Very little progress toward achieving objective.
   2 - - - - Satisfactory progress toward achieving objective.
   3 - - - - Great progress toward achieving objective.

Educational Objective 50:6 -- Ability to plan a valid school testing program

Instructional (Behavioral) Objectives

0	1	2	3	
				50:60 The student can design an organized, systemwide program for administering standardized tests.
				50:600 The student can identify justifiable uses for standardized tests.
				50:6000 The student can identify congruities among the philosophy, curricular objectives, and standardized tests recommended in the program.
				50:6001 The student can relate the time of administration to use.
				50:6002 The student can identify strengths and weakness of the recommended tests for each appropriate use.
				50:601 The student can identify strengths and weaknesses of different ways of reporting test results.
				50:602 The student can supply evidence concerning the psychometric soundness of the standardized tests recommended.
				50:61 The student can distinguish among the functions for which standardized tests alone are adequate, those for which informal (teacher-made) evaluation alone is adequate, those for which special published measurement instruments (standardized or unstandardized) are available, and those for which a mixture of instruments is to be preferred.
				50:62 The student can identify particular emphases in kinds and uses of tests which are suggested by the specific nature of his own school population.

Topic: 50:07 Ability to Design a Valid Informal Test (Chapters 2-4; Schoer, Test Construction: A Programmed Guide)

1. Knowledge of advantages and disadvantages of teacher-made tests.
2. Knowledge of the fact that test items should be constructed in terms of both content and behavior.
3. Ability to state measurable educational objectives.
4. Knowledge of the general principles of test construction (e.g., planning the test, preparing the test and evaluating the test).
5. Knowledge of advantages and disadvantages of various types of objective test items.
6. Knowledge of the techniques of administering a test.
7. Ability to construct different types of test items.
8. Understanding and application of correction-for-guessing formula to an objective test.
9. Knowledge of the principles involved in scoring subjective and objective tests.
10. Knowledge of advantages and disadvantages of essay questions.
11. Familiarity with the blueprint scheme for dealing with the content and behavior dimensions in test planning.
12. Understanding of the limitations of the "percentage" system of marking.
13. Ability to do a simple item analysis for a teacher-made test.

Guidance-Instruction Specialist Project Context Area 4
Individualized Teaching

Education 523, Individualized Teaching
Major Context Area Code 3:
Winthrop College
Rock Hill, S. C.
Summer, 1970

Introduction

Your study in this Context Area will be an examination of individualized instruction.

Context Area Three is comprised of curricular units which serve as the vehicles for individualizing student learning. This format is, in essence, a published guide, but it is not a correspondence course, a programmed text, a workbook, or a textbook. It is designed to carry out the basic assumptions of the program

- instruction in graduate teacher education needs to be more highly individualized
- the curriculum needs to be carefully planned as a sequence of related experiences which all focus on teaching performance
- the student must assume major responsibility for his own progress toward professional competence
- the college student should, in his own training, experience as a student the modes of teaching and learning which he is expected to implement in his own classroom.

Behavioral Objectives

Purpose of Behavioral Objectives

The behavioral objectives listed under each curriculum unit provide you with an overview of topics, skills, and competencies relevant to individualized instruction. These objectives range from specific action which may be accomplished in a relatively brief period of time, to more complex tasks which require extended time and effort. As you become familiar with the suggested scope of this context area, you will be expected to revise, delete and add behavioral objectives to make the study of this particular context area more appropriate in light of your own goals, strengths and weaknesses.

Treatment

Purpose of Treatment Sections of Curriculum Units

The treatment sections provide suggestions by which individual students, small group and the inquiry group act and interact to accomplish the unit objectives. In some cases, treatments are rather

routine and specific because the objective requires a conventional background of information for dealing with subsequent units. In most cases, however, considerable latitude is permitted for investigation, inquiry, and adopting learning procedures to individual needs and preferences. Although the task as outlined in the treatment section is explicit, avenues to learning are deliberately left open for group and individual initiative and inquiry. Perhaps the phrase "open to inquiry" best describes the learning climate intended.

Critical Nature of the Treatment Sections

The treatments house the planning, inquiry, performance and study stages of the unit, and guide the direction of learning experiences. The success of the entire project depends in large part on the willingness of students to ask themselves continually, "What are the most desirable learning avenues open to the achievement of the behavioral objectives?" or, to put it another way, "What must the group and the individual do in this learning situation?"

Success, then, depends on the extent to which the project students "teach themselves." In the absence of careful planning and much thought about the best ways of teaching and learning for a given situation, the project approach may become a weak substitute for the still weaker, current system of textbook oriented education which permeates traditional programs at all levels.

While the specific treatment will vary in accordance with the nature of the tasks to be accomplished in the curriculum units, the following general plan will be utilized wherever possible.

1. In inquiry group seminars decisions will be made as to:
   a. whether certain objectives should be accomplished by: each student individually; one or more students reporting orally; an individual or group written report; or inquiry group discussion;
   b. when certain topics should be considered;
   c. the amount of time which should be devoted to each topic.
2. Before a curriculum unit is begun each student is expected to develop sufficient background on the topic for effective participation in small group and inquiry group discussions. The extent to which the student will utilize course texts, conduct library research, select and review multi-media sources, and/or confer with consultants is dependent upon the student's:
   a. existing background on the topic;
   b. responsibility for presenting information on the topic;
   c. personal concern regarding the topic.

Materials

Purpose of the Materials Sections of Curriculum Units

Materials listed for each curriculum unit are suggested sources,

except for the basic text(s) which provide a common background of information for seminar and small group discussions. These materials do not represent a comprehensive listing of all that is available. You are expected to use other resources extensively in your study.

Evaluation

Types of Evaluation

The evaluation sections of the curriculum units include a variety of evaluative techniques. One evaluation form has been omitted deliberately - written tests. Since you have been exposed to numerous written tests it seems necessary that you should become familiar with other evaluative means during the course of this program. You will be asked to identify additional evaluative techniques which would be appropriate as a means of evaluating your work. SELF-EVALUATION is viewed as vital if evaluation is to be comprehensive.

One source for evaluative data is the maintenence of a notebook by each student. The preparation of a notebook is not a requirement. However, should you elect to develop a notebook the following criteria will be used by the instructor in evaluating your efforts.

Notebook Evaluation

LEVEL I

Well-organized material revealing:
- evaluation
- synthesis
- application
- analysis

Material basically is:
- in learner's own words,
- not repetitive,
- applied to learner's own program.

LEVEL II

Well-organized material revealing:
- comprehension
- knowledge

Material basically is:
- taken from texts, groups and additional sources but with modifications indicated by notes, deletions, additions.

LEVEL III

Well-organized material revealing:
- a collection of materials under appropriate topics

Material basically is:
- taken directly from various sources.

LEVEL IV

Collected material revealing:
no apparent organization — Material is relevant

LEVEL V

Limited material revealing:
no apparent organization — Material is not particularly relevant

Seminar Discussion Evaluation

Seminar discussions will be utilized throughout the program. Your contributions in these discussions will be evaluated in terms of the extent to which your comments reveal:

1. that you have read pertinent material
2. that you see implications for your own program
3. that you are engaging in critical thinking.

Oral Report Evaluation

When students volunteer for oral reports, these contributions will be evaluated in terms of:

1. comprehensiveness and relevance
2. clarity of presentation
3. use of audio-visual materials where appropriate.

Small Group Discussion Evaluation

Many tasks will be accomplished through efforts of small groups. Your participation in these groups will be evaluated by yourself and your peers on a form similar to that given below.

EVALUATION OF PARTICIPATION IN DISCUSSION GROUPS

EVALUATION NO. 1 2 3 4 DATE _____ NATURE OF CONTRIBUTION									*
1. Information provider									
2. Organizer									
3. Questioner									
4. Clarifier									
5. Summarizer									
6. Synthesizer									
7. Recorder									
8. Peacemaker									
9. Provider of comic relief									
10. _____									

Each person you rate may be rated on as many items as you wish. The QUALITY of participation on each of the above items should be indicated by a 3, 2, or 1 rating described below.
3 (to a high degree) 2 (to a moderate degree) 1 (occasionally)

*YOUR name is to be placed here ... self-evaluation is a vital part of growth. Be as honest about your rating as you are about the ratings of others in your group. Do not allow modesty to inhibit objectivity.

The fact that these ratings will not be anonymous should pose no serious problem. You have not been asked to give any negative ratings. The absence of any group member from your list indicates merely that you did not see that member as having made these particular contributions.

The Instructor's Role

The Instructor's Role

In a program of this type the instructor's role is also unconventional. The pattern of "lecture - assign textbook readings - test-grade" will not suffice. Instead, the instructor relies on the learner inquiry team for most of the teaching, but is available as a guide and often as a fellow-investigator. You will find that the instructor in this situation will: (1) plan with you when you need help, (2) assist you in finding needed information, (3) be available for consultation, (4) expect you to conduct much of your learning independently of the teacher, and (5) expect learners to become increasingly skillful in the inquiry approach. The inquiry approach is successful when learners negotiate their way through activities with mutual support through discussion and cooperative investigation and evaluation.

There will be times when you may feel that the instructor is not providing enough "know-how" or direction, but this is part of the strategy for helping you become more self-directive and responsible for your own learning.

Competencies and Understandings Needed by the Student

Competencies Needed by Students

Much valuable learning which will assist you in becoming a better teacher is not mentioned in the curriculum units at all. Some obvious competencies that will enrich group and individual learning are "built in" the project. Perhaps some of these can be suggested by questions you should ask yourself such as:

1. Am I becoming more aware of the extent to which written objectives facilitate the individualization of instruction in that the student:
   a. obtains an overview of the topic?
   b. plans his own course and sets his own schedule within the given framework?
   c. deletes, adds or revises objectives within the given framework?
2. Am I becoming more aware from the learner's point of view, of problems inherent in an individualized approach to learning, specifically in regard to frustrations which occur:
   a. as the learner first attempts to establish his own goals, determine his own learning procedures, set his own schedule for completion of activities and to evaluate his own level of accomplishment and growth?
   b. as the learner attempts to work as a member of a team with a partner or with several group members who have different learning styles, organizational patterns, study habits, etc.?

c. when the learner who has been "conditioned" to expect a grade at regular intervals throughout his study is denied this mode of "reinforcement"?

3. Am I becoming more aware, from the learner's point of view, of the strengths inherent in an individualized approach to learning, specifically in regard to the extent to which:
   a. motivating forces are utilized when the learner works toward objectives he has established?
   b. learning is facilitated when the learner determines the way in which he will learn?
   c. organizational abilities are strengthened as the learner sets his own schedule for the completion of activities?
   d. continual growth is nurtured as the learner becomes involved in self-evaluation?
4. Can I utilize effectively various techniques for evaluation and do I consistently evaluate in terms of stated objectives?
5. Can I use properly such sources of information as the following?
   Textbook. State and regional guides. Educational Index. Educational periodicals. Library card catalog. ERIC Microfiche. Consultants. Professional staff members at the college.
6. Do I know what constitutes good practice in the following and do I make use of these skills in treatments?
   Group discussion. Cooperative planning.
   Group problem solving. Cooperative inquiry.

For each curriculum unit in Context Area Three, the learner also should use any of the following sources of information which would be appropriate:

(1) Standard works, such as
   Individualized Instruction. NSSE Yearbook, 1962, v. 61, pt. II.
   Nongraded Schools in Action: Bold New Venture. D. W. Beggs and E. G. Buffie. Indiana U. Press, 1967.
   Team Teaching in Action, M. Bair and R. G. Woodward, Houghton-Mifflin, 1964.
   Individualized Instruction in the Elementary School. J. Cresimbeni and G. Thomas. Random House, 1969.
   Individualization of Instruction: A Teaching Strategy, V. M. Howes. Macmillan, 1970.

(2) Library sources, such as
   Educational Index
   Encyclopedia of Educational Research
   ERIC Microfiche references on school organizational patterns
   U. of Pittsburg Learning Research & Development Center publications
   Duluth, Minn., school reports
   Bellevue, Washington, report, Six Years of the Continuous Progress Program in the Bellevue Public Schools, 1967

(3) Multi-media sources, such as
"Patterns of School Organization," Goodlad and Sand (audio tape)
"The New Elementary School Teacher," Frazier (audio tape)
Prepared transparencies, Winthrop College

(4) The separate bibliography on Individualized Teaching which will be given to you.

Major Context Area Code 3:

Educational Goal: The learner provides for individual differences in his classroom.

Code	Educational Objectives
3:00	The learner conceives the teaching-learning process as one of individualization of instruction.
3:01	The learner has extensive knowledge concerning school-wide organization plans which have been used to provide for individual differences.
3:02	The learner has extensive knowledge concerning classroom procedures and organizational plans which may be used to provide for individual differences.
3:03	The learner has a conceptual framework for the skills, facts, generalizations and attitudes relevant to each curriculum area for which he is responsible.
3:04	The learner plans for instruction in terms of specific objectives.
3:05	The learner has extensive knowledge of materials of instruction in curriculum areas for which he is responsible.
3:06	The learner utilizes a wide variety of instructional materials.
3:07	The learner has extensive knowledge of both formal and informal evaluative measures in curriculum areas for which he is responsible.
3:08	The learner utilizes appropriate evaluative tools.
3:09	The learner involves his students in formulating objectives, planning activities, and evaluating progress.
3:10	The learner utilizes classroom space to provide for small group work and maximum interaction among children.
3:11	The learner evaluates the extent to which his own program is individualized.

Curriculum Unit

Major Context Area 3: Code 3:00 Topic: Individualized instruction conceptualized

Behavioral Objectives:

3:0000 The learner specifies societal, psychological and educational bases for individualized instruction.
3:0001 The learner defines individualized instruction.
3:0002 The learner prepares (or selects) a construct for individualized teaching.
3:0003 The learner describes the role of the teacher in individualized instruction.
3:0004 Given simulated data on a class, the learner lists differences found which have implications for instruction.
3:0005 The learner summarizes data on his own classroom specifying differences which exist and stating implications for instruction.

Treatment:

1. Each student uses available sources on the topic in preparation for small group and seminar discussions and includes notes in his notebook.
2. Each student participates in discussions.
3. Where appropriate students prepare special oral reports.
4. Upon completion of discussion of each topic, the student inserts summary sheets in his notebook (making additions and deletions as desired) or develops his own summary sheets.

Materials:

1. Combs, Arthur. The Professional Education of Teachers. Boston: Allyn and Bacon, 1965.
2. Dinkmeyer, D. C. Child Development: The Emerging Self. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965.
3. Dinkmeyer, Don and Rudolph Dreikurs. Encouraging Children to Learn: The Encouragement Process. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.
4. Dodson, Dan W., et. al. Teaching the Disadvantaged (five 1-hour cassettes). Los Angeles: Listener Corporation.
5. Gagné, Robert M. (ed). Learning and Individual Differences. Columbus, Ohio: Charles E. Merrill, 1967.
6. Harris, Ben M. and W. Bessant. In Service Education: A Guide to Better Practice. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969.
7. Heil, Louis. "Personality Variable: An Important Determinant in Effective Elementary School Instruction." Theory Into Practice, 3 (February, 1964). 12-16.
8. Henry, Nelson B. (ed). Individualizing Instruction. The Sixty-First Yearbook of the National Society for the Study of Education, Part I. Chicago: NSSE, 1962.

9. Holt, John. How Children Fail. Dell Publishing Co., 1965.
10. National Laboratory for the Advancement of Education. A Construct for Individualizing Instruction. Washington: Aerospace Laboratory.
11. Short, E. C. and G. D. Marconnit. Contemporary Thought on Public School Curriculum. Dubuque, Iowa: William C. Brown Pub., 1968.
12. Thomas, George I. and Joseph Crescimbeni. Individualizing Instruction in the Elementary School. New York: Random House, 1967.
13. Washburne, Carleton W. (ed). Adapting the Schools to Individual Differences. The Twenty-Fourth Yearbook of the National Society for the Study of Education, Part II. Chicago: NSSE, 1925.

(Refer also to general references)

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:01 Topic: School-Wide Organizational Plans

Behavioral Objectives:

3:0100 The learner summarizes potential strengths and weaknesses of:
1. the self-contained classroom
   a. general
   b. heterogeneous grouping
   c. homogeneous grouping
2. grouping by achievement in various curriculum areas
3. grouping to utilize teacher competencies in particular curriculum areas

3:0101 The learner prepares a chart on major school-wide organizational plans giving:
1. the name of the plan
2. the approximate year introduced
3. a description of the plan

3:0102 Given any major school-wide organizational plan the learner specifies the potential strengths and weaknesses.

3:0103 The learner prepares a critical evaluation of the school-wide organizational plan which (he prefers/will be used in his school) giving:
1. a description of the plan
2. a schematic representation of the plan
3. potential strengths
4. potential weaknesses
5. possible modifications for counteracting weaknesses

Treatment:

1. See code 3:00 and Operational Procedures.

Materials:

1. Goodlad, John I. (ed). The Changing American School. The Sixty-fifth Yearbook of the National Society for the Study of Education, Part II. Chicago: NSSE, 1966.
2. Goodlad, John I. and Robert H. Anderson. The Nongraded Elementary School. New York: Harcourt, Brace and World, Inc., 1963.
3. Henry, Nelson B. (ed). Individualizing Instruction. The Sixty-First Yearbook of the National Society for the Study of Education, Part I. Chicago: NSSE, 1962.
4. Miller, Richard E. (ed). The Nongraded School. New York: Harper and Row Publishers, 1967.
5. Rasmussen, Margaret (ed). Toward Effective Grouping. Association for Childhood Education International, 1962.
6. Short, E. C. and G. D. Marconnit. Contemporary Thought on Public School Curriculum. Dubuque, Iowa: William C. Brown Publisher, 1968.

7. Smith, James A. Setting Conditions for Creative Teaching in the Elementary School. Boston: Allyn and Bacon, Inc., 1966.
8. Smith, Lee L. A Practical Approach to the Nongraded Elementary School. West Nyack, N. Y.: Parker Publishing Company, Inc., 1968.
9. Sowards, G. Wesley and Mary-Margaret Scobey. The Changing Curriculum and the Elementary Teacher. San Francisco: Wadsworth Publishing Company, Inc., 1961.
10. Spache, George D. (Compiler). Classroom Organization for Reading Instruction: An Annotated Bibliography. International Reading Association, 1965.
11. Thomas, George I. and Joseph Crescimbeni. Individualizing Instruction in the Elementary School. New York: Random House, 1967.
12. Washburne, Carleton W. (ed). Adapting the Schools to Individual Differences, The Twenty-Fourth Yearbook of the National Society for the Study of Education, Part II. Chicago: NSSE, 1925.

(Refer also to general references)

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:02 Topic: Classroom Organizational Plans and Procedures

Behavioral Objectives:

3:0200 The learner summarizes classroom organizational plans (such as: total class, sub-grouping, student-tutor, individual) giving:
1. a description of the plan
2. potential strengths
3. potential weaknesses

3:0201 The learner prepares a critical evaluation of the classroom organizational plan(s) he (prefers/will use in his classroom) giving:
1. the school-wide organizational setting
2. a description of the classroom organizational plan(s)
3. potential strengths
4. potential weaknesses
5. possible modifications to overcome weaknesses

3:0202 The learner summarizes ways in which individual differences may be provided for in the classroom other than by organizational plans (such as through the use of differentiated objectives, materials, questions, assignments, time limits, etc.).

3:0203 The learner prepares a paper describing which of the points given in 3:0202 will be utilized in his classroom.

Treatment:

1. See Code 3:00 and Operational Procedures.

Materials:

1. See Codes 3:00 - 3:01 and general references.
2. Amidon, E. J. and N. A. Flanders. The Role of the Teacher in the Classroom. Minneapolis: Amidon and Associates, 1963.

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:03 Topic: Conceptual framework

Behavioral Objectives:

3:0300 The learner writes a Point of View (for one area of the curriculum for which he is responsible) which includes the following:
1. the value of the curriculum area of study in today's society
2. what the learner envisions each child's needs of the curriculum area as an adult to be
3. what a teacher should be trying to develop in the curriculum area
4. a general statement as to provision which should be made for individual differences.

3:0301 From each Point of View he has written the learner derives Educational Goals needed to include every goal implied in the Point of View.

3:0302 Using his own Educational Goals the learner writes Educational Objectives needed to provide direction for each Educational Goal.

Treatment:

1. See Code 3:00 and Operational Procedures.

Materials:

1. See Code 3:00 and Operational Procedures.

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:04 Topic: Writing Instructional Objectives

Behavioral Objectives:

3:0400 The learner completes either the programmed text, Constructing Behavioral Objectives (Wolbesser) or the programmed text, Preparing Instructional Objectives (Mager).

3:0401 Given three objectives, the learner applies the criteria for Instructional Objectives set by Wolbesser or Mager and specifies why each objective is acceptable or unacceptable.

3:0402 Given six unacceptable Instructional Objectives, the learner rewrites each objective to conform to the criteria set by Wolbesser or Mager.

3:0403 Given two Educational Objectives the learner writes for each at least two Instructional Objectives which conform to the criteria set by Wolbesser or Mager.

3:0404 Using the Educational Objectives he developed for 3:0302, the learner writes (for each Educational Objective) at least six Instructional Objectives which conform to the criteria set by Wolbesser or Mager.

3:0405 Using the Instructional Objectives written for 3:0404, the learner accurately identifies the taxonomy of these objectives using Bloom's classification.

Treatment:

1. See Code 3:00 and Operational Procedures.

Materials:

1. See Operational Procedures.
2. Bloom, B. S. et. al. Taxonomy of Educational Objectives: The Cognitive Domain. New York: McKay, 1964.
3. Kibler, Robert J., Larry L. Barker, and David T. Miles. Behavioral Objectives and Instruction. Boston: Allyn and Bacon, Inc., 1970.
4. Krathwohl, D. R. et. al. Taxonomy of Educational Objectives: The Affective Domain. New York: McKay, 1964.
5. Mager, R. F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.
6. Searles, John E. A System for Instruction. Scranton, Pa: International Book Co., 1967.
7. Tyler, Ralph W. (ed). Educational Evaluation: New Roles, New Means, The Sixty-Eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: NSSE, 1969.
8. Wolbesser, Henry H. Constructing Behavioral Objectives. College Park, Maryland: Bureau of Educational Research and Field Services, 1968.

Evaluation: See Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:05 Topic: Materials of Instruction (Knowledge of)

Behavioral Objectives:

3:0500 In the curriculum area selected for 3:03, the learner prepares an annotated list of appropriate materials designed for use in groups, designating the specific strengths and limitations of each material.

3:0501 In the curriculum area selected for 3:03, the learner compiles an annotated list of appropriate materials designed for use by individual children, designating the specific strengths and limitations of each material.

3:0502 In the curriculum area selected for 3:03, the learner lists appropriate audio-visual aids describing the purpose for which each material will be used.

Treatment:

1. See Code 3:00 and Operational Procedures.

Materials:

1. Calder, Clarence R., Jr. and Eleanor M. Antan. Techniques and Activities to Stimulate Verbal Learning. New York: The Macmillan Co., 1970.
2. Harris, Albert J. (ed). Readings on Reading Instruction. New York: David McKay Co., Inc., 1963.
3. Henry, Nelson B. (ed). Individualizing Instruction. The Sixty-First Yearbook of the National Society for the Study of Education, Part I. Chicago: NSSE, 1962.
4. Smith, Lee L. A Practical Approach to the Nongraded Elementary School. West Nyack, N. Y.: Parker Publishing Company, Inc., 1968.
5. Thomas, George I. and Joseph Crescimbeni. Individualizing Instruction in the Elementary School. New York: Random House, 1967.
6. Materials available in the Curriculum Library.

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:06 Topic: Materials of instruction (Utilization of)

Behavioral Objectives:

3:0600 The learner lists instructional materials presently available for instruction in his classroom (grouping the materials according to whether they are designed for group or individual instruction) and specifies:
1. the purpose of the material
2. the level of difficulty
3. the way in which the material (is/will be) used.

3:0601 The lists (in priority order) the instructional materials he would like to add to his program giving:
1. the purpose of the material
2. the level of difficulty
3. why this material is needed
4. the way in which the material will be used.

Treatment:

1. See Code 3:00 and Operational Procedures.

Materials:

1. See Code 3:00 and Operational Procedures.

Evaluation:

1. See Code 3:00 and Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:07 Topic: Formal and informal evaluative measures (knowledge of)

Behavioral Objectives:

3:0700 The learner prepares a list of the strengths, limitations, uses and misuses of standardized tests.
3:0701 The learner prepares a list of types of informal evaluative measures giving the strengths, weaknesses and limitations of each type.
3:0702 The learner compiles a list of standardized tests (giving title, forms, grade levels, areas tested, time required, publisher, and cost of each) which would be appropriate for his class in the curriculum area selected for 3:03.
3:0703 The learner compiles a list and (where possible) a file of informal evaluative measures appropriate for his class in the curriculum area selected for 3:03.

Treatment:

1. See Code 3:00 and Operational Procedures.

Materials:

1. Buros, Oscar K. (ed). Mental Measurement Yearbooks. Highland Park, N. J.: The Gryphon Press.
2. Buros, Oscar K. Tests in Print. Highland Park, N. J.: The Gryphon Press.
3. Farr, Roger and N. Anastasiow. Tests of Reading Readiness and Achievement: A Review and Evaluation. Newark, Delaware: International Reading Association, 1969.
4. Flynn, John T. Fundamentals of Measurement and Evaluation: A Programmed Guide. New York: American Book Co., 1969.
5. Furst, E. J. Constructing Evaluation Instruments.
6. Gooler, Dennis G. "An Evaluation Process for Educational Programs." Center for Instructional Research and Curriculum Evaluation, University of Illinois.
7. Greene, John A. Introduction to Measurement and Evaluation. New York: Dodd, Mead and Co., 1970.
8. Harris, Ben M. and W. Bessant. In Service Education: A Guide to Better Practice. Englewood Cliffs, N. J.: Prentice-Hall, 1969.
9. Larkins, A. G. and J. P. Shaver, "Hard-nosed Research and the Evaluation of Curriculum." Paper presented to a symposium at the annual meeting of the American Educational Research Association, Los Angeles. February 7, 1969.
10. Lien, Arnold J. Measurement and Evaluation of Learning: A Handbook for Teachers. Dubuque, Iowa: William C. Brown Company Publishers, 1967.
11. Lindeman, Richard H. Educational Measurement. Glenview, Illinois: Scott Foresman and Co., 1967.

12. Lindvall, C. M. and Richard G. Cox. "The Role of Evaluation in Program for Individualized Instruction." Educational Evaluation: New Roles, New Means. The Sixty-Eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: NSSE, 1969.
13. Lyman, Howard B. Test Scores and What They Mean. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.
14. Morrison, Coleman (ed). Problem Areas in Reading--Some Observations and Recommendations. Providence, R. I.: Oxford Press, Inc., 1969.
15. Noll, Victor H. Introduction to Educational Measurement (2nd ed). Boston: Houghton Mifflin Co., 1967.
16. Schoer, Lowell A. Test Construction: A Programmed Guide. Boston: Allyn and Bacon, Inc., 1970.
17. Scriven, Michael. "The Methodology of Evaluation." Perspectives of Curriculum Evaluation. American Educational Research Association Monograph series.
18. Stake, R. E. "The Countenance of Educational Evaluation." Teacher's College Record. 68 (April, 1967), 523-540.
19. Strange, Ruth. Diagnostic Teaching of Reading. New York: McGraw-Hill Book Co., 1964.
20. Thomas, George I. and Joseph Crescimbeni. Individualizing Instruction in the Elementary School. New York: Random House, 1967.
21. Tyler, Ralph W. (ed). Educational Evaluation: New Roles, New Means. The Sixty-Eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: NSSE, 1969.
22. Wittrock, M. C. and D. Wiley (ed). Evaluation of Instruction. New York: Holt, Rinehart and Winston, 1969.

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:08 Topic: Formal and informal evaluative measures (utilization of)

Behavioral Objectives:

3:0800 From the list developed for 3:0702, the learner selects a standardized test for use with his class, stating the strengths and limitations of the test and possible uses of the results.

3:0801 The learner develops or selects informal diagnostic tests for use with his class.

3:0802 For a unit of study in the curriculum area selected for 3:03, the learner develops a diagnostic pretest based on objectives.

3:0803 For a unit of study in the curriculum area selected for 3:03, the learner prepares a checklist for recording observational evaluation.

Treatment:

1. See Code 3:00 and Operational Procedures.

Materials:

1. See Code 3:00 and Operational Procedures.

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:09 Topic: Involvement of students

Behavioral Objectives:

3:0900 The learner describes (for the area of the curriculum selected for 3:03) situations in which students may be involved in formulating objectives, specifying the procedures which could be used to obtain this involvement.

3:0901 The learner describes (for the area of the curriculum selected for 3:03) opportunities for involving students in planning activities to reach specified objectives.

3:0902 The learner describes (for the area of the curriculum selected for 3:03) types of evaluation in which students may in involved.

Treatment:

1. See Code 3:00 and Operational Procedures.

Materials:

1. See Code 3:00 and Operational Procedures.
2. Amidon, E. J. and N. A. Flanders. The Role of the Teacher in the Classroom. Minneapolis: Amidon and Associates, 1963.
3. Combs, Arthur. The Professional Education of Teachers. Boston: Allyn and Bacon, 1965.
4. Dinkmeyer, Don and Rudolph Dreikurs. Encouraging Children to Learn: The Encouragement Process. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.
5. Gagné, R. M. Conditions of Learning. New York: Holt, Rinehart and Winston, 1965.
6. Goodlad, John I. and Robert H. Anderson. The Nongraded Elementary School. New York: Harcourt, Brace and World, Inc., 1963.
7. Gorman, Alfred H. Teachers and Learners: The Interactive Process of Education. Boston: Allyn and Bacon, 1969.
8. Harris, Ben M. and W. Bessant. In Service Education: A Guide to Better Practice. Englewood Cliffs, N. J.: Prentice-Hall, 1969.
9. Heil, Louis. "Personality Variable: An Important Determinant in Effective Elementary School Instruction." Theory Into Practice. 3 (February, 1964), 12-16.
10. Henry, Nelson B. (ed). Individualizing Instruction. The Sixty-First Yearbook of the National Society for the Study of Education, Part I. Chicago: NSSE, 1962.
11. Hyman, Ronald T. (ed). Teaching Vantage Points to Study. Philadelphia: Lippincott, 1968.
12. Learning and the Teacher. 1959 Yearbook of the Association for Supervision and Curriculum Development.
13. Miller, Richard E. (ed). The Nongraded School. New York: Harper and Row, Publishers, 1967.

14. Mouly, George J. Psychology for Effective Teaching (2nd ed). New York: Holt, Rinehart and Winston, Inc., 1968.
15. Sarasan, J. B. et. al. The Preparation of Teachers. New York: John Wiley, 1962.
16. Searles, John E. A System for Instruction. Scranton, Pa: International Book Co., 1967.
17. Sears, Pauline S. and Ernest R. Hilgard. "The Teacher's Role in the Motivation of the Learner." Theories of Learning and Instruction. Sixty-Third Yearbook of the National Society for the Study of Education, Part I. Edited by Ernest R. Hilgard. Chicago: University of Chicago Press, 1964.
18. Shumsky, Abraham. In Search of Teaching Style. New York: Appleton-Century Crofts, 1968.
19. Smith, B. Othanel. "The Need for Logic in Methods Courses," Theory Into Practice. 3 (February, 1964), 5-8.
20. Smith, Lee L. A Practical Approach to the Nongraded Elementary School. West Nyack, N. Y.: Parker Publishing Co., Inc., 1968.
21. Thomas, George I. and Joseph Crescimbeni. Individualizing Instruction in the Elementary School. New York: Random House, 1967.
22. Torrance, E. Paul and R. E. Myers. Creative Learning and Teaching. New York: Dodd, Mead and Company, 1970.
23. Tyler, Ralph W. (ed). Educational Evaluation: New Roles, New Means. The Sixty-Eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: NSSE, 1969.
24. Waetjen, Walter B. and Robert R. Leeper, (eds). Learning and Mental Health in the School. 1966 Yearbook of the Association for Supervision and Curriculum Development. Washington, D. C.: The Association, 1966.

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:10 Topic: Utilization of Classroom Space

Behavioral Objectives:

3:1000 The learner designs a scale model of a classroom in which the physical arrangement provides for maximum interaction among children and areas for small group work.

3:1001 The learner prepares a scale model of his own classroom depicting his view of the physical arrangement which will provide for maximum interaction among children and areas for small group work.

Treatment:

1. See Code 3:00 and Operational Procedures.

Materials:

1. See Code 3:00 and Operational Procedures.

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 3: Code 3:11 Topic: Self-evaluation

Behavioral Objectives:

3:1100 The learner develops or selects a rating scale for evaluating an individualized program.

3:1101 The learner rates his own program to determine the extent to which instruction is individualized and summarizes strengths and weaknesses indicated.

3:1102 On the basis of data derived in 3:1101 the learner specifies action he will take to overcome weaknesses and capitalize further on strengths.

Treatment:

1. See Code 3:00 and Operational Procedures.

Materials:

1. See Code 3:00 and Operational Procedures.

Evaluation:

See Operational Procedures.

Guida e-Instruction Specialist Project Context Area 3
Educational Program Evaluation

Education 632, Educational Program Evaluation
Major Context Area Code 51:
Winthrop College
Rock Hill, S. C.
Summer, 1970

Major Context Area Code 51:

Educational Goal: The learner can direct evaluation of educational projects at the local school level.

Code	Educational Objectives
51:00	The student is familiar with the two generations of evaluation models.
51:01	The student can distinguish between curriculum evaluation and educational program evaluation.
51:02	The student can distinguish between evaluation and research.
51:03	The student is familiar with the role of the evaluator.
51:04	The student can apply the components of Stakes' model for program evaluation.
51:05	The student can use Stakes' model to prepare evaluation specifications.
51:06	The student can distinguish between evaluation and accreditation.
51:07	The student knows the general application of systems analysis procedures to education.
51:08	The student can plan a program for evaluating group behavior in the classroom.
51:09	The student can plan a program for evaluating individualized instruction in the classroom.
51:10	The student can use simulated data for constructing evaluation specifications.
51:11	The student can work as an evaluation team member in preparing an evaluation program for an elementary school project with which he is connected.

Curriculum Unit

Major Context Area 51: Code 51:00 Topic: Two Generations of Evaluation Models

Behavioral Objectives:

51:0001 The student can distinguish between curriculum evaluation and educational program evaluation.
51:0002 The student is aware of the forces behind the evaluation movement.
51:0003 The student can illustrate formative and summative evaluation.
51:0004 The student lists criteria for determining when to use comparative and non-comparative evaluation.
51:0005 The student demonstrates that he can organize a sample evaluation program into its elements: antecedents, transactions, outcomes, description, and judgment.

Treatment:

1. Read reference 1, noting items for discussion and clarification.
2. Read reference 6, comparing Wittrock's "evaluation of instruction" with Glass's "educational systems evaluation models."
3. Read some additional references for background.
4. Participate in seminar on this topic.
5. Demonstrate ability to deal with the unit's behavioral objectives.

Materials:

1. Glass, Gene V. "Two generations of evaluation models," Mimeographed paper, November, 1968. *Handout.
2. Bruner, Jerome S. Toward a theory of instruction. Harvard University Press, 1966.
3. Cronbach, Lee J. "Course improvement through evaluation," Tea Col Rec 64:672-83, 1963.
4. Scriven, Michael. "The method of evaluation," AERA Monograph Series on Evaluation, No. 1. Rand McNally, 1967. pp. 39-89.
5. Stufflebeam, David L. "A depth study of the evaluation requirement," Theory Into Practice 5:121-33, June, 1966.
6. Wittrock, M. C. "The evaluation of instruction: cause and effect relations in naturalistic data," UCLA Evaluation Comment, Vol. 1, No. 4, pp. 1-7, May, 1969. *Handout.
7. Plan of operation, EPDA G-I Specialist Program, "Assessment and evaluation," pp. 75-85, 1970.
8. Rice, D. and others. "Educational evaluators: model for task oriented position development," Contemp Ed 41:115-18, January, 1970.

Evaluation:

1. Instructor's Principles of Evaluation Concept Test (individual).
2. Check-list - Seminar Evaluation (group).

Curriculum Unit

Major Context Area 51: Code 51:01 Topic: (A) Curriculum Evaluation and (B) Educational Program Evaluation: Comparisons and Contrasts

Behavioral Objectives:

51:0101 Each G-I Team can develop a simulated design to illustrate (A) and (B) above.

Treatment:

1. Each G-I Team prepares a working list of distinguishing features of (A) and (B).
2. Each G-I Team develops in writing a design to illustrate (A) and (B) when applied to the EPDA G-I Project Objective 7.a. "Ability to diagnose individual differences in several aspects of readiness for learning."
3. The G-I Teams present their designs in seminar; designs are critiques by the other teams.

Materials:

1. References in 51:00.
2. Plan of operation, EPDA G-I Specialist Program, p. 80.

Evaluation:

1. Instructor's evaluation of each G-I team design (group).

Curriculum Unit

Major Context Area 51: Code 51:02 Topic: Evaluation versus Research: Communalities and Conflicts

Behavioral Objectives:

51:0201 The student can distinguish between the objectives of evaluation and research.
51:0202 The student prepares a list of some similar characteristics of evaluation and research.
51:0203 The student compares the "payoff" of evaluation and research.
51:0204 The student compares methodological considerations of evaluation and research (sampling, hypotheses, experimental variables, measuring units used, data collection methods, nature and use of findings, etc.).

Treatment:

1. Each student reads reference 1, noting items for discussion and clarification.
2. G-I Team A presents a panel on the differentiation between evaluation and research.
3. The students discuss, in seminar, the question: why is it important for the evaluation specialist to make distinctions between evaluation and research?

Materials:

1. Larkins-Shaver paper (or equivalent document). *Handout.
2. Hemphill, John K. "The relationships between research and evaluation studies." NSSE Yearbook 68, pt. II, 1969. pp. 189-220.
3. Walbesser, Henry H. and Heather Carter. "Some methodological considerations of curriculum evaluation research." Ed Leadership 26:53-64, October, 1968.

Evaluation:

1. Check-list rating of G-I Team A panel by the other teams (group).
2. Instructor's summary of the seminar (group).

Curriculum Unit

Major Context Area 51: Code 51:03 Topic: A New Role in Education: the Evaluator

Behavioral Objectives:

51:0301 The student lists possible roles of the evaluator.
51:0302 The student discusses the 'pros' and 'cons' of the absolutistic position in evaluation.
51:0303 The student describes the approach of the 'research' and development evaluator.'
51:0304 The student discusses the competencies required of evaluators.
51:0305 The student applies the evaluator's role to problems of evaluating individualized instructional programs.

Treatment:

1. Each student reads reference 1 and several other references for background information.
2. Each student prepares a short article on the new role of the evaluator and presents it to the class.
3. The students discuss in seminar the role of the G-I Specialist as an evaluator.

Materials:

1. Sorenson, Garth. "A new role in education: the evaluator." UCLA Evaluation Comment, vol. 1, no. 1, January, 1968. *Handout.
2. Bloom, Benjamin S. "Some theoretical issues relating to educational evaluation." NSSE Yearbook 68, pt. II, 1969. pp. 26-50.
3. "Evaluating educational programs: symposium." The Urban Review, February, 1969, 3 (No. 4).
4. Tyler, R. W., R. M. Gagné and M. Scriven. Perspectives of Curriculum Evaluation. Rand McNally, 1967.
5. Light, R. J. and P. V. Smith. "Choosing a future: strategies for designing and evaluating new programs." Harvard Ed Rev 40:1-28, February, 1970.
6. Annotated bibliography, nos. 1 and 5.
7. ERIC Microfiche references, nos. 2, 5, 8, 14 and 17.

Evaluation:

1. Instructor critiques the student's position paper (individual).
2. Seminar evaluation check list (group).

Curriculum Unit

Major Context Area 51: Code 51:04 Topic: A "System" for Evaluation: Stake's Model

Behavioral Objectives:

51:0401 The student can identify the principal elements of the Stake model.
51:0402 The student differentiates between program models and products models.
51:0403 The student can illustrate description and judgment activities of the evaluator.
51:0404 Each G-I Team can set up sample data matrices.
51:0405 The student can distinguish between teaching intents and learning intents.
51:0406 The student can illustrate contingency and congruence by processing simulated descriptive evaluation data and labeling it accordingly.
51:0407 The student can illustrate sources of standards.
51:0408 The student can discuss the weaknesses of informal evaluation and indicate ways in which formal evaluation can correct some of these weaknesses.
51:0409 The student can apply judging procedures to given absolute standards and relative standards.
51:0410 The student can list instances of comparing and judging.
51:0411 The student can identify the subjective commitments in evaluation.

Treatment:

1. Each student reads reference 1 and several other references that describe the application of Stake's model or similar models.
2. G-I Team B presents an overview of the Stake model in operation, using illustrative applications.
3. The class, in seminar, classifies and clarifies the procedure for applying Stake's model to program evaluation.

Materials:

1. Stake, Robert E. "The countenance of educational evaluation." Tea Col Rec 68:523-40, April, 1967. *Handout.
2. Stake, Robert E. and Terry Denny. "Needed concepts and techniques for utilizing more fully the potential of evaluation." NSSE Yearbook 68, pt. II, 1969. pp. 370-90.
3. Illustrated applications: Doopler, Jencks (furnished by instructor).
4. Annotated bibliography, nos. 3 and 7.
5. ERIC Microfiche references, nos. 1, 3, 5, 6, 8, 9, 13, 14 and 15.

Evaluation:

1. Check list rating of G-I Team B presentation by the class (group).
2. Instructor's test on Principles and Vocabulary of Stake's Model (individual).

Curriculum Unit

Major Context Area 51: Code 51:05 Topic: Application of Stake Model to Assessment and Evaluation in the G-I Project

Behavioral Objectives:

51:0501 The student demonstrates his ability to function on an evaluation team which develops plans for evaluation of the G-I Project.

51:0502 Each G-I Team develops specifications for using the Stake model to evaluate an objective of the G-I Project.

Treatment:

1. Each G-I Team organizes itself as an evaluation team with differentiated assignments.
2. Each G-I Team selects a different objective of the G-I Project and prepares specifications for evaluation, using the Stake model approach.
3. Each G-I Team presents its specifications to the class and to members of the Project Evaluation Team for critique and suggestions.
4. Each G-I Team revises its specifications after critique and presents a written plan to the Project Evaluation Staff for use in preparing an overall project evaluation plan.

Materials:

1. Plan of operation, EPDA G-I Specialist Program. "Assessment and evaluation." pp. 75-85.
2. Appropriate references from curriculum unit 51:04.
3. Metfessel, N. S. and W. B. Michael. "Paradigm involving multiple criterion measures for the evaluation of the effectiveness of school programs." Ed and Psych Meas 27, pt. 2:931-43, Winter, 1967. *Handout.
4. House, E. R. "Training non-research personnel to conduct evaluation." Contemp Ed 40:324-8, May, 1969.
5. Annotated bibliography, no. 4.
6. ERIC microfiche references, nos. 1, 2, 5, 7, 8, 9, 12, 13, 14, 15 and 16.

Evaluation:

1. Instructor and members of Evaluation Team critique each plan (group).

Curriculum Unit

Major Context Area 51: Code 51:06 Topic: Evaluation versus Accreditation: Inclusive and Exclusive Characteristics

Behavioral Objectives:

51:0601 The student prepares a chart showing inclusive and exclusive characteristics of evaluation studies and accreditation self-studies.

51:0602 The student critiques the 'four cycle self-study' procedure of SACS Elementary School Self-study and analyzes its strengths and weaknesses as a program evaluation system.

Treatment:

1. Each student studies SACS elementary school self-study procedure.
2. Each student prepares his own version of the chart called for in behavioral objective 01 above.
3. In seminar, objective 02 above is effected.

Materials:

1. Accumulated references on program evaluation.
2. SACS Guide to Evaluation of the Elementary School.
3. Schilson, D. L. "School self-study: purpose, initiation and function." Clearing House 40:259-62, January, 1966.

Evaluation:

1. Instructor rates each student's chart (individual).

Curriculum Unit

Major Context Area 51: Code 51:07 Topic: Systems Analysis: Applications to Educational Program Planning

Behavioral Objectives:

51:0701 The student identifies the major components of the systems analysis approach to planning and evaluating educational programs.

Treatment:

1. Each student becomes acquainted with systems analysis by reading Pfeiffer or other similar sources.
2. G-I Team C presents an overview of the major components of systems analysis, using one well-known system (PERT is suggested) and illustrative examples of application of the system.
3. In seminar, the entire class makes a simulated application of systems analysis to a given educational problem.

Materials:

1. Pfeiffer, John. New look at education: systems analysis in our schools and colleges. Odyssey Press, 1968.
2. Hartley, Harry J. "Limitations of systems analysis." Phi Delta Kappa. May, 1969. pp. 515-19.

Evaluation:

1. Check list rating of G-I Team C's presentation by the rest of the class (group).
2. Instructor's Components of Systems Analysis Test (individual).

Curriculum Unit

Major Context Area 51: Code 51:08 Topic: Evaluating Group Classroom Behavior

Behavioral Objectives:

51:0801 The student can discuss implications of social systems concepts for group instruction (dyads, experiential flux, structured and unstructured groups, group energy release, etc.).

51:0802 The student prepares a resource list of diagnostic procedures for collective individual instruction.

51:0803 The student prepares a classroom management chart which shows interactions among teaching styles, teaching theories, diagnostic and 'trouble-shooting' techniques in classroom strategies of the assignment, adaptation, and emergence types.

51:0804 The G-I Teams can demonstrate independent interactive learning via stress reduction, complementation, reinforcement, and process learning approaches.

51:0805 The student lists procedures for evaluation in purposive inquiry teaching in the interpersonal-informal system described by Thelen.

Treatment:

1. Study reference 1 and other applicable references.
2. Each student prepares a list of diagnostic procedures for evaluating group behavior in the classroom and individual behavior in groups. These lists are compared and compiled into a master list for use during the school year.
3. Based on study of the classroom as a social system, each student prepares a classroom management chart for use during the school year.
4. Each G-I team conducts a role playing session to illustrate some aspect of independent interactive learning and the class uses criteria for evaluating the episode.
5. Each student prepares a practical guide for the evaluation of purposive inquiry teaching-learning situations.

Materials:

1. Thelen, Herbert A. "The evaluation of group instruction." NSSE Yearbook 68, pt. II, 1969. pp. 115-55.
2. Getzels, Jacob W. and Herbert A. Thelen. "The classroom group as a unique social system." NSSE Yearbook 59, pt. II, 1960. pp. 53-82.
3. Medley, Donald M. and Harold E. Mitzel. "Measuring classroom behavior by systematic observation." Handbook of Research in Teaching. Rand McNally Co., 1963. pp. 247-328.

Evaluation:

1. Instructor evaluates student's resource lists of diagnostic procedures and suggests revisions (individual).
2. Instructor critiques each student's classroom management chart (individual).
3. Class group selects criteria and evaluates role playing sessions (group).
4. Instructor uses student guides (treatment 5) to prepare a composite guide for student use in the fall (group).

Curriculum Unit

Major Context Area 51: Code 51:09 Topic: Evaluating Individualized Instruction

Behavioral Objectives:

51:0901 The class studies the G-I proposal criteria for individualized teaching (Aerospace Ed. Foundation list).
51:0902 The student studies the Winthrop developed scale for evaluating individualized teaching and learns how to administer it.
51:0903 Each G-I Team prepares a guide to evaluation of individualized teaching for use, if needed, in a school project.

Treatment:

1. Each student reads reference 1 and additional pertinent references for background on evaluation of individualized teaching (attention to this may have been provided in the context area on Individualized Teaching).
2. The items referred to in behavioral objectives 01 and 02 are studied and discussed in seminar.
3. Each G-I Team organizes to develop the guide for evaluation of individualized teaching for possible use in future school projects.

Materials:

1. Lindvall, C. M. and Richard C. Cox. "The role of evaluation in programs for individualized instruction." NSSE Yearbook 68, pt. II, 1969. pp. 156-88.
2. Wright, Calvin E. "Special problems of evaluation activities in an individualized education program." Westinghouse Learning Corporation, 1969. Microfiche ED 034 710.
3. Beatty, Walcott H. (ed.). "Improving educational assessment and an inventory of measures of affective behavior." ASCD, 1969. Microfiche ED 034 730.
4. "Reading K-3." Instructional Objective Exchange, Center for the Study of Evaluation, Cal. Univ. of Los Angeles, 1969. Microfiche ED 035 530.

Evaluation:

1. The student's administration of the Winthrop scale is supervised by a trained administrator (individual).
2. The G-I Team guides for evaluation of individualized teaching are critiqued by the instructor of the context area on Individualized Teaching (group).

Curriculum Unit

Major Context Area 51: Code 51:10 Topic: Simulation of an Evaluation Plan for a Completed Project

Behavioral Objectives:

51:1001 Each G-I Team engages in a simulation exercise and compares its evaluation plan with the one actually used.

Treatment:

1. Each G-I Team, working separately as an evaluation team, reads a report of objectives and procedures in the Pilot Project for Individualizing Elementary Teacher Education (PPIETE), and sets up project evaluation specifications in any manner it wishes.
2. The three sets of specifications are presented in seminar, compared, and discussed.
3. The instructor then presents the actual evaluation report of PPIETE and the students discuss its strengths and weaknesses and compare it with the simulated plans.

Materials:

1. Student notes and pertinent references.
2. Report of PPIETE objectives and procedures.
3. PPIETE evaluation report.

Evaluation:

1. Students individually rate each G-I Team on a Criteria for Evaluation Studies check list and these ratings are analyzed by the instructor to give feedback on each student's perception of goodness of the evaluation plan (individual).
2. The instructor reacts to the students' evaluation of the actual PPIETE evaluation report (group).

Curriculum Unit

Major Context Area 51: Code 51:11 Topic: Final Application Exercise

Behavioral Objectives:

51:1101 Each G-I Team prepares a set of assessment and evaluation specifications for the proposed local school project for the school year 1970-71 and presents the plan to the local school team members.

Treatment:

1. Each G-I Team outlines the local school project and uses a systems analysis approach to annual project planning. A description of the project is prepared, including antecedents, transactions, outcomes (intents); standards are listed and some projection of observations and judgments is made.
2. The above set of specifications is thoroughly discussed with the local team members at the week-long institute which concludes the summer session. Planning sessions, seminars, and illustrated lectures are used.
3. A systems-structured activities and events schedule is set up for the school year.

Materials:

1. Pertinent resources accumulated from context areas 1-4 are used.
2. Appropriate mimeographed materials, transparencies, charts, work sheets, data collecting instruments, etc., are prepared.

Evaluation:

1. The instructor, the project director, the project evaluation team, and the project steering committee all critique the proposed plan and offer their suggestions (group). Note: the plan will be the basis for actual school project proposal for the coming year and will be formally submitted through the proper channels for approval.

Guidance-Instruction Specialist Project Context Area 6
School Projects in Elementary School Curriculum

Education 603, Elementary School Curriculum
Major Context Area Code 60:
Winthrop College
Rock Hill, S. C.
Fall, 1970

Introduction

Your study in this Context Area will be an examination of elementary school curriculum.

Context Area Six is comprised of curricular units which serve as the vehicles for individualizing student learning. This format is, in essence, a published guide, but it is not a correspondence course, a programmed text, a workbook, or a textbook. It is designed to carry out the basic assumptions of the program

- instruction in graduate teacher education needs to be more highly individualized
- the curriculum needs to be carefully planned as a sequence of related experiences which all focus on teaching performance
- the student must assume major responsibility for his own progress toward professional competence
- the college student should, in his own training, experience as a student the modes of teaching and learning which he is expected to implement in his own classroom.

Behavioral Objectives

Purpose of Behavioral Objectives

The behavioral objectives listed under each curriculum unit provide you with an overview of topics, skills, and competencies relevant to individualized instruction. These objectives range from specific action which may be accomplished in a relatively brief period of time, to more complex tasks which require extended time and effort. As you become familiar with the suggested scope of this context area, you will be expected to revise, delete and add behavioral objectives to make the study of this particular context area more appropriate in light of your own goals, strengths and weaknesses.

Treatment

Purpose of Treatment Sections of Curriculum Units

The treatment sections provide suggestions by which individual students, small group and the inquiry group act and interact to accomplish the unit objectives. In some cases, treatments are rather routine and specific because the objective requires a conventional background of information for dealing with subsequent units. In most cases, however, considerable latitude is permitted for investigation, inquiry, and adopting learning procedures to individual needs and preferences. Although the task as outlined in the treatment section is explicit, avenues to learning are deliberately left open for group and individual initiative and inquiry. Perhaps the phrase "open to inquiry" best describes the learning climate intended.

Critical Nature of the Treatment Sections

The treatments house the planning, inquiry, performance and study stages of the unit, and guide the direction of learning experiences. The success of the entire project depends in large part on the willingness of students to ask themselves continually, "What are the most desirable learning avenues open to the achievement of the behavioral objectives?" or, to put it another way, "What must the group and the individual do in this learning situation?"

Success, then, depends on the extent to which the project students "teach themselves." In the absence of careful planning and much thought about the best ways of teaching and learning for a given situation, the project approach may become a weak substitute for the still weaker, current system of textbook oriented education which permeates traditional programs at all levels.

While the specific treatment will vary in accordance with the nature of the tasks to be accomplished in the curriculum units, the following general plan will be utilized wherever possible.

1. In inquiry group seminars decisions will be made as to:
   a. whether certain objectives should be accomplished by: each student individually; one or more students reporting orally; an individual or group written report; or inquiry group discussion;
   b. when certain topics should be considered;
   c. the amount of time which should be devoted to each topic.
2. Before a curriculum unit is begun each student is expected to develop sufficient background on the topic for effective participation in small group and inquiry group discussions. The extent to which the student will utilize course texts, conduct library research, select and review multi-media sources, and/or confer with consultants is dependent upon the student's:
   a. existing background on the topic;

b. responsibility for presenting information on the topic;
c. personal concern regarding the topic.

Materials

Purpose of the Materials Sections of Curriculum Units

Materials listed for each curriculum unit are suggested sources, except for the basic text(s) which provide a common background of information for seminar and small group discussions. These materials do not represent a comprehensive listing of all that is available. You are expected to use other resources extensively in your study.

Evaluation

Types of Evaluation

The evaluation sections of the curriculum units include a variety of evaluative techniques. One evaluation form has been omitted deliberately - written tests. Since you have been exposed to numerous written tests it seems necessary that you should become familiar with other evaluative means during the course of this program. You will be asked to identify additional evaluative techniques which would be appropriate as a means of evaluating your work. SELF-EVALUATION is viewed as vital if evaluation is to be comprehensive.

One source for evaluative data is the maintenance of a notebook by each student. The preparation of a notebook is a requirement. However, should you elect to develop a notebook the following criteria will be used by the instructor in evaluating your efforts.

Notebook Evaluation

LEVEL I

Well-organized material revealing:
evaluation
synthesis
application
analysis

Material basically is:
in learner's own words,
not repetitive,
applied to learner's own program.

LEVEL II

Well-organized material revealing:
comprehension
knowledge

Material basically is:
taken from texts, groups and additional sources but with modifications indicated by notes, deletions, additions.

LEVEL III

Well-organized material revealing:
a collection of materials under appropriate topics

Material basically is:
taken directly from various sources.

LEVEL IV

Collected material revealing:
no apparent organization

Material is relevant

LEVEL V

Limited material revealing:
no apparent organization

Material is not particularly relevant

Seminar Discussion Evaluation

Seminar discussions will be utilized throughout the program. Your contributions in these discussions will be evaluated in terms of the extent to which your comments reveal:

1. that you have read pertinent material
2. that you see implications for your own program
3. that you are engaging in critical thinking.

Oral Report Evaluation

When students volunteer for oral reports, these contributions will be evaluated in terms of:

1. comprehensiveness and relevance
2. clarity of presentation
3. use of audio-visual materials where appropriate.

The Instructor's Role

The Instructor's Role

In a program of this type the instructor's role is also unconventional. The pattern of "lecture-assign textbook readings - test-grade" will not suffice. Instead, the instructor relies on the learner inquiry team for most of the teaching, but is available as a guide and often as a fellow-investigator. You will find that the instructor in this situation will: (1) plan with you when you need help, (2) assist you in finding needed information, (3) be available for consultation, (4) expect you to conduct much of your learning independently of the teacher and (5) expect learners to become increasingly skillful in the inquiry approach. The inquiry approach is successful when learners negotiate their way through activities with mutual support through discussion and cooperative investigation and evaluation.

There will be times when you may feel that the instructor is not providing enough "know-how" or direction, but this is part of the strategy for helping you become more self-directive and responsible for your own learning.

Competencies and Understandings Needed by the Student

Competencies Needed by Students

Much valuable learning which will assist you in becoming a better teacher is not mentioned in the curriculum units at all. Some obvious competencies that will enrich group and individual learning are "built in" the project. Perhaps some of these can be suggested b· questions you should ask yourself such as:

1. Am I becoming more aware of the extent to which written objectives facilitate the individualization of instruction in that the student:
   a. obtains an overview of the topic?
   b. plans his own course and sets his own schedule within the given framework?
   c. deletes adds or revises objectives within the given framework?
2. Am I becoming more aware from the learner's point of view, of problems inherent in an individualized approach to learning, specifically in regard to frustrations which occur:
   a. as the learner first attempts to establish his own goals, determine his own learning procedures, set his own schedule for completion of activities and to evaluate his own level of accomplishment and growth?
   b. as the learner attempts to work as a member of a team with a partner or with several group members who have different learning styles, organizational patterns, study habits, etc.?

c. when the learner who has been "conditioned" to expect a grade at regular intervals throughout his study is denied this mode of "reinforcement"?

3. Am I becoming more aware, from the learner's point of view, of the strengths inherent in an individualized approach to learning, specifically in regard to the extent to which:
   a. motivating forces are utilized when the learner works toward objectives he has established?
   b. learning is facilitated when the learner determines the way in which he will learn?
   c. organizational abilities are strengthened as the learner sets his own schedule for the completion of activities?
   d. continual growth is nurtured as the learner becomes involved in self-evaluation?
4. Can I utilize effectively various techniques for evaluation and do I consistently evaluate in terms of stated objectives?
5. Can I use properly such sources of information as the following?
   Textbook. State and regional guides. Educational Index. Educational periodicals. Library card catalog. ERIC Microfiche. Consultants. Professional staff members at the college.
6. Do I know what constitutes good practice in the following and do I make use of these skills in treatments?
   Group discussion. Cooperative planning.
   Group problem solving. Cooperative inquiry.

For each curriculum unit in Context Area Six, the learner also should use any of the following sources of information which would be appropriate:

(1) Standard works, such as

Association for Supervision and Curriculum Development. The Elementary School We Need. Washirgton: A.S.C.D., 1965.

Beauchamp, George A. The Curriculum of the Elementary School. Boston: Allyn and Bacon, 1964.

Chasnoff, Robert E., (ed.) Elementary Curriculum: A Book of Readings. New York: Pitman Publishing Corp., 1964.

Crosby, Muriel Estelle. Curriculum Development for Elementary Schools in a Changing Society. Boston: Heath, 1964.

Lee, Jonathan Murry and Lee, Dorris May. The Child and its Curriculum. 3rd ed. New York: Appleton-Century-Crofts, 1960.

Ragan, William Burk. Modern Elementary Curriculum. 3rd ed. New York: Holt, Rinehart and Winston, 1966.

(2) Library sources, such as

Educational Index
Encyclopedia of Educational Research
ERIC Microfiche references on school organizational patterns

U. of Pittsburg Learning Research & Development Center publications

Duluth, Minn., school reports

Bellevue, Washington, report, Six Years of the Continuous Progress Program in the Bellevue Public Schools, 1967

(3) Multi-media sources, such as

"Patterns of School Organization," Goodlad and Sand (audio tape)

"The New Elementary School Teacher," Frazier (audio tape)

Prepared transparencies, Winthrop College

(4) The separate bibliography on Elementary School Curriculum which will be given to you.

Major Context Area Code 60:

Educational Goal: The learner can make professional decisions about the curriculum experiences to be provided at the local school level.

Code	Educational Objectives
60:00	The learner has a conceptual framework of the foundations of curriculum.
60:01	The learner utilizes appropriate practices in classroom management.
60:02	The learner is familiar with various school organizational patterns and current practices in grouping pupils.
60:03	The learner can plan units of work and conduct lessons which utilize Inquiry Teaching Techniques.
60:04	The learner uses the textbook as a curriculum resource.
60:05	The learner has extensive knowledge of instructional techniques used in the subject areas for which he is responsible.
60:06	The learner knows the purpose and procedures for working with teacher aides.
60:07	The learner utilizes a variety of audio-visual materials and instructional aids in the curriculum experiences in her classroom.
60:08	The learner is familiar with problems and procedures related to providing curriculum experiences for exceptional children.
60:09	The learner participates in the planning and process of curriculum change in her local school.
60:10	The learner utilizes various techniques in evaluating curriculum experiences in her classroom.
60:11	The learner is familiar with some of the current innovations being developed in curriculum projects.

Curriculum Unit

Major Context Area 60: Code 60:00 Topic: Foundation of Curriculum Conceptualized

Behavioral Objectives:

60:0000 The learner specifies social, philosophical, and psychological bases for curriculum.
60:0001 The learner defines curriculum.
60:0002 The learner prepares a statement of his foundation for curriculum.

Treatment:

1. Each student uses available sources on the topic in preparation for small group discussions and includes notes in his notebook.
2. Each student participates in discussion.

Materials:

1. Baldwin, James. The Fire Next Time. Dial, 1963. (Paperback)
2. Fromm, Eric. May Man Prevail? An Inquiry Into the Facts and Fictions of Foreign Policy. New York: Doubleday and Company, Inc., 1967. (Paperback)
3. Hass, Glen and Wiles, Kimball. Readings in Curriculum. Boston: Allyn and Bacon, Inc., 1965.
4. Kelley, Earl C. Education for What Is Real. New York: Harper and Brothers, 1947.
5. Regan, William B. Modern Elementary Curriculum. 3rd ed. New York: Holt, Rinehart and Winston, 1966.
6. Reisman, David with Glazer, N. and Denney R. The Lonely Crowd. Garden City, New York: Doubleday, 1953. (Paperback)
7. Venable, Tom C. Philosophical Foundations of the Curriculum. Chicago: Rand McNally and Co., 1967.

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 60: Code 60:01 Topic: Classroom Management

Behavioral Objectives:

60:0100 The learner describes arrangements of classroom furniture which facilitate curriculum experiences.
60:0101 The learner demonstrates pupil participation in preparing meaningful bulletin boards.
60:0102 The learner describes various grouping plans which facilitate instructional procedures.
60:0103 The learner prepares a typical daily schedule.
60:0104 The learner describes purposes for assigning homework.

Treatment:

1. Each learner uses available resources in preparation for seminar discussion of these five topics.
2. Each student participates in discussions.
3. Each student includes an appropriate report, note, or summary for each topic.
4. Each student affects appropriate behavior in her classroom in regards to these topics.

Materials:

1. Applegate, Maurec. Easy in English. Evanston, Ill.: Harper and Row, 1963.
2. Chasnoff, Robert E. (ed.) Elementary Curriculum, A Book of Readings. New York: Pitman Publishing Corp., 1964.
3. Fleming, Robert S. (ed.) Curriculum for Today's Boys and Girls. Columbus, Ohio: Charles E. Merrill Books, Inc., 1963.
4. Hass, Glen and Wiles, Kimball (ed.) Readings in Curriculum. Boston: Allyn and Bacon, Inc., 1965.
5. Ragan, William B. Modern Elementary Curriculum. 3rd ed. New York: Holt, Rinehart and Winston, 1966.

See also:
1. Department of Classroom Teachers of the National Education Association, What Research says to the Teacher Series.
2. Educational Index
3. Encyclopedia of Educational Research

Evaluation:

1. Self-evaluation utilizing a check list.
2. Notebook entries (Operational Procedures).
3. Classroom visitation by instructor.

Curriculum Unit

Major Context Area 60: Code 60:02 Topic: School Organization

Behavioral Objectives:

60:0200 The learner is familiar with principles of curriculum organization.
60:0201 The learner can distinguish between vertical and horizontal types of school organizational patterns.
60:0202 The learner writes a brief description of the following curriculum patterns:
a. Separate subjects
b. Broad Fields
c. Integrated
d. Unified
60:0203 The learner knows the advantages and the disadvantages of ability grouping.
60:0204 The learner analyzes her classroom organizational patterns and describes the strengths and weaknesses of current practices.

Treatment:

1. Each student uses available sources on the topic in preparation for small group discussion and includes notes in her notebook.
2. School teams discuss their current school organizational patterns and make note of future needs.

Materials:

1. See Bibliography
2. Educational Index

Evaluation:

1. Self-check of notebook.
2. Self-check of individual organizational patterns with assistance from the instructor.

Curriculum Unit

Major Context Area 60: Code 60:04 Topic: Textbook

Behavioral Objectives:

60:0400 The learner reads on the ways textbooks are used.
60:0401 The learner summarizes the strengths and weaknesses of textbooks.
60:0402 The learner utilizes a non-traditional program involving the textbook.

Treatment:

1. Each learner uses available sources to examine research and expert opinions on the use of textbooks.
2. Each learner includes in her notebook a summary of the strengths and weaknesses of textbooks.
3. Each learner selects a textbook and subject and then for one week teaches that subject using the textbook in a non-traditional manner.

Materials:

1. Barcomb, W., "Which Text Gets Published?" Phi Delta Kappa, XLV (February, 1964), 252-254.
2. Berman, L. M. "In Defense of the Textbook," Elementary English, XLI (April, 1964), 434-439.
3. Chabe, A. M. "Evaluating Elementary Social Studies Textbooks," Education LXXXVI (January, 1966), 302-307.
4. Chall, J. Learning to Read: The Great Debate. New York: McGraw-Hill Book Company, 1968.
5. Davis, O. L., Jr. "Textbooks and Other Printed Materials: Censorship," Review of Educational Research, XXXII (April, 1962), 130.
6. Miller, W. R. and R. H. Berry. Adopting the Right Textbook," Clearing House, XXXVII (September, 1962), 18-23.
7. Newport, J. R., "Evaluation of Selected Series of Elementary School Science Textbooks," Science Education, XLIX (December, 1965), 479-484.
8. Rogers, V. R. and R. H. Muessig, "Needed: A Revolution in Social Studies Texts," The Social Studies, LIV (October, 1963), 167-170.

Also see Educational Index and card catalog.

Evaluation:

1. Self-check of notebook.
2. Written summary and discuss with instructor your use of textbooks.

Beauchamp, George A. Basic Dimensions of Elementary Method. Boston: Allyn and Bacon, 1965.
Beauchamp, George A. The Curriculum of the Elementary School. Boston: Allyn and Bacon, 1964.
Beauchamp, George A. Planning the Elementary School Curriculum. New York: Allyn and Bacon, 1956.
Blackie, John Haldane. Inside the Primary School. London: H.M.S.O., 1967.
Butterweck, Joseph Seibert and Katherine H. Spessard. The Unified Curriculum: A Case Study, Grades 7-8. New York: Rinehart, 1960.
Chasnoff, Robert E. (ed.). Elementary Curriculum: A Book of Readings. New York: Pitman Publishing Corp., 1964.
Cheyney, Arnold B. Teaching the Culturally Disadvantaged in the Elementary School. Columbus, Ohio: Merrill, 1967.
Collier, Calhoun Crofford and others. Teaching in the Modern Elementary School. New York: MacMillan, 1967.
Crosby, Muriel Estelle. Curriculum Development for Elementary Schools in a Changing Society. Boston: Heath, 1964.
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Classroom Management

I. Classroom Furniture

Yes	No		Comment
		A. Teacher	
___	___	1. My desk has adequate storage and work space.	
___	___	2. My desk is placed on the side or at the rear of the room.	
___	___	3. My desk is moved as dictated by instructional activities.	
___	___	4. My desk remains in the same location all year.	
___	___	5. I could teach without a desk.	
___	___	6. Students are permitted to use my desk.	
		B. Student	
___	___	1. Desks are movable.	
___	___	2. Desks vary in size to fit each child.	
___	___	3. Storage space is provided either in desk or locker.	
___	___	4. Desks are always placed in rows facing in the same direction.	
___	___	5. Desks are placed in a variety of patterns which best facilitates instructional activity.	
___	___	6. Students work at their desk, or the floor, and at activity tables.	
		C. Other	
___	___	1. Tables are used for work space and displays.	
___	___	2. Charts are placed where students can see them and where they do not interfere with traffic patterns.	
___	___	3. Learning centers are used to facilitate utilization and location of materials and activities.	
___	___	4. When using A-V the screen is located so that participants can see.	
___	___	5. Adequate space is provided for coats and sweaters.	
___	___	6. Adequate space is provided for storage of instructional materials not being used currently.	

II. Bulletin Boards

Yes	No			Comment
		A.	Classroom	
___	___		1. Adequate space is provided for bulletin boards.	
___	___		2. Materials and supplies are available such as pins, tacks, staples, construction paper (variety of colors), scissors, glue, and string.	
___	___		3. Captions are simple, neat, legible, and primarily horizontal.	
___	___		4. Ideas and planning are representative of pupils and teachers.	
___	___		5. Students have participated in discussions of topics such as color, form, line, and texture.	
___	___		6. Pupils participate in making and putting up bulletin boards.	
___	___		7. Each bulletin board has a clear purpose or message.	
		B.	School	
___	___		1. Attractive displays greet visitors.	
___	___		2. All classes participate in developing this board during the year.	

III. Homework

		A.	Purpose	
___	___		1. Assignments are for the following purposes: a. Continue study in depth b. Practice skill c. Home project d. Explore new ideas	
___	___		2. Assignment fits need of individual student	
___	___		3. New material is required and graded without explanation (ex. - New page in math)	
		B.	Time	
___	___		1. Most assignments can be completed within 1 hour.	

Yes	No		Comment
___	___	2. Assignments on holidays and weekends are limited to special projects.	
___	___	3. Some class time is used to review or evaluate homework.	

IV. Summary

A. What I have accomplished:

B. Problems I need to work on:

Guidance-Instruction Specialist Project Context Area 5
School Projects in Educational Psychology

Education 605, Advanced Educational Psychology
Major Context Area Code 10:
Winthrop College
Rock Hill, S. C.
Fall, 1970

Introduction

Your study in this Context Area will be an examination of the psychological principles and data which apply to classroom learning.

Context Area Ten is comprised of curricular units which serve as the vehicles for individualizing student learning. This format is, in essence, a published guide, but it is not a correspondence course, a programmed text, a workbook, or a textbook. It is designed to carry out the basic assumptions of the program

- instruction in graduate teacher education needs to be more highly individualized
- the curriculum needs to be carefully planned as a sequence of related experiences which all focus on teaching performance
- the student must assume major responsibility for his own progress toward professional competence
- the college student should, in his own training, experience as a student the modes of teaching and learning which he is expected to implement in his own classroom.

Behavioral Objectives

Purpose of Behavioral Objectives

The behavioral objectives listed under each curriculum unit provide you with an overview of topics, skills, and competencies relevant to educational psychology. These objectives range from specific action which may be accomplished in a relatively brief period of time, to more complex tasks which require extended time and effort. The time and attention you give to each objective should be appropriate to your own goals, strengths, and weaknesses.

Some objectives are designated as optional. These are usually high-level objectives, requiring application, analysis, or evaluation. Your treatment of other objectives may, of course, reach these levels in some cases.

Treatment

Purpose of Treatment Sections of Curriculum Units

The treatment sections provide suggestions by which individual students, small group and the inquiry group act and interact to accomplish the unit objectives. In some cases, treatments are rather routine and specific because the objective requires a conventional background of information for dealing with subsequent units. In most cases, however, considerable latitude is permitted for investigation, inquiry, and adapting learning procedures to individual needs and preferences. Alghough the task as outlined in the treatment section is explicit, avenues to learning are deliberately left open for group and individual initiative and inquiry. Perhaps the phrase "open to inquiry" best describes the learning climate intended.

Critical Nature of the Treatment Sections

The treatments house the planning, inquiry, performance and study stages of the unit, and guide the direction of learning experiences. The success of the entire project depends in large part on the willingness of students to ask themselves continually, "What are the most desirable learning avenues open to the achievement of the behavioral objectives?" or, to put it another way, "What must the group and the individual do in this learning situation?"

Success, then, depends on the extent to which the project students "teach themselves." In the absence of careful planning and much thought about the best ways of teaching and learning for a given situation, the project approach may become a weak substitute for the still weaker, current system of textbook oriented education which permeates traditional programs at all levels.

While the specific treatment will vary in accordance with the nature of the tasks to be accomplished in the curriculum units, the following general plan will be utilized wherever possible.

1. In inquiry group seminars decisions will be made as to:
   a. whether certain objectives should be accomplished by: each student individually; one or more students reporting orally; an individual or group written report; or inquiry group discussion.
   b. when certain topics should be considered.
   c. the amount of time which should be devoted to each topic.
2. Before a curriculum unit is begun each student is expected to develop sufficient background on the topic for effective participation in small group and inquiry group discussions. The extent to which the student will utilize course texts, conduct library research, select and review multi-media sources, and/or confer with consultants is dependent upon the student's:
   a. existing background on the topic;

b. responsibility for presenting information on the topic;
c. personal concern regarding the topic.

Materials

Purpose of the Materials Sections of Curriculum Units

Materials listed for each curriculum unit are suggested sources, except for the basic text(s) which provide a common background of information for seminar and small group discussions.

These materials are "selected" lists, not comprehensive ones. You are free, of course, to use other resources. Because of the limitations imposed on you by your classroom obligations during the academic year, however, the materials lists have been advisedly selected to give you basic and/or appropriate references with the view to saving you time in library research.

Evaluation

Types of Evaluation

The evaluation sections of the curriculum units include a variety of evaluative techniques. One evaluation form has been omitted deliberately - written tests. Since you have been exposed to numerous written tests it seems necessary that you should become familiar with other evaluative means during the course of this program. You will be asked to identify additional evaluative techniques which would be appropriate as a means of evaluating your work. SELF-EVALUATION is viewed as vital if evaluation is to be comprehensive.

One source for evaluative data is the maintenence of a notebook by each student. The preparation of a notebook is a requirement. The following criteria will be used by the instructor in evaluating your efforts.

Notebook Evaluation, A

LEVEL I

Well-organized material revealing:
- evaluation
- synthesis
- application
- analysis

Material basically is:
- in learner's own words,
- not repetitive,
- applied to learner's own program.

LEVEL II

Well-organized material revealing:
comprehension
knowledge

Material basically is:
taken from texts, groups and additional sources but with modifications indicated by notes, deletions, additions.

LEVEL III

Well-organized material revealing:
a collection of materials under appropriate topics

Material basically is:
taken directly from various sources.

LEVEL IV

Collected material revealing:
no apparent organization

Material is relevant.

LEVEL V

Limited material revealing:
no apparent organization

Material is not particularly relevant.

Seminar Discussion Evaluation

Seminar discussions will be utilized throughout the program. Your contributions in these discussions will be evaluated in terms of the extent to which your comments reveal:

1. that you have read pertinent material
2. that you see implications for your own program
3. that you are engaging in critical thinking

Oral Report Evaluation

When students volunteer for oral reports, these contributions will be evaluated in terms of:

1. comprehensiveness and relevance
2. clarity of presentation
3. use of audio-visual materials where appropriate

The Instructor's Role

In a program of this type the instructor's role is also unconventional. The pattern of "lecture-assign textbook readings - test-grade" will not suffice. Instead, the instructor relies on the learner inquiry team for most of the teaching, but is available as a guide and often as a fellow-investigator. You will find that the instructor in this situation will: (1) plan with you when you need help, (2) assist you in finding needed information, (3) be available for consultation, (4) expect you to conduct much of your learning independently of the teacher, and (5) expect learners to become increasingly skillful in the inquiry approach. The inquiry approach is successful when learners negotiate their way through activities with mutual support through discussion and cooperative investigation and evaluation.

There will be times when you may feel that the instructor is not providing enough "know-how" or direction, but this is part of the strategy for helping you become more self-directive and responsible for your own learning.

Major Context Area Code 10:

Educational Goal: The student plans instructional strategies in accordance with appropriate psychological principles and data.

Code	Educational Objectives
10:00	The student understands the relationships among theories of intelligence, the measurement of intelligence, and the validities of tests of intelligence.
10:01	The student distinguishes between learning as performance and models of cognitive functioning.
10:02	The student plans and implements operant conditioning in the classroom.
10:03	The student designs and implements the effective learning of verbal chains in those cases when this is the appropriate method of mastery.
10:04	The student uses effective conditions of learning in teaching discriminations and concrete concepts.
10:05	The student uses effective conditions of learning in teaching defined concepts and rules.
10:06	The student provides for the mastery of the subsidiary learnings which underpin problem solving before setting a problem-solving task for her pupils.
10:07	The student can use Piaget's definitions of developmental stages as one means of determining readiness for learning.

Curriculum Unit

Major Context Area 10: Code 10:00 Topic: Intelligence

Behavioral Objectives:

10:0000 The student distinguishes among different theories about the nature of intelligence.
10:0001 The student specifies the relationship between theories of intelligence and the measurement of intelligence.
10:0002 The student explains cultural differences in measures of intelligence in terms of test validity.
*10:0003 The student explicates ("characterized by full, clear expression") the relationship of cultural differences in measured intelligence to intergroup relations and intergroup understanding in his own school and/or classroom.

Treatment:

1. Read (not "study") Epstein, Charlotte, Intergroup Relations for the Classroom.
2. Each student puts in his notebook a definition of and a sentence using all jargon ("the technical terminology of a special field") terms which are new to him.
3. Each student participates in discussions.
4. Where appropriate, students prepare special oral reports.
5. Upon completion of discussion of each topic, the student inserts in his notebook whatever closure ("the provision of missing elements in order to complete a whole") data he feels are necessary.

Materials:

1. Epstein, Intergroup Relations for the Classroom.
2. Selected Bibliography: Intelligence, attached.

Evaluation:

See Operational Procedures.

* Optional

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Intelligence
(Code 10:00)

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Anastasi, Anne, Individual differences. New York: Macmillan, 1967.
The best single collection of articles on the nature of intelligence.

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Curriculum Unit

Major Context Area 10: Code 10:01 Topic: Introduction to the Conditions of Learning

Behavioral Objectives:

10:0100 The student can give a behavioral definition of "learning."
10:0101 The student can distinguish among recognition, the recall of verbal information, and the reinstatement of intellectual skills.
10:0102 The student can explain Gagné's model of learning and remembering.

Treatment:

1. Study Chapters 1-3 in Gagné, The Conditions of Learning.
2. Study Chapters 1-3 in Newell, Student's Guide to Gagné.
3. Participate in large group discussion.
4. Each student puts in his notebook a definition of and a sentence using all jargon terms which are new to him.
5. Upon completion of discussion of the topic, each student inserts in his notebook whatever closure data he feels are necessary.

Materials:

1. Gagné, Robert. The Conditions of Learning (2nd ed). New York: Holt, 1970.
2. Newell, John M. Student's Guide to Robert M. Gagné, The Conditions of Learning.

Evaluation:

See Operational Procedures.

Curriculum Unit

Major Context Area 10: Code 10:02 Topic: Signal Learning and Stimulus-Response Learning

Behavioral Objectives:

10:0200 The student specifies the internal and external conditions necessary for signal learning.
10:0201 The student cites an example(s) of signal learning which she has used or is using in her own classroom.
10:0202 The student designs and implements signal learning in her classroom.
10:0203 The student distinguishes between signal learning and stimulus-response learning with regard to acquisition and extinction.
*10:0204 The student can identify examples of stimulus generalization in the behavior of children in her own classroom.
10:0205 The student specifies the internal and external conditions necessary for stimulus-response learning.
10:0206 The student implements behavior modification with a group or an individual in her classroom.

Treatment:

1. Each student uses available sources on the topic in preparation for small group and seminar discussions and includes notes in his notebook.
2. School teams plan classroom projects in their respective schools.
3. Major behavior modification projects are executed according to Dr. Laffitte's instructions for the academic-year project in connection with Advanced Human Growth and Development.
4. Each student puts in his notebook a definition of and a sentence using all jargon terms which are new to him.
5. Upon completion of discussion of the topic, each student inserts in his notebook whatever closure data he feels are necessary.

Materials:

1. Meacham, Merle L. and Allen Wiesan. Behavior modification in the classroom. Scranton: International, 1969.
2. Gagné, Robert M. The conditions of learning, Chapter 4.
3. Newell, John M. Student's guide to Gagné, Chapter 4.
4. Selected bibliography: Behavior Modification, attached.
5. Selected bibliography: General References on Stimulus-Response Learning, attached.

Evaluation:

See Operational Procedures.

* Optional

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Behavior Modification
(Code 10:02)

These references deal with classroom examples of stimulus-response learning, primarily with examples of the shaping of behavior according to Skinner's principles of operant conditioning. Most of these cases refer to normal children, although there are some examples of work with "special" children.

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(Code 10:02)

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Curriculum Unit

Major Context Area 10: Code 10:03 Topic: Chaining and Verbal Associates

Behavioral Objectives:

10:0300 The student can define "chaining."
10:0301 The student can give examples of motor and of verbal chains.
10:0302 The student specifies the internal and external conditions necessary for motor chaining.
10:0303 The student specifies the internal and external conditions necessary for learning verbal associates.
10:0304 The student analyzes her own teaching of a verbal association in terms of Gagné's conditions of learning.
10:0305 The student designs the teaching of a verbal chain in accordance with Gagné's conditions of learning.
10:0306 The student distinguishes between a verbal association and meaningful verbal learning by giving examples of each.
*10:0307 The student writes a brief paper on Ausubel's theory of verbal learning.
*10:0308 The student makes a classroom application of Ausubel's "advance organizers."

Treatment:

1. Each student uses available sources on the topic in preparation for small group and seminar discussions and includes notes in his notebook.
2. School teams plan classroom projects in their respective schools. (For example: teacher talks to several children in order to identify coding links used in learning a particular verbal association; teacher helps a child who is having difficulty learning a verbal association to generate a coding con ection; when verbal chains are forgotten, teacher checks individual differences in distinguishing links, or in time practiced.)
3. Each student puts in his notebook a definition of and a sentence using all jargon terms which are new to him.
4. Upon completion of discussion of the topic, each student inserts in his notebook whatever closure data he feels are necessary.

Materials:

1. Gagné, Robert M. The conditions of learning. Chapters 5, 9, 11.
2. Newell, John M. Student's guide to Gagné. Chapters 5, 9, 11.
3. Selected Bibliography: Ausubel's Verbal Learning, attached.

* Optional

4. Ball, Samuel. "Learning and teaching." Chapter 1 in Joel R. Davitz and Samuel Ball, Psychology of the educational process. New York: McGraw, 1970, 5-59.
An hierarchal model of learning much like Gagné's; a helpful rephrasing of Gagné's view with supplementary material. Appropriate at any stage of your study.

Evaluation:

See Operational Procedures.

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Ausubel's Verbal Learning
(Code 10:03)

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The first published full development of Ausubel's theory.

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Ausubel's theory of the relevance of an individual's existing cognitive structure to new learning has some similarity (as well as some dissimilarity) to Gagné's hierarchy of learning. "Cognitive structure" implies some degree of established hierarchy of learning. Note especially that in Ausubel's view, there is no "meaningful material," only "potentially meaningful material." Meaning resides in individual cognitive structure. Gagné would say that, e.g., a rule is meaningful only if the contributing concepts have been learned (are present in cognitive structure).
See in this article how Ausubel's theory leads him to a particular point of view on teaching reading.

Ausubel, D. P. "The use of advance organizers in the learning and retention of meaningful verbal material." In David P. Ausubel, Readings in school learning. New York: Holt, 1969, 99-107.
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Curriculum Unit

Major Context Area 10: Code 10:04 Topic: Discrimination learning and concrete concepts

Behavioral Objectives:

10:0400 The student compares multiple discrimination learning with concrete concept learning, stating commonalities and differences and giving examples.

10:0401 The student compares assessment (evaluation) procedures as applied to the objective of the lesson plan on page 80, Student Guide, (1) when the stimulus objects are all the same color and (2) when the stimulus objects are of different colors.

10:0402 The student analyzes her own teaching of a multiple discrimination in terms of Gagné's conditions of learning.

10:0403 The student designs the teaching of a concrete concept in accordance with Gagné's conditions of learning.

*10:0404 The student uses the Boehm Test of Basic Concepts in individual diagnosis and designs corrective teaching.

Treatment:

1. Each student uses available sources on the topic in preparation for small group and seminar discussions and includes notes in his notebook.
2. School teams plan classroom projects in their respective schools.
3. Each student puts in his notebook a definition of and a sentence using all jargon terms which are new to him.
4. Upon completion of discussion of the topic, each student inserts in his notebook whatever closure data he feels are necessary.

Materials:

1. Gagné, Robert M. The conditions of learning. Chapters 6, 9, 11, 12.
2. Newell, John M. Student's guide to Gagné. Chapters 6, 9, 11, 12.
3. ED 037 752, Osler, Sonia F. "The role of socioeconomic status in problem solving." Washington National Science Foundation, 1970. Conceptual deficits in disadvantaged children and their relation to discrimination deficits; teaching methods. (Research study). (Most studies of discrimination learning are of the laboratory type, whether of animals or children, and are difficult to transfer to the classroom. On the whole, Gagne's digest is more useful. This study, however, is worth looking at.)

* Optional

4. Selected Bibliography: Concepts, attached.
   (The study of concept attainment or acquisition is a complex one. Individual research studies on this Bibliography are illustrative rather than comprehensive. The role of verbalization in concept acquisition is controversial. Some believe that verbalizing aids in acquisition; Gagné states as one external condition the ability to apply a verbal label to the concept. Piaget, however, holds that a child may possess a concept without being able to label it or explain it; this position is part of the justification for Bruner's "spiral curriculum." The importance of concrete props for teaching concepts is universally recognized.)
5. Portions of the Boehm Test of Basic Concepts.

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Concepts
(Code 10:04)

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Braun, Jean S. "Relation between concept formation ability and reading achievement at three developmental levels." Child Develop., 1963, 34, 675-82.

Brown, R. "How shall a thing be called?" Psychol. Rev., 1958, 65, 14-21.

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Also in Harvard Ed. Rev., 1964, 34, 178-90.
A suggested analytic approach to the teaching of concepts.

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Gagne, R. M. "The acquisition of knowledge." Psychol. Rev., 1962, 69, 355-65.

ED 035 060, Guthrie, John T. "Effects of instruction and socioeconomic status on concept learning in children." Washington: Office of Education Grant OEG-2-7-061610-0207, Report # Rep-53, 1969.
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Harlow, Harry F. "The formation of learning sets." In Henry C. Ellis, The transfer of learning. New York: Macmillan, 1965, 119-38.
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Huttenlocher, Janellen. "Children's intellectual development." Rev. Educ. Res., 1965, 35, 114-21.
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ED 037 231, Keislar, Evan R. and Samuel R. Schutz. "Teaching kindergarten children to apply concept-defining rules." Washington: Office of Education Contract OEG-6-10-360, 1969 (paper presented at annual meeting of the American Educational Research Association).
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pupil is required to verbalize the rule while using it. This is a representative study on a widely researched question. Russian psychologists generally hold that verbalizing during learning aids learning. (Research study)

Klausmeier, H. J. and C. W. Harris. Analyses of concept learning. New York: Academic, 1966.

ED 036 865, Klausmeier, Herbert, et.al., "Concept learning: a bibliography, 1968." Washington: Office of Education Contract OEG-5-10-154, Report # TR-107, 1969.
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ED 034 278, Paulson, F. Leon. "A system for the presentation of a concept-learning problem to fifth and sixth-grade children." Washington: Office of Education Contract OEG-6-10-078, 1969.
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ED 033 820, Stauffer, Russell G. "Reading as cognitive functioning." Paper presented at the International Reading Association Conference, 1969.

Curriculum Unit

Major Context Area 10: Code 10:05 Topic: Defined concepts and rules

Behavioral Objectives:

10:0500 The student distinguishes among concrete concepts, defined concepts, and rules by giving original examples of each from her own teaching.

10:0501 The student designs the teaching of defined concepts, using the lesson plan model on page 93 in Student's guide, and implements the plans in her classroom.

10:0502 The student designs the teaching of rules, using the lesson plan model on page 93 in Student's Guide, and implements the plans in her classroom.

10:0503 The student analyzes the hierarchy of learning involved in the learning of a rule which she teaches in her classroom.

Treatment:

1. See Topic 10:04.

Materials:

1. Gagné, Robert M. The conditions of learning. Chapters 7, 9, 11, 12.
2. Newell, John M. Student's guide to Gagné. Chapters 7, 9, 11, 12.
3. Selected Bibliography: Concepts, 10:04.

Curriculum Unit

Major Context Area 10: Code 10:06 Topic: Problem solving

Behavioral Objectives:

10:0600 The student gives a classroom example of problem solving as defined by Gagne and points out how the example illustrates the definition.

10:0601 The student designs and implements in her classroom a problem-solving exercise: listing the rules, concepts, and verbal associates the command of which is necessary to the solution of the problem; and at the conclusion of the classroom execution listing the rules, concepts, etc. which she has identified as having been previously inadequately mastered by the pupils engaged in the problem-solving.

Treatment:

1. See Topic 10:04.

Materials:

1. Gagné, Robert M. The conditions of learning. Chapters 8, 9, 11, 12.
2. Newell, John M. Student's guide to Gagné. Chapters 8, 9, 11, 12.
3. Bruner, Jerome S. Toward a theory of instruction.
4. Selected Bibliography: Problem Solving, attached.
5. Selected Bibliography: Bruner, attached.

Evaluation:

See Operational Procedures.

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(Code 10:06)

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Also in Educational Theory, 1961, 11, 15-25.
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Ausubel, David P. "Reception versus discovery learning in classroom instruction." Ed. Theory, 1961, 2, 21-24.

Ausubel, D. P. "Some psychological and educational limitations of learning by discovery." In David P. Ausubel, Readings in school learning. New York: Holt, 1969, 286-89.
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Also in Richard E. Ripple, Readings in learning and human abilities. New York: Harper, 1964, 236-48.
Also in Henry C. Lindgren, Readings in educational psychology. New York: Wiley, 1968, 181-93.
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Also in Lois N. Nelson, The nature of teaching. Waltham: Blaisdell, 1969, 198-209.
Also in Sherman Frey and Earl S. Haugen, Readings in classroom learning. New York: American, 1969, 79-91.
A major seminal article.

Guilford, J. P. "Factors that aid and hinder creativity," Teachers College Record, 1962, 63, 380-92.

Hendrix, Gertrude. "Learning by discovery." Mathematics Teacher, 1961, 54, 290-99.

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Taba, Hilda. "Learning by discovery: psychological and educational rationale." In James J. Gallagher, Teaching gifted students. Boston: Allyn, 1965, 177-86.

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Bruner
(Code 10:06)

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Bruner's ideas on curriculum. A major Bruner point is that the structure of a discipline should be taught. Ausubel says that organizing materials according to the structure of the subject does not necessarily make it meaningful; meaning lies within individual cognitive structure.

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A major seminal article.

Bruner, Jerome S. "The course of cognitive growth." Amer. Psychologist, 1964, 19, 1-15.
Also in Morris and Natalie Haimowitz, Human development: selected readings. New York: Harcourt, 1964, 285-99.
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Bruner, Jerome S. "The growth of mind." Amer. Psychol., 1965, 20, 1007-17.
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"I am not unmindful of the notion of reinforcement. It is doubtful, only, that "satisfying states of affairs" are reliably to be found outside learning itself . . ."
--Jerome Bruner

Curriculum Unit

Major Context Area 10: Code 10:07 Topic: Developmental readiness: Gagné and Piaget

Behavioral Objectives:

10:0700 The student contrasts Gagné and Piaget's views of developmental readiness.

10:0701 The student identifies by the use of Piagetian "tests" a pupil (or pupils) who is in the pre-operational stage of development; describes classroom treatment appropriate to the pupil's continued development toward the stage of concrete operations; implements the classroom treatment; re-administers the test.

10:0702 The student utilizes a Piaget test(s) as part of planning an instructional sequence(s) of her choice.

Treatment:

1-4. See Topic 10:04.

5. Students use examples of Piagetian "tests" and their application from Brearley, Copeland, and Ragan in meeting Objectives 10:0701 and 10:0702.

Materials:

1. Gagné, Robert M. The conditions of learning. Chapter 10.
2. Newell, John M. Student's guide to Gagné. Chapter 10.
3. Brearley, Molly and Elizabeth Hitchfield. A guide to reading Piaget.
4. *Selected Bibliography: Piaget, attached.

Evaluation:

See Operational Procedures.

* Bibliographies on Problem Solving, Bruner, Ausubel, and Piaget must obviously overlap.

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(Code 10:07)

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Special issue devoted to conferences at which Piaget was present. Excellent articles.
Picard, A. J. "Piaget's theory of development with implications for teaching elementary school mathematics." Sch. Sc. and Math, 1969, 69, 275-80.

Phillips, John L., Jr. The origins of intellect: Piaget's theory. San Francisco: Freeman, 1969.
The best book on Piaget for beginners of which I know.

Ragan, William B. Modern elementary curriculum. New York: Holt, 1960, 51-7, 72-6.

Sigel, Irving E. and Frank H. Hooper, Logical thinking in children: Research based on Piaget's theory. New York: Holt, 1968.
As indicated by the sub-title, a collection of significant research studies. The introductory sections and some special articles are good critical summaries. Even these materials, however, require a comfortable acquaintance with basic Piagetian jargon.

Sigel, Irving E. "Reflections." In Irving Sigel and Frank H. Hooper, Logical thinking in children, 503-528.
Overview of the present degree of confirmation of Piaget's theory. Excellent, if sophisticated review.

Sinclair, H. and C. Kamu. "Some implications of Piaget's theory for teaching young children." Sch. R., 1970, 78, 169-83.

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Guidance-Instruction Specialist Project Context Area 8
Practicum in Elementary School Guidance

Education 616, Practicum in School Guidance
Major Context Area Code 90:
Winthrop College
Rock Hill, S. C.
Spring, 1971

Operational Procedures

The focus of this course will be on process. Specifically, it will involve focusing on behavior (social, emotional, and educational) of individual children which represents a concern for the guidance instructional intern.

Behavior will be examined in regard to its meaning for the G-I and its probable consequence for the child. In order to scientifically consider behavior data will be systematically gathered, synthesized, and applied by the intern.

When sufficient data has been gathered each G-I will be given an opportunity to learn and apply guidance techniques in dealing with the behavior of children. This will take the form of individual and small group counseling sessions and behavior modifying approaches as are appropriate.

The amount and depth of learning will be determined by each intern - an individual may learn as much or as little as she chooses.

Each G-I will be given the opportunity to obtain feedback from one another and from the course instructor. However, self-evaluation is emphasized and each G-I will be asked to turn in a weekly self-evaluation form.

Name _____
Week of _____

SELF-EVALUATION FORM

Please respond to items I and II below. If any item listed is traceable to class experience, please list it in the space on the right-hand side of the page (please be specific).

I. List any modifications of teaching, guidance or counseling procedures, new techniques used or change of emphasis:	Reason for change
a.	a.
b.	b.
c.	c.

II. List any concepts or beliefs about specific students or colleagues which you have modified or extended.	Reason for change
a.	a.
b.	b.
c.	c.

Since the commitment to learn or not rests with each individual G-I, a final grade of B is assured everyone from the start of the course.

Introduction

Education 616 - Practicum in Elementary School Guidance is a process experience during which each student will be given the opportunity to demonstrate applications of learnings derived from all courses taken to date, and will be provided with the opportunity to learn and apply counseling techniques with students in the school setting.

The course will be conducted on a seminar basis and will include self and group critique of audio and video taped interactions with students.

Seminar topics and practicum experiences will vary with individual school situations, but in each case the individual G-I will work with one or more students that she has identified as being of concern to her. It will thus be possible for each G-I to work on a practical case situation that she is concurrently involved with in her day to day teaching.

The practicum experience is typically different and, at first, threatening in that one must demonstrate in terms of behavior what has previously been hidden behind academic proficiency and intellectual analysis. This demonstration is performed in the full light of day; in fact, it is practically a command performance complete with microphone, lights, and audio and video tapes. Small wonder that some anxiety arousal is normally found among new trainees. The learning demands of a new mode of verbal behavior often stimulates a temporary regression to less sophisticated and less intellectualized ways of expression on the part of the practicum students. This is "par for the course" and anticipated by the practicum instructor.

In order to meet this challenge of learning a new mode of behavior, verbal and internal, two levels of support are provided for the trainee. The first level lies in the relationship with the practicum supervisor. This can be likened to a counseling relationship, and the supervisor may be thought of as the counselor's counselor. He is also an instructor who can participate closely with each trainee in the specific details of case work and counseling techniques. The second level of support is designed as a group and intellectual

experience and is held weekly with the practicum instructor and all practicum students. During this time each person will share with the group a tape they have made, for the purpose of obtaining peer reactions and suggestions, and will present a case evaluation in terms of what is happening with a particular counselee.

Counselors require a broad and varied background of knowledge, skills, and abilities to perform their tasks well. In order to achieve such a background, a program of practical experiences has been made a part of counselor preparation programs. Supervised practice for the counselor is important because it brings together in a working situation her knowledge, skills, attitudes, and philosophy. Through a series of planned learning experiences practicum enables the trainee to consolidate her knowledge, apply her skills and techniques, and organize her philosophy.

Major Context Area Code 90:

Educational Goal: The learner specifies what behaviors cause her concern and is able to specify what it is about the behavior that makes it of concern.

Code	Educational Objectives
90:00	The learner identifies clearly and precisely what an individual is doing behaviorally that causes her concern.
90:01	The learner examines her own "feelings" in relationship to specific individual behavior.
90:02	The learner compares specific individual behaviors with that which can be identified as developmentally normal and predictable.
90:03	The learner differentiates behavior which is developmentally normal; behavior which is developmentally normal but inappropriate for classroom learning; behavior which is indicative of possible developing pathology; and behavior which is developmentally normal, does not interfere with classroom learning, is not indicative of developing pathology, but does bother her for some reason.
90:04	The learner takes responsibility for determining how the behavior will be dealt with and states the goal to be obtained in dealing with individual behaviors.
90:05	The learner presents data to support every concern identified about an individual behavior.
	Behavioral Objectives
90:001	The learner rates 50 selected behavior traits as she regards their undesirability in any boy or girl.
90:002	The learner develops a school behavior journal for the gathering of data about individual behavior.
90:003	The learner makes anecdotal observations of behavior.
90:004	The learner specifically states what a particular behavior means for her.
90:005	The learner states her specific objectives in dealing with individual behavior.
90:006	The learner identifies specifically what she would like to learn about behavior.

Treatment:

1. Each learner replicates the behavior ratings of the Wickman Study.
2. Each learner keeps a school behavior journal for each child with whom she works.
3. Each learner makes written anecdotal observations of the behavior of each child with whom she works.
4. Each learner verbalizes her feelings about individual behavior she has identified as being of concern to her.

Materials:

* Behavior trait rating scale for boys
* Behavior trait rating scale for girls
  Handout: "Instructions For Use of School Behavior Journal."
  Handout: "Anecdotal Method of Reporting Observations."
  Handout: "I Taught Them All."
  Individual G-I's list of Educational objectives

* Adapted from D. B. Ellis and L. W. Miller. Teachers' attitudes and child behavior problems. J. Educ. Psychol., 1936, 27, 505.

Curriculum Unit

Major Context Area 90: Code 90:01 Topic: Identification of one child who is exhibiting behavior that is of concern to the teacher

Behavioral Objectives:

90:0101 The learner identifies one of her school pupils who has concerns that the G-I desires to work with:
1. Behavioral concern (singly or in combination)
   A. social
   B. emotional
   C. academic

90:0102 The learner follows established school procedures for obtaining school and parental permission for doing a case study on the child she has selected.

90:0103 The learner does a detailed case study of an individual and gathers that data which is necessary for understanding the child and is needed for the purpose of developing strategies for working with the child.

90:0104 The learner involves parents, school principals, teachers, and other individuals who can provide help in understanding the child.

Treatment:

1. Each learner accumulates data from school records, parental conferences, and personal contact with appropriate school personnel for the purpose of better understanding her case study child.
2. Each learner evaluates the data she accumulates as to its validity and reliability - material of doubtful accuracy is eliminated from the study.
3. Each learner organizes, synthesizes, and systematizes in written form all relevant information gathered about a child.
4. Each learner develops a strategy for working with her case study subject.

Materials:

1. Handout: "The Case Study."
2. Handout: "Suggested Data For Summary Report."

Curriculum Unit

Major Context Area 90: Code 90:02 Topic: The learner identifies those aspects of counseling that characterize it as a helping relationship

Behavioral Objectives:

90:0201 The learner develops, through reading, an informational understanding of what constitutes a counseling relationship.
90:0202 The learner participates in group discussion, questioning, and critiquing of the readings.
90:0203 The learner identifies those aspects of a counseling relationship which she will attempt to develop with her case study child.
90:0204 The learner develops an understanding of the fact that she as a counselor has a major responsibility in the kind of relationship she has with a pupil.
90:0205 The learner develops an understanding of the necessity for her to examine what she is doing in her relationship with pupils and how this effects the child.
90:0206 The learner develops an understanding that to establish a helping relationship with a student she is going to have to take some "risks" in the form of new behavioral and verbal ways of dealing with a student.

Treatment:

1. Each student reads materials supplied.
2. Each student initiates questions, comments, and criticisms during weekly group meetings.
3. Each student accepts responsibility for seeking further clarification of things not fully understood.

Materials:

1. Handout: Combs, Arthur W. "The Human Aspect of Administration." Educational Leadership, Nov., 1970. pp. 197-205.
2. Dimick, Kenneth M. and Vaughn E. Huff. Child Counseling. William C. Brown Co., 1970. Chapters 1-13.
3. Handout: Rogers, Carl R. "The Characteristics of A Helping Relationship." N. D. pp. 1-9.
4. Handout: Veland, Brenda. "Tell Me More." Ladies Home Journal. Nov., 1941. pp. 1-2.

Curriculum Unit

Major Context Area 90: Code 90:03 Topic: To develop and practice counseling techniques with the case study pupil

Behavioral Objectives:

90:0300 The learner is open and honest in all relationships with children and adults.
90:0301 The learner demonstrates ability to establish a helping relationship with case study child.
90:0302 The learner practices individual one to one interviewing skills.
90:0303 The learner engages in multiple and small group guidance activities with children.
90:0304 The learner tries a variety of counseling techniques with children.
90:0305 The learner continually examines her behavior and how it effects the relationship between herself and others.
90:0306 The learner continually examines her feelings about what is happening and what is going on in her relationships.
90:0307 The learner is willing to risk trying new counseling techniques and approaches with children and adults.
90:0308 The learner willingly shares what she is doing and her feelings about it in the G-I group meetings.
90:0309 The learner willingly shares with other members of the G-I group, the audio and video tapes she makes with her counselees.
90:0310 The learner willingly seeks help and suggestions of instructor and other G-I's in developing guidance techniques.

Treatment:

1. Each learner will make a weekly audio tape with her case study child.
2. Each learner will share this with her instructor, and where appropriate with other G-I's, for assistance in helping her develop techniques and devise strategies for working with her case study child.
3. Each learner will do one video tape of herself interacting either with an individual student or with a small group of students.
4. Each learner will specifically identify what behaviors exhibited by a child are of concern to her.
5. Each learner will share her feelings about everything she encounters in each situation associated with the practicum.

Materials:

1. Glasser, William. Schools Without Failure. Harper and Row, 1969. Chapters 1-16.

2. Handout: "Teacher Responses Which Promote Student Thinking."
3. Handout: Mulvey, David D. "The Fully Functioning Elementary Counselor." The Tennessee Teacher, in press. pp. 1-5.
4. Handout: Mulvey, David D., et. al. "Student Teaching As A Mode of Instruction For Junior High Schools." Educational Quest, Fall, 1970. pp. 1-8.
5. Handout: Mulvey, David D. "Education In Turmoil: Some Common Fallacies." Peabody Journal of Education. Sept., 1969. pp. 1-8.
6. Handout: Rosenthal, Robert, et. al. "Teacher Expectations For The Disadvantaged." Scientific American. April, 1968. pp. 19-23.

Curriculum Unit

Major Context Area 90: Code 90:04 Topic: Development of a model for studying behavior which can be used in future situations

Behavioral Objectives:

90:0401 The learner organizes in systematic form all of the data that she has accumulated on her case study child.

90:0402 The learner specifically identifies:
1. the problem or problems
2. variables that led up to the problem
3. the point at which the problem became evident
4. the factors that were identified as maintaining the problem
5. the obstacles encountered in resolution of the problem
6. how those presently involved are handling the situation
7. possible techniques and approaches to be used in dealing with the problem

90:0403 The learner lists and evaluates all techniques utilized in working on the problem.

90:0404 The learner presents all of this material in the form of a written case study.

Treatment:

1. Each learner organizes all data she has accumulated on an individual.
2. Each learner evaluates techniques used with an individual.
3. Each learner finalizes a written report on everything she has done so she will have it for future reference.

Materials:

1. Handout: Missildine, Hugh W. "The Mutual Respect Approach to Child Guidance." N. D. pp. 1-4.
2. All other materials previously utilized also provide appropriate information and guidelines for completing this unit.

Guidance-Instruction Specialist Project Context Area 7
Case Studies in Children's Learning Problems

Education 617, Diagnosis and Evaluation of
Children's Learning Problems
Major Context Area Code 80:
Winthrop College
Rock Hill, S. C.
Spring, 1971

Operational Procedures

The focus of this course is on process. Students will make an in-depth study of teacher-pupil interaction as reflected in social, emotional and academic learning of children. The children selected for study will be those who manifest some difficulties in classroom performance and have been identified by the guidance instructional intern as "problems."

It is assumed that the students, as experienced teachers, are knowledgeable about the developmental sequence of academic skills and have an understanding of curricula used at various age-grade levels.

This course introduces the students to effective means of diagnosis and remediation of learning problems. The course work is closely correlated with Context Area Eight, Practicum in Elementary School Guidance and the instructors act as co-teachers for the courses.

Data will be systematically gathered, synthesized, and applied by the students. Each student will be given individual guidance and instruction each week in addition to small group discussion sessions. Self-evaluation will be emphasized and each student will turn in a weekly report. (See form under Context Area Eight)

Those students who do not have classroom instructional experiences for this course will plan with the instructor for other "lab experiences" in order to meet the requirements of the course.

Introduction

Education 617 - Diagnosis and Evaluation of Children's Learning Problems is a process experience where each student will be given the opportunity to apply methodology and materials from previous course work, from personal experience and observations and to develop skills in diagnosis of educational difficulties.

A learning problem for purposes of this course, is any specific difficulty in acquiring and using information or skills that are essential to social and academic problem solving. A learning disability exists when the child's actual performance in any given ability is found to be below his capacity or potential.

Learning difficulties may result from developmental problems, environmental deprivation, psychological frustration, failure experiences, and inadequate instruction. No attempt is made to consider the causative facts in any detail. The primary focus of this course is on the immediate situation and the need to take the child forward through careful programming of learning tasks appropriate to the child's needs. Effective teaching demands constant assessment of the curriculum, the children, and the impact of various instructional strategies.

The usual classroom contains students who:

1. Do well in all subjects by performing at a level which is consistent with their predicted ability.

2. Exhibit unequal achievement in certain subject areas which require similar skills for an effective performance.

3. Have developed the basic technical skills for a subject but are deficient in applying these skills effectively.

4. Have not developed basic technical skills for a subject.

5. Are intellectually superior but under-achieve.

6. Are mentally retarded and do not understand regular classroom instruction.

7. Have emotional problems which interfere with academic learning.

8. Have emotional problems which restrict effective interaction with peers and/or authority figures.

Teachers, to be effective, must understand the characteristics and needs of all of these children and must provide an environment that will allow them optimum development despite their differences.

Major Context Area Code 80:

Educational Goal: The learner can make a behavioral and academic assessment of a child who has problems in learning, and the learner can design and implement prescriptive procedures which will allow this child to be more effective in the academic setting.

Code	Educational Objectives
80:00	The learner develops an orientation to teaching children with learning problems.
80:01	The learner develops a way of thinking about teaching that is designed to assist the teacher in responding systematically to children with learning problems.
80:02	The learner systematizes an approach by gathering descriptive information.
80:03	The learner systematizes an approach by implementing procedures.
80:04	The learner evaluates prescriptive procedures using measures to determine changes in responses.

Curriculum Unit

Major Context Area 80: Code 80:00 Topic: Orientation to Teaching Children with Learning Problems

Behavioral Objectives:

80:0001 The learner identifies characteristics of children who manifest problems in learning.
80:0002 The learner compares specific individual behaviors with that which can be identified as developmentally normal and predictable.
80:0003 The learner examines her own "feelings" in relationship to specific individual problems in classroom performance and interaction process.
80:0004 The learner identifies and describes individual styles of learning (coping) of children within her class.
80:0005 The learner presents data to support concerns identified regarding the individual child's problems.

Treatment:

1. Each student reads reference 1 and discusses in seminar.
2. Each student reads reference 2 and learns to use technique in gathering data.
3. Each student makes anecdotal observations of behavioral and academic experiences of case study child.
4. Each student reviews any anecdotal observations made during first semester teaching-learning experiences.
5. Each student identifies specific objectives in dealing with case study child.
6. Each student reviews, in individual conference with instructor, the appropriateness of case study selection and study.

Materials:

1. Glasser, William. Schools Without Failure. Harper Row, 1969. Chapters 1-6.
2. Handout: "Anecdotal Method of Reporting Observations"
3. Individual G-I's list of Educational Objectives
4. Handout: "The Case Study"
5. Stephens, Thomas M. Directive Teaching of Children with Learning and Behavioral Handicaps. Charles E. Merrill, 1970. Chapter 1.
6. Meacham, Merle L. and Allen E. Wiesen. Changing Classroom Behavior: A Manual for Precision Teaching. International Textbook, 1969. Chapters 9, 11.

Curriculum Unit

Major Context Area 80: Code 80:01 Topic: An attitude toward teaching that is designed to assist teachers in responding systematically to children with learning problems

Behavioral Objectives:

80:0101 Learner conceptualizes teaching as manipulation of the variable of instructional media.
80:0102 Learner conceptualizes teaching as manipulation of the variable of environment: structure, grouping.
80:0103 Learner conceptualizes teaching as manipulation of the variable of student behavior (to manage behavior so as to result in more effective learning).

Treatment:

1. Review of reference 1.
2. Study and discuss in small groups reference 2 and 3.
3. Participate in individual conferences with instructor the teacher-pupil interaction process. (Instructor will observe each student teaching case study child in appropriate peer group.)
4. Study reference 4.
5. Present ideas to instructor regarding changes student would like to make in order to more effectively meet needs of case study child.
6. Study reference 5.

Materials:

1. Major Context Area Three Code 3:02. Classroom procedures which may be used to provide for individual differences.
2. Stephens, Thomas M. Directive Teaching of Children with Learning and Behavioral Handicaps. Charles E. Merrill, 1970, Chapters 2, 3 and 6.
3. Meacham, Merle L. and Allen E. Wiesen. Changing Classroom Behavior. Chapters 2-7.
4. Glasser, William. Schools Without Failure. Harper and Row, 1969. Chapters 10, 11 and 12.
5. Glasser, William. Schools Without Failure. Harper and Row, 1969. Chapters 14 and 15.

Curriculum Unit

Major Context Area 80: Code 80:02 Topic: Systematizing an approach to teaching children with learning problems by gathering descriptive information

Behavioral Objectives:

80:0201 Each student presents, in writing, descriptive information regarding academic skills in language arts and math of case study child.

80:0202 Each student describes, in writing, the specific conditions under which the case study child emits desirable and undesirable behavior.

80:0203 Each student describes, in writing, those events which are perceived by the child as rewarding.

80:0204 Each student reviews audiotape with small group and instructor and relates the information from interview to the information gathered in 80:0201, 80:0202, 80:0203.

Treatment:

1. Each student encouraged to use the assessment plan and evaluative instruments of the local schools where she is currently teaching. Where needed, the instructor supplies copies of tests.
2. Study reference 1 and use as guideline.
3. Review reference 2.
4. Students review and discuss with instructor each evaluation of case study in language arts and math.

Materials:

1. Stephens, Thomas M. Directive Teaching. Charles E. Merrill, 1970. Chapters 4 and 5.
2. Major Context Area Three Code 3:08, Using evaluative measures.
3. Otto and McMenemy. Corrective and Remedial Teaching. Houghton-Mifflin Co., 1966. Chapter 5.
4. Smith, Robert. Teacher Diagnosis of Educational Difficulties. Charles E. Merrill, 1969. Chapters 4-8.
5. Valett, Robert E. Programming Learning Disabilities. Fearon Publishers, 1969.

Curriculum Unit

Major Context Area 80: Code 80:03 Topic: Systematizing an approach to teaching children with learning problems by implementing procedures

Behavioral Objectives:

80:0301 Each student designs prescriptive procedures which will meet specific needs as indicated by assessment. (80:0201, 80:0202, 80:0203)

80:0302 Each student observes, records and evaluates the outcome of the instructional strategy as designed in 80:0301.

80:0303 Each student confers with parents, principal other staff involved and/or affected by modifications in 80:0301.

80:0304 Each student confers with instructor and makes necessary modifications of instructional strategies following her evaluations.

Treatment:

1. Study reference 1.
2. Study reference 2.
3. Share experiences of development of strategies with group.
4. Share video and audio tapes made.

Materials:

1. Stephens, Thomas M. Directive Teaching of Children with Learning and Behavioral Handicaps. Charles F. Merrill, 1970. Chapter 6.
2. Glasser, William. Schools Without Failure. Harper and Row, 1969. Chapters 7-15.
3. Meacham, Merle L. and Allen E. Wieson. Changing Classroom Behavior. International Testbook, 1969. Chapters 3-8.

Curriculum Unit

Major Context Area 80: Code 80:04 Topic: Evaluating prescriptive procedures using measures to determine changes in responses.

Behavioral Objectives:

80:0401 Student makes comparisons between actual performance of case study child and expected performance (pre-determined goals).

80:0402 Student makes observation under different conditions to find out if learned responses are being transferred.

Treatment:

1. Procedures for evaluating responses are essentially the same as other evaluative procedures previously described.

Guidance-Instruction Specialist Project Context Area 10
Selected Studies in Human Development

Psychology 604, Advanced Studies in Human Development
Major Context Area Code 70:
Winthrop College
Rock Hill, S. C.
Summer, 1971

Major Context Area Code 70:

Educational Goal: The student verbalizes the philosophies, assumptions, theories, principles, and facts of human psychological development and relates their influences on methods and materials for teaching elementary school children.

Code	Educational Objectives
70:00	The student understands the relationship between the major concepts of development, and the distinctions between maturation, readiness, and learned versus unlearned behavior.
70:01	Each participant states the various facts concerning human physical growth and understands the relationships between: physiological and behavior changes, motoric development and psychological adjustment, and physique and personality.
70:02	The student understands: the interaction of the various phenomena which determine human intelligence and its growth, the various theories of the components of intelligence, and the relationship between intellectual change and emotional adjustment.
70:03	Each student verbalizes the difference between the various theories of simple concept development, of discrimination learning, and of generalization.
70:04	The participant understands the theories concerning cognitive development including language, logical thinking, and cognitive styles.
70:05	The student states the various theories of infantile emotional development, the development of positive and negative affect in children and adults, and selected techniques of modifying inappropriate affective behavior.
70:06	Each participant understands the influences on children's social behavior, the methods of measuring and manipulating social interactions, and the processes of child socialization.
70:07	The participant gives a seminar presentation to the class on a topic of his interest related.

Curriculum Unit

Major Context Area 70: Code 70:00 Topic: Methods and Principles of Developmental Psychology

Behavioral Objectives:

70:0000 The student distinguishes between the comparative-organismic and the genetic-environmental concepts of human development.
70:0001 The student defines the following terminology, antigenetic behavior, phylogenetic behavior, longitudinal (genetic) method of study, cross-sectional (normative) method of study.
70:0002 The student names and explains the criteria which define unlearned behavior.
70:0003 The student specifies the role of instinct in human and non-human behavior.
70:0004 The student explains the relationships between an organism's position on the phylogenetic scale and its learned and unlearned behaviors.
70:0005 The student explains the critical period hypothesis.
70:0006 The student defines imprinting and explicates the parameters which determine its strength.
70:0007 The student discusses the names of the individuals who are most influential in imprinting experiments.
70:0008 The student discusses the relationship between imprinting, critical periods, and school readiness.

Treatment:

1. Study Meyer, Developmental Psychology, Chapter I.
2. View video tape "Imprinting."
3. All students participation in discussion.

Curriculum Unit

Major Context Area 70: Code 70:01 Topic: Physical growth and Motor Development

Behavioral Objectives:

70:0100 The student defines the following terms: cephalo-caudal growth, primo-distal growth, mass-specific growth.
70:0101 The students draws the general physical and the mental growth curves.
70:0102 The student discusses the spurts in physical growth and the various patterns of growth and the factors responsible for such development.
70:0103 The student states the physical and psychological differences between early and late maturing males and females.
70:0104 The student outlines the major neonatal physiological changes immediately following parturition.
70:0105 The student states the sensory abilities of neonates.
70:0106 The student outlines the role and functioning of the endocrine glands and hormones during adolescence.
70:0107 The student distinguishes between primary and secondary sex characteristics.
70:0108 The student discusses the theories relating physique to personality and the degree to which these theories are supported by research.

Treatment:

1. Study Chapter II in Meyer, Developmental Psychology.
2. Each student takes notes on lecture by instructor on adolescent endocrine functioning.

Curriculum Unit

Major Context Area 70: Code 70:02 Topic: Intellectual Development

Behavioral Objectives:

70:0200 Each student summarizes the conclusions of studies of the roles of heredity and of environment in the formulation of intelligence.
70:0201 The students discuss the theories of intelligence advanced by Terman, Spearman, Thurstone, Garrett, and Guilford.
70:0202 The students outline the results of the various environmental influences on intelligence.
70:0203 The students see an individual intelligence test administered to a child and discuss the procedures and materials used.
70:0204 The students discuss the relationship between change in intelligence in children and personality.

Treatment:

1. Study Meyer, Developmental Psychology, Chapter III.
2. View video tape "WISC".
3. Read Anastasi, Heredity, Environment, and the Question "How?"

Curriculum Unit

Major Context Area 70: Code 70:03 Topic: Cognitive Development: Acquisition of Simple Concepts

Behavioral Objectives:

70:0300 The student states the S-R (behavioral) and field (Gestalt) positions regarding the learning of concepts.
70:0301 The student describes the ages at which children typically first discriminate simple geometric forms, letter forms, colors, and sizes.
70:0302 The student describes the relationship between degree of anxiety and performance on discrimination tasks of varying difficulty.
70:0303 The student arranges hierarchically the various types of reinforcers which affect children's discrimination in terms of the reinforcers' potency.
70:0304 The student describes the relationship between contingent punishment and discrimination learning.
70:0305 The student outlines the varied effects on discrimination attaching verbal labels to stimuli.
70:0306 Students describe the effects on discrimination learning of the various temporal arrangements of stimuli.
70:0307 The student draws stimulus generalization gradients.
70:0308 Students list the conditions which steepen and flatten generalization gradients.
70:0309 Students explain the concept of verbal mediation in a variety of situations.
70:0310 Students define the term transposition.
70:0311 Students define the terms "horizontal conceptual development" and "vertical conceptual development."

Treatment:

1. Study Meyer, Developmental Psychology, Chapter IV.
2. All students participate in discussion.

Curriculum Unit

Major Context Area 70: Code 70:04 Topic: Cognitive Development: Acquisition of Higher-Order Concepts

Behavioral Objectives:

70:0400 The student defines the term phoneme and explains the relationship between phoneme development in infancy, genetic background, and learning.

70:0401 The student discusses the differential rates of consonant and vowel phoneme production.

70:0402 The student states the norms regarding chronological age and vocabulary development.

70:0403 The student discusses the processes in childhood through which words become associated with objects.

70:0404 The student outlines the ways in which children learn grammatical form and sentence structure.

70:0405 The students state the basic facts regarding the biography of Jean Piaget.

70:0406 The students define the following Piagetian terms: accommodation, assimilation, equilibration, conservation, reversibility.

70:0407 The students state the major characteristics of Piaget's stages of cognitive development.

70:0408 The student discusses the results of Kagan and Moss' research on cognitive styles in children.

70:0409 The student discusses the various methods and materials through which children's cognitive develop ent may be facilitated.

Treatment:

1. Study Meyer, Developmental Psychology, Chapter V.
2. All students participate in discussion.

Curriculum Unit

Major Context Area 70: Code 70:05 Topic: Emotional Development

Behavioral Objectives:

70:0500 The student states the theory of J. B. Watson regarding emotions in infancy.
70:0501 The student discusses Sherman's test of Watson's motions.
70:0502 The student discusses Bridges' theory of emotional maturation during infancy and childhood.
70:0503 The student compares the roles of maturation and of learning in the development of emotional responses.
70:0504 The student describes the types of fears characteristic of human beings at different ages.
70:0505 The student states the role of avoidance conditioning in the development of fear responses.
70:0506 The student discusses the use of counter-conditioning in attenuating the rate and strength of fear responses.
70:0507 The student discusses the variety of injurious effects of anxiety on behavior.
70:0508 The student outlines the variety of age changes in children's expression of anger.
70:0509 Students discuss the various situations which elicit anger in human beings of different ages.
70:0510 Students state the components of jealousy and outline ways in which it can be presented in children.
70:0511 Students discuss ways in which teachers can attenuate test anxiety in children.

Treatment:

1. Study Meyer, Developmental Psychology, Chapter VI.
2. All students participate in discussions.

Curriculum Unit

Major Context Area 70: Code 70:06 Topic: Social Development

Behavioral Objectives:

70:0600 The student discusses the definitions of the term "social interaction."
70:0601 Students discuss the early social interactions of infants and children.
70:0602 Students state the techniques of modifying children's social behavior through contingent reinforcement and punishment and discuss the outcomes of these attempts.
70:0603 Students define the terms: sociometry, sociogram, star, isolate, rejectee.
70:0604 Students discuss Moreno and the technique of sociometry as it can be used in the classroom.
70:0605 Students discuss non-sociometric ways of measuring social relations.
70:0606 Students discuss socioeconomic status and the behaviors related to this phenomena.
70:0607 Students state the definition of the term identification.
70:0608 Students outline the principal processes through which socialization in children is achieved.
70:0609 Students discuss the various so-called democratic, autocratic, and indulgent families and the types of child behavior produced in these situations.
70:0610 Students discuss the various types of classroom atmospheres and the effects on pupils' behaviors.
70:0611 Students discuss the use of the nongraded class facilitating children's social development.

Treatment:

1. Study Meyer, Developmental Psychology, Chapter VII.
2. All students parcicipate in discussion.

Curriculum Unit

Major Context Area 70: Code 70:07 Topic: Presentation of Seminar Topics

Behavioral Objectives:

70:0700 Each student gives a 45-75 minute seminar presentation on a topic of his choice.

Treatment:

1. Students are given instruction, if requested, in the use of the various abstracting, referencing, and reporting media in the library.
2. Students confer with the instructor on the choice and limitation of each topic.

Guidance-Instruction Specialist Project Context Area 11
Directing Teacher Teams

Education 634, Directing of Teacher Teams
Major Context Area Code 31:
Winthrop College
Rock Hill, S. C.
Summer, 1971

Introduction

Your study in this Context Area will be an examination of team teaching. The major goal for this area is that helping you function more effectively as a team leader and/or a team member.

You will develop your background of information in the area of team teaching on an individual basis (mainly through the use of An Individualized Multi-media Approach to the Study of Team Teaching), however, the "final products" of your study will be developed through team endeavors.

Educational Objectives

For Context Area Thirty-one only five educational objectives are listed. You will write additional objectives in light of your own and your team needs.

Behavioral Objectives

No behavioral objectives are listed under each educational objective. Although guidance will be given by the instructor whenever you ask for it, you will determine specific behavioral objectives by which you will reach each educational objective.

Materials

To provide a structure or framework for your study we will utilize materials provided in An Individualized Multi-media Approach to the Study of Team Teaching. This material is organized into seven "modules." Each module is comprised of printed matter, pretests, audio-visual materials and posttests. Three modules will be completed by every student. The remaining modules will be completed by various members of each school faculty.

You should view each film and filmstrip, and listen to each tape, even though you do not plan to complete each module.

In addition, you should utilize the following sources throughout your study.

Chamberlain, Leslie J. Team Teaching: Organization and Administration. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.

Hanslovsky, Glenda, Sue Moyer, and Helen Wagner. Why Team Teaching? Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.

Davis, Harold S. Team Teaching: A Selected Annotated Bibliography. Cleveland: Educational Research Council of Greater Cleveland, Ohio, 1967.

Procedure

Each module should be completed no later than the dates given on the tentative schedule. On the dates listed, films and filmstrips will be shown at two different hours. These hours will be determined later. You may attend either showing. Audio tapes may be used at any time during the day by individuals or small groups. Listening stations are available for use by small groups.

Between July 13 and July 17, every student should complete Modules I and V. During this period, each school faculty should determine which G-I's will complete Modules II, III, IV, and VI. You may complete as many of these modules as you wish. However:

1. each student must complete at least one of the four modules listed above.
2. each school must have all four modules listed above completed.

Completion of Module VII is also required of every student. This study should provide direction for planning with your total faculty in the coming school year.

Major Context Area Code 31:

Educational Goal: The learner functions effectively in a leadership role in directing teaching teams and/or as a member of such teams.

Code	Educational Objectives
31:0	The learner, working as a member of a team, develops a rationale for team teaching.
31:1	The learner, working as a member of a team, describes and evaluates contemporary team structures.
31:2	The learner, working as a member of a team, develops an appropriate teaching team structure which is based on his rationale and evaluation of team structures.
31:3	The learner, working as a member of a team, describes specific roles in the teaching team structure he has developed.
31:4	The learner, working as a member of a team prepares a systems analysis approach to incorporating team teaching (beginning with the organizational structure presently existing in his school).

Guidance-Instruction Specialist Project Context Area 12
Group Processes in Educational Settings

Education 630, Group Process in Educational Settings
Major Context Area Code 91:
Winthrop College
Rock Hill, S. C.
Summer, 1971

OPERATIONAL PROCEDURES

Introduction

The focus of this course will be four-fold:

(1) The students will study the differences among various group procedures and also devise a plan for implementing these procedures in their school setting for the purpose of preventing/remediating behavioral problems.

(2) The students will be trained in small groups in how to listen perceptively and to communicate effectively.

(3) Students will develop group guidance units (instructional units for the development of human relations skills) for use in the classroom and will employ these and/or commercial units already available in a live demonstration with appropriate age groups of children, and counseling group demonstrations will also be held. (When appropriate the instructor will model group counseling procedures for the class members.)

(4) In the course of accomplishing points 1, 2, and 3 small group procedures will be utilized to illustrate various dynamics of groups, e.g., leader roles, member roles, normative behavior, reaching consensus, and stages of development.

Curriculum Unit

Major Context Area 91 Code 91:01 Topic: Orientation to Group Procedures

Behavioral Objectives:

91:0101 The learner is able to identify the differences among and the appropriate uses of group guidance, group counseling, staff development, and parent development groups.
91:0102 The learner understands the need to employ different media, settings, size, and role composition of groups based on the developmental levels of the persons involved.
91:0103 The learner understands the significance of group process in behavioral change.
91:0104 The learner understands the unique contributions group procedures offer as a means of changing behavior.
91:0105 The learner knows and accepts the limitations of group procedures as media for behavioral change.

Treatment:

1. Each student reads references 1, 2, 3 and 5 and discusses in seminar.
2. Each student reads reference 1 and discusses in seminar.
3. Each student reads references 1, 2, and 3 and related references (Bibliography of Group Literature -- W. L. Mermis, Jr.)* and discusses in seminar.
4. Each student reads references 1, 2, and 3 and discusses in seminar.
5. Each student reads reference 1 and discusses in seminar.

Materials:

1. Gazda, G. M. Group counseling: A developmental approach. Boston: Allyn and Bacon, 1971.
2. Carkhuff, R. R. Helping and human relations Vol. 1, Selection and training. New York: Holt, Rinehart and Winston, 1969.
3. Gazda, G. M., and Lewis, W. A. (Eds.). Groups in guidance. Personnel and Guidance Journal, 1971, 49(8), 592-684.
* 4. Mermis, W. L., Jr. Bibliography of group literature. Personnel and Guidance Journal, 1971, 49(8), 652-656.
5. Satir, V. Conjoint family therapy (Rev. ed.), Palo Alto, Calif.: Science and Behavior Books, Inc., 1967.

Curriculum Unit

Major Context Area 91 Code 91:02 Topic: Systematic training in listening and communication skills

Behavioral Objectives:

91:0201 The trainee is able to discriminate at 1.0 or less on the Carkhuff Discrimination Index.
91:0202 The trainee is able to communicate at 3.0 (minimally helpful) or better on the Carkhuff Communication Index.

Treatment:

1. Each trainee practices listening skills through participating in a Systematic Human Relations Training group, à la Carkhuff and led by the instructor (Gazda).
2. Each trainee practices communication skills through participating in a Systematic Human Relations Training group, à la Carkhuff and led by the instructor (Gazda).

Materials:

1. Carkhuff Discrimination Index (see Carkhuff, vol. 1).
2. Carkhuff Communication Index (see Carkhuff, vol. 1).

Curriculum Unit

Major Context Area 91 Code 91:03 Topic: Development and application of group guidance units in a classroom setting

Behavioral Objectives:

91:0301 The learner constructs a group guidance unit for one or more classroom sessions and appropriate to the grade level in which she teaches.

91:0302 The learner demonstrates her group guidance unit with a classroom group.

Treatment:

1. The student studies the guidance units contained within the references (Materials) and discusses them in seminar.
2. The student arranges for the approximation of her typical classroom setting with appropriate accommodations for observers.

Materials:

1. Bessell, H., and Palomares, U. H. Methods in human development. San Diego, Calif.: Human Development Training Institute, 1967.
2. Ojemann, R. H. Developing a program for education in human behavior (Handbooks for grades 2, 3, 4, 5 and 6). Iowa City, Iowa: The University of Iowa, 1959.
3. Focus on Self-Development. Chicago, Ill.: Science Research Associates.
4. Peters, H. J., Shelly, M., and McCormic, R. Random House program for elementary guidance. New York: Random House, 1966.
5. Randolph, N., Howe, W., and Achterman, E. Self-enhancing education: A training manual (A PACE Project, Title III ESEA), 1968.

Curriculum Unit

Major Context Area 91 Code 91:04 Topic: The study and experiencing of group dynamics concepts

Behavioral Objectives:

91:0401 The learner becomes knowledgeable of the roles performed by group leaders.
91:0402 The learner becomes knowledgeable of the roles filled by group members.
91:0403 The learner understands the establishment of normative behavior in groups.
91:0404 The learner appreciates the value of group consensus.
91:0405 The learner becomes knowledgeable of stages of development of groups.

Treatment:

1. The student reads reference 1 and discusses in seminar.
2. The student reads reference 1 and discusses in seminar.
3. The student reads references 1 and 2 and discusses in seminar.
4. The student reads references 1, 2 and 3 and discusses in seminar.
5. The student reads references 1 and 2 and discusses in seminar.

Materials:

1. Gazda, G. M. Group counseling: A developmental approach. Boston: Allyn and Bacon, 1971.
2. Bonney, W. C. Group counseling and developmental processes. In G. M. Gazda (Ed.) Theories and methods of group counseling in the schools. Springfield, Ill.: Charles C. Thomas, 1969. p. 157-180.
3. Gibb, J. R., Platts, G. N., and Miller, L. Dynamics of participative groups (Ch. 7). St. Louis: John Swift Co., 1951.