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ABSTRACT

The primary aim of this handbook is to encourage and stimulate growth and renewal of the "human element" within the school environment. Four processes form the objectives that are fundamental to achieving this goal: problem solving, shared decision making, open communications, and accountability. Skills in these four processes are discussed in great detail along with methods of developing them through role playing, simulation activities, lecturettes, case studies, buzz groups and brainstorming techniques. A variety of resources are used, such as films, tapes, articles, structured exercises and workshop leaders. Aimed primarily at teachers and administrators, all the materials in this work are interdisciplinary in nature, integrating concepts, theory and practice from psychology; communications; learning theory; business and school management; change process; decision theory; achievement motivation; conflict resolution; leadership; and staff and community relations. Strong emphasis is placed on skill development and application to the job. (Author/FDI)

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TOWARD THE HUMAN ELEMENT

BEGINNING HANDBOOK FOR CHANGE

VOLUME I
1972

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PREFACE

Materials in the Beginning Handbook for Change are interdisciplinary in nature, integrating concepts, theory and practice from psychology, communications, learning theory, business and school management, change process, decision theory, achievement, motivation, conflict resolution, leadership, and staff and community relations.

Skills in the four processes, (open communication, problem solving, shared decision making and accountability) described in the handbook, are developed through role playing, simulation activities, lecturettes, case studies, buzz groups, and brainstorming techniques, using a variety of resources such as films developed to supplement this handbook, tapes, articles, structured exercises and workshop leaders on a ratio of 1 leader to 15-17 participants. Strong emphasis is placed on skill development and application to the job.

Effectiveness of the materials and training procedures have been reality tested at Bell Junior High School for the past three years with teachers, administrators, teacher aides, community members and students. Workshops have been taught and materials tested and revised in conjunction with several universities and school districts in Colorado, Hawaii, South Dakota, Washington, California and New York. Several universities have offered graduate credit for workshops using these materials, making financing of the training almost totally self-supporting. Also, the materials have been successfully used with a variety of different ethnic groups.

The authors would like to caution the readers concerning use of the materials contained in this handbook. Reading the materials is not enough. A lecture on the ideas and concepts may even be less useful. The only real way to obtain an understanding of the processes to the degree that they can be applied is by experiencing and internizing them.

In a recent workshop the participants became excited about the processes learned and each wrote an accountability or performance plan of action to facilitate application of workshop ideas and skills. Their supervisor, who had been trying to get them to develop a similar plan all year, picked up the handbook, shook it vigorously and shouted, "All I have to do next year is cover this book and the participants will come out with an individual performance plan?" The answer is obvious! Without a well qualified facilitator, who is comfortable with himself and others, and experiencing the materials in this handbook, little application or commitment will be realized.

And, finally, it is the authors' opinion that the most effective method of education is some type of participative system. The second most effective is the authoritarian method. Probably the least productive, satisfying and effective method is a laissez faire "do your own thing" of operation.

If the ideas presented in the handbook are implemented tnrough either of the last two methods, we will have developed a new hypocrisy.

There is no restriction concerning reproduction of materials. It is our desire that the charts, forms, and ideas be used or modified to fit local needs. Many of the materials were developed specifically to attain the objectives of the school.

We have, however, experienced concern over properly acknowledging the sources of other materials used in the handbook. Some of the materials have been rewritten and modified many times by various authors for many years. We have attempted to extend credit to those persons who could be identified as developers of the original materials whenever possible.

For those who wish to reproduce this handbook or any part of it, we only suggest the source be given credit.

INTRODUCTION

Public school education has come a long way in this country from the 3 R's and the little schoolhouse to advanced mathematics, technical arts and enormous educational institutions.

During all this time, the student has been told what is good for him, given training in how to act the way he is supposed to, and is evaluated on how good a job he does in modeling that behavior.

Public schools have done a remarkable job in supplying students more academic content, at a faster rate so that they would be able to function more effectively in society. Math, Science, English and Social Studies have been taught by design, books written, curriculum planned, teachers trained, and students registered. And yet, when it is all said and done, "I tell you, and you do it." Left largely to chance has been the development of the Human Element.

Just as Mathematics has been taught by design, we must insure that we are constantly seeking ways to improve the quality of school life for all students. At Bell, the staff, students and parents are attempting to create a climate whereby human and social values are nurtured and allows to grow. But where did it start?

The administration and staff identified goals and processes and then committed themselves to attainment of these goals and processes. A process of growth and renewal is the basis for Bell's plan to achieve a more Human school climate. Four processes form the first half of each teacher's and administrator's growth plan: problem solving, shared decision making, open communications, and accountability.

Typical process objectives include statements such as:

- I employ a problem solving approach to establish and maintain stable limits for my classroom.
- I provide opportunities for students to share in the decision making in my classroom.
- When I have a concern or something positive to convey, I voice it directly to those involved.
- I am personally accountable for identifying and providing opportunities for students to be successful in mastering basic academic skills in my classes.

Using these processes the staff members then design and provide specific activities to implement these student opportunity objectives:

1. A variety of opportunities for each student to succeed academically.

2. Opportunities for students to develop and assume self discipline.

3. Opportunities for students to develop an attractive physical environment.

4. Opportunities for students to understand themselves, leading to the growth of a positive, realistic self-concept.

5. Opportunities for students to demonstrate concern for and service to others.

In order to implement the above objectives, a need for inservice training developed. A special kind of inservice was organized to provide specific opportunities for teachers and administrators to gain further skills in communication, problem solving, shared decision making, and accountability. This process approach is uniquely different.

Typically, school districts have held 2-3 assorted inservice workshops for staff members and each year employ high paid consultants. Two major problems with this approach have been lack of carry-over or application to the school and the coordination of consultant input.

Administrators and teachers have attended these lectures in good faith, taken copious notes, agreed in full with the ideas presented and then for the most part returned to their schools and continued what they had been doing. Teachers and administrators cannot be blamed too much for not using the ideas because consultants generally lecture to them about school improvement ideas. They fail to provide opportunities for the people on the firing line to develop new skills to carry out these ideas.

It is not that school districts have not tried to provide opportunities for administrators and teachers to develop new skills. It is that in most cases a comprehensive plan of skill development, application to the job, reinforcement and follow-up have not been organized.

The Beginning Handbook for Change: Toward the Human Element is a start. We have found that educators and others generally benefit most with a concentrated 30-35 hour workshop utilizing these materials. You can begin, however, by trying some of the ideas on techniques suggested in this book on your own.

A 16mm 45-minute film, "Toward the Human Element", a book soon to be published, Better Schools Don't Cost More, a 16mm 4-minute film, "People", three communication training films, "Exchanging Ideas and Feelings", and an ERIC document, Profiles of Promise are available for your further information about the program. Presently under development is an advanced Handbook for Change, Vol II to be published Fall, 1972.

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PREPARATORY READING

PRELUDE TO CHANGE

The typical approach to innovation, and to many changes in education, is to seek a method created by someone else that we can apply to our own situation. Verbal and written signals are given that, I wish someone would suggest an innovation that I would feel comfortable in using in my situation. A difficult assignment. There is only one you. Effective innovation for you must come from within--not from without. A prerequisite to innovation is a willingness to change. Change means to engage in activities that lead you into new directions in education. These are not things that can be done for a person. They are things he must do for himself. Innovations occur when individuals sense problems in their situations and seek effective means to resolve them. A person not in your situation is unable to do this for you. When people talk about the changes they personally want to and can make, the springboard for innovation has been reached.

THE

PREPARATORY READING

YOU AND I

Education is change; sometimes subtle, sometimes cataclysmic in the consciousness of man...and thus in the structures man has evolved to define and extend himself.

Education doesn't happen through bureaucratic teaching,
Through perfunctory learning.
Education can never be impersonal or artless or cold
Education has to do with Man becoming
Aware and able to deal effectively with people
To learn
To organize and take effective action
To improve the condition of human beings in the world
And one's self

But since
The world is large, History is long, and the sum total of
human knowledge
Is infinite
Understand is essential
To change
The world
And ourselves
We begin
With respect
For ourselves
For each other
And
For all that can be learned

THE

WORKSHOP
FORMAT
30-35 HOURS

The following is a suggested format for a beginning workshop; however, it must be realized that each workshop will be changed according to the needs of the participants. A major component of the workshop is instant evaluation through feedback, either written or verbal, given several times during the day. Thus, the workshop can be and often is changed at any point to better meet the participants needs.

OVERLAYS FOR INTRODUCTION

IS IT ALWAYS RIGHT TO BE RIGHT - Film

SLIDES ON PROCESSES AND OBJECTIVES

DEBRIEF SLIDES IN SMALL GROUPS AND ASK QUESTIONS

UP WITH PEOPLE - Film

WORLD EXERCISE:
1. introduce listening and sending
2. how our perceptions affect others
3. application to school

FRED LITTLE:
1. to point out how listening and sending breaks down
2. debrief according to syllabus

CONGRUENT SENDING:
1. "I" message - "We" message - "You" message
2. theory
3. blaming - judging
4. reason for sending - part of solution
5. do exercise and debrief

THE

WORKSHOP
FORMAT
30-35 HOURS

ACTIVE LISTENING:	1. overlays 2. fusion words - feeling words 3. invitation - not probe 4. attitude 5. Roger's article
REFLECTIVE ACTIVITIES:	1. syllabus activities a. fusion words b. sentence reflections 2. debrief a. problems encountered b. attitude
MY PAPA'S WALTZ:	1. perceptual screen and what makes it up 2. overlay 3. perceptual check
POWER STRUGGLE	1. I'm Okay - You're Okay
NUCLEAR WAR	1. debrief according to syllabus 2. debrief in large group on listening and sending in value-charged situation
GROWTH PLAN ON COMMUNICATION SKILLS:	1. explain growth plan 2. model getting and giving feedback 3. pass out feedback forms and explain 4. give examples for growth plan
OPEN-PERMISSIVE-AUTHORITARIAN PAPER:	1. read in triads and reflect it's meaning
PROBLEM SOLVING:	1. theory 2. modeling in small groups 3. exercises
ABIGAIL:	1. listening, sending and problem solving 2. application
STABLE LIMITS:	1. general overall 2. specific for classrooms 3. build in 1, 3, 6 and then total group

THE

WORKSHOP
FORMAT
30-35 HOURS

FORCED FIELD ANALYSIS: 1. demonstration

GOAL SETTING EXERCISES

SHARED DECISION MAKING:
1. read syllabus
2. identify tasks in 3's and 6's
3. assign tasks

FARMER BROWN

PROBLEM SOLVING OF REAL CONCERNS

READ OPEN COMMUNICATIONS, PROBLEM SOLVING, SHARED DECISION MAKING AND ACCOUNTABILITY PAPERS AND DISCUSS

FINAL WORKSHOP EVALUATION: 1. pass out feedback forms

THE

ACCOUNTABILITY
WORKSHOP
PERFORMANCE
OBJECTIVES

1. Communication

Each participant will be able to demonstrate proficiency in application of the following communication skills as presented in class and evaluated against the criteria agreed upon by the instructor and participant:

a. Active listening or paraphrasing
b. Congruent sending and reporting
c. Running a perception check
d. Giving and receiving feedback

2. Problem Solving

To develop skills in problem solving each participant will be able to demonstrate with students, staff and parents proficiency in problem solving skills (see below) as presented in class and evaluated against a criteria agreed upon by the participant and instructor.

Problem solving for:
a. Curricular improvement - classroom meetings
b. Resolving concerns or conflicts
c. Establish and maintain stable limits

3. Shared Decision Making

Each participant will be able to demonstrate application of shared decision making processes through involvement of others in setting goals they are expected to carry out and be evaluated against. Participants will prepare, test and demonstrate a plan showing proficiency in shared decision making in three areas:

a. Cooperatively designing learning experiences
   (See custom designed learning)
b. Participating in group decision making concerning the overall direction of school or group
   (See long range planning)
c. Delegation of authority and power to facilitate decisions and their implementation (See Z C I System)

and will be evaluated against the criteria agreed upon by the participant and instructor.

THE

ACCOUNTABILITY
WORKSHOP
PERFORMANCE
OBJECTIVES

4. Accountability

To develop skills in accountability.

Each participant will design an individualized personal and professional growth plan for the course that indicates what he intends to do to carry out each of the performance objectives and the evidence he will submit as proof of accomplishment.

If these processes are applied, the school will begain to change from a less traditional to a more participative organization. Administrators, teachers, students and parents will also begin to accept and demonstrate these changes as listed on the following pages.

THE

PREPARATORY READING ORGANIZATIONAL OUTCOMES

CHARACTERISTICS

DIMENSIONS	From TRADITIONAL	To PARTICIPATIVE
CLIMATE	Subject matter centered, impersonal, cold, formal, reserved, suspicious, closed atmosphere, non-trusting.	People-centered, caring, warm, informal, intimate trusting, open atmosphere.
SCHOOL PHILOSOPHY and ATTITUDES	Function of administration is to control personnel through coercive power. Cautious--low risk taking Attitude toward errors--to be avoided. Emphasis of personnel selection to perpetuate system. Self-sufficiency--closed system regarding sharing ideas, resources, and knowledge. Emphasis on conserving resources. Low tolerance for ambiguity.	Function of administration is to release the energy of personnel. Power is used supportively. Experimental--high risk taking. Attitude toward errors--errors are common to all and should be encouraged and learned from. Emphasis on personnel development and continuous inservice training. Interdependency--open system regarding sharing of resources, ideas and knowledge. High tolerancy for ambiguity.
ORGANIZATION	Rigid, much energy given to maintaining permanent academic department, committees, solemn reverance for tradition and enforcing administration designed rules. Hierarchial--strict adherance to chain of command. Roles defined narrowly and protected. Property tightly bound with strict supervision.	Flexible use of temporary task forces; easy shifting of academic departmental lines; readiness to change and depart from tradition. Goal and task oriented more than role oriented tasks defined broadly with provisions for adjustment. Property mobile and functional.

THE

PREPARATORY READING ORGANIZATIONAL OUTCOMES

DIMENSIONS	FROM TRADITIONAL	TO PARTICIPATIVE
COMMUNICATIONS	Restricted flow--constipated One way--downward Feelings repressed or hidden from the person who could help Expressions of feelings have no place either from faculty, students, administrators or parents.	Open flow--easy access to communication line with accuracy. Multi-dimensional (in all directions) vertical and horizontal. Expression of feelings encouraged by faculty, students, administrators and parents.
DECISION MAKING and POLICY MAKING	High participation at top, low at bottom. Clean distinction between policy making and policy execution. Decision making by legal mechanism. Decisions treated as final and not to be arbitrated.	Participation by all people affected. Collaborative policy making and policy execution at all levels. Decision making by solving practical and relevant problems. All decisions treated as hypothesis to be tested and revised as necessary

THE

PREPARATORY
READING
ADMINISTRATIVE
TEACHER
OUTCOMES

The Administrator:

-will be less protective of his own constructs and beliefs, and hence can listen more accurately to other administrators and to faculty, students and parents;

-will find it easier and less threatening to accept change and innovative ideas;

-will have less need for the protection of bureaucratic rules, and hence will involve others in making decisions;

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

-will be more person-oriented and democratic in staff or student meetings;

-will draw more widely and deeply on the resource potential of his faculty and student body to make decisions or solve problems;

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

-will be more able to accept feedback from his staff, both positive and negative, and to use it as constructive insight into himself and his behavior;

-will be more able to communicate realistically with his superiors and thus possibly lay the groundwork for altering the organizational STRUCTURE of the educational system;

-will be willing to be held personally accountable for providing evidence of progress toward personal and professional goals, and not become defensive or blame others for his own shortcomings.

THE

PREPARATORY
READING
TEACHER
STUDENT
OUTCOMES

The Teacher:

-will show many of the characteristics listed for the administrator, and in addition

-will be more able to listen to students, especially to the feelings of students;

-will tend to pay as much attention to his relationship with his students, as to the content material of the course;

-will be able better to accept the innovative, challenging, "troublesome" creative ideas which emerge in students, rather than reacting to these threats by insisting on conformity;

-will be more likely to work out interpersonal frictions and problems with students through problem solving rather than dealing with such issues in a disciplinary or punitive manner;

-will develop a more equalitarian atmosphere of shared decision making in the classroom, conducive to spontaneity, to creative thinking, to independent and self-directed learning.

The Student:

-will feel more free to express both positive and negative feelings in class--toward other students, toward the teacher, toward content material, toward school;

-will tend to work through these feelings toward a realistic relationship, instead of burying them until they are explosive;

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

-will discover he can assume much responsibility for his own learning, as he becomes more of a participant in the group learning process;

-will freely feel to take off on exciting avenues of learning;

THE

PREPARATORY
READING
STUDENT
PARENT
OUTCOMES

The Student:

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

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

If the organization, administrators, staff members and pupils begin exhibiting the previously mentioned behaviors, The Parents:

-will be more willing to listen to both students and teachers before arriving at conclusions regarding the school program;

-will find it easier to visit the school and express their beliefs and concerns directly to school personnel;

-will be more willing to become involved in school affairs that are designed to improve the quality of school life for children;

-will feel free to ask for regular information regarding the schools' efforts to improve;

-will be more willing to encourage and support a high quality school program for their student.

THE

OPEN
COMMUNICATIONS
EXERCISE

FRED LITTLE

Fred Little, who has worked for the National Gas and Oil Company as a pipefitter for a year and a half, has just recently been elected to a new post in his local union. In his short time with the company he has made a good showing on the job and has also made many friends with the other workers. Before being employed by the National Gas and Oil Company, he worked as a lathe operator for a local machine tool company. Fred quit his previous job after he and two other men had argued violently with their foreman one afternoon at the plant. The argument centered around a disagreement as to the way an operation should perform. Subsequent studies proved Fred was right. After quitting, Fred had difficulty getting another job. During these months of unemployment, medical bills and other debts piled up.

Now a new problem has arisen for Fred. His wife is dur for an operation next month and he has become nervous and irritable. His fellow workers have noticed that he has become moody and argues at the drop of a hat. On Friday, a foreman, Mr. Harvey, caught Fred smoking on the job. This is against the formal rules although, unofficially, it is known that some of the workers do smoke from time to time. This is the first time Fred has smoked on the job, and he feels that Mr. Harvey is just making an example out of him to show the others "who is boss." Fred knows the penalty for the "no smoking" violation--a three day layoff without pay. He can't afford the cut in his wages. Yesterday he went to the union steward, John Williams, with his problem. Williams knows Fred to be a conscientious worker who has never smoked on the job before. He is willing to make an issue out of the incident, especially since he believes the "no smoking" rule is not fair because smoking does not create a safety hazard on this job.

Williams has taken his grievance to you, Fred's foreman, as the first step in the grievance procedure. You must decide what to do with Fred Little.

_____1. Don't penalize Fred. Revise the Rule Book so that a penalty is not applicable to a smoking violation.

_____2. Give Fred a second chance by not penalizing him for his first offense. At the same time, discuss the problem with him to see if he has any suggestions concerning the rule as far as the other workers are concerned.

THE

_____3. Don't penalize Fred this time, but make it clear that he is getting by with it only because Williams, the union steward, is complaining about it.

_____4. Give Fred a reduced penalty of a two-day layoff without pay plus a second reprimand.

_____5. Make it clear that the rules are made to be enforced although Fred can forfeit the three days any time in the next two months.

_____6. Enforce the rule as it stands; give Fred the three-day layoff.

_____7. Enforce the rule and reprimand Fred severely for the infraction making it clear to him that it is going in on his company record.

_____8. Because of his poor record with a previous company, Fred should be fired.

OPEN
COMMUNICATIONS
OBJECTIVES

COMMUNICATION

Open communication is absolutely essential if school climate or curriculum improvement is to take place. Unless people are openly and honestly communicating their feelings and listening to each other, constructive change is not likely to occur. What is needed is a system of communication that enhances relationships rather than one that causes alienation, isolation, misunderstanding, fear and frustration.

Communication involves the sending, receiving and understanding of messages, feelings and/or ideas. Effective communication is a process, circular, not linear in nature. Skills of effective communication will be experienced through activities. Each participant will have the opportunity to practice actively listening to identify verbal and nonverbal signals and test for understanding without creating communication barriers. Congruent reporting or sending will be practiced through giving feedback to the instructor as well as other participants during group and course activities.

Performance Objective:

Each participant will be able to demonstrate the application of the following communication skills as presented in class and evaluated against the criteria agreed upon by the instructor and participant:

1. Active listening or paraphrasing
2. Congruent sending and reporting
3. Running a perception check
4. Giving and receiving feedback

THE

A reading has been omitted for reproduction purposes. It is:

Active Listening by Carl R. Rogers and Richard E. Farson (5 pages)

OPEN COMMUNICATIONS PROBLEMS

PROBLEMS IN COMMUNICATION

There are three places in the communication process where problems tend to occur:

A. In the sender's message
   1. Lack of understanding and clarity
      a. not owning the message
      b. generalizations
      c. verbal garbage
      d. inflexibility

   2. Lack of personal closeness
      a. topic impersonally oriented
      b. time focused in past or future
      c. no attempt to communicate feelings
      d. low risk

   3. Dishonesty and irresponsibility
      a. inaccurate facts and inferences
      b. ideas out of context
      c. destructive openness or closedness
      d. threatening contexts
         1) messages containing threats to safety and integrity
         2) messages containing threats to existing relations
         3) messages threatening the successful conclusions of actions in progress
         4) messages which destroy faith and hope

   4. Ineffective non-verbal expressions
      a. Absence of physical contact or inappropriate contact
      b. lack of eye contact
      c. inappropriate use of time and place (too near, too far, too early, late, etc.)
      d. disturbing or incongruent bodily movements
      e. irritating voice quality (too fast, slow, high nasal, etc.)

   5. Insensitivity and inappropriateness
      a. too much or too little
      b. too often or too infrequent
      c. too impersonal or inappropriately personal
      d. improper timing

THE

OPEN
COMMUNICATIONS
PROBLEMS

B. In the reception of the receiver (message sent is not always the message received).
   1. Lack of common assumptions, common values or experiences

   2. Biological impairments--hungry, ill, hearing loss

   3. Different purposes

   4. Overload (not capable of thinking clearly or talking responsibly when too much information is given)

C. In the breakdown of feedback circuits so the correction of messages becomes impossible.
   1. Inappropriateness of reply, i.e., doesn't fit circumstances, irrelevant, exaggerated, overwhelming, threatening, misconstrues context, dishonest (disqualifications)

   2. Defensiveness (lack of checking out messages)

   3. Two level messages (ambiguous). Verbally communicating a different message from non-verbal

THE

OPEN
COMMUNICATIONS
BARRIERS

NORMAL COMMUNICATION RESPONSES

Statement: "Why do I have to do everything? Lisa never has to do a thing."

Response:

1. Questioning----"Why don't you feel Lisa does her share?"
2. Judging--------"Don't get smart alecky with me. It isn't true and you know it."
3. Ordering or commanding-----"I don't want you to feel that way. Just do what you're asked."
4. Warning--------"You had better stop talking like that."
5. Name Calling---"You're acting like a little kid."
6. Sympathizing---"You'll feel better after you get done."
7. Probing--------"Why do you feel that way?"
8. Understanding--"You feel angry because you think you have to do more than Lisa."

Instructions:

1. Divide into pairs and take turns reading the statement and each response.
2. After each response discuss with the other person how you would feel.
3. Which of the responses make you feel defensive, put down and listened to?
4. Can you identify examples of these kinds of responses during the past 2-3 days?
5. Discuss how Lisa might have been responded to that would have made her feel better. Also, do the same for number 4 of the instructions, i.e., how could some of your responses in the past few days have been better?

THE

OPEN COMMUNICATIONS INTRODUCTION TO LISTENING

LISTENING RESPONSES

Instructions: In this exercise you assume the role of a teacher who is talking to his principal. This is done to create some empathy for how the teacher feels when you give him these kinds of responses. The key at the end gives an indication of frequently stated reactions, although yours may naturally differ somewhat.

Example 1: You have spent a very considerable amount of time developing individualized learning packets which have just been eliminated (along with a number of other teachers' projects) by substantial budget cuts. You understand that there was nothing personal about your program being cut and know that some of the other teachers' programs cut had had even higher priority, but it still makes you feel like your work, time and enthusiasm were wasted. So you go into your principal and say:

"I'm really discouraged by my program being cut."

Statement 1: "Well, you know how big the budget cuts were."

You might feel:

Statement 2: "It really gets you down when this happens."

You might feel:

Statement 3: "You know how it is--you pay your money and you take your chances."

You might feel:

Statement 4: "Don't be discouraged. We'll probably get to it with next year's budget."

You might feel:

Statement 5: "I just wouldn't think about it if I were you. I'd get involved in something else as soon as I could."

You might feel:

THE

Example 2: Your principal has asked you to provide him with some information which he in turn is to pass on to the superintendent. The way the request for information about your subject area is worded appears to indicate a poor understanding of how this field is usually organized. So you say to your principal:

"I don't see how I can give you the report when the information has to be organized this way."

Statement 1: "You've been resisting this responsibility ever since I gave it to you. I want that information Friday, or else!"

You might feel:

Statement 2: "How would you organize it?"

You might feel:

Statement 3: "That's the way my superintendent wants it, so you'd better just do it that way."

You might feel:

Statement 4: "Something about the way it is organized just doesn't make sense."

You might feel:

Statement 5: "Why don't you just do it the way you feel it should be done and I'll pass it on to him that way."

You might feel:

Frequent Reactions:

Example 1

Statement 1 - This doesn't help your feeling of discouragement and could make you feel patronized and put-down that he had to re-explain the situation.

Statement 2 - You'd probably feel understood as far as you've gone, and want to explain more about your feelings.

Statement 3 - This could annoy you and make you feel put down. Your real feelings are being dismissed with a cliche.

Statement 4 - You might feel put-off and again somewhat patronized. You might think -- "On, I see. I'm supposed to turn my involvement on and off on command."

Statement 5 - Cut-off. You'd probably feel uncomfortable in sharing these feelings any further with your principal.

Example 2

Statement 1 - Angry, resentful, misunderstood.

Statement 2 - You might feel good that he had asked your opinion or you might feel put on the spot.

Statement 3 - As if your feelings are minimized, unimportant. You would get the message--"You're just a flunky."

Statement 4 - Understood. Encouraged to say more.

Statement 5 - Hopeless, discouraged. Unable to get assistance.

OPEN
COMMUNICATIONS
LISTENING

EXERCISE IN LISTENING

Instructions: Divide into pairs. Person A should read statements 1-12 with the intent of expressing the feelings specified in the right-hand column. Person B should listen for the feeling being expressed and report to Person A the word or phrase that describes the feeling. The feeling, rather than content should be described. Some of the statements may contain more than one feeling. The list of feeling words is only a partial list of possible responses to each statement.

Person B will then read statements 13-24, while Person A listens and reports.

Examples

What the Person Says	What the Person is Feeling
a. I don't know. Nothing seems to go right for me.	a. Discouraged, bothered.
b. I wish I could find someone to talk to about my problem. I just can't figure out what I should do. Oh, darn!	b. Worried, concerned, anxious.
c. Wow, I just won a scholarship to college! Isn't that really great!	c. Elated, excited.

THE

OPEN
COMMUNICATION
LISTENING

What the Person Says	What the Person is Feeling
1. What! You did all that today?	1. Can't believe it, amazed, unbelieving.
2. Things will work out OK. In fact, I want to get started right away.	2. Still a chance, nopeful, bitter, resentful
3. I've been married 15 years. I've given him all I've got. I've never shirked my duty, never complained. Now he tells me I haven't grown with him. How unfair can you get!	3. Mad, hateful, bitter resentful
4. You know what? My endurance increased every month now since I started those exercises. I'm glad you had that talk with me. Thanks for the help.	4. Thankful, pleased, proud happy, appreciative, grateful
5. No question about it. I've heard that sort of things before. I know I'm right. Those other guys are all wet. We just need a new boss. It's just that simple no matter what they hand you.	5. Confident, certain positive
6. I feel like leaving this place everyday. Why wait around until they fire you on a whim. It's getting so bad you can't even look cross at anyone.	6. Bothered; not wanted, insecure, precarious, tentative
7. Well, don't you think you would like the same thing done if you were in my shoes? Does not everyone feel this way?	7. Justified, not out-of-line

THE

OPEN
COMMUNICATION
LISTENING

What the Person Says	What the Person is Feeling
8. This place is a second home to me. I feel it fits me like an old shoe.	8. Pleased, comfortable, contented, satisfied
9. Looking back on what I did, I can't believe it was me. I shouldn't have treated her that way.	9. Sorry, wanting forgiveness, guilty, ashamed
10. Man, I wouldn't treat an animal the way he treated me. Who does he think he is anyway? I should have hit him right in front of that crowd.	10. Distressed, disturbed, mistreated, offended
11. I don't care what happens to me any more, I've really had it. Why go on? It's not worth it.	11. Why fight it, depressed, feel like giving up, discouraged
12. OK, I said I was sorry, didn't I? What more do you want me to do? I know I was wrong. You want me to beg?	12. Lay off, back away
13. Do you mean that? You think I should go back and just tell him to his face? Won't that make him mad at me?	13. Afraid of consequences, hesitant, not sure
14. I came up the hard way--none of that education stuff. These young punks have it made. Wish I'd had the money to get me a degree. I'd have it made.	14. Fantasy dreams, resentful envious, feeling of unfairness

THE

OPEN
COMMUNICATION
LISTENING

What the Person Says	What the Person Feels
15. I'd like to check with you again on this job you gave me. I've got an answer to it but I don't know. Maybe it's kind of nutty. You know more than I ever will on this kind of thing.	15. Unsure, inadequate, can't trust myself
16. You know, I've been feeling this way for a couple of weeks. It should have gone away by now. What causes this tiredness?	16. Bothered, concerned, worried
17. I wish he would let me know how I'm doing. He never gives me credit for anything any more.	17. Uncertainty, feeling of lack of appreciation, need reassurance
18. I've known of others that tried this and didn't do much good. Look at the Nelsons. They've gone broke. It sounds good, but I don't think it will work that way.	18. Doubtful, not sure, suspicious, skeptical
19. Now that he did it for me, I have to do it for him. But I sure don't feel up to it.	19. In a bind, obligated, indebted
20. My bon won a football award at school. Neat? Yeh, he's a real boy. Tell me, how do you make your boy study? Maybe we've let our boy get off too easy.	20. Please, but concerned; concerned about my son

THE

OPEN
COMMUNICATION
LISTENING

What the Person Says	What the Person Feels
21. Tell me something, will you? How much do you think the average man my age makes per month? Of course my Dad died when I was 18 and that held me back, you know.	21. How do I stack up kind of concerns. Am I on target, worried about my role for my age
22. Do you definitely need the reports by Monday? I also have that other job as well as the things at home. When is this rush going to let up?	22. Overloaded, under pressure, not enough time
23. Can't we go on to another idea. Why do we beat this dead horse another hour?	23. Fed up, sick of the discussion
24. It's ten o'clock. The meeting was called for 9:30. I hate to just come in and sit every week waiting for them to show up.	24. Irritated, anxious, wanting to begin, resentful

THE

OPEN
COMMUNICATION
LISTENING

REFLECTIVE LISTENING

Instructional Objective: The learner will listen and respond to a statement, enhancing rather than alienating the speaker.

Procedure:

1. Listen to the following statements.

2. Hear the "feeling." Watch for nonverbal clues. Pain or Pleasure?

3. Try to determine the "nature" of the feeling.
   Pleasure: Feeling great? Happy? Pleased?
   Pain: Put down? Turned off? Feeling badly?

4. State the nature of the feeling in a declarative sentence.
   "You're really turned on about something?"

5. "Hear" the reaction from the speaker.

Exercise:

1. The other guys are always putting me down.

   Feeling: Pain
   Nature of the Feeling: Inferior? Defeated?
   Response: "Pretty awful feeling rejected all the time?"

2. I hate this class!

   Feeling:
   Nature of the Feeling:
   Response:

3. You always squeeze the toothpaste tube in the middle!/!?!!

   Feeling:
   Nature of the Feeling:
   Response:

THE

4. You're never home before 6 o'clock!

   Feeling:
   Nature:
   Response:

5. Wow!

   Feeling:
   Nature:
   Response:

6. I hate you.

   Feeling:
   Nature:
   Response:

7. You don't like me, do you?

   Feeling:
   Nature:
   Response:

Summary: Reflectively listening helps build feelings of self-acceptance and worth. *It manifests love instead of hate.* It implies:

It's all right to have the feeling.
I'm not asking you to deny it.
You are a unique resource.
I want to hear how you're feeling and perceiving.
I think you can learn to be in charge of you.

TIPS:

1. Zero in on the feeling in the verbal message.
2. Look for non-verbal clues.
3. Reflect the feeling rather than the words.
4. Reflect with empathy. It is almost impossible to be "objective."
5. If the person changes his feelings, pick up clues and stay with him. Reflect. You can't force exposure.
6. Some situations cannot be relived. Remember, you're helping feelings to be released which allows better opportunity for the person to get in charge of himself.

THE

OPEN
COMMUNICATION
INTRODUCTION TO
SENDING

Sending "I" Messages that Own the Feeling and Describe the Situation

We often feel defensive when we feel evaluated. Then we become argumentive and "fight back." Effective communication avoids unnecessary defensiveness by avoiding those methods of sending which run high risks of creating defensiveness in those we communicate with.

High risk methods are:

- Evaluating or blaming the other person rather than expressing our own feeling--

  Example:

Evaluating, Blaming	Expressing Feelings
"You're so inconsiderate!"	"I felt hurt!"

- Blaming the other person for our feelings rather than accepting responsibility--"owning" our feelings--

  Example:

Blaming	Accepting Responsibility
"You hurt me!"	"I felt hurt!"

-After we have expressed a feeling, connecting the feeling to an evaluation rather than to a description of the other person's behavior--

  Example:

Feeling	plus	Evaluation
"I felt hurt because you were so inconsiderate."		

Description of the feeling	plus	description of the situation
"I felt hurt	when	I was interrupted."

The chances of producing defensiveness can be reduced by:
1) Expressing feelings
2) Accepting responsibility for your own feelings
3) Connecting the feeling to a behavioral description

THE

OPEN
COMMUNICATION

SENDING

Directions: Below are some situations in which you would be the sender. An example is given of a non-congruent way of sending. Indicate how the risks could be reduced by sending a message that reports what you would actually be feeling, and connect it to the description of the situation. (There is a key at the end for comparison with a typical response).

1. The secretary has turned in a report that has many mistakes, spelling errors, spilled coffee, etc.

   You message: "Why do you always have to be so sloppy?"

	Description of the feeling	Description of the situation
I message:		

2. A teacher seems resistant to every suggestion you give him.

   You message: "You've got such a lousy attitude."

	Description of the feeling	Description of the situation
I message:		

3. A teacher has gone over his budget.

   You message: "Why do you have to be so extravagant?"

	Description of the feeling	Description of the situation
I message:		

4. Several people are just outside your office talking and laughing so loud that you can't hear a telephone message.

   You message: "Do you have to be so inconsiderate?"

	Description of the feeling	Description of the situation
I message:		

THE

OPEN
COMMUNICATION
SENDING

5. Your principal is always "Blowing his own horn."

You message: "Your egotism makes me sick."

	Description of the feeling	Description of the situation
I message:		

6. The head secretary always seems to bring up endless procedures which complicate your work.

You message: "Why do you always try to make trouble for me with your silly procedures and forms?"

	Description of the feeling	Description of the situation
I message:		

7. A teacher has discussed details of a conversation with someone in another group and now people in the other group are upset.

You message: "Why can't you keep your silly mouth shut?"

	Description of the feeling	Description of the situation
I message:		

THE

OPEN
COMMUNICATIONS
SENDING

KEY:

Description of the Feeling	Descriptions of the Situation
1. I feel a little insulted. (exasperated, irritated)	When there are so many errors and the pages are dirty.
2. I'm really puzzled (hurt, rejected)	When my suggestions are taken so lightly.
3. I'm upset (griped, annoyed)	That the budget has been exceeded.
4. I'm really frustrated	Because I'm on the phone and can't hear the caller.
5. I'm really turned off (repelled)	When I hear the same things over and over again.
6. I really get frustrated (irked, annoyed)	When I have to comply with procedures I don't understand.
7. I really feel hurt (betrayed, resentful)	When something is shared I was confidential.

THE

OPEN
COMMUNICATION
SENDING

Instructions:
Divide into pairs. Person A read statements 1-5 and Person B report his feelings to each message. Person B then reads statements 6-11 with Person A responding. (A list of typical responses follows this exercise so that you may compare your answers).

EFFECTS OF SENDING NONCONGRUENT OR "YOU" MESSAGES

If the principal says:	The teacher would feel:
1. You have just made a mistake on a report-- "Why can't you do anything right?"	1.
2. The principal just made a mistake which affected your tenure-- "You know how it is."	2.
3. You are feeling pressured about getting your grades in on time. "We've got to get better organized."	
4. The principal feels your work has been sloppy lately. "You really haven't been doing that well lately."	4.
5. The principal is pleased with your performance. "You're a good worker."	5.

THE

OPEN
COMMUNICATION
SENDING

If the principal says:	The teacher would feel:
6. Everybody has been talking while waiting for the faculty meeting to start. One teacher is still talking when the principal says: "If we could get people to be quiet long enough we could get this meeting started."	6
7. The principal needs lesson plans from each teacher on a weekly basis. "I want you each to give me written lesson plans by 8:00 a.m. every Monday."	7.
8. Two teachers are arguing. The principal walks up to them and says: "When are you guys going to learn how to communicate?"	8.
9. Lately the teachers have been very careless about signing in and signing out. "What's the matter--can't you teachers be professional about anything?"	9.
10. A teacher has been very quiet for the last 2 days. "What the matter? You are not your normal self."	10.

THE

OPEN
COMMUNICATION
SENDING

If the principal says:	The teacher would feel:
11. A teacher has asked for some time off because of personal business. "Sorry, you've had your personal leave. The policy is very clear that you can only have two days a year for personal business and you had two days off six months ago."	11.

KEY:

1. You'd probably feel resentful, unduly criticized. You'd probably get very defensive.

2. You'd really be griped. He is indicating that the impact on your status is so minimal he can just shrug it off.

3. You might wonder what he means by "we". If you don't feel there is a problem you might resent the inference that you're not organized.

4. You're reaction will depend on how you've been feeling about your work lately. But in any event people don't like to be judged or criticized. Also you may resent his stating his *evaluation* as a *fact*.

5. You might feel very good about this or you might think: "He's thinking I'm a good worker but what does he think about the rest of me." Or "Im a good worker as long as I do what he wants." To praise also implies the power to criticize or judge, which people don't like.

6. You feel unfairly embarrassed and defensive. After all, everybody else had been talking too. Besides: "If he doesn't like my talking he should come right out and say so rather than just embarrass me in front of the group."

THE

OPEN
COMMUNICATION
SENDING

KEY: continued

7. You'd feel unimportant, unconsulted and untrusted. He did not even consider your needs; he just told you what to do.

8. You'd probably resent his intrusion. You'd feel defensive and you might want to convince him right back.

9. Judged, put down, shamed. You'd probably get defensive. You'd also resent his not asking what the problem is.

10. You might find this an opportunity to open up or you might resent the intrusion. The only concern he has expressed for you is indirect or through voice tone.

11. This would really make you angry. You'd think that he was hiding behind the policy and not really telling you what he is feeling.

Additional Instructions:

After completing the exercise go back over each statement and make it a congruent message.

THE

OPEN COMMUNICATION SENDING

CONGRUENT SENDING

Instructional Objective: The learner will respond to a statement or situation, enhancing rather than alienating the person.

Procedure:

1. Read the following situations or statements.

2. Respond, letting the person know your feeling.
   NOTE: Congruent sending avoids judging, blaming, excusing, mistrusting, protecting, etc.

Examples:

Good — I am concerned about the number of students in the halls.

vs

Ugh! — We're concerned about the number of students in the halls.

No — Your students are always noisy.

vs

Yes! — I'm bothered by the noise because my students are not able to hear my directions.

Exercise:

1. You have just overheard two teachers talking. They were criticizing the behavior of your class in the open space area of your school. You had left your class with your teacher aide whom you now meet leaving the open-space area. Send your message showing ownership of your feeling.

2. You are concerned about your family's attitude toward your spending "long hours" at your job. You feel that they are not being fair nor understanding about what you are attempting to do. You are ready to talk to them. Send your message showing ownership of your feeling.

THE

OPEN
COMMUNICATION
EXERCISE
DEBRIEFING

1. How comfortable were you with the decision?
2. Did someone in your group dominate the discussion?
3. Did everyone get a chance to discuss?
4. How did you reach a decision? Consensus? Democratic rule?
5. Was their anyone who didn't like the decision?
6. What will happen in carrying out the decision?
7. Does everyone have to agree? Can we agree to disagree?
8. Were minority views taken into account?
9. What are the implications for working with students?
10. Did you make one in your group defensive?
11. What implications does this exercise have for your faculty?

This exercise is designed to help open communication lines. Please observe to see if members of your group are from now on more open and discuss more freely in small group situations.

THE

OPEN
COMMUNICATION
EXERCISE
DEBRIEFING

Each group tells how the other groups or their own group communicated or failed to communicate with them or each other.

1. How did they or I listen?

2. Were others in the group tolerant of my point of view?

3. What one word would best describe that or our group?

This will show how people communicate on an emotional issue or one that they have strong feelings about. These are the times we really must concentrate on listening and sending accurately.

[Eleanor Roosevelt, Thomas Edison, Albert Einstein]

THE

OPEN COMMUNICATION EXERCISE

A JUDGMENT TEST

Below are listed three (3) case studies of young people. In five (5) years do you predict they will be functioning as Gift, Average-Normal, Psychotic, Neurotic, Delinquent or Mentally Deficient persons.

Case 1. Girl, age sixteen, orphaned, willed to custody of grandmother, by mother, who was separated from alcoholic husband, now deceased. Mother rejected the homely child, who has been proven to lie and steal sweets. Swallowed penny to attract attention at five. Father was fond of child. Child lived in fantasy as the mistress of father's household for years. Four young uncles and aunts in household cannot be managed by the grandmother, who is widowed. Young uncle drinks; has left hom without telling the grandmother his destination. Aunt, emotional over love affair, locks self in room. Grandmother resolves to be more strict with granddaughter since she fears she has failed with own children. Dresses granddaughter oddly. Refused to let her have playmates. Put her in braces to keep back straight. Did not send her to grade school. Aunt on paternal side of family crippled; uncle asthmatic.

Case 2. Boy, senior year, secondary school, has obtained certificate from physician stating that nervous breakdown makes it necessary for him to leave school for six (6) months. Boy not a good all-around student; has no friends--teachers find him a problem--spoke late--father ashamed of son's lack of athletic ability--poor adjustment to school. Boy has odd mannerisms, makes up own religion, chants hymns to himself--parents regard him as "different."

Case 3. Boy, age six; head large at birth. Thought to have had brain fever. Three siblings died before his birth. Mother does not agree with relatives and neighbors that child is probably abnormal. Child sent to school--diagnosed as mentally ill by teacher. Mother is angry--withdraws child from schools, saying she will teach him herself.

THE

OPEN
COMMUNICATION
EXERCISE

THE NUCLEAR WAR

The United States has been involved in a nuclear war. Eight people find themselves in a shelter capable of supporting only five people for the year of necessary confinement. There are no other known shelters which survived the attack. Your problem is to evict three people so that the remainder may survive.

1. Mrs. Wright: Age 42, Protestant, White, fair health, college educated, housewife, in shock over loss of her family.

2. Dr. Lopez: Age 64, General Practitioner, Spanish-American, Catholic, in extremely poor health.

3. Miss Candy: Age 26, Negro, Muslim, in good health, hook on drugs, registered nurse.

4. Nancy: Age 7, Oriental American, good health, Hindu.

5. Mr. Lynn: Age 28, White, Protestant, good health, trade school education, just released from prison.

6. Mr. Scott: Age 32, Negro, Excellent health, college professor in philosophy, communist sympathizer, Atheist.

7. Miss Red: Age 20, White, good health, no religion, high school graduate, prostitute, pregnant.

8. Father Tom: Age 36, White, Catholic, liberal in the church, good health, believes in marriage for priests.

THE

OPEN COMMUNICATION FEEDBACK

MY TEACHER

Pretend that you could have your teacher change in some way. For each number, check the box that best tells how you would like your teacher to act in this class.

There are no right or wrong answers.

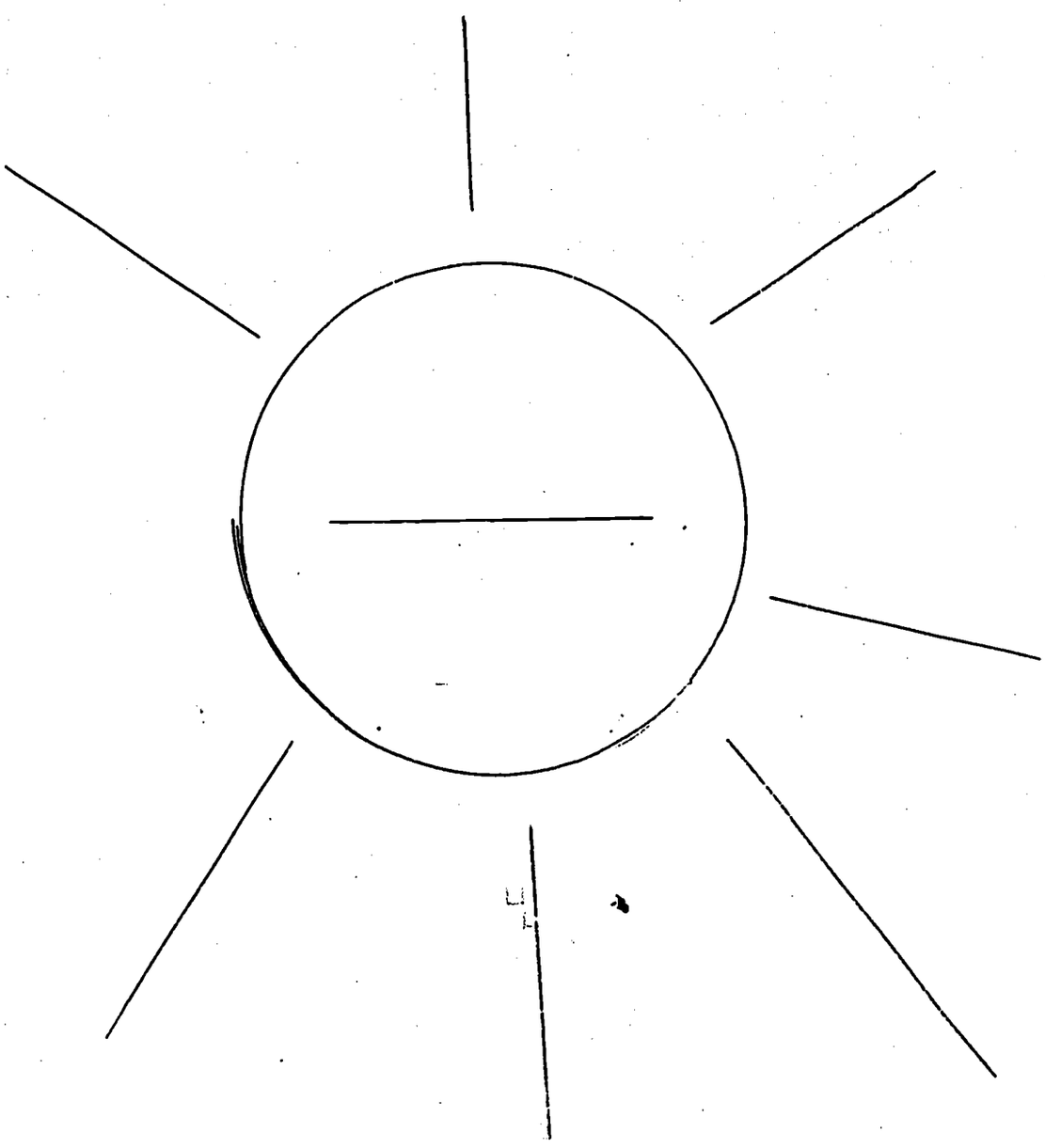
	Much more than he does now	A little more than he does now	The same as he does now	A little less than he does now	Much less than he does now
1. Help with work					
2. Yell at us					
3. Make sure work is done					
4. Ask us to decide about how we will work					
5. Smile and laugh					
6. Make us behave					
7. Trust us on our own					
8. Make us work hard					
9. Show us that he understands how we feel					

THE

OPEN
COMMUNICATION
EXERCISE

HIGH SCHOOL

In the center of this circle write the name of the high school you attended. On the spokes, write the first seven words that represent what high school was to you.



THE

OPEN COMMUNICATION FEEDBACK

STUDENT FORMAL FEEDBACK

NAME_____

1. Did you like the organization or the class in comparison to past Social Studies classes?

I disliked working on my own — so-so — I liked working on my own

2. Did you like the opportunity to plan your own program of studies for this unit?

I didn't like planning my own program — I felt it very helpful to plan my own program

3. Would you prefer the teacher plan more of the unit for you and tell you what you should study?

I would like to keep it the way it is — I would like more teacher planning to give more guidance

4. Did you study topics that interested you?

not interested — very interested

5. Would you have preferred more lectures by the teacher?

Keep the same amount (none) — More lectures

6. Do you feel you relied more upon yourself and the materials available for learning subject matter than in past social studies classes you have taken?

Altho, I tried to become responsible, I was unable to rely upon myself — I felt I became very responsible

THE

OPEN
COMMUNICATION
FEEDBACK

7. Did you enjoy the structure of the class in which everyone worked on something of their choice or would you prefer that everyone work on the same thing?

I would prefer everyone work on the same material

I like the structure where everyone chose what they wanted to work on

8. Do you feel you learned as much or more about the subject of law, police and courts, in this class with the contract method in comparison to subject matter in past social studies classes taken?

I learned less learned about the same I learned more

9. Do you feel, in the next unit, if the contract method is used and you get a chance to select topics of interest to you, you would personally want more structure and specific assignments to accomplish spelled out by the teacher?

I feel I can work on my own with the teacher giving specific assignments

I need more direction by the teacher to accomplish my goals

10. If you were to grade your own work in this class what grade would you give yourself based on the following criteria? (Circle the grade you feel you earned).

A B C D F 1. Your ability to take on the responsibility for your own learning.

A B C D F 2. The quality of your work.

A B C D F 3. The amount of research conducted by you in compiling your assignments.

A B C D F 4. Your ability to finish your contracted projects.

THE

STUDENT OUTCOMES OF BEGINNING AND ADVANCED WORKSHOP

OPEN COMMUNICATION RESEARCH

If the skills and processes that are taught in the two workshops are practiced schoolwide, students will:

1. Become more self directed and responsible and accountable for their own behavior or actions.

2. Develop a realistic, positive self-concept.

3. Become more effective in interpersonal relations.

4. Demonstrate the ability to choose from alternates when making decisions or solving problems.

5. Have developed skills in listening and communicating with others.

Attached is data compiled by Dr. Sam Huston, Research Dept., University of Northern Colorado, that shows student feelings as a result of the processes being implemented schoolwide over three (3) semesters' time. The increases were significant beyond the .05 level on 15 of the 16 student outcomes.

THE

BELL JUNIOR HIGH SCHOOL STUDENT SURVEY

Please check the following: Boy__Girl__Grade Level: 9__8__7__

Your estimated grade average: A__B__C__D__F__

The following list contains questions about junior high school life. Please answer each one by placing a (✓) in one of the columns.

	OFTEN STUDENT MEANS Before (1970)	PRETTY OFTEN After (1971)	ABOUT AVERAGE t-value	ONCE IN AWHILE Prob. Value	HARDLY EVER Student Means Sept. 1971
1.When we talk about lessons in class, we can say whatever we think and ask or answer any questions we want to.	3.18	4.09	6.11	<.05	3.34 +
2. Teachers encourage scholarship and learning.	3.11	3.59	2.71	<.05	3.35 +
3. Teachers involve students in the choice of class goals and classroom procedures.	2.91	4.06	7.36	<.05	3.46 +
4. Students are trusted at Bell.	2.79	3.63	4.46	<.05	3.49 +
5. Students help keep Bell looking clean and neat.	2.18	2.95	4.65	<.05	2.86 +
6. Students have a say in how Bell looks.	3.54	3.96	2.61	<.05	3.53 +
7. Teachers really understand how I feel.	2.54	3.29	4.52	<.05	2.71 +
8. Students are treated as worthy individuals at Bell.	2.90	3.64	4.57	<.05	3.42+
9. If I have a problem, I feel someone will help me at Bell.	2.90	3.55	3.47	<.05	3.27 +
10. Students are encouraged to respect others at Bell.	3.32	3.54	1.29	>.05	3.46 +
11. I can easily go to teachers for help if I need it.	3.24	3.86	3.65	<.05	3.52 +
12. I feel I have a good chance to succeed in my classes each day	3.33	4.00	4.01	<.05	3.57 +
13. Students are encourage to be friendly at Bell.	3.11	3.69	3.32	<.05	3.49 +
14. There are opportunities for making friends at Bell.	3.36	3.79	2.68	<.05	3.69 +
15. I participate in clubs, sports and extracurricular act. at Bell.	2.91	3.33	1.95	<.05	3.17 +
General how would you rate Bell?	3.18	3.82	4.46	<.05	3.72 +

BELL JUNIOR HIGH SCHOOL

STUDENT INTERVIEW
QUESTIONNAIRE

OPEN
COMMUNICATION
FEEDBACK

Interviewer: I'd like to talk with you about your educational experiences at Bell Junior High School. Your responses will help us make Bell Junior High even a better school. Anything you say will be held in the strictest confidence.

1. If someone asked you to tell her or him two (2) things that you liked about Bell Junior High, what would you tell her?

_____
_____
_____

2. If someone asked you to tell him or her two (2) things you do not like about Bell, what would you tell him?

_____
_____
_____

3. How important to you is it that your teachers really try to understand you, really important, of some importance, or of very little importance?

1_____really important 2____some importance 3___very little

4. To what extent are you really trying to understand teachers, a great extent, to some extent, or to a slight extent?

1____great extent 2___some extent 3___slight extent

5. How do you feel that friends influence your actions, quite alot, some, or very little?

1____quite a lot 2____some 3____very little

6. What are you doing to show that you can be trusted?

_____
_____

7. How do you feel other kids see you?

_____
_____

8. What do you think most of your teachers think of you?

_____
_____

THE

OPEN
COMMUNICATION
FEEDBACK

9. Do you feel that Bell is geared for you or for someone else? Why?
1_____geared for me 2_____geared for somone else
_____
_____

10. Do you feel that if you had a problem that there is somone you could go to?
1_____yes 2_____don't know 3_____no

11. If the answer to the last question is "yes", would you go to that person?
1_____yes 2_____don't know 3_____no

12. How constructive do you feel that students are with their remarks in the classroom, quite constructive, somewhat constructive, very little constructive, not constructive?
1___quite constructive 2___somewhat 3___very little 4___not

13. How seriously do you take problem solving, very seriously, somewhat seriously, not too seriously?
1___very seriously 2___somewhat seriously 3___not too

14. How easy is it for you to make friends at Bell, quite easy, fairly easy, somewhat difficult?
1___quite easy 2___fairly easy 3___somewhat difficult

15. How much resentment between the groups (rah-rahs, smart kids, G.E. kids) do you feel exists, great deal, some, or very little?
1___great deal 2___some 3___very little

16. Do most teachers keep promises? 1___yes 2___no

17. Do most students keep promises? 1___yes 2___no

18. Do most teachers accept responsibility 1___yes 2___no

19. Do most students accept responsibility 1___yes 2___no

20. Are you happy with the friends you have now? 1___yes 2___no

21. Are you happy with the situation you now have at Bell? 1___yes 2___no

THE

PARENT-TEACHER
ORGANIZATION
SURVEY

OPEN
COMMUNICATION
FEEDBACK

NAME_____ STUDENT'S GRADE_____
(Optional)

In a continuing effort to keep communications open between parents and teachers, the Bell Parent-Teacher Organization is initiating this survey. This survey, in addition to other methods such as Continental Breakfasts, Establishment surveys, and weekly and monthly newsletters, attempts to develop a better working relationship between community and school.

Would you please have your student return the completed questionnaire to his/her first period teacher on Thursday, January 13th.

1. How do you feel about your student's academic progress at Bell?

   very pleased pleased indifferent unhappy don't know

2. How would you rate your student's attitude toward his classes?

   very pleased pleased indifferent unhappy don't know

3. Which of the following best describes your general overall feelings toward Bell?

   very pleased pleased indifferent unhappy don't know

4. How do you feel about the Administration at Bell?

   very pleased pleased indifferent unhappy don't know

5. How do you feel about your student's teachers at Bell?

   very pleased pleased indifferent unhappy don't know

6. How would you rate the school's communication with the home?

   very pleased pleased indifferent unhappy don't know

GENERAL COMMENTS:

THE

RESULTS OF THE PARENT-TEACHER ORGANIZATION SURVEY

OPEN COMMUNICATION FEEDBACK

A summary of the 405 parents who returned completed questionnaires as compiled by P.T.O. parents. (Bell has approximately 600 families represented).

	Very pleased or pleased	Indifferent	Unhappy	Don't know
6th Grade:				
1. Academic	75%	4 2/3%	13 2/3%	6%
2. Attitude	77	15 1/3	6	1
3. Overall	59	8	22	11
4. Administration	49	12	20	19
5. Teachers	78	5	2	15
6. Communication	77	6	16	1
7th Grade:				
1. Academic	84%	3%	8%	5%
2. Attitude	84	12	2	2
3. Overall	72	8	12	8
4. Administration	74	8	6	12
5. Teachers	74	8	10	8
6. Communication	75	10	10	5
8th Grade:				
1. Academic	88%	3%	4%	4%
2. Attitude	86	6	5	3
3. Overall	84	7	5	4
4. Administration	79	9	4	8
5. Teachers	82	11	4	3
6. Communication	83	10	4	3
9th Grade:				
1. Academic	89%	1%	5%	5%
2. Attitude	86	7	6	1
3. Overall	77	8	7	7
4. Administration	71	9	9	12
5. Teachers	81	2	7	10
6. Communication	67	8	13	12
No Grade Listed:				
1. Academic	68%	1%	20%	11%
2. Attitude	70	8	13	9
3. Overall	62	20	9	9
4. Administration	65	16	16	5
5. Teachers	64	12	12	12
6. Communication	68	16	12	4
Composite:	74%	8%	9%	6%

THE

OPEN
COMMUNICATION
FEEDBACK

FEEDBACK
PERCEPTUAL CHECK

Giving feedback is letting another person know how he is affecting you and what specifically is the cause for the feeling either positive or negative. Accurate constructive feedback is a way of strengthening a person's positive characteristics and informing them of things that bother you without applying pressure to change behavior against their will. Feedback is also a perceptual check to clarify the message you are receiving from the person which lets him know what you received. By using feedback you help people to become aware of how they come across to you.

Using a perceptual check in reverse or asking for feedback or how you come acro-s can be helpful for self-improvement. Asking others how you affect them can be threatening and of little value if you become defensive and try to explain. Giving and receiving feedback helps you see yourself more clearly.

Feedback can be of little use if:

1. it is general (you're just an okay guy)
2. it asks for a change the person can't make (pnysical characteristics
3. it judges the person (that's not a good thing to do)
4. it makes the person defensive (same example as #3)
5. it is advice or asks for a change he doesn't want to make (for example, you really should do this...)

Feedback can be useful if:

1. it is asked for by the person and not imposed on him.
2. you own the reaction as yours and describe the situation that affected you. (congruent)
3. it is given as soon after the behavior occurs as possible.
4. it is not evaluative
5. it is specific, describing the situation
6. it is honest and not a reaction

THE

FEEDBACK, PERCEPTUAL CHECK, continued

An example of feedback is using the Analysis of Personal Behavior Survey that follows this section.

On item #5, feedback could be given as follows:

"I really feel hurt when I am trying to explain something to you that is important to me and you interrupt and start talking to someone else."

On item #2...

"I felt a real trust when you let me borrow your book yesterday since I had lost it early in the year."

OPEN
COMMUNICATION
FEEDBACK

ANALYSIS OF PERSONAL BEHAVIOR

Directions: This form is designed to help you think about your behavior as well as the behavior of other group members. Each statement has a scale numbered from 1 to 5. Read each statement. Circle the number that best describes your actual behavior.

Distribute rating sheets to five individuals who you feel know you best. Ask them to rate you on each of the questions.

Gain direct face to face feedback, as demonstrated by the instructors, from at least one of the people that were given a rating sheet. Remember to apply the skills practiced in the workshop.

Good luck! Take a deep breath, count to five...Begin!

- - -

1. Ability to listen to others in an understanding way.

Inattentive Unreceptive				Observant Sensitive Listener
1	2	3	4	5

2. Likely to trust others

Distrust				Trust Confidence
1	2	3	4	5

3. Willingness to share feelings (Emotions)

Unwilling				Very Free
1	2	3	4	5

4. Reaction to comments about own behavior from students, staff.

Resentful Defensive				Accept and Grows
1	2	3	4	5

5. Awareness of others' feelings

Unaware				Responsive Sensitive Empathic
1	2	3	4	5

THE

OPEN
COMMUNICATION
FEEDBACK

Analysis of Personal Behavior, continued

6. Attitude toward change

Oppose				Accepts it as something necessary
1	2	3	4	5

7. Warm, friendly, human

Cold, Reserved				Warm, Out Going
1	2	3	4	5

8. Awareness of others' feelings toward self

Unaware				Aware
1	2	3	4	5

9. Reaction to workshop growth plan

Avoids, Rejects				Accepts
1	2	3	4	5

10. Awareness of the problem solving process and its application to establish and maintain stable limits

Unaware				Sensitive to Process
1	2	3	4	5

11. Utilizes a problem solving approach to resolve concerns with students, staff and parents directly affected by the problem

Unable to apply				Constantly uses
1	2	3	4	5

12. Willingness to use the problem solving approach with students to improve classroom teaching.

Opposes process				Accepts, Uses
1	2	3	4	5

THE

OPEN
COMMUNICATION
FEEDBACK

Analysis of Personal Behavior, continued

13. Actively participates in staff and course decisions and shares responsibility for carrying out decision

Lack of involvement				Total Commitment
1	2	3	4	5

14. Provides opportunities for students to share in decision making processes in the classroom.

Little or none of the time				Total Commitment
1	2	3	4	5

THE

OPEN
COMMUNICATION
FEEDBACK

ANALYSIS OF PERSONAL BEHAVIOR

Rating Sheet

QUESTION

1. 1 2 3 4 5
2. 1 2 3 4 5
3. 1 2 3 4 5
4. 1 2 3 4 5
5. 1 2 3 4 5
6. 1 2 3 4 5
7. 1 2 3 4 5
8. 1 2 3 4 5
9. 1 2 3 4 5
10. 1 2 3 4 5
11. 1 2 3 4 5
12. 1 2 3 4 5
13. 1 2 3 4 5
14. 1 2 3 4 5

PROBLEM SOLVING OBJECTIVES

PROBLEM SOLVING

No two individuals or situations are exactly the same. Yesterday's solutions or answers may not be valid for today's problems. Therefore a process that focuses upon causes of the problem rather than the symptoms is more likely to be successful in resolution of that problem.

Problem solving is an organized process that enables people to accurately appraise, understand and solve problems. Productive intervention and confrontation is actively sought to solve or prevent problems by accurate identification of the problem, identifying alternatives, selecting one and then providing for appropriate evaluation and follow-up. Problem solving is a process for continued self growth and school improvement. This is a process to develop self-renewing individuals to meet the challenge of a rapidly changing society.

Performance Objectives:

To develop skills in problem solving each participant will demonstrate in class use of problem solving skills as presented and will be evaluated against a criteria agreed upon by the participant and the instructor.

Problem solving for

1. Curricular Improvement--classroom meetings
2. Resolving concerns or conflicts
3. Establishing and maintaining stable limits
4. Workshop improvement--daily

PROBLEM
SOLVING
EXERCISE

PROBLEM IDENTIFICATION GUIDE

STEP I "BRAINSTORM"

List the ten most significant problems you believe your school faces. (5 min.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STEP II Discuss these problems with 2 others to build a composite list (5-7 min.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

PROBLEM
SOLVING
EXERCISE

STEP III 2 groups of 3 join together into a group of 6. Make a composite list (5-7 min.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

STEP IV Build a total group composite list and then put into priority order--identify at least the top 3-5 problems of your school. These topics may then be used in the following problem solving process. (10 min.)

1.

2.

3.

4.

5.

PROBLEM SOLVING THEORY

Problem Solving is a systematic approach of handling almost any problem between individuals, small groups, or classrooms of people. It is not a new approach, but rather a remodeled scientific method which better lends itself to settling "normal" personal and interpersonal problems. The steps of problem solving are listed below and should be carried out utilizing the skills of active listening and congruent sending.

STEPS IN PROBLEM-SOLVING PROCESS

1. Presenting the problem, need or concern.
2. Gathering significant data.
3. Clarifying the trend, direction that the data reveals.
4. Inviting solutions.
5. Summarizing the solutions and agreeing to act on one or more of the alternatives.
6. Providing for eventual evaluation of the solution ... agreed upon.

Once an alternative is agreed on as a course of action, a followup meeting should be set to evaluate progress, reinforce success and redirect the inadequate solutions. The followup session is conducted much like the first session if the problem still exists. Questions that might be posed to develop group discussion are:

1. I am concerned about - - - - -
2. How do you feel about the way the plan has been working?
3. What could we do to make the plan better?
4.

Further followup sessions should be scheduled as needed to develop a livable plan for both the teacher and the student. Open communication is a vital part of the problem solving process and without constant feedback sessions, both anonymous and direct, problem solving could be a manipulation.

PROBLEM SOLVING EXERCISE

In an effort to become acquainted with the steps of problem solving, each group of five to eight people should role play at least two of the following examples. Each example should continue through to choosing a solution. Then the problem solving process should be discussed using the debriefing questions which follow the examples.

Example 1: Students, I am concerned that our period in the library is not being used as effectively as I would like it to be.

Example 2. I am troubled because yesterday when I had to be absent, your day with a substitute teacher was not a very happy one for her or you either.

Example 3. Students, Ruth has a problem and she has asked me to pose it to you for your consideration. She feels that she has never been accepted by any group since she was in junior high and she is feeling that she is not being accepted by this ninth grade group either.

Example 4. The class has been planning a trip to an afternoon concert arranged for children. The day before the event, Bob, one of your sixth graders approaches you at the noon period and says, "I don't want to go to that dumb concert." With your partner, see if you can role play the parts of teacher and child and resolve the dilemma so that neither feels he has won or lost in the resolution.

PROBLEM
SOLVING
DEBRIEFING

I. During Activities

Set up a real problem solving activity with participants working through the steps. As each step is carried out, stop the group and debrief their process. Examples of some of the questions that might be asked:

1. Where are we now? (which step)
2. Does everyone agree on the problem, alternatives, solution, etc.?
3. Is everyone being heard?
4. Do we all agree to carry out the solution?
5. This is what I see happening - - - - -

When the group diverts from the subject, conflicts arise, or anything unusual happens, stop and debrief the activities and help set the direction of the group.

II. At the Completion of the Session

After the problem solving session is completed, the debriefing will take place covering the process and the participant's feelings. This can be used with either the problem solving provided by the instructors or real problems in the course. Examples of some of the questions that might be asked:

1. Were the problems, alternatives, etc. (each step) thoroughly covered before the group moved on?
2. Were all members heard? Were any cut off?
3. Did all members agree with the solution?
4. Will there be a followup?

Real problems should now be developed from the members of the group. The member posing the problem will lead the discussion and the group through the problem solving steps. Ideas for possible problems:

1. Introducing problem solving as a process in your school.
2. A conflict between you and another staff member.
3. Getting your class involved in setting up stable limits.

PROBLEM
SOLVING
STABLE LIMITS

PROCEDURE FOR DEVELOPING AND WRITING STABLE LIMITS FOR OVERALL SCHOOL OPERATION

What are stable limits?

Stable limits are guidelines set to direct the behavior and actions of all the people in the school. The limits are a short comprehensive list of general rules that will help parents, students, teachers and administration know what is expected of them and what can be expected of others.

Why have a set of stable limits for the entire school?

How many different sets of rules does your school have concerning the entire school? In one large junior high recently surveyed there were 57 rules for the cafeteria, 20 for the halls plus many more for other areas for a total of over 100 rules for kids. How many teachers knew all the rules let alone students!!

The idea of having a short comprehensive list of rules for the entire school is that all people can be aware of the limits and what is expected of them. Specific stable limits are developed in each classroom to relate the nature of the activity to the behavior expected.

How are written, consensus stable limits developed for a school?

1. All people involved in the school should be represented (students, teachers, parents, custodians, secretaries, teacher aides, cooks, etc.) A fairly large group can be accommodated in this exercise.

2. Adequate time should be set aside from the school day to complete the exercises.

3. If represented are used, all populations should be fairly represented. At the completion of the exercise, the representatives should take the list back to their groups for additional input before the list is finalized.

PROBLEM
SOLVING
STABLE LIMITS

STABLE LIMITS EXERCISE:

1. List below the rules or limits that are needed to successfully operate a school. Take into consideration those things that you as an individual must have to exist in the school. Caution: state laws or board policies are something that cannot be negotiated away in the local school. (Do individually--5 min.)

1.

2.

3.

4.

5.

2. In groups of 3 discuss each of your lists and make a composite list. (5-7 min.)

1.

2.

3.

4.

5.

6.

7.

3. Combine into groups of six or nine and discuss each of the limits you feel are necessary. Make a composite list. Elect one person to serve as the representative of your team.

1.

2.

3.

4.

5.

6.

7.

PROBLEM
SOLVING
STABLE LIMITS

4. This group will be composed of one member from each of the other groups and an empty chair for a nonrepresentative to occupy briefly if he feels he isn't being represented or has additional input. The group will make a consensus composite listing of the 5-8 stable limits they feel necessary for all people connected with the school. (15 min.)

1.

2.

3.

4.

5.

6.

7.

5. The representatives meet with original groups of 6-9 (#3) and gain input from other representatives to modify or rewrite limits.(optional--5 min.)

6. Repeat step 4 rewriting the stable limits with input considered. (5 min.)

7. Put completed list of limits up for group acceptance(5 min).

<u>Outcomes from setting stable limits by consensus</u>

1. More commitment to limits by all people because they had a part in establishing them.

2. A clearer knowledge of what the expectations are and what can be expected.

3. Consequences from a violation will be more natural and can be problem solved.

4. The problem solving process is experienced by many more people.

SHARED
DECISION
MAKING
OBJECTIVES

It is the goal of this course to provide participants with the skills necessary to utilize shared decision making throughout their school. Decisions should be made by those responsible for carrying out the decision.

Shared decision making includes:

1. Instructional decision--between students and staff
2. School-wide decisions--between students, staff and administration
3. The responsibility and authority to implement and follow through with decisions made.

Performance Objective:

Each participant will be able to demonstrate application of shared decision making processes through involvement of others in setting goals they are expected to carry out and to be evaluated against. Participants will develop a plan to show proficiency in shared decision making in three areas:

1. Cooperatively designing learning experiences (See Custom Designed Learning)

2. Participating in group decision making concerning the overall direction of the school or group. (See Long Range Planning)

3. Delegation of authority and power to decentralize decisions and their implementation. (See Z C I System)

Each participant's success in meeting these objectives will be evaluated against a criteria agreed upon by the participant and instructor.

SHARED
DECISION
MAKING
GOAL SETTING

GOAL SETTING FOR A SCHOOL

Setting goals for the program of a given school has been a rarity. Most schools have no written statement of goals and/or objectives. Those schools that do have such a statement usually cannot find them! They are usually filed away and in an obscure district or building handbook which is seldom seen, read and even more seldom used.

To the leader concerned with creating a more open and participative school environment, the fact that a school does or does not have a set of written goals is irrelevant; he is interested in the processes used to generate those goals, the use of those goal statements as guides to decisions made in the school and the personal/professional accountability for implementing those goals by each member of the organization.

Every person being affected by those school goals should have an opportunity to participate in the formulation of those goals. Once consensus goals are established for the institution, some plan of personal/professional accountability must be designed to insure that each member of the organization is continuously exerting effort to attain those goals and is continuously receiving feedback regarding his efforts.

SHARED
DECISION
MAKING
GOAL SETTING

DEVELOPING A WRITTEN CONSENSUS STATEMENT OF STUDENT OUTCOMES AND OPERATIONAL PROCEDURES

Why written school goals?

How many times each year have you been asked, "What's really going on down at that school?" or "What are you guys supposed to be doing?"

Whether asked by the President of the United States, the local arch conservative, an exponent of accountability, or a student attending that school, people want to know toward what *student outcomes* we are striving in a given school.

We suggest that written statements of student outcomes and the operational procedures desired to achieve those student outcomes are essential if we are to judge our effectiveness.

Why "consensus" student outcomes? (Something we can all live with)

Matthew Miles in his change model discussed the characteristics of a healthy organization, refering to "goals focus". He states that in a healthy organization, the goals of the system should be reasonably clear to the persons within the system and reasonably well accepted by them. We would add that the chances of the goals being clear and reasonably well accepted are enhanced if those affected by the goals have an opportunity to participate in the identification, implementation and evaluation of progress toward these goals.

How do we develop written, consensus school student outcomes?

1. Those participants to be affected by the goals should be provided with the opportunity to suggest possible goals. (See steps in the following exercise).

2. (Optional) Participants affected by the goals should have ample opportunity to prioritize from the list of suggested goals. (See step 5).

3. Top priority goals selected should be communicated to all concerned.

SHARED DECISION MAKING EXERCISE

GOAL IDENTIFICATION

STEP I. Please list below the skills, behaviors, or outcomes a graduate of your H.S. should possess to be successful in life. Please do this individually.

1.

2.

3.

4.

5.

6.

7.

STEP 2. Discuss and make a composite list with two other people. (Group of 3).

1.

2.

3.

4.

5.

6.

7.

8.

9.

STEP 3. Discuss and make a composite list with another group of 3. Reduce the list to 7-8 major outcomes of education for success in life. Elect one person to serve on a writing team. (Group of 6).

1. 2., etc.

SHARED
DECISION
MAKING
EXERCISE

STEP 4. Make a group composite listing of 7-8 skills, behavior or outcomes. (This can be done in a large group or by having a representative from each group meet and write consensus goals).

1.

2.

3.

4.

5.

6.

7.

8.

STEP 5. Utilize a Q SORT technique to put desired outcomes in priority order. (Optional--basically for reinforcement at a later time).

1.

2.

3.

4.

5.

6.

7.

8.

SHARED
DECISION
MAKING
EXERCISE...

How do we develop written, consensus operational procedures for our school to attain the above goals? (This is what PASCL is all about).

Those participants affected by the goals should describe the operational procedures for attain the goals. Do they:

a. wish to pursue a traditional, authoritarian procedure or "I tell you how to do it--you tell students how to do it!"? List the basic elements.

b. wish to pursue an open, cooperative, democratic path? (If you choose this, list the basic elements of an open democratic school). Complete the steps in the goal identification exercise which follows. What does this look like?

c. wish other options?

d. want to see where they stand, currently, in relationship to the desired operational procedures? Administer any of the available school diagnostic questionnaires.

GOAL IDENTIFICATION EXERCISE
OPERATIONAL PROCEDURES

STEP 1. Please list what you feel to be the basic elements of a democratic open school environment. How do we do it? (Group of 1)

1.

2.

3.

4.

5.

6.

7.

8.

THE

SHARED
DECISION
MAKING
EXERCISE

STEP 2. Discuss and make a composite list with 2 other people. (Group of 3).

1.

2.

3.

4.

5.

6.

7.

8.

STEP 3. Discuss and make a composite list with another group of 3 (group of 6). Reduce the list to 7-8 major operational procedures of a democratic school. (Elect someone to serve on a writing team).

1.

2.

3.

4.

5.

6.

7.

8.

SHARED
DECISION
MAKING
EXERCISE

STEP 4. Make a group composite listing of the 7-8 major elements. (This can be done in a large group or by having a representative from each group m-et and write consensus procedures).

1.

2.

3.

4.

5.

6.

7.

8.

STEP 5. Utilize a Q SORT technique to put desired elements in priority order.

1.

2.

3.

4.

5.

6.

7.

8.

SHARED
DECISION
MAKING
EXERCISE

Now! What are we going to do about it?

If each individual in the organization makes a commitment, then each student outcome and operational goal will become a reality. If individual commitments are not made, then little is likely to happen in terms of progress toward meeting each objective.

1. Each participant develops a written plan describing his commitment to show progress toward student outcome and operational procedure:

A. My commitment to attain student outcomes:

	What I Intend to Do:	Evidence of Accomplishment:
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.

B. My commitment to attain operational procedures:

	What I Intend to Do:	Evidence of Accomplishment:
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.

2. If participants have trouble with "A" or "B" above, they may want to refer to SELF INSTRUCTIONAL WRITING PERFORMANCE OBJECTIVES, The Southwest Regional Education Laboratory, Albuquerque, New Mexico.

SHARED
DECISION
MAKING
CUSTOM DESIGNED
LEARNING

MULTIPLE LEARNING ENVIRONMENTS
Custom Designed Learning

By 1980, society will need a "new man"--a flexible, ever-learning, problem-solving type of man. There are few, by now, who have not heard the necessary cry for a "change" in education Really, education in the past was as adequate as it could be. "Change" too often, however, avoids the problem of facilitating learning and if change is happening, it reveals itself as attempts to streamline organizational and administrative structures. Numerous attempts have been made at flexible scheduling, team teaching and a host of other innovations with little apparent improvement in the number of options available for students. The educator's aim should be in aiding the development of a learning man. Living and learning and learning and living become synonymous processes. Necessarily, if such a system of learning is to be most realistic, the design should come from our own environment.

For the most part, the American society is demanding an environment designed to meet the needs of the individual. One has but to look toward industry to find that 101 options are available for Ford's Mustang, 16 variations of a single brand of cigarettes and 57 varieties of Heinz soups exist to satisfy the consumer's needs. One option for learning, however, is what most schools are attempting to offer the consumer. The design for change in education must accommodate the fact so evident that each human being is unique and should therefore plan to provide the individual with a variety of options to learn the process of living. The educational environment of the individual must be and can be "custom-designed" for the consumer.

It is known, from observing people in society, that individuals are very much different from one another in many ways. For example, many artists require a great deal of freedom in how and when they work, while at the other extreme, the military usually offers very little chance for an individual to make choices. Choices for the individual are made by someone else. As our society exists today, it is unrealistic to believe that one extreme or the other is reasonable--but most of our traditional schools approach the military end of the spectrum rather than custom tailoring the amount of guidance and the amount of self-direction offered students.

The multiple learning or custom designed plan is built on the foundation that all individuals (students, teachers and

SHARED
DECISION
MAKING
CUSTOM DESIGNED
LEARNING

administrators) are more different than alike and more important than any preconceived curriculum. Each human being is a unique organism; his program of learning, therefore, requires that it be custom made.

When this approach is considered, an obvious requirement of the school is that it be people-oriented in its total approach. The learning styles available to students will be designed with unlimited options in all subject areas.

Custom designed learning is a system used to assist the student, with the aid of his parents and teachers, in selecting the environment or setting under which he can most productively operate (See figures 1-4). Environment selection will operate in the following manner.

The total system involves three decisions and will enable the student to select the degree of responsibility he wishes to accept in determining his educational objectives, the implementation of these objectives, and finally, the evaluation of his educational activities.

Chart I shows a method to assist school personnel, students and parents in determining responsibility for deciding upon the student's educational objectives. If the student places himself near the left side of Chart I, the content will be primarily student planned. If placed toward the center, the student and teacher would share responsibility. And, if placed toward the right side of the chart, the teacher would assume major responsibility for planning objectives.

Chart II illustrates a method to assist school personnel, parents and students in determining responsibility for planning and carrying out the learning activities. As in Chart I, the degree of assistance or freedom will depend upon student choice.

Chart III shows a way of deciding upon the degree of responsibility to be assumed by the student and the teacher in evaluation of the results of the student's learning activities. If individual students, with the help of their parents and their teachers, are to have options in selecting objectives, planning and carrying out learning activities, each must also have an opportunity to select how he wishes to be evaluated.

SHARED
DECISION
MAKING
CUSTOM DESIGNED
LEARNING

Chart IV illustrates that the three models must be considered as a part of a total instructional plan. Twenty-seven possible prescriptions can be written for each student depending upon which possible point of the continuum the student selects as his most productive area of operation. For example, a 3-2-2 would indicate a student who wanted the content teacher-planned. The responsibility to plan and carry out the learning activities and the evaluation of the results would be shared by botn the student and the teacher.

Another alternative for students is that they will have the opportunity to choose different amounts of structure depending upon the nature of the learning or the subject area. One student may choose 3-3-3 in mathematics, but want 2-1-2 in electronics. A second student may desire 3-2-1 in developing communication skills, while desiring 1-2-1 in the art or crafts area. In essence, each student, with the assistance of his parents and teachers, could in reality, custom design his learning experiences.

While the concepts presented above theoretically offer an infinite number of optional environments, in practice and particularly at the onset probably but two or three such options will be available. The goal is to expand the options on a continuous basis.

Can such a method work? Is it really feasible? The system was field tested during the fall of 1970 in the following manner.

Twenty-eight seventh grade language arts students were used for the field test. The class was asked what they would like to learn in their language arts class. The only restriction was that their subject must have something to do with reading, writing or speaking.

Before specific subjects were picked, a classroom discussion was held in which the students and the teacher stated their understanding of what responsibility, cooperation and expected behavior means to each of them. All students then picked subjects and the prescription they felt they could operate under.

Subjects varied from writing and putting on a play, research on horses, talks on drugs, creative writing and a diary on books read to many others. The students were then given the help they requested in their prescription to implement and evaluate their program.

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MAKING
CUSTOM DESIGNED
LEARNING

Initially, students seemed to be very hesitant to accept much of the responsibility for their educational program. The conscientious students were very fearful of moving toward self-directed planning, while the students often labeled as troublesome seemed to want more freedom than they could productively handle.

One stipulation was decided upon by the class and the instructor: that students could determine the amount of responsibility they wished to assume as long as they were being productive. After students had a chance to try their wings, they were able to make much more accurate appraisals of their learning styles.

Students, that never before were more than passive observers, became excited and involved in the learning process.

Frequent feedback sessions and questionnaires were given students regarding their feelings toward custom designed learning

When the most desirable learning environment is decided upon for each individual, the system makes accessible the resources most suited to the individual's learning style. Obviously, these resources will be more varied and somewhat in contrast to the traditional option for learning, namely, the lecture system.

Each individual student's learning environment will be based on the basic needs for his development and the recognition of his present goals and motivations. The effectiveness of learning is based on the frequency, variety and intensity of tne interaction between the student and his self constructed "Custom Designed Environment". The key to increasing the interaction between the student and his environment is involvement. With a high degree of student involvement in planning, the learning situations will be much more relevant to his basic needs and will stimulate him to think and to correlate school to the real life and the real life to the school.

The "Custom Designed Environment", however, does have some frustrations for the teacher as teacher domination is reduced and complete teacher control is lost. But the rewards are worth the anxiety as one sees the student develop an environment that

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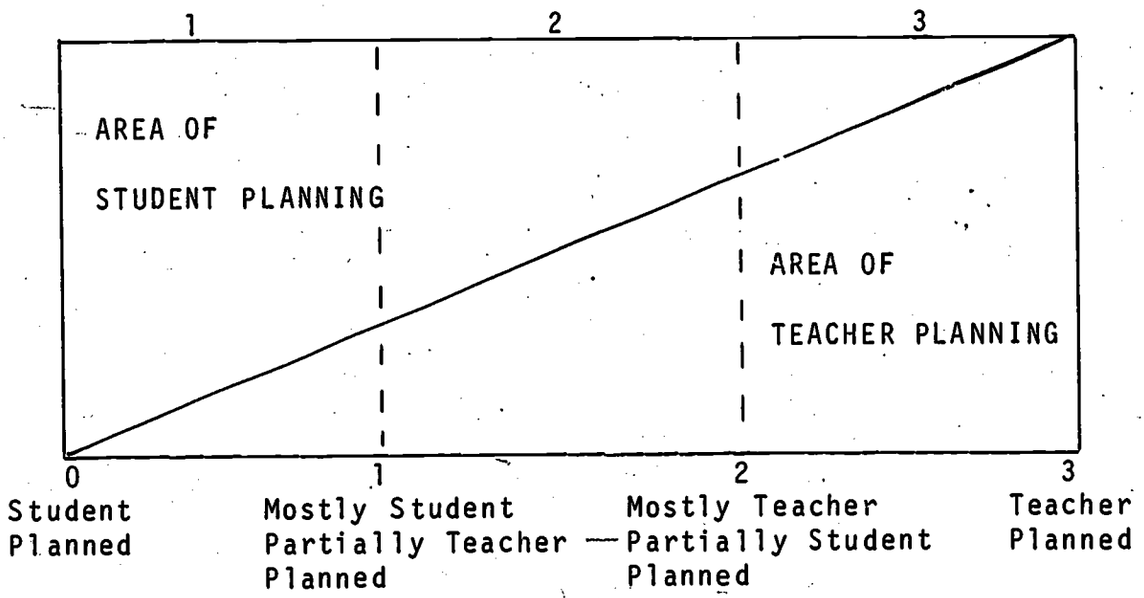
CUSTOM DESIGNED
LEARNING

stimulates self improvement, that provides a variety of learning opportunities, that meets the student's basic needs and provides for meaningful interaction with adults.

Educators will necessarily have to be more student-oriented as they look at their objectives. Their function in the child's life is not limited to teaching the three R's (Reading, 'Riting and 'Rithmetic, and even more often, Restriction, Rote Memory and Regurgitation). More important than whether an individual knows his multiplication tables is whether he knows and accepts responsibility for himself and his learning.

CHART I

RESPONSIBILITY TO DEFINE EDUCATIONAL OBJECTIVES



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LEARNING

CHART II

RESPONSIBILITY TO PLAN AND IMPLEMENT OBJECTIVES

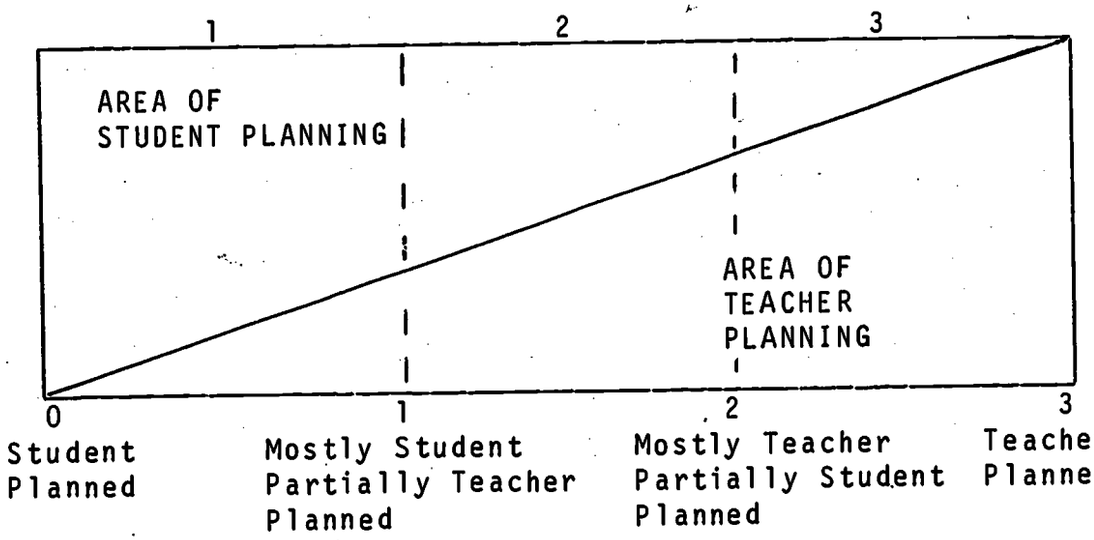

CHART III

RESPONSIBILITY TO EVALUATE RESULTS

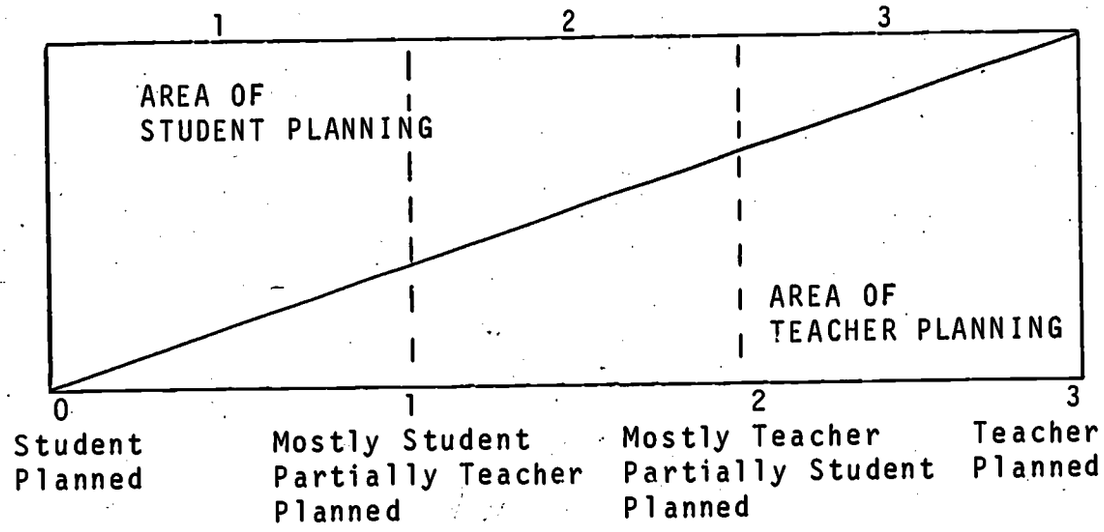

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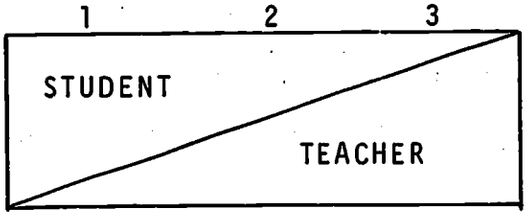
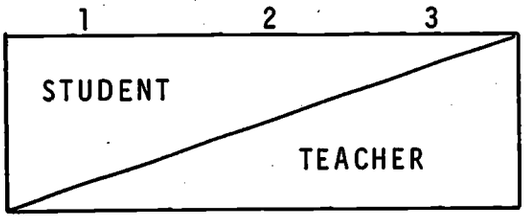
CHART IV

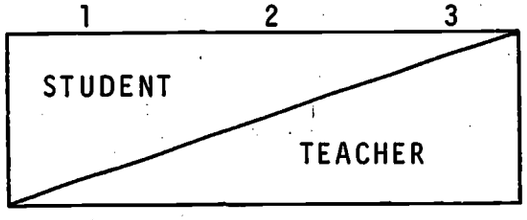
RESPONSIBILITY TO
DEFINE EDUCATIONAL
OBJECTIVES



RESPONSIBILITY TO
PLAN AND IMPLEMENT
OBJECTIVES



RESPONSIBILITY TO
EVALUATE RESULTS



POSSIBLE PRESCRIPTIONS:

1-1-1	2-1-1	3-1-1
1-1-2	2-1-2	3-1-2
1-1-3	2-1-3	3-1-3
1-2-1	2-2-1	3-2-1
1-2-2	2-2-2	3-2-2
1-2-3	2-2-3	3-2-3
1-3-1	2-3-1	3-3-1
1-3-2	2-3-2	3-3-2
1-3-3	2-3-3	3-3-3

SHARED DECISION MAKING LEARNING CONTRACTS

STUDENT LEARNING CONTRACT

Prescription_____ Name_____

1. What questions do you wish to explore?

2. Why did you select these questions?

3. When will you carry out this learning task?

4. Who will work with you?

5. By what means will you accomplish your learning task?
   A. Field experience to a specific place
   B. Interview specific people
   C. Simulate the real experience
   D. Make film, filmstrip, tape, videotape
   E. Read firsthand account
   F. Work through a programmed text or workbook
   G. Work in textbook
   H. Group activities (please specify)
   I. Other (please specify)

6. Using either verbal, pictorial or written form, which of the following 30 ways will you choose to demonstrate to others what you have learned?

Analyze	Depict	Outline
Characterize	Differentiate	Prove
Cite	Disprove	Refute
Clarify	Enumerate	Report
Classify	Establish	Show the Fallacy
Compare	Evaluate	Substantiate
Contrast	Find the cause	Summarize
Criticize	Furnish evidence	Synthesize
Define	Justify	Trace
Demonstrate	Make a case for	Validate

SHARED DECISION MAKING UNIT PLANNING

A SYSTEMATIC APPROACH TO BE USED BY UNITS OR BY TEAMS IN PREPARING FOR INSTRUCTION AND FOR EVALUATION

Prepared by Racine Title III Staff
2230 Northwestern Ave.
Racine, Wisconsin 53404

This worksheet represents a process or procedure which can be used by units or teams in planning a course or unit.

FIRST PHASE--ORGANIZING THE COURSE

STEP I

Name of Course_____

STEP II

Course Objectives for Semester or Year

A. Identify your major thrust or thrusts for course (broad objectives which will declare focus).

1._____

2._____

B. Ultimate Outcomes

1. Knowledge or information to be learned

a._____

b._____

2. Attitudes to be developed

a._____

b._____

3. Skills to be taught

a._____

b._____

STEP III

Planning for Units to be Covered in Course

A. Identify all units which could be taught in course.

1._____	5._____	9._____
2._____	6._____	10._____
3._____	7._____	11._____
4._____	8._____	12._____

THE

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B. Select units to be taught and list in sequence.

1._____ 4._____ 7._____

2._____ 5._____ 8._____

3._____ 6._____ 9._____

C. Make time allocation for each unit.

	Date Start	Date Finish		Date Start	Date Finish
Unit 1	_____	_____	Unit 5	_____	_____
Unit 2	_____	_____	Unit 6	_____	_____
Unit 3	_____	_____	Unit 7	_____	_____
Unit 4	_____	_____	Unit 8	_____	_____

SECOND PHASE--ORGANIZING A UNIT

STEP I

Name of Unit Selected_____

STEP II

State Broad Learning Objectives to be Achieved with Unit

A._____

B._____

STEP III

Follow this "Task Analysis" Sequence

A. Identify major ideas to be stressed.

1._____

2._____

3._____

B. Skills to be taught.

1._____ 3._____

2._____ 4._____

C. Attitudes to be developed.

1._____

2._____

3._____

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PLANNING

D. Are there any prerequisites for students which must be considered?

1. _____

2. _____

3. _____

STEP IV

State Learning Objectives in Performance Terms (behaviorally)

A. _____

B. _____

C. _____

D. _____

STEP V

Strategies to be Employed for Learning

A. List learning experiences desired to help students reach the objectives stated in FIRST PHASE, STEP II and SECOND PHASE, STEP II.

1. Students could READ

_____a. _____

_____b. _____

_____c. _____

_____d. _____

_____e. _____

_____f. _____

2. Students can LOOK at

_____a. _____

_____b. _____

_____c. _____

_____d. _____

_____e. _____

_____f. _____

3. Students could LISTEN to

_____a. _____

_____b. _____

_____c. _____

_____d. _____

_____e. _____

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UNIT
PLANNING

4. Students might CONSTRUCT

_____a. _____

_____b. _____

_____c. _____

_____d. _____

5. Students may WRITE

_____a. _____

_____b. _____

_____c. _____

_____d. _____

6. Students should DISCUSS

_____a. _____

_____b. _____

_____c. _____

_____d. _____

STEP VI

Methodology. Which learning experiences are most effectively provided in

A. Large group?

B. Small group?

C. "Individually guided instruction"?

D. Through Counseling?

NOTE: Identify Methodology selected by unit or team by placing LG, SG, IGI, or Counseling in front of each learning experience listed under STEP V, A

STEP VII

What Pretesting Could or Should be Done before Students Start the Unit?

STEP VIII

What Posttesting Will be Used?

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THIRD PHASE--DIVISION OF LABOR

Unit or team members are assigned to various tasks and roles to plan and prepare unit as follows:

A. Plan "Large Group activity"
B. Plan "Small Group activity"
C. Plan "Individually Guided activity"
   1. Contracts?
   2. Unipacs?
   3. Minipacs?
   4. Capsules?
   5. ILPS?
   6. Other?

NOTE: Quest opportunities are included.

D. Write "Behavioral Objectives"
E. Prepare "Pre-test" and/or "Post-test"
F. Other tasks

FOURTH PHASE--UNIT OR TEAM MEMBERS PRESENT PLANS AND SUGGESTIONS TO WHOLE UNIT OR TEAM FOR SUGGESTIONS AND MODIFICATION

FIFTH PHASE--UNIT OR TEAM MAKES STAFF ASSIGNMENTS FOR IMPLEMENTATION

SIXTH PHASE--UNIT OR TEAM FORMALLY EVALUATES THEIR SUCCESSES AND FAILURES IN PRESENTING THE UNIT IN ORDER TO IMPROVE THEIR EFFECTIVENESS DURING THE NEXT UNIT, AND FOR IMPROVING THIS SPECIFIC UNIT NEXT YEAR

SHARED DECISION MAKING LEARNING PACKAGES

AN INSTRUCTIONAL MANAGEMENT STRATEGY FOR INDIVIDUALIZED LEARNING

By George Carnie

Change appears in all facets of our society. To facilitate effect and efficient educational change it is imperative that the leaders in our schools assist their teaching staffs (1), to perceive accurately the direction of the change, and (2) to conceptualize a means for obtaining this change.

Through the development of learning packages, the strategy assist the teacher in structuring a program that will allow each pupil to learn at the pace and depth best suited to his abilities.

The strategy is developed within the context of the four phases of instruction. These phases include large-group instruction, small-group instruction, laboratory instruction and individual study.

Educators should cease to be concerned primarily with the technical problems of team teaching and flexible scheduling. Rather, they should get to the heart of the matter--the opportunities to individualize instruction provided by these innovations.

Preparing Learning Packages

Learning packages usually include the following nine ingredients for individualizing instruction:

1. Concepts are abstractions which organize the world of objects, events, processes, structures or qualities into a smaller number of categories.

2. Instructional objectives tell the pupil what he will have to be able to do when he is evaluated, the important conditions under which he will perform, and the lower limit or quality of performance expected of him.

3. Multi-media learning materials of varying difficulty are cited from commercial sources, whenever possible, and include a variety of media which require use of as many different senses as possible.

4. Diversified learning activities provide alternative approaches for achieving the instructional objectives, and include such activities as large group and small group instruction, field trips, model building, drama productions, games, laboratory experiments, role playing, pupil-teacher conferences, reflective thinking and the like.

5. Pre-evaluation is designed to assess the extent to which the pupil has already achieved the instructional objectives as a result of his earlier learning experiences. Pre-evaluation enables the pupil to invest his time wisely in areas in which he is weak.

6. Self-evaluation is designed to assist the pupil in determining his own progress toward achieving the instructional objectives. Self-evaluation, the results of which indicate the pupil's readiness for post-evaluation, occurs after the pupil has used the multidimensional learning materials and participated in diversified learning activities.

7. Post-evaluation is designed to assess the extent to which the pupil has achieved the instructional objectives as a result of his learning experiences. (mainly teacher).

8. Further exploration includes problem confrontation, delimitation, research, and resolution. This is a pupil-initiated and self-directed learning activity beyond the stated objectives.

9. Feedback from the learner is necessary to make adjustments in the learning sequence of approach.

A Sample Learning Package Stereotyping

1. CONCEPT STATEMENT
   Stereotyping is a learned behavior which results in a loss of individuality for members of a stereotyped group or institution.

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PACKAGES

2. INSTRUCTIONAL OBJECTIVES

A. From his own experiences, the student will be able to define the term "stereotype" and give at least five examples of sterotyping. He will be able to explain how such thinking restricts his effectiveness in human relationships.

B. Given six general headings and related terms, the student will write the response which he freely associates with each term. By looking at himself or at someone he knows, he then wil- be able to explain the degree of validity of his free association responses.

2.1 Physical appearance

- 2.1.1 red hair
- 2.1.2 blonde
- 2.1.3 blue-eyed
- 2.1.4 fat
- 2.1.5 tall and dark
- 2.1.6

2.2 Geographical location

- 2.2.1 Southerners
- 2.2.2 Las Vegans
- 2.2.3 New Englanders
- 2.2.4 San Franciscoans
- 2.2.5 Westerners

2.3 Occupation

- 2.3.1. doctors
- 2.3.2 lawyers
- 2.3.3 truck drivers
- 2.3.4 musicians
- 2.3.5 school teachers

2.4 Age

- 2.4.1 teenagers
- 2.4.2 over 30
- 2.4.3 over 65
- 2.4.4 Old Shep
- 2.4.5 kindergarten

2.5 Socioeconomic level

2.5.1 hicks
2.5.2 snobs
2.5.3 happy
2.5.4 unhappy

2.6 Racial, religious and ethnic groups

2.6.1 Pollacks
2.6.2 Mormons
2.6.3 Irish

3. LEARNING MATERIALS AND ACTIVITIES
(The student selects from the suggested learning materials and activities those which he needs in order to achieve the instructional objectives. He is neither restricted to these suggestions nor expected to use all of them).

3.1 Scan current news media
3.2 View "Common Fallacies About Group Differences," 15 min. 16mm film, McGraw-Hill
3.3 View "High Wall," 32 min. 16mm film, McGraw-Hill
3.4 View "None So Blind," color filmstrip with sound, Anti-Defamation League of B'nai B'rith.
3.5 Read Robert P. Heilbroner, "Don't Let Stereotypes Warp Your Judgment," Antidefamation League of B'nai B'rith (pamphlet).
3.6 Read Raymond W. Mack and Troy S. Duster, "Patterns of Minority Relations," Antidefamation League of B'nai B'rith (pamphlet).
3.7 Read Earl Raab and Seymour Lipset, "Prejudice and Society," Antidefamation League of B'nai B'rith (pamphlet).
3.8 Read William Van Til, "Prejudiced--How Do People Get That Way?" Antidefamation League of B'nai B'rith (pamphlet).
3.9 Read How J. Ehrlich, editor, Theory Into Practice, special edition, available from Antidefamation League of B'nai B'rith.
3.10 Read William Peters, "Why Did They Do It?" Good Housekeeping, June, 1962.
3.11 Read G. M. Morant, The Significance of Racial Differences. Paris, France: UNESCO, 1958, 47pp.

3.12 Read Arnold Rose, The Roots of Prejudice. Paris, France: UNESCO, 1958, 35pp.

3.13 Read David Westheimer, My Sweet Charlie, Garden City, New York: Doubleday, 1965, 255pp.

3.14 Consult resource person listed in the resource catalog.

3.15 Discuss with 2 or 3 other members in the class the six general headings in No. 2 to summarize thinking and reading.

3.16 The class may wish to discuss the entire lesson as a group.

4. SELF-TEST

A. Define "stereotype" and give at least five examples of stereotyping. Explain how the thinking represented in each of your examples restricts one's effectiveness in human relations.

B. List your free response to each of the following terms: blonde, teacher, teenager, parent, Mexican, truck driver, farmer, fat, red. Are your responses accurate? Explain.

5. POST-EVALUATION

Answers on the self-test will vary. After checking your performance with the objectives and discussing your answers with other students, you should discuss the answers with one of your instructors.

6. QUEST AND FURTHER EXPLORATION(optional)

Select a common stereotype and describe the process of generalization by which this stereotype might have developed. Can you find any evidence to support or refute your description or further exploration of your choice?

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LEARNING
PACKAGES

7. FEEDBACK
Either through oral feedback or written questionnaire.

Summary

The instructional management strategy is designed to assist teachers in establishing stepwise procedures for achieving individualized instruction.

If you are looking for humanism in education you won't find it where kids are forced to sit in neat rows while being sprayed with information, or where kids have to guess at what they are expected to know and do.

"If it's humanism you are looking for, turn to the systems where objectives, instructional procedures, and materials are selected to meet the needs of each and every student--to systems designed to facilitate achievement of the highest potential by making sure each building block is firmly in place before moving to another."

"For humanism in education, look to individualized instruction."

THE

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DECISION
MAKING
Z C I
SYSTEM

BELL JR. HIGH SCHOOL
Golden, Colorado 80401

SHARED DECISION MAKING AT BELL
Z C I Management System

By George M. Carnie

What it is not

Each administrator is responsible for more work than he can do personally. Therefore, he delegates part of his responsibility to others who report to him. This is normally called line of delegation and from the bottom to the top a line of accountability. This type of organization is generally called a Chain of Command and is characterized by:

1. Edicts and non-involvement
2. Role descriptions
3. Typically one-way lack of communication--from the top down--reports from the bottom up
4. Considerable energy on enforcement control measures

Social scientists, who have studied organizations, recognize that the chain of command is fiction. It does not describe what exists, but what managers think ought to exist. The chain of command does little damage to an organization until it is confused with the communication pattern in an organization, then, 1) staying in line, and 2) going through channels, become important, rather than focusing upon who needs to be involved in making the decision or solving a problem. In going through channels, the emphasis is on whether it is proper to or improper to communicate with the person without any particular regard to who needs to be involved in solving the problem. This results in isolation of individuals who really need to be involved. Going through channels then becomes far more important than joining together with results in further isolation, causing suspicions, plots, counter plots, political maneuvers and distrust and suspicion. Most people refer to chain of command as the Organizational Chart or the Organizational Structure.

What it is

There are many ways to describe organizational structure in relation to the amount of influence and kind of participation each individual in the school has in relation to various elements. At Bell we have identified this as the Z C I system of shared decision making. This system is characterized by:

1. It is developed by the people who will work together.

THE

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DECISION
MAKING
Z C I SYSTEM

2. Tasks or goals are identified cooperatively.
3. The organization's members become goal or task oriented rather than role oriented.
4. The individual who is accountable for accomplishment of the goal or task is in this position because of desire and interest plus qualification. It matches the talent to the task.
5. This system is more nearly congruent with the communication system. The people are involved who have the problem to solve.
6. Decision makers are much closer to the decision point and can more readily see the results of the action.
7. Edicts are minimized through a system of checks and balances. Plans are not made for someone else to carry out without their involvement in developing those plans.

The Z C I System then identifies the kinds of influence a position may exercise on decision making toward a goal.

Z FUNCTION: THE POWER AND AUTHORITY TO TRIGGER ACTION TOWARD A GOAL OR TASK. THE Z IS HELD ACCOUNTABLE FOR:

1. Consulting a C for input before action is taken.
2. Involving those with whom the action is to be taken.
3. Facilitating or carrying out those plans adopted by those involved.
4. Being accountable to the "Z" group for progress toward the goal or task. The Z initiates, facilitates and follows up.
5. Being responsible to inform those that need to know, the I's, after the action is taken.
6. Writing in his growth plan and being held accountable for accomplishment of Z tasks.

Who may have a Z?

Anyone in the school--student, teacher, administrator, parent.

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SYSTEM

How are Z's selected?

Selected on interest, desire and, when necessary, qualifications. Who can best serve the organization in meeting its goals.

C FUNCTION: CONSULTANT

A C position must be given the opportunity to influence the process of arriving at a decision by presenting information before the decision is made. This function is important so that decisions are made within the objectives and philosophy of the organization. Many times, better alternatives can be identified through additional input. However, this C position is limited to persuasion in influencing a decision. The Z has the final authority. The C should be consulted early enough in the process that his information can genuinely make a difference in the final decision.

What is the C accountable for?

1. Giving input when asked by his Z.
2. Insisting on giving input before a decision in his area even when not asked.
3. Not being accountable for a decision made even though input was given.

Who can have a C?

Anyone in the school or community.

How are C's selected?

Interest and desire.

I FUNCTION: INFORMED

Who needs to be informed of the decision made and the action to be taken by the Z

1. The I may be predesignated for certain decision.
2. In other cases, the Z will identify the person who needs to be informed after decision is made.

Example: budget

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MAKING
Z C I SYSTEM

ORGANIZING
A ZCI SYSTEM

How do we develop and implement a schoolwide system of shared decision making?

1. Participants are asked to use the 1-3-6 system to gain consensus agreement of all the tasks to be accomplished in the school.

2. Participants select Z tasks based on interest, desire and qualifications.

3. Participants select C and I tasks in areas of interest and qualifications.

TASK IDENTIFICATION EXERCISE

Step 1 List the tasks that have to be done in this organization. (Individually)

1.

2.

3.

4.

5.

6.

Step 2 Discuss and make a composite list with two others. (Group of 3)

1.

2.

3.

4.

5.

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MAKING
Z C I SYSTEM

Step 3 Discuss and make a composite list with another group of three.(Group of 6)

1.

2.

3.

4.

5.

6.

Step 4 Make a group composite listing of the tasks that need to be done.

1.

2.

3.

4.

5.

6.

7.

8.

Step 5 Each individual within the Z group then selects tasks he will be accountable for carrying out and makes an individual list. This is continued until all tasks are selected.

Step 6 Consultant assignments are selected after all Z's are assigned, based on interest and qualifications to assist the Z.

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MAKING
Z C I SYSTEM

Step 7 Individuals who need information concerning the task, designate this.

Step 8 The entire list of tasks showing Z's, C's and I's is published for the entire organization's information.

Step 9 All Z's build their tasks into their individual personal/professional growth plans.

Step 10 Z functions are evaluated each semester and rotated as necessary to give Z experience to others.

SHARED DECISION MAKING LONG RANGE PLANNING

Long Range Planning Team #2
EVALUATION AND STAFFING PROCESS AT BELL

Step #1 How shall we plan?
Who?
When?
Where?

Step #3 Where are we now?	Step #4 How do we get there?	Step #2 Where do we want to be? when?
What data can you submit that indicates current procedures for evaluating all existing staff members at Bell relative to their attainment of Jeffco and school goals?	-Projects undertaken to develop evaluation procedures for all staff at Bell. -Who is assigned responsibility for each project? -What resources are needed to achieve each project? -What are the calendar dates for achieving each project? -How will the results be documented?	By June 1972, all new staff hired at Bell will have been screened and selected by written procedures developed by this long range planning team and approved by Bell Faculty. All existing staff at Bell will have been evaluated by written procedures developed by the long range planning team and accepted by the Bell Faculty.
What data can you submit regarding existing screening and hiring practices?		By June 1971, Planning Committee will have recommended procedures for evaluating all existing staff members at Bell relative to their progress toward Jeffo and Bell objectives. By June 1971, Planning Committee will have recommended procedures for screening and selecting new personnel.

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HIRING, HELPING
FIRING

EVALUATION AND STAFFING PROCESS

I. Evaluation

Each member of Bell Junior High School staff shall be evaluated in the following manner by an individually designed growth plan:

1) Two formal evaluations during the school year conducted by the principal and/or assistant principal.

2) Four informal evaluations on a quarterly basis by Z of choice and/or fellow staff members and/or students. A brief check form should be completed after each informal evaluation and/or results of student evaluation and sent to the principal's office.

Staff members shall include all administrators, counselors, teachers, interns, secretaries, lay-assistants, student teachers, head custodian and head cook.

Each individually designed growth plan should be oriented toward R-1 and Bell Junior High objectives and should have provisions for additions and deletions (up-dating) as an outcome of the above evaluations.

Each individually designed growth plan should be based upon the individual's unique needs and interests to grow and succeed toward becoming a more effective person.

Individuals who are satisfactorily meeting the objectives of their growth plan should be commended and a notation made in his/her folder after each formal evaluation.

Individuals who are not meeting the objectives of their growth plans should be notified by the following steps:

1) Feedback from the evaluating individual or evaluating committee.

2) Help should be provided to the individual by the evaluating individual and/or by the evaluating committee, and/or by the selection committee, and/or by departmental staff members, and/or by the Z groups.

THE

SHARED
DECISION
MAKING
HIRING, HELPING
FIRING

3) A period of one month or less should be provided for the improvement of the individual.

4) At the end of the improvement period, a review of progress should be evaluated by a committee consisting of:
   a) two members of the staff selected by the individual,
   b) two members of the staff selected by the administration, and
   c) one member of the Z group mutually agreed upon by the individual and the administration.

5) a) If unsatisfactory progress is unanimously determined by the above review committee, a recommendation for termination should be made to the principal
   b) If unsatisfactory progress is not unanimously determined by the above review committee, a recommendation for a final one-month probation period shall be made to the principal. At the end of this final probation period, if unsatisfactory progress is again determined by the majority of the review committee, a recommendation for termination shall be made to the principal.
   c) If satisfactory progress is determined by the above review committee, the individual reverts back to Step 1.

ACCOUNTABILITY
GROWTH PLANS

ACCOUNTABILITY

Practice in the profession of education commits all of us to be responsible and accountable for our efforts in molding human lives. Our profession cannot tolerate indifference, inferiority, or even mediocrity in meeting our established goals, processes and objectives.

Each participant may continue with skill improvement by developing a followup growth plan based on the four processes. Periodic feedback to the instructors is encouraged.

To gain skills in developing accountability, a mini growth plan for the course will be developed with the assistance of the instructors. This will allow each participant to experience individual goal setting and through evaluation and instructor feedback, check his growth toward his commitment. As an aid to developing the course and personal growth plan, options for learning to write performance objectives will be provided.

Performance Objective:

To develop skills in accountability.

Each participant will design an individualized personal and professional growth plan for the course that indicates what he intends to do to carry out each of the performance objectives and the evidence he will submit as proof of accomplishment.

Opportunities to show accountability:

1. Individual evaluation and feedback at the end of the course.

2. Development of a personal year long growth plan with periodic feedback to the instructors.

ACCOUNTABILITY
GROWTH PLANS

PERSONAL/PROFESSIONAL
GROWTH PLAN
(To be completed
on or before_____)

Name_____

My Prescription: Objectives Methdology Evaluation

_____ _____ _____

1. Communication Skills

Each participant will be able to demonstrate proficiency in application of the following communication skills as presented in class and evaluated against the criteria listed below.

a. Active listening or paraphrasing

b. Congruent sending and reporting

c. Running a perception check

d. Giving and receiving feedback

What I intend to do to carry out the objective.

a. Listening

b. Sending

c. Perception check

d. Feedback

Evidence I'll submit as proof of accomplishment.

a. Listening

b. Sending

c. Perception check

d. Feedback

ACCOUNTABILITY
GROWTH PLANS

2. Problem Solving

Each participant will be able to demonstrate with students, staff and parents proficiency in problem solving skills as presented in class and evaluated against the criteria listed below.

Problem solving for:

a. Curricular improvement--classroom meetings

b. Resolving concerns or conflicts

c. Establishing and maintaining stable limits

What I intend to do to carry out the objectives

a. Curricular improvement

b. Resolving concerns

c. Stable limits

Evidence I'll submit as proof of accomplishment.

a. Curricular improvement

b. Resolving concerns

c. Stable limits

3. Shared Decision Making

Each participant will be able to demonstrate application of the shared decision making process through involvement of others in setting goals they are expected to carry out and be evaluated against. Participants will prepare, test and demonstrate a plan showing proficiency in shared decision making in three areas:

a. Cooperatively designing learning experiences (See Custom Designed Learning)

ACCOUNTABILITY
GROWTH PLANS

3. continued

b. Participating in group decision making concerning the overall direction of the school or group. (See Long Range Planning)

c. Delegation of authority and power to facilitate decisions and their implementation. (See Z C I System)

What I intend to do to carry out the objective.

a. Cooperatively designed learning

b. Planning

c. Management

Evidence I'll submit as proof of accomplishment.

a. Cooperatively designed learning

b. Planning

c. Management

4. Accountability

Each participant will design a personal/professional growth plan for the Bell workshop that describes the performance each participant commits himself to be held accountable for achieving during the workshop.

Accountable for:

a. Communication skills plan

b. Problem solving plan

c. Shared decision making plan

d. Developing an on the job personal/professional growth plan.

ACCOUNTABILITY
GROWTH PLANS

What I intend to do to carry out the objective.

a. Communication skills plan

b. Problem solving plan

c. Shared decision making plan

Evidence I'll submit as proof of accomplishment of objective.

a. Communication skills plan

b. Problem solving plan

c. Shared decision making plan

5. Personal Growth
Each participant will write a plan for personal growth during the workshop.

What I intend to do to carry out the objective.

Evidence I'll submit as proof of accomplishment.

6. Each participant will carry out other activities--projects, individual, as desired. (See possible project suggestions).

What I intend to do to carry out the objective.

Evidence I'll submit as proof of accomplishment.

ACCOUNTABILITY
STUDENT
OBJECTIVES

STUDENT
OPPORTUNITY OBJECTIVES

In addition to being held accountable for performance on each of the preceding staff processes, I will present evidence that I am implementing programs and/or activities to attain no less than three (3) of the following six (6) Student Opportunity Objectives:

.I am providing opportunities for students to assume responsibility and develop self discipline.

.I am providing opportunities for students to develop an attractive physical environment.

.I am providing opportunities for students to better understand themselves leading to the growth of a positive, realistic self-concept.

.I am providing opportunities for students to demonstrate concern for and service to others.

.I am providing opportunities for students to expand their circle of friends.

.I am providing an opportunity for each student to succeed academically.

Which objectives do you wish to work on this year? Please list below the objective you choose to implement, the specific programs/activities you will utilize to attain the objective, and the data you will submit as your success in achieving the objective.

1. Objective I'll implement:

   Program/Activities I'll utilize to reach the objective:

   Data I'll submit as to my success (date due).

2. Objective I'll implement:

   Program/Activities I'll utilize:

   Data I'll submit as to my success (date due).

ACCOUNTABILITY
PERSONAL GROWTH

PERSONAL GROWTH OBJECTIVE

Each staff member is asked to identify at least one PERSONAL GROWTH OBJECTIVE for each semester, the attainment of which might result in your being a more effective person. This Personal Growth Objective is to be filed separately from the preceding parts of your plan and the content will be known only to you and your evaluator.

At the conclusion of your evaluation, this copy will be returned to you.

1. PERSONAL GROWTH GOAL I'LL ATTEMPT:

2. HOW I'll IMPLEMENT MY PERSONAL GROWTH GOAL:

3. DATA I'll SUBMIT ON MY PROGRESS TOWARD REACHING THE DESIRED GOAL: (WHEN?)

ACCOUNTABILITY
GROWTH PLAN
IDEAS

EXAMPLES FOR GROWTH PLANS

What I intend to do to carry out the objective:	Evidence I'll submit as proof of accomplishment:
Listening....	
.Find one person to reflect each day.	.Record of times I used listening.
.Identify one student (faculty member, etc.) and actively listen to him.	.Anecdotal record of one conversation per day where I used reflective listening.
.Practice daily with one other person from the workshop and get feedback on reflective listening skills.	.Record of feedback from other workshop members.
Sending....	
.Send one "I" message per day.	.Record of times I sent "I" messages
.Voice positive as well as negative messages to those I encounter.	.Feedback from another workshop member on my progress (taped or written, etc.)
.Send a congruent message to another person from the workshop and have them give me feedback of my reflective listening.	
Perception check....	
.When I am in doubt of a message sent by me or a message sent to me, I'll check it out.	.Record of times I have "checked out" an unclear message.
.Check out class or school or business or family instruction to make sure meanings are clear.	.Feedback from another workshop member or other associate as to my progress.
Feedback	
.Get feedback from at least one person daily.	.Examples of feedback instruments I have used.

SUPPLEMENTAL READING

As the highlight of the CCGA San Diego Convention, Carl Rogers* spoke to an overflow banquet of nearly 3,000 counselors, many of whom had come expressly to hear him. He did not disappoint them. The following represents a reconstruction of some of his speech from notes. For clarity it is rendered in the first person, but is not to be interpreted as a verbatim quotation. The subject of Roger's talk was:

MY PERSONAL LEARNING ABOUT INTERPERSONAL RELATIONS

I can only share with you what it is like to be truly myself in a significant interpersonal relationship. In the first place, interpersonal communication is never complete. We only partially convey ourselves or hear others. The more complete the process is, however, the more enjoyable. For example, I really enjoy hearing someone at all levels of his being. Frequently beyond the immediate personal message there is the general and the universal, and it is this resonance or being in tune with the universal through being in touch with the individual that matters to me. Truly hearing another person has consequences for both of us; for him it means a more grateful look, a moisture in the eye--literally a "weeping for joy" that someone knows what it is like to be me, and there is consequently more openness to change. For me to be heard at crisis periods of my life has helped me greatly to rearrange my feelings.

Sometimes, I have been threatened by hearing others. Sometimes, when I try to share something personal and am not satisfactorily heard, it is a very deflating and lonely experience, and I think it encourages psychotic tendencies, for then one truly knows what it is like to be alone. Non-judgmental listening also affects both the speaker and the hearer. For the speaker there is no external threat, and he finds it satisfying to be real in the presence of another. Neither speaker nor listener is really able to be comfortable unless he is close to what is going on inside, for this is congruence.

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*Permission for use of this material is granted by Carl R. Rogers, Center for Studies of the Person, La Jolla, Calif.

SUPPLEMENTAL READING

Another learning is that there is nothing to be afraid of when I present myself as I am--when I come out vulnerable--wearing no armor, more relaxed and less defensive, for my willingness to be myself brings out feelings of realness in others. Furthermore, for me there is a sense of satisfaction in communicating the realness in me to others. In communicating the realness, it is even desirable to permit anger or other negative feelings to outlet immediately, without the usual time lag imposed by one's inhibitions, so that I own and realize my feelings now, not after the occasion has passed.

I am also inwardly pleased when I have the strength to permit another to be himself, and separate from me. This 'separate realness' is the only basis for a "basic encounter." Just as the sunset is a real experience that I can enjoy, but completely out of my control, so I must realize that to have real relationships with others, I must permit them their "separate realness,"--separate dreams, desires, feelings, motives, enjoying them for what they are, and not try to control them as an extension of myself. I become genuine. The meeting of the real him and real me is the essence of the I-thou relationship. When I can thus permit freedom to others, in a class or workshop for example, we get real learners and real learning, because they have first been set free. They are growing individuals, living in process.

Finally, I have learned that I feel good when someone receives me and cherishes me for myself. We often love others in order to control them. Too seldom do we love others simply to appreciate them. Prizing and loving others, and being prized and loved by them is very self rewarding. Only in this appreciation can the deeply personal relationship take place, between two real people, open to each other and to the world of reality. We help others to this goal by receiving them and loving them as if they were in process toward it.

SUPPLEMENTAL READING

TEACHING THE YOUNG TO LOVE

By
Jack R. Frymier

It is time that those who work in schools teach children something about love.

Despite protests to the contrary, most schools in the United States teach about hate. Look at the diagrams on a social studies classroom bulletin board. Study the charts and pictures hanging on the wall. They usually relate to war. Books on desks, maps on walls, and projects assigned to children all add up to the indefensible fact that schools are unwitting participants in teaching young people about the negative aspects of human existence--about how to hate and how to kill.

Educators talk about attitudes, feelings and emotions, and their role in teaching and learning, yet they do little about them in schools. The widespread violence in our society the last four years and the continuing involvement of our country in war are real, tangible evidence talk is not enough.

Not only must men find a way to learn to live together in peaceful, loving accepting ways, this must be taught as a way of life. It literally is.

It shouldn't be necessary to argue, this point of view is so obvious. But, when it comes to organizing educational effort with the objective of helping young people develop positive feelings and positive behaviors toward others, educators do not act as if it is.

Instead, large sums of money and great amounts of energy are spent on substantive aspects. In the many national curriculum reform efforts, for example, the emphasis has been on improving the nature of the subject matter by sequencing information differently, identifying the conceptual bases, and building upon the structure of the disciplines. The problem of such efforts, however, is that when schoolmen start

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SUPPLEMENTAL READING

with subject matter to build goals and objectives, as they have in these reform attempts, then subject matter is where they must ultimately end up.

Man is the end. Objectives and purposes must be stated in human terms. Not in substantive terms, not in social terms, but in individual, personal, human terms. The means to achieve this goes far beyond helping people learn to read and write and to add and subtract--far beyond most of the substantive aspects of schools today. The need to teach the young to love transcends everything else.

There was a time when there was no great urgency, when it did not make so much difference. That was a time, though, when only a few people would possibly be hurt or killed. That time is gone. We all know that. The young people of this world know that. They are the first generation to grow up within the pale of our awesome destructive power. Concerned and aroused, they are taking drastic measures. Their mood and their methods may be questionable, but their message is not. Their message is real--subject matter, disciplines, rationality is not enough.

It was intelligent and rational thought that the Germans used so methodically to destroy human life in World War II. Nazi Germany's extermination of the Jews was one of the most highly rational activities ever accomplished by man up to that point. The men who were in charge of killing the Jews in the extermination camps were so proficient that they were able to devise schemes to make the Jews literally run to their deaths. They made the Jews run because they had carefully studied the problem of extermination and had found that a winded Jew died faster.

At one death camp, Treblinka, the Germans were so efficient that it took no more than forty-five minutes from the time Jews arrived there by train until their dead bodies were being removed from the gas ovens. In just 6 hours and 15 minutes, Treblinka could process twelve trains of twenty cars each. 24,000 human beings.

SUPPLEMENTAL READING

That was 25 years ago. Today, rational efforts have brought men to a new pinnacle. The truth of this age is that we possess the power to destroy all life entirely. Plant and animal. This is an impossible reality to comprehend, let alone deal with. Yet, this reality must be faced and it must be faced in ways that will make a difference.

It dare not be assumed that if people know that they will, therefore, behave in kind and humane ways--that children will automatically learn to think and behave positively rather than negatively. They have to be taught.

There are no packaged programs, no teacher's manuals, and no texts on teaching love as a unit. We are our best resource. Each of us. It is by what we are, our attitudes and the behaviors that reflect them, that we teach about love. Or teach about hate.

Speaking out against other people or saying negative things about them is the mildest example of unloving behavior. Allport, in an exploration of human prejudice, identified this manifestation of hate as antilocution. It is the first of five steps that become successively more negative. Avoidance is the second level. It is staying away from other people, not having contact with or approaching them. The middle level is discrimination, subjecting another person to an unpleasant or undesirable experience you are unwilling to impose on yourself. Striking out against another person or physical attack is the fourth level. Extermination, killing or destroying life, is the final, ultimate, and irreversible level.

These five levels of rejective behavior show how we relate in negative, unloving ways to other people. But they are only one half of human potential. The other half projects positive attitudes and loving behaviors.

Speaking out in favor of another person, saying good things about other people which cause them to be better, is the first level of accepting or loving behavior. The counterpart for avoidance is seeking out other people, deliberately approaching and moving toward other persons and interacting positively with them. The next level of loving

SUPPLEMENTAL READING

behavior is altruism, the unselfish doing of good things, the giving of yourself. Physically touching, caressing, embracing or positive loving behavior is the fourth level; it is showing other people in physical ways that they are good and worthwhile. The fifth level of loving behavior would theoretically be the creation of life. Obviously, the sexual act is this. It is the ultimate intimate relationship between man and woman and in its potential for the creation of life, it represents the epitome of loving behavior.

It is the positive side of this continuum of behaviors that can be emphasized in teaching. Some people, though, maintain that if feelings are to become personal, they have to be caught not taught. While there is some truth in this, learning cannot be left to chance. Schoolmen have to work at it. They need to arrange circumstances, provide information, and most of all, generate human relationships to make catching these understandings possible. The place to begin in schools is with teachers. For, whether a child becomes negative or positive will depend upon the development of his concept of himself and teachers play a powerful part in its formation.

A child is born with neither a negative concept of himself nor a positive concept. His view of himself is what he sees reflected in others' actions and reactions. Teachers provide this kind of feedback every day. Some of it in the form of such things as grade cards or student conferences is formal. Most, however, is informal--it is what teachers say and do.

Teachers react to children hundreds and hundreds of times during the course of a given day. Almost all of their reactions are immediate, spontaneous and momentary. Most teachers don't plan it this way. Their intentions are usually the opposite. They mean to be deliberate, thoughtful, and purposeful. Some of the time they manage this--before school when they organize lessons and learning experiences for the day and after school when they mull over their own and the children's successes.

SUPPLEMENTAL READING

All day long in the classroom, though, teachers simply "bounce" off the children--"What do you wnat Johnny?" "Everybody open your books to page 73." "Billy be quiet." "John, Helen, and Mary go to the board and do problems twelve, thirteen and fourteen." There isn't time to be deliberate, thoughtful and purposeful under the pressures a teaching situation offers. The kind of human being a teacher is is what counts.

Some teachers are generally positive. "Atta boy." "Good work. Keep it up!" They feed back data hundreds and hundreds of times a day that tell students they are worthwhile, they are good, they are important, and they count. Other teachers have a basic style of bouncing which is negative. They scowl, they frown, they are discouraging. These teachers feed data back hundreds of times a day, thousands of times during the school year with negative results for children.

Teachers have many serious, unconscious biases at work. Teachers, for example, unconsciously favor students in their class according to sex. One study shows that boys attempted to participate in classroom discussions eight times more often than girls (held up their hands, volunteered), but teachers called on girls ten times more often. Teachers differentiate negatively in other ways, too. Studies clearly indicate that youngsters from lower class homes receive less physical attention and less eye to eye contact than children from middle to upper middle class income families.

An in-depth study of 3,000 teachers in a major urban school district contains some of the most alarming data of all. These teachers considered their children below average, their children's motivation below average and their children's aspirations below average. The tragedy is that children would have little chance to be anything but below average in the classrooms of teachers with views like these.

SUPPLEMENTAL READING

KILLER PHRASES

HOW TO DESTROY IDEAS AND CHLOROFORM CREATIVE THINKING

A swell idea, but . . .

We've never done it that way.

It won't work.

We haven't the time.

It's not in the budget.

Too expensive.

We've tried that before.

Not ready for it yet.

Good idea, but our school is different.

All right in theory, but can you put it into practice?

Too academic.

Too hard to administer.

Too much paperwork.

Too early.

It's not good enough.

There are better ways than that.

It's against school policy.

Who do you think you are?

You haven't considered...

It needs more study.

Let's not step on their toes.

Somebody would have suggested it before if it were any good.

Too modern.

Too old fashioned.

Let's discuss it at some other time.

You don't understand our problem.

Why start anything now?

We're too big for that.

The new teachers won't understand.

The experienced teachers won't use it.

We have too many projects now.

What you are really saying is..

Has anyone else ever tried it?

It has been the same for 20 years, so it must be good.

Let me add to that.

I just know it won't work.

Let's be practical.

Let's form a committee.

Let's shelve it for the time being.

SHARED DECISION MAKING EXERCISE

KILLER PHRASES

1. Objective
   To help participants exeperience barriers or resistance to change.

2. Rationale
   Many good ideas are killed by phrases such as "It won't work" or "We have tried that before." without really thinking through the idea.

3. Learning Activity
   1. All participants read Neil Postman's The Soft Revolution or William Glasser's Schools Without Failure prior to the exercise and record on 3x5 cards all good ideas they would like to try in their schools.

   2. Upon meeting the participants divide intwo two groups. One group takes all of the innovative ideas and discusses them for 10 minutes. The other group studies the list of killer phrases, making notes on 3x5 cards.

   3. The groups come back together and hold a faculty meeting. One person is elected as the chairman of the meeting. As one group proposes innovative ideas, the other group uses killer phrases on the ideas. After 15-20 minutes, the groups stop to debrief.

   4. Debriefing questions--Application
      a. What roles were people assuming? Have participants describe them to each other.

      b. What effects did various members of the group have on each other?

      c. How did the meeting make you feel?
      d. How else might the meeting be handled?
      e. How did the meeting chairman feel? How did the participants feel about him?
      f. Have people around school played these roles before in real meetings?
      g. How realistic are these statements?
      h. What agreements, behaviors, or strategies would help avoid "killer phrases" from inhibiting good ideas?

SHARED
DECISION
MAKING
EXERCISE

5. As a group, establish at least five ground rules that help you work together more productively.

SUPPLEMENTAL READING

Dr. Theodore Yntema
Vice President
Ford Motor Company

If you can

- -deal with people effectively
- -organize resources you command
- -work wholeheartedly
- -demonstrate good memory

You can likely

- -be a success in a wide range of careers

- - -

	THREE DECADES AGO	TODAY
Industry		
	90% buildings	10% buildings
	10% equipment	90% equipment
Schools		
	90% buildings	90% buildings
	10% equipment	10% equipment

- - -

METHODS OF INSTRUCTION	RECALL	
	THREE HOURS LATER	THREE DAYS LATER
A. Telling when used alone	70%	10%
B. When a blend of telling and showing is used	85%	65%

- - -

SUPPLEMENTAL READING

WHY NOT?

Why not say that school is for kids rather than
teachers or janitors or secretaries or cooks
or architects or even principals?
Why not say it and believe it?
Why not abandon required homework and put a few
kids on the streets or reading books or
watching TV or talking with a friend
or waiting for a sunset or picking pimples
or just sitting?
Why not throw out mandatory homework and find
another way to intimidate kids?
Why not bite your tongue and justify all the busywork
you've pawned off on kids under the guise of
"excellence in education"?

Why not eliminate homework and find a better way
to teach cooperative cheating?
And if all else fails,
Why not try to excite, stimulate, energize, or
inflame a kid and let the homework take care of
itself.

Why not build a humanities cafeteria
with an *a la carte* line loaded with goodies.
Perhaps a student will learn to serve himself
occasionally without always waiting sheep-
patiently for the waitress to push the well-
cooked curriculum *du jour* into his hands,
into his head, into his heart,
the leftovers into his intellectual garbage can.

Why not advertise the delectable and diverse dishes
from language and lit and composition
and LIFE and maybe
MR will be better known as motivational research
than as mentally retarded.

Why not stop drawing and re-drawing the floor plans
of our homemade prisons
with every fetter in place
anchored securely with the cement of whatever's current
from the past?

THE

SUPPLEMENTAL READING

Why not (indeed) stop drawing fresh plans of old prisons
and start tunneling or scaling or vaulting
or even scratching a little.

Why not try to find relevance
between what goes on in class and something else
anything else?
Why not ask a parent for help or a teacher
or a curriculum consultant
or the United States Commissioner of Education
Why not ask a life guard, or a truck driver,
or a poet?

Why not retire the miniature federal reserve board
in every school
that controls the banking practices in classrooms?
A kid earns a credit and puts it into the bank
and once it is safely deposited
he throws away all of his notes and admits
original innocence
just another virginal brain
with thirteen credits in the bank
Earn another credit and put it into the bank
earn them, bank them, forget them
earn 'em, bank 'em, forget 'em
findem, earnem, bankem, forgetem.
Why not claim language as our rightful stock-in-trade
our raw material
and also our finished product?
Why not help a kid take pride
in the power of language personal and social?
Why not help a kid use language to communicate
with an editor, a draft board, a girl
or to discover the nobility of man?

Why not dissolve the red ink communion
(the grades that DEgrade)
Why produce self-satisfied grade mongers
judging their worth by OUR standards
that make credit bankers out of philosophers
that make us teach multiplechoice knowledge
and that convince kids
that the dung beetle
who collects the biggest cognitive ball is best.

SUPPLEMENTAL READING

Why not try to evaluate kids honestly
individually
Why not try to find what a kid learns from you
rather than what he hasn't learned from his past
teachers.
The difference between a student and a teacher
should be something more than a grade
or an answer book.

Why not make attendance optional?
If the multi-mediaed McLuhan is right
and going to school interrupts education
Why not entice with connections to life
not plague with demands for inconsequence

Why not take our eyes off the rear view mirror long
enough to think September 6, 1970
What will IT be?

Pain?

Speed, grass, drugs??

Darkness???

Why not look into a crystal book or ball and find out
and at the same time find out how our classes can
let a student want to learn throughout life
or make him mankind-sensitive
or let him see his choices and decide
or show him how to love himself
or prepare him for more leisure time.

Ray Scofield
Language Arts Workshop, 1968
Eugene, Oregon

OPEN COMMUNICATION EXERCISE

WORLD EXERCISE

MATERIALS NEEDED:

- .one or two color crayons for each person
- .two pieces of butcher paper (approximately 3' x 6')with a puzzle outline drawn on each.

PROCEDURE:

- .For best results, it is best if the group is sitting in a circle and the puzzle is on the floor in the middle of the circle.
- .Next, say something like: Each member is to draw a design that best represents how he views the world. This can be a very personal world or his family, his community, his state, his nation or the entire world whichever he feels most comfortable drawing. The objective is to have each person explain his drawing to the group as clearly as possible and for several members of the group to listen and tell what they heard him say before any questions are asked. You may begin and when you have completed your drawing, fit your piece into the puzzle.
- .Each member picks a piece of the puzzle and the crayons he wants and completes his drawing. Several colors may be used and traded among participants.
- .After the pieces are in place, begin with volunteers explaining their picture and encourage members to try and paraphrse what they heard. Modeling active listening by the leader is important, without actually explaining it.
- .Allow all people to explain the picture and to be heard. (15 participants will normally need about 90 minutes to complete this exercise).

DEBRIEFING

- .Empathize the individual differences and the similarities so that participants realize everyone is unique but all still have desires, needs and problems that are similar to others.

OPEN
COMMUNICATION
EXERCISE

DEBRIEFING, continued

.Discuss how our attitudes might affect the people with whom we work. Knowing our attitude or mood is important if we are going to be effective in communication.

.Application to the school or their job. Let the participants brainstorm how the exercise might be used on their job by changing or adopting the assignment.

.Re-stress that the exercise is to enforce individual differences and the importance and value of individual perceptions. There are no right or wrong answers.

QUESTIONS:

1. Were others allowed to state their opinion without being judged?

2. How does it feel to be heard?

3. Was someone questioned and probed concerning their drawing? If so, how did they feel?

4. Were there times participants tried to interrupt for another individual rather than listen and understand?

5. When you are heard and you hear others with similar thoughts, does this help you understand yourself better?

6. What were some of the most difficult situations for you during this exercise?

SUPPLEMENTAL READING ACCOUNTABILITY

PERSONAL AND PROFESSIONAL ACCOUNTABILITY-WHAT IS IT?

In attempting to create a more participative environment, a personal and professional accountability system that promotes development of self-concept and self-worth is of high priority. If an individual participates openly to communicate concerns and actively is involved in identifying alternatives to solve problems or make decisions, he is going to feel much better about being accountable in carrying out mutually agreed upon courses of action.

Shared decision making, problem solving and open communications are processes used in moving toward the human element. By implementing these processes in a school, we are attempting to create a more democratic environment; however, as one teacher stated: "I really enjoy the feeling of open communications and the challenge of determining direction, goals and procedures, and it's really rewarding to get together to solve problems, but you know I want to make sure something better is happening for kids." Taking this a step further, another teacher was adamant that:

> "Because we know where we are going and we know the processes to help get us there, then everyone must pull his share. We cannot tolerate indifference, inferiority, or even mediocrity in carrying out established goals, processes or objectives. Practice in the profession of education is that it commits all of us to be responsive and accountable for our efforts in molding human lives."

It seems to me that most school systems have established formal systems of accountability; yet, somehow individuals within the system are not being held accountable for providing evidence of progress toward meeting school, human or academic goals. People resent evaluation because of its punitive, authoritarian nature. Typical evaluations violate good learning principles in that they are not immediate, not consistent, and the standards are not sufficiently visible that an individual can alter his own behavior when he sees he is not meeting his goals or standards.

SUPPLEMENTAL READING ACCOUNTABILITY

How do we get it?

Each individual (adult) working within the organization, designs a personal/professional growth plan to describe his contribution to attain organizational goals. The collective plans then make institutional accountability a reality.

A process of individual growth and self-renewal must be the basis for an accountability plan to achieve a more participative environment. This accountability plan is different from traditional evaluation because individual goals are set, and peer assistance and feedback are frequent. Evaluation is viewed as helping the individual achieve his goals, not punitive.

Four processes form the first half of each individual's accountability growth plan:*

1) open communication, 2) problem solving, 3) shared decision making, and 4) personal/professional accountability.

Each process has been designed with four or five self-evaluation statements of general goals or objectives and is accompanied with a 0 to 100 rating scale. Each staff member uses this format as a point of departure to record "where I am", "where I'd like to be" in regard to the process goals statement. Another column provides corresponding space to answer "what I need to do to get there" and "data I'll submit on my progress and when." Typical goals statements include:

- When I have a concern, or something positive to convey, I voice it directly to those involved.
- I utilize a problem solving approach to resolve concerns or conflicts with or between students, staff, or parents who are directly involved in and affected by that problem.
- I provide opportunities for students to share in decision making processes in my classroom.
- I am personally accountable for identifying and providing opportunities for each of my students to succeed in mastering basic academic skills.

*The reader is asked to refer to Bell Jr. High's Personal/Professional Growth Plan

SUPPLEMENTAL READING ACCOUNTABILITY

In addition to being held accountable for performance on each staff processes goal, all staff members have agreed to be accountable to present evidence that he is implementing programs and/or activities each semester to attain no less than three of the following five student opportunities objectives:

Assuming responsibility and developing self discipline

Building and room decoration

Development of a realistic self concept

Demonstration of a concern for others

Development of effective interpersonal relations

And last, each staff member identifies at least one personal growth objective, the attainment of which might result in being a more effective person.

The personal/professional growth plan is completed by the entire staff, including the principal, and all certified and non-certified staff members. Each staff member selects students and staff members to provide feedback no less than twice each semester as to their perceptions of each individual's attainment of previously selected goals. In addition, once each semester a formal evaluation is conducted with an administrator of each staff member's choice. From this conference, commendations are listed, recommendations made and areas of concern that must be improved are discussed and agreed upon.

In any event, a system of accountability should assist in stimulating motivation rather than killing enthusiasm; it should be problem solving oriented toward future performance. Finally, goals or standards should be visible, understood and agreed upon by those being evaluated.

In a human way it is a systematic attempt toward helping staff and students get on the road to success. It is a slow, time-consuming process, but well worth the frustration and bother. On the other hand, after a reasonable period of time, if a person isn't helped or just doesn't want help, it's time for him to get out and go somewhere else.

How do I get started?

First, needs must be determined through a needs assessment involving community, staff and students. Then consensus student outcomes and process goals must be established. After these are determined, then each member of the organization, starting with the principal, develops a personal/professional growth plan to work toward accomplishment of organizational goals. Staff members need much help and encouragement to develop accountability plans. Initially, it is a slow and time consuming process.

Inservice training in writing performance objectives is valuable in developing growth plans.

The steps then to develop growth plans could be summarized as follows:

1. Involve community, staff and students as soon as possible to determine the school's education needs.

2. Establish through widespread involvement some measurable goals related to those needs.

3. Each individual develop a personal/professional growth plan to meet goals.

4. Develop a system that will indicate whether or not the goals have been met.

This can be accomplished in many ways:

1. Principal submitting his growth plan to the staff.

2. Individual staff members, as they feel comfortable, submitting plans.

3. And finally, an entire staff making a commitment to be accountable for achieving school goals.

SUPPLEMENTAL READING

PERMISSIVE
OPEN
AUTHORITARIAN

By Gerald Prince

It is important not to equate an open, understanding and democratic classroom with a permissive one. The open-democratic class requires order, discipline and the teacher to be himself as much as the pupils are themselves. This means if the teacher is annoyed he ought to express it and if his is happy, that should be expressed also. Annoying behavior isn't legislated out of existence in the democratic classroom like in the authoritarian classroom nor is it ignored as in the permissive classroom, but instead it is dealt with directly.

In the authoritarian school the principal or teachers permit the student to behave only in certain ways thus remaining the dominant adult. In the open situation the teacher or principal tries to deal with what he feels, what the students feel and then tries to work out a solution acceptable to both.

An open classroom is different and so is the teacher. When disputes arise they are discussed and finally settled with all parties involved present. Students are becoming more resistant to adult domination and are making the distinctions between teachers who are understanding and open because they believe students are basically good and those who are easy and permissive because it is the easiest thing for them. Students become free in the permissive classroom but they have not yet learned to take full responsibility for themselves. This lack of responsibility is caused by adults who have dominated and controlled without guiding them to gain some order in this freedom. This requires new approaches from parents and teachers to insure programs that increase the degree of self-government by the students.

The question has been discussed whether students should be given the right to help determine the direction of their education. It is now no longer a question because of a recent court decision and common learning theory which says you can't force unwilling students to learn. This creates a real need for an open, understanding classroom which encourages, facilitates and motivates students to want to learn and progress.

SUPPLEMENTAL READING

To have an open school, the teachers have to learn to go with the class, to respond to their desire to learn about things and not cut them off in order to get through the district curriculum. We have long underestimated the ability of the students, their intelligence and their capacity to assume responsibility. Since it is no longer realistic or for the student's best good, we should accept them as partners in all activities we conduct with them. The democratic development of the stable limits, restrictions and the communal solving of problems is a crucial part in the development of freedom in the open classroom as the arbitrary imposition of them is central to control in the authoritarian class.

Order in the open classroom is not the same as that current in the schools where rules and routines are developed to avoid disagreements. In most classrooms there is no place for argument or conflict, nor is there time for teachers and pupils to learn how to live with and listen to each other. There is no give-and-take. The students direct their talk to the teacher and obey. With the open and understanding teacher there is considerable give-and-take, argument, disagreement, and even conflict. These are elements in the life of the group, to be dealt with and resolved by the group and arbitrated by the teacher. The teacher is a mediator and not a judge or executioner. Students can develop effective group action. But this requires that the teacher be able to trust student decisions and the students learn to trust each other and adults.

An open classroom develops through actions of the teacher and not because of his words. The teacher's actions over a period of time reveal to the students whether the teacher means what he says. In moments of crisis quite understandably he might fall back on authoritarian attitudes or give up and become permissive.

The movement into an open classroom is a difficult journey for most of us. The easiest way to undergo it is to share it with the students, to tell them where you hope to be and give them a sense of the difficulty of changing one's styles and habits. Freedom can be threatening to students at first. Most of them are so used to doing what they are told in school that it takes quite awhile for them to discover their own interests. A crucial point is the involvement of every

member of the class and all classes in the school to participate in the planning of the educational process. In some schools this is approached through a permissive philosophy where the teacher accepts everything and waits for students to act out their hostilities and confusion.

I am not advocating that at all. Rather, I feel a teacher has as much right to be angry, frustrated, impatient, distrustful as the students have been and should let them know that. If you are angry with a student for fighting or for refusing to do what you want him to do, tell him and try to deal with the question of why you are angry and work out a solution acceptable to both of you. If the teacher remains a silent, abused witness to student authoritarianism, a time will come when the teacher has had enough and will take back the freedom he offered the students.

An open, understanding way of teaching is not necessarily an easy way of teaching. Autonomy, the ability to make one's own decisions, and self direction, the ability to act on one's own decisions, can be quite painful to students who have grown up in an authoritarian system.

The schools can greatly help in bridging this gap if they can provide a forum where student, teachers and parents can meet regularly to discuss their common problems. All can learn to listen to understand each other and solve their problems together.

If youth is not given a respectable place in our schools and in the community, its determination to be independent and to claim its right as equals may well express itself in useless, often highly objectionable and even harmful ways.

PERMISSIVE	OPEN & UNDERSTANDING	AUTHORITARIAN
The student decides on the objectives; attainable or not attainable; relating to the class or not relating. He doesn't care how the instructor feels about the objectives.	The student and instructor define and redefine objectives using provisional objectives established by the instructor as a base.	The instructor decides on the objectives. These may be more explicit and may or may not be communicated to the students.

SUPPLEMENTAL READING

PERMISSIVE	OPEN & UNDERSTANDING	AUTHORITARIAN
The student goes about meeting his objectives as he wishes without regard for the instructor or others, without looking for alternatives.	The students and instructor identify problems, questions and explore alternatives to solutions to the problems.	The instructor lectures, assigns readings, conducts demonstrations that students observe and assigns problems for students to complete.
The student informs the instructor that he is through and will start on something else.	The student and instructor examine and evaluate individual performance, learning needs and then redefine objectives.	The instructor gives test on knowledge, evaluates students' performances and assigns a grade.

SUPPLEMENTAL READING SHARED DECISION MAKING

SHARED DECISION MAKING

By
George M. Carnie

What is it?

Shared decision making means involvement in: (1) the determination of goals, (2) the identification of educational needs, and (3) the identification of solutions to problems. The implication and intent of shared decision making is that the teacher or student should not be the recipient of edicts or pat answers, but a participant in the decision making process. The power to control the budget established procedures; set goals, determine staff hiring and evaluation policies, arrange student programs and design, and public relations; customarily is the responsibility of the principal.

Why is it needed?

In understanding organizational and individual motivation and development a decision making system that is congruent with the ideas: (1) that people work most effectively when they have a choice in committing themselves to their objectives, (2) that people will commit themselves to the extent they can satisfy their ego and developmental needs, (3) that most people are capable of greatly increasing their effectiveness and helping their respective groups solve problems and work more effectively together, (4) that most individuals have drives toward personal growth development and these are most likely to be actualized in an environment which is both supportive and challenging, (5) that most people desire to make and are capable of making higher level contributions to attainment of organizational growth and tasks than most organizational environments permit, and (6) that for a group to optimize its effectiveness, the formal leader cannot perform all leadership functions in all circumstances at all times and all group members must assist each other with effective leadership and membership behavior.

A shared decision making system, then, attempts to (1) remove controls while retaining accountability, (2) give the person a complete natural unit of work, (3) grant additional authority to an employee, (4) introduce new and more difficult tasks not previously handled and (5) assign individuals specific or specialized tasks enabling them to become experts.

This system is sound in that it affords people the opportunity to take greater responsibility and personal achievement

SUPPLEMENTAL READING SHARED DECISION MAKING

to be recognized. It permits growth, learning and advancement by all employees.

A shared decision making system is needed to unlock people and free them from roles. This system is not based on degrees but on competency. This system allows both students and staff a chance to be involved in the educational process. It is especially important to see that students have the opportunity to be heard prior to making educational decisions that will affect their entire lives.

Students and staff can become involved in the decision making process through many means such as: student government, helping solve problems in the school, staff evaluation and hiring, establishment of school rules or guidelines, determining schedules and curriculum, serving as teacher ro administrative assistants and working on long range planning teams to establish school objectives.

If people are to be able to release their creative potential, this power must be redistributed to actively involve all staff, students and community as well as administrators in making decisions concerning the direction and operation of the school.

How do we get it?

One way to determine the organizational structure in relation to the amount of influence and king of participation each individual in the school has is called the Z C I system of shared decision making. This system is developed as follows:

1. is organized by the people who will work together.

2. tasks or goals are identified cooperatively.

3. members become goals or task-oriented rather than role-oriented.

4. the individual who is accountable for the accomplishment of the goal or task is in that position because of desire and interest. An attempt is made to match talent with the task.

5. this type of system is more nearly congruent with the communication system. The people are involved who have the decision to carry out. Two way communication is prevalent.

SUPPLEMENTAL READING SHARED DECISION MAKING

6. decision makers are close to the decision point and can really see the results of the action.

7. edicts are minimized through a system of checks and balances. Plans are not made for someone else to carry out without their involvement in developing those plans.

8. inservice training in communication, problem solving and decision making may be necessary.

9. after responsibilities or Z's are identified, these tasks should be specified in each individual's growth plan.

SUPPLEMENTAL
READING
PROBLEM
SOLVING

The world is changing at a phenomenal rate. If education is to keep up with all the changes in business, science, technology and most of social relationships, we cannot rest on answers, but rather with processes that adapt themselves to the new problems. So fast is the change that the U. S. Department of Labor predicts that most of the jobs today's students will work at are jobs that have not yet been established and that each individual will change jobs 5 times during his life. Thus, "knowledge," "methods," and "curriculum" become increasingly more obsolete.

What education is faced with then is not just transmitting knowledge, but also developing an attitude open to change and continual growth. This implies a need for a new concept of education; new goals, new techniques, and new methods of meeting the challenges. If the above is true, then educators themselves must take an introspective look, be more open and process oriented if the needed changes in education are to take place. The stage must be set for personal and professional growth in an encouraging but non-threatening climate. This climate is one of participative learning at all levels. A climate is needed where the creative talents of all teachers and students are stimulated and released. However, such a climate is not easy to establish in an educational system so entrenched in authoritarian principles.

A way must be found to develop an educational environment that no longer focuses only on the teaching act, but rather on learning to fit the needs, interests, environment and capabilities of each student. Through participation in identifying problems, suggesting solutions, and then testing these solutions each student can become more self directed, creative and able to choose from many alternatives.

<u>What is problem solving</u>?

Problem solving is an organized process that enables staff and students to accurately appraise, understand and solve their own and others' problems. It is based on the skills of open communication, productive intervention and confrontation to solve or prevent problems by accurate identification of the problem, identifying alternatives, selecting one and providing for appropriate evaluation and follow up.

SUPPLEMENTAL
READING
PROBLEM
SOLVING

Problem solving is a method to bring about the best change through examining many alternatives and selecting the most pertinent. One example is a teacher presenting a concern over the noise level in the room and involving students in suggesting ways to improve the situation in the class.

Teachers and students use problem solving in a non-threatening atmosphere to establish rules for the classroom or field trips, curriculum modification and resolving concerns. The outcome from such problem solving is more of a commitment for all concerned to follow through with the solution chosen. Skills and techniques of problem solving can be applied in the following areas:

1. curriculum improvement

2. resolving concerns

3. establishing and maintaining stable limits in the classroom or the entire school

4. conflict management

5. change strategies

Why problem solving?

No two individuals or situations are exactly the same. Yesterday's solutions or answers may not be valid for today's problems. Thus, education will have to develop an individual who can accept responsibility, look for creative alternatives, live in a democratic society and adapt to continuous change. An attitude resistant to rigidity, flexible and self renewing through continuous learning is necessary if an individual is to successfully and constructively face this complex world in which conflict arises faster than solutions can be found.

Problem solving can be a method of establishing goals and systematically eliminating the problems encountered in reaching these goals. It is a planned strategy to organize the school to seek the best of many alternatives in any of the areas discussed.

SUPPLEMENTAL READING PROBLEM SOLVING

How is problem solving introduced?

Problems are solved many ways in schools today, but the most common style is to edict. The experienced teacher or administrator decides on an answer that has worked in the past for the problem as he sees it. If an alternative style of problem resolution is desired, one method is to present current problems to the staff or students ans ask them, "How do we solve the problem most fairly?"

Problem solving is best introduced by modeling tne process and demonstrating it with individuals or small groups. As the staff members become interested, include them; when enough are interested, formal workshops can be provided to introduce staff members to the process of problem solving. After training, the staff will need a great deal of support to implement the process since it means an attitude change due to relinquishing of absolute power and the right answer syndrome. As the staff uses the process an effort must be made to include staff members who did not participate in the initial workshop.

Just as follow up is an important step in problem solving, it is important that a system of providng staff members with help and encouragement is designed. In addition, a growth plan should be developed individually by each staff member to insure that problem solving is used. (Please refer to Bell's Growth Plan in the accountability section).

A word to the wise

Problem solving cannot stand alone as a process. It is part of a tightly woven web including the processes of open communication, shared decision making and accountability.

Steps to Implement Problem Solving in the School:

1. Model and demonstrate the process whenever a situation arises.
2. Volunteer to help staff members solve problems.
3. Provide a formal workshop that stresses the development of skills in problem solving.

SUPPLEMENTAL
READING
PROBLEM
SOLVING

Steps to Implement Problem Solving, cont.

4. With students and staff decide how your school wants problems to be solved.

5. Develop and implement a plan to insure progress is being made in applying problem solving processes throughout the school.

6. Make available continuous training and follow up.

Gerald Prince

SUPPLEMENTAL
READING
OPEN
COMMUNICATION

The well being of an individual seems based on the continual desire to satisfy needs, solve problems and maintain some type of equilibrium. Many of the needs in our society today are based on interpersonal relations with other individuals. If this is true, we are dependent on others to fulfill our physical, as well as our psychological needs. We do not grow our own food, make clothes, build housing or, in many cases, even provide for our own leisure activities. Whether lonely, insecure or confident, it is through our interaction with other people that these feelings are satisfied. Only through bettering communication patterns can our needs be more effectively met.

Our communication system is stablized at an early age and only through a concerted effort can these patterns be improved. To make our communication more effective, the process must be analyzed from sending an accurate message to understanding the feelings and ideas of the other person's message. It is a process curricular not linear in nature which involves both owning your feelings and hearing the other person.

Staff members' communication skills must be in a state of growth if a school is to more effectively facilitate student growth. Such an atmosphere provides students with the opportunity to give their teachers meaningful feedback without the need for teachers to defend or feel threatened.

The major obstacle to effective communication is the fact of human differences; the great difference in background, experience, purpose and motivation between ourselves and those with whom we communicate in our attempt to make decisions, solve problems and effect change in the school.

Skills that have been found necessary to communicate openly are:

1. Active listening and paraphrasing
2. Congruent sending and reporting
3. Running a perception check
4. Giving and receiving feedback
5. Understanding group dynamics
6. Handling confrontation
7. Interpreting nonverbal expression

SUPPLEMENTAL
READING
OPEN
COMMUNICATION

Why is open communication needed?

Open communication is absolutely essential if change in school climate and curriculum improvement is to take place. In business, if a salesman is ineffective it will show up on the profit and expense sheet. In schools, feedback has not been requested or, in many cases, even wanted. A teacher can teach for years having a negative effect on students and not realize it. Open communication can provide that direct line with the consumer (the student) that will help the teacher to become more effective, to have a greater positive impact on the student's life and to facilitate more self-directed learning.

A system of open communication enhances, develops and encourages relationships and productivity rather than causing alienation, isolation, misunderstanding, fear and frustration. Unless people can be open and honest in communicating their feelings and listen to each other actively, constructive change is not likely to occur. The non-threatening atmosphere created by open communication fosters experimentation and growth within the classroom and school.

Without the threat of teacher reprisal, students and teachers can participate constructively together to build relevant programs. Constant open feedback will promote continuous growth for both the student and the teacher.

How do we gain open communication?

To facilitate open communication, it is necessary to seek feedback on how you effect others and to have a real concern about others if the process is to be operational within you. Involving other members of a school requires a modeling of open communication and the demonstrating of the skills on an everyday basis with an honest, sincere concern for people.

From the very beginning at Bell the principal and the counselors started taking their concerns directly to the persons affected and soon staff members began to follow. Staff members at first were very cautious since they had experienced many years of tradition of not giving feedback or reporting their feelings.

With the modeling and demonstrating of the skills, a need for additional training in the communication processes

SUPPLEMENTAL
READING
OPEN
COMMUNICATION

was identified. For those interested staff members formal training in the previously listed skills was provided to help them gain the tools necessary to make open communication easier and less threatening. After the training a great deal of support was needed for the staff as they applied the skills.

The observable successes of these staff members as tney applied the skills encouraged others to become involved in a later workshop. Regularly scheduled follow-up sessions were found necessary to clear up misunderstandings concerning tne use of the skills and to keep permissiveness from being a possible outcome. The sessions were also used to reinforce the application of the skills and to introduce additional skills in communicating.

How do you know what is being accomplisned?

A system was developed by the staff to insure tne utilization of the communicating skills. Each staff member developed a personal/professional growth plan indicating their commitment to several communication objectives. (Please refer to Bell's Growth Plan in the accountability section). This growth plan is completed by secretaries, teacher aides, custodians, counselors, teachers and administrators.

Steps to Gain Open Communication in the School

1. The principal and/or counselor model and demonstrate the skills honestly and continuously.
2. Involve other staff members when they show interest.
3. Provide a formal workshop that develops the skills necessary for open communication.
4. With total staff involvement decide what your school's communication objectives are.
5. Build an accountability plan that fits tne communication objectives, insuring their application.
6. Design a continuous inservice program to develop new skills and reinforce application of previously learned skills.

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3. Transparencies Package (soon to be available)

4. "Exchanging Ideas and Feelings, Parts I, II and III" 40 min. color sound 16mm film on communications training developed at Bell.

5. "Is it Always Right to be Right" 10 min. color sound 16mm film available from King Screen Productions.

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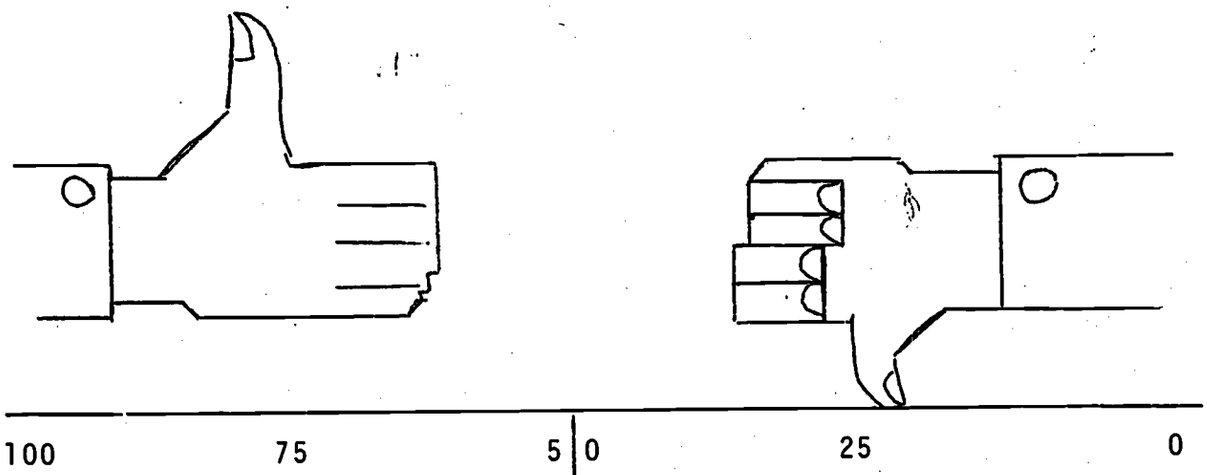
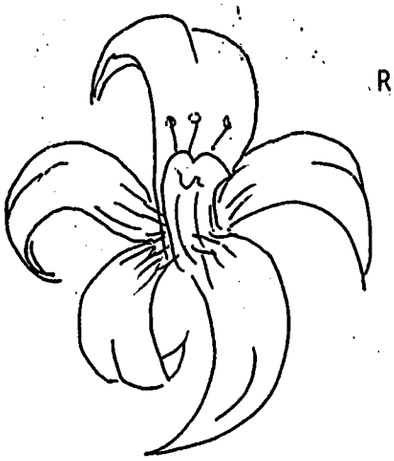
REACTIONS FOR TODAY





REACTIONS FOR TODAY!!

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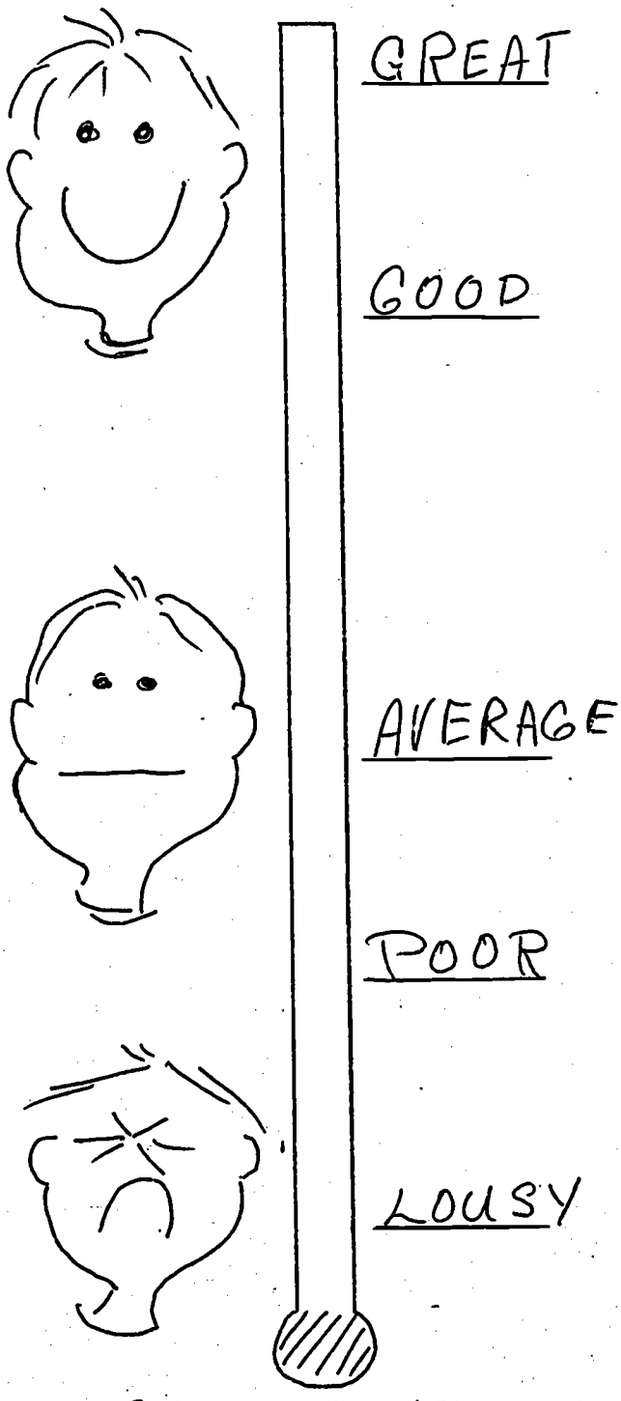

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