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ABSTRACT

A survey of staff and student attitudes toward selected innovative approaches to learning that had been in operation for four years was conducted. The population surveyed comprised the entire Bettendorf, Iowa, Middle School staff and student body. Questionnaires were developed to elicit pertinent staff and student opinions toward (a) space utilization, (b) team teaching, (c) continuous progress, (d) independent study, (e) standards and expectations, and (f) expressed philosophy. Results were analyzed according to type, degree, and correlation between staff and student opinions. Though staff and student attitudes appeared equally highly positive toward some of the innovations considered, results revealed significant differences between staff and student opinions regarding certain aspects of innovation. Further, both staff and students expressed uncertainty toward and/or denial of proposed benefits of some innovative approaches. Innovative approaches to learning offer many benefits to both student and teacher; however, they contain many unique problems that must be identified and solved. (Author)

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STAFF AND STUDENT ATTITUDES TOWARD INNOVATIVE
PROGRAMS AT THE MIDDLE SCHOOL LEVEL

By

Robert E. Plant

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Robert F. Pint
July, 1973

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CHAPTER I

Introduction

The insistence on accountability for the successes and failures of schools, the demand for relevance of contemporary curricula to the experiences encountered by children in their broader environments, and the desire to personalize learning has necessitated an extensive reordering of our educational priorities. Recent attempts to re-establish the "Child Centered Curriculum" advocated by Dewey (1896), Miriam (1904), Collins (1917), and others have resulted in the development of numerous innovative approaches to learning, including modification of curriculum, facilities, teaching methods, and the current emphasis on cognitive learning.

Many innovative changes toward "humanizing" education have been initiated at the middle school level of the Bettendorf Community School District in Iowa during the past four years (1969-1973). An open, flexible environment allows teachers the freedom to plan, organize, conduct the program and evaluate the results quite freely. The principal guidelines of the program are inherent in the published statement of school philosophy and tools of implementation which follow:

I. Bettendorf Middle School Philosophy

The learning process of Middle School is predicated on student selection, active involvement, inquiry, intrinsic reward, and self-esteem. We as a staff recognize the uniqueness of the individual child and reflect this fact in all learning experiences.

Standards and expectations will be maintained through the availability of many meaningful student options and alternatives.

Individual teaching style will be encouraged in maintaining a wholesome student relationship in the accomplishment of the educational goals of the school.

II. Implementation of the Philosophy

1. Open Space-Small Room
2. Team Teaching
3. Team Planning
4. Continuous Progress
5. Independent Study

Accomplishment of the philosophy will be dependent upon obtaining the best possible staff and continuous in-service programs.

Collective evaluation of total program results had not been attempted at the time of this investigation. Communications concerning results were primarily between individuals or among members within a specific teaching team. Therefore, it was determined by the district that during 1972-73 an attempt be made to evaluate the results of its innovative programs.

Many aspects of current innovative educational programs render traditional methods of evaluation quite useless (Bienenstok 1965). For example, the true concept of individualized instruction calls for individualized evaluation that is characterized by a definite lack of competition against national or state norms or even within the individual himself. Although it is assumed that certain "basic skills" shall be maintained by the student for functional utility, the major emphasis of current innovative educational programs is on attitude,

interests, self concept, aspirations, etc. According to Kelly (1958):
 "It has now become abundantly clear that how a person feels is more important than what he knows. This seems true because what he feels controls behavior, while what he knows does not." He further concluded, "Subject matter and feeling are so closely intertwined that they can no longer be considered a duality [p. 456]." It hereby seems quite apparent that measurements based on academic achievement alone are totally insufficient. To obtain the results of these programs, one must also be able to measure those less tangible aspects of an individual's learning. A thorough search of the literature revealed that neither the vehicle(s) of measurement nor a system of data analysis for "innovative evaluation" exists at the present time.

Although it appears that the product of certain innovative programs cannot effectively be measured at this time, staff and student attitude toward innovative approaches to learning can be investigated.

Purpose of the Study

The purpose of this study was to conduct an opinion survey designed to elicit pertinent staff and student attitudes toward the current middle school operation.

General Design of the Study

Accomplishment of this investigation was by (a) the development of attitude scales for measuring student and staff attitudes toward "innovative approaches" to learning, and (b) measurement of staff and student attitudes toward innovative programs that have been in operation for several years via the attitude scales (questionnaires).

developed in (a).

Limitations of the Study

The study was limited to staff and student attitudes and opinions toward innovative approaches to learning. It was not designed to establish techniques for the measurement of non-tangible concepts such as changes in attitude, interests, self concept, aspirations, etc. The population surveyed included the entire staff, student body and in-house administrative personnel. Innovative areas to be considered included space utilization (open space-small room), team teaching, team planning, continuous progress, independent study, standards and expectations (student and staff), and personal interpretations of the school's "child centered" philosophy. A major limitation of this study was in the review of the literature and related research. Though there is no scarcity of verbal and written proposed benefits of current innovations, little hard data exist to acclaim their effectiveness (Carvelli, 1982). Even less has been done to consider two or more innovations collectively. Maclin, in a review of the literature as late as 1971, concluded that no evaluative studies on open schools or team teaching in open schools were found.

Need for the Study

Many educators, even entire school systems, have initiated or are in the process of adopting "innovative" change with neither proof of past results nor any apparent plans of evaluating their own endeavors. In a study on open space utilization, Cheek (1970) reported that districts were adopting the plan (open space concept) with little

or no rationale based on research and expert analysis. The paucity of information available from an extensive literature review augments the need for evaluative studies in the innovative areas of open space facilities, team teaching-team planning, continuous progress, non-gradedness, individualized instruction, and student evaluative procedures in the affective domain. Though many schools have adopted "innovative" techniques since the mid-sixties, there remains a dearth of evidence to substantiate individual claims of success. Proposals by Reynolds (1966) and Keeley (1968) that educational programs are almost never evaluated on a systematic basis, and what starts out as a trial persists as established practice even though it may be invalid, attested to the convictions of a number of authorities that effective evaluation of educational programs is grossly inadequate. It is increasingly apparent that most information available seems to be based on hearsay and fragmented opinions related to personal experiences (Cheek, 1970). The information gathered in this study should add to the general knowledge concerning opinions and perceptions of those involved in innovative approaches to learning.

Definition of Terms

Open Space School

A type of school facility containing large instructional areas unbroken by partitions. An open space facility contains a large group of students (usually 100-130) with the flexibility to group according to student needs. Areas within the structure are separated by furniture arrangement only. Each center contains its own media center. A

team of four or five teachers operate cooperatively in each open space learning center.

Team Teaching

A type of instructional organization in which two or more teachers are given the responsibility, working together, for all or a significant part of the instruction of the same group of students (Shaplin, 1964). A team of four or five teachers operate cooperatively in each open space learning center containing 100-130 students.

Team Planning

The cooperative planning by two or more persons of the curriculum, activities, and evaluation techniques to be utilized in team teaching.

Continuous Progress

A student given greater responsibility for his own learning begins on a level at which he is able to perform, to learn systematically at his own pace.

Independent Study

The pursuit of learning as planned by the individual and teacher(s) and undertaken by the individual with limited assistance from the teacher(s).

Standards and Expectations

Cognitive and affective gains by the students must be considered, as well as the personal behavior of each individual (teacher and student) within the learning environment.

School Philosophy Interpretation

Staff and student opinions of the stated philosophy of the Bettendorf Middle School: (1) soundness of proposed philosophy and (2) level of attainment of said philosophy.

Overview and Plan for Reporting the Study

The following procedure has been used for reporting this study:

Chapter I, "The Introduction," has presented an introduction, a discussion of purpose, general design, limitations and need for the study, and a definition of terms.

Chapter II, "The Review of the Related Literature," presents a review of literature and research related to the development and evaluation of innovative programs. The review contains a historical account of, opinions toward, and attempts to evaluate innovative approaches to learning.

Chapter III, "The Research Design and Procedure," presents a detailed description of the sample description, step-by-step development of survey instruments and the method of data collection.

Chapter IV, "The Data Analysis and Interpretation," presents the procedures utilized in processing and interpreting the data.

Chapter V, "The Summary, Conclusions, Implications, and Recommendations," contains a summary of findings of and conclusions drawn from an analysis of the data, implications of the results, and recommendations for utilization of the results for further research.

CHAPTER II

Review of Related Literature

The literature abounds with a great profusion of contrasting opinion concerning innovative approaches to learning. Indicative of opinion diversity were proposals by Nyquist (1971) and Howard (1970). Nyquist envisioned the school as a place to prepare young people to take their place in society. This can be done by making education at every level person-centered, idea-centered, experience-centered, problem-oriented, and interdisciplinary; and by including the community and its institutions as part of the process. All children are motivated to learn and will do so if emphasis is upon learning, rather than on teaching, and upon freedom and responsibility, rather than conformity and following directions. In direct contrast was Howard's proposal that we have been too heavily focused on novelty, innovation and individualization, thus encouraging the natural instincts for aggressive experimentation in behalf of one's self while minimizing man's time-proven necessity for norms of personal conduct which an individual must accept in order for society to work. If we permit the thrust for contemporary relevance to prevail, then we cut ourselves off from the vast library of man's past triumphs and mistakes, a library which offers a road map of where man has been, how he got there, and those roads that lead to a dead end.

The literature review contains an historical development of innovative programs and an evaluation of innovative approaches to learning.

Historical Development of Innovative Programs

The Kagan (1960) account of the child-centered curriculums established by Dewey in 1896, Miriam in 1904, and Collins in 1917, was indicative of the recurring attempts to place the individual at the center of the learning experience. Considerable similarity exists between the opinions of these early advocates and those of current advocates (Weber, 1972) of child-centered programs. Freedom and personal responsibility for pupils, spontaneous interest (relevance), and uninhibited expression represent several of the positions held common by both groups. Exemplary of current attitudes on child-centered programs was the statement by Nyquist (1971):

School must be a place to prepare young people to take their place in society--not a place where they are isolated from the main currents of life. This can be done by making education at every age level person-centered, idea-centered, experience-centered, problem-oriented, and interdisciplinary with the community and its other institutions as part of the process. This is in contrast to the prevalent educational experience with its information-gathering, fact-centered, course-centered, subject-centered, grade-getting, and bell-interrupted activity.

Open education is an approach to teaching which discards the familiar elementary classroom organization and the traditional stylized roles of teachers and pupils for a much freer, more informal, highly individualized, child-centered learning experience. Respect for and trust in the child are perhaps the most basic principles. It is assumed that all children are motivated to learn and will learn if the emphasis is on learning, and not on teaching; on thinking, and not on memorizing; on freedom and responsibility, rather than on conformity and following directions [p. 9].

Proposals were made as early as the mid-fifties (Caudill 1954) for the construction of learning areas of greater fluidity of space. Concurrent with this concept was that of Sargent (1954), who questioned the premise that a single teacher in a self-contained classroom

was the most desirable basic instructional unit. According to Heywood (1966), the concept of innovation was not new. Educational innovations may be found in the literature before 1960, as well as after that time.

Hart (1965) proposed that one of the original experiments in team teaching as a method was the Howard-Lexington plan initiated in Lexington, Massachusetts, during 1958. A review of the literature in the field of team teaching yielded several interesting aspects of the trend toward team teaching schools with open facilities. For example, 1) A considerable period of time expired (approximately ten years), in which only pioneer schools became involved. 2) Nearly all attempts were at the elementary level. 3) Flexibility in school design, and thus team effort, has accelerated greatly from 1966 to the present.

Though traditional self-contained classrooms continued to be the dominant form of school organization during the 1960's, evidence mounted for the growing popularity of the open space concept. The January, 1970 issue of Nations Schools' list of schools with outstanding design contained mostly elementary schools with open space plans. Further, of the 2,500 new schools constructed in 1967, 1968, and 1969 in 43 states, over 50 per cent had open type designs (Brunetti, 1971).

The flexibility of learning activities, curriculum design and grouping possibilities of the open space plans were only some of the changes in educational philosophy of the 1950's and 1960's. Coupled with, and many times preceding, the open space concepts were such innovative adventures as individualized instruction, team teaching, independent study, non-gradedness, and an awareness of the importance

of the affective domain. According to Edling (1970), "If the administrator perceives individualized instruction as being oriented toward the individual rather than the group, always involving individual pacing and utilizing a variety of arrangements with reference to objectives and media, his perception is accurate as of 1970 [16A, p. 2]." Edling observed in his study of individualized instruction that four major trends or directions for educational objectives were emerging in practice in the schools investigated:

1. One trend is closely associated with traditional skill and subject matter content, but there is an attempt to become more specific and to state objectives in behavioral terms and to extend the range of skills and subjects.
2. A second trend places less emphasis on the acquisition of specific skills and facts and places increased emphasis on optimum individual development. Objectives are more individualized and dependent upon learner needs. Subject matter is used more as a vehicle to expose needs or provide an opportunity for the teacher to work with a child in an area of concern to the child.
3. A third trend places less emphasis on subject matter for an entirely different reason. The basic concept is that present knowledge is changing at a rapid rate and new knowledge is being developed so quickly that the only legitimate objective of the school is to develop independent, lifelong learners. Thus, the emphasis is on the affective domain, i.e., developing a pleasant, positive feeling toward learning and toward learning how to function as an independent learner.
4. Finally, there is a trend toward developing a new curriculum with specified skills and subject matter, developing a procedure to continually modify those skills and subjects and the behaviors they represent, and developing a means to keep the skills and subjects relevant in terms of the context of the society in which those behaviors will be used [16C, p. 1].

In contrast to Edling's findings was the prediction by Lounsbury and Douglas, as late as 1965, that based on the results of their surveys conducted in 1954 and again in 1964, no revolutionary changes

should be anticipated in the immediate future. Strongly supporting this prediction, at least at the middle school level, was the discovery by Melinger and Rackauskas (1970) that, though the middle school movement appears to be undergoing a healthy expansion, the Middle School Philosophy of individualized instruction, flexible scheduling, inquiry and discovery teaching methods, independent study, team teaching, learning resource centers, and extensive counseling is being utilized by only a small portion of current middle schools. Their study revealed that 85 per cent of all grade five to seven and grade six to eight middle schools reported having conventional programming arrangements.

The literature search revealed that, though there are trends toward innovative approaches to learning, it is apparent that attitude toward and/or involvement in said "innovative trends" is far from universal.

Evaluations of Innovative Approaches to Learning

A survey of the literature related to the effects of innovative educational practices revealed the paucity of investigation that has taken place in this area to date. Accounts that are available are most often either philosophic proposals, purely descriptive in nature, or merely in the form of progress reports. For example: 1) When Edringer (1969) considered the new development of educational facilities, she proposed new problems that would face the educator in the seventies and beyond--specifically the changing role of the teacher to that of a diagnostician and clinical specialist. The response of

school program to technological advancement would demand it. 2) In his list of current school facility trends, Silverthorn (1965) suggested that educators were moving away from group instruction towards more individualized instruction, from teaching towards learning, from conformity towards creativity, from lecture methods toward self-directed learning, from libraries towards resource centers, and from self-contained classrooms toward instructional media centers. 3) Planners of open space schools (exhibited as exemplary open-space elementary schools at the Twenty-First Annual Exhibition of School Architecture) proposed that this facility would accommodate team teaching with differentiated staffing, non-graded placement, continuous progress, independent study, self-guided learning, variable scheduling, and better utilization of learning media by groups and individuals.

The lack of educational research to accompany the above innovative approaches to learning and the dearth of educational research that exists today was well exemplified by Glassen (1964) in his survey of related research pertaining to school house planning. Another example of the lack of adequate research can be found in the proposal regarding team teaching by Heathers (1964) that only the dissemination phase had proceeded at a rapid rate while the total development had been impeded by a general failure to apply appropriate research strategies. More recent accounts can be found in the conclusion by Rhodes (1971) that although team teaching has increased rapidly in popularity, the publication of definitive research evaluating the effects of team teaching has not kept pace. Further, that there

certainly is no scarcity of reports describing and assessing various team teaching projects throughout the country, but the number of evaluations employing control groups and providing adequate statistical treatment of data is quite small. The same conclusion was drawn by Edling (1970) in a national study of individualized instruction programs for the U.S. Office of Education. His discovery revealed:

First priority has been given to developing instructional procedures; the second priority has been given to re-thinking and developing the objectives of the school; and that the least attention has been given to evaluative procedures, and in many instances the relationship between stated-objectives and evaluative procedures is tenuous or non-existing...at the present time, only a few standardized tests are being used to evaluate over-all program effects...in most instances, these instruments were not directly related to stated objectives and appeared to be administered more as a comparative check on general academic growth than either a diagnostic procedure or as a means to evaluate the achievement of over-all program objectives [16E, p. 1].

Although some schools have tried to obtain evidence as to whether individualizing instruction would improve the effectiveness of their school in terms of student learning, fifty percent of the schools visited had no formal evidence of the effectiveness of their procedures and no developed plans to obtain such evidence [16G, p. 1].

Where opinions did exist, they were often outdated and/or in open conflict. One criticism of innovative approaches to learning by Nystrand and Cunningham (1970) was that most attempts at innovative changes usually have not brought about significant student changes. Their belief was that the interaction among people remained much as it had been in the more traditional organizational context. A contrasting opinion by one group of teachers, working in different flexible schools, was that the instruction of their children had been improved as a result of team teaching (Farmer and Weinstock, 1963).

According to these teachers, important advantages of teaming include:

1) better morale from the moral support and stimulation of one's colleagues, 2) professional growth through observation and sharing of ideas, and 3) more efficient use of instructional time through specialization and team planning. Other authorities such as Ohm (1961) and Brownell (1963) have also agreed that team teaching was conducive to experiences which led to increased professional growth and stimulation. However, there was currently little hard data which substantiates this belief (Rhodes, 1971).

Review of the literature indicated that there has been a renewed interest in the evaluation of various approaches to learning since 1970. Investigations, in addition to those previously cited, included articles on team teaching by Gamsky (1970), Rhodes (1971), and Samuels (1969); independent study by Hug (1970) and Klausmeier (1971); continuous progress by Morningstar (1965) and the Catholic Diocese of Pittsburgh (1971); cognitive and affective gains by Hug (1971) and King (1971); and open space schools by Kaelin (1970), Cheek (1970), and Brunetti (1971).

Though there were numerous articles on each of the innovative areas considered in this study, no record was found of an attempt to measure staff and student attitudes toward several innovative approaches to learning collectively. Several of these investigations have been utilized for comparison of finding purposes in the data analysis and summary and conclusion sections of this account. None, however, had much to offer the present study in the form of directional guidance or tools of research.

Review of the literature revealed a paucity of research in the areas of open space concepts, team teaching and planning, continuous progress, independent study, and the evaluation of affective learning.

CHAPTER III

Research Design and Procedure

Survey questionnaires (staff and student) were utilized to gather the opinions of a staff and student body currently operating in an innovative program. The specific areas considered included space utilization (open and conventional), team teaching-team planning, continuous progress, standards and expectations, independent study, and interpretation of the expressed middle school philosophy. The survey instruments utilized were designed to (1) collect as many positive and negative opinions concerning each of the innovative areas being investigated as possible, (2) establish the percentage of staff with common opinions on those items that express themselves of most concern, and (3) establish student opinions on areas of concern which apply directly to the student body.

Description of the Sample

The survey participants included the 84 member staff and 1426 member student body of the Bettendorf, Iowa, Middle School.

Development of the Staff Questionnaire

Since no suitable questionnaire instruments were available from the literature, one of the basic tasks was the development of a questionnaire that would elicit personal opinions from staff and students concerning the specific areas of the following: (1) space utilization (open and conventional), (2) team teaching-team planning, (3) continuous progress, (4) independent study, (5) standards and

expectations, and (6) interpretation of the expressed middle school philosophy. Development of the staff questionnaire consisted of three distinct phases: (1) a written opinion survey, (2) priority of the written opinion survey items by the staff, and (3) construction of the staff questionnaire from the priority items.

Written Opinion Survey

The written opinion survey was conducted during March, 1972. Responses were guided into personal feelings, either positive or negative, by the open ended survey instrument listed in Appendix A.

Administration of the open opinion survey took place at a regularly scheduled faculty meeting. The purpose of the research was carefully shared with the staff. Then, each staff member was requested to write, if possible, one or more responses to each area of the survey instrument. Dedication of the staff to this task was exhibited in the fact that each participant spent one hour or more formulating and listing their personal opinions.

The results of the written opinion survey were tabulated into positive aspects of and concerns regarding each of the key areas considered. An attempt was made throughout to include all responses without alteration. However, where appropriate, several responses that were complementary to each other were combined and listed as a single entry [see Appendix B].

Priority of Written Opinion Survey Items by Staff

The tabulated responses of the written opinion survey were returned to each staff member for the purpose of establishment of

priority items. Each staff member was requested to identify and select the four statements that he/she desired to have considered further on a staff questionnaire. They were not requested to list an order of preference, but rather, just to identify four statements from each section. The results of this priority activity were tabulated, listing the incidence of response for each item in a given section. The item receiving the greatest number of responses was designated (1), that receiving the second greatest number (2), and so forth. This priority of items for each section has been designated by the number in parenthesis by each statement. Since the number of items that could be utilized on the questionnaire was necessarily limited, only those receiving the top six priorities have been so designated [see Appendix B].

Construction of the Staff Questionnaire from Priority Items

The first step in the final construction of the staff questionnaire consisted of the conversion of the statements of opinion into question form. Statements receiving the top two priorities in each section were utilized in the questionnaire construction. The remaining statements were selected in a manner that would eliminate the duplication of an idea, thereby contributing greater breadth to the survey instrument. In case of a duplication, the next higher priority was picked up, i.e., item four, instead of item three, was incorporated into the questionnaire.

The questionnaire was balanced by the use of a proportionate number of questions from each section. Since the sections on space utilization and team teaching-team planning each contained two areas,

the questionnaire contained approximately twice as many questions from each of these two areas as it did for each of the other areas. To reduce the influence of suggestion, 30 positive and 33 negative questions were arranged somewhat alternately throughout the questionnaire. Further, the lead question for each section was determined by the random flip of a coin.

An opportunity for open-ended comments on advantages and disadvantages of the innovations being considered was included at the end of each section.

The completed questionnaire was submitted to and critically reviewed by 11 professional educators including three middle school teachers, four teachers outside the middle school area, one reading specialist, two administrators, and a guidance counselor. Upon receipt of their responses, the questionnaire was rewritten with their suggestions for improvement incorporated. The revised questionnaire was again submitted to four persons, including a reading specialist, for a second critical review. After minor alterations based on their comments were made, the questionnaire was administered at a regularly scheduled faculty meeting on February 7, 1973. The entire population of 84 staff members participated.

Development of Student Questionnaire

Questions for the student questionnaire were selected from those items on the staff questionnaire that applied directly to students. A chance flip of a coin determined that the first of the 20 items be positive. Thereafter, the positive and negative questions were arranged somewhat alternately throughout the student survey instrument. No

attempt was made to section the responses as had been done on the staff questionnaire. Items on the student questionnaire were stated in the same manner (positive or negative) as they appeared on the staff questionnaire. The result was a somewhat unbalanced instrument consisting of twelve positive and eight negative questions.

An attempt was made to write the questions at a level that most grade six students could understand. Both the vocabulary level and the length of each statement were considered.

The completed questionnaire was submitted to and critically reviewed by nine persons including three teachers, five students and one reading specialist. The questionnaire, rewritten with their suggestions for improvement incorporated, was submitted a second time to the reading specialist for a specific determination of reading level. After minor revisions the student questionnaire was administered.

Administration of the student questionnaire took place in a resource center (quiet study area), containing approximately 100 students. Directions were carefully reviewed and students were reminded of the value in well-considered responses. Utilizing the advice of the reading specialist, students at all grade levels were assisted with terminology outside their own personal reading vocabulary. The sample consisted of 1323 students or approximately 93 per cent of the student body.

Null Hypotheses

Null hypotheses were tested at the .05 Level of Confidence that there would be no differences in frequencies of positive, negative,

and no opinion responses of students and teachers for each of the following:

1. Benefits of open space over small classrooms.
2. The relationship of open space to the problem of students "not listening."
3. Student selection of teachers.
4. Socialization in open spaces.
5. Benefits of team teaching to learning.
6. Students "getting lost" in large group areas.
7. Independent study possibilities.
8. Students' feeling of success.
9. Lack of individual attention.
10. Student progress according to ability.
11. Student involvement in decision-making.
12. Availability of instructional activities and materials.
13. Possibilities of a student working at his own level.
14. Student-teacher relationships.
15. Limits to be placed on student self-direction.
16. Misuse of learning packets.
17. Possibilities of a student working at his own rate.
18. Relevance of standards set for students to those he finds outside of school.
19. Guidance necessary for student personal responsibility development.
20. Teacher rapport with students.

CHAPTER IV

Data Analysis and Interpretation

Analysis and interpretation of the data related to space utilization, team teaching-team planning, continuous progress, independent study, standards and expectations, and the expressed Bettendorf Middle School philosophy have been presented as follows:

- 1) Staff and student attitudes toward specific concepts were graphed according to levels of agreement, disagreement, and no opinion.
- 2) The differences between staff and student perceptions of specific concepts were tested for significance by use of Chi Square.
- 3) Open ended responses by teachers were tabulated and selected suggestions for improvement were presented.

Staff and Student Attitudes Toward Space Utilization, Team Teaching-Team Planning, Continuous Progress, Independent Study, Standards and Expectations, and the Expressed Bettendorf Middle School Philosophy

Staff and student attitudes obtained from the questionnaires have been presented as follows: 1) Positive questions on the staff questionnaire have been stated and graphed for each section of the questionnaire. 2) Negative questions on the staff questionnaire have been stated and graphed for each section of the questionnaire. 3) The total positive questions on the student questionnaire have been stated and graphed. 4) The total negative questions on the student questionnaire have been stated and graphed.

In each case the questions for a given section are followed by

a graphic presentation of the percentage responses (positive, negative, and no opinion) for each question. Each graph consists of a continuum from 100 per cent negative to 100 per cent positive. The mid-point (1) was established at zero per cent as a reference point for directionality determination. Percentage responses have been rounded to the nearest five per cent and denoted by (*) = 5%.

Responses of agree and strongly agree were graphed collectively as the agree responses. Responses of disagree and strongly disagree were graphed collectively as disagree responses. One hundred per cent minus the sum of the positive and negative percentage responses yields the percentage of no opinion.

Positive or negative directionality for each question on the staff and student questionnaires was not hypothesized.

The data represent responses by 1323 students and 84 staff.

Positive Questions Related to Space Utilization

1. Open space provides a good opportunity for effective team teaching.
3. Open space provides an informal setting which lends itself to creative learning.
6. Open space allows for large group instruction of that material which lends itself to less individual or personal attention.
8. Open space learning centers at Bettendorf Middle School better utilize teacher strengths than more traditional classrooms would.
10. Open space learning benefits students by exposing them to a greater variety of teaching personalities.

12. Open space allows for more individualized activities geared to the child's ability than a contained classroom would.
14. The combination of open space and small rooms utilized at Bettendorf Middle School allows for grouping students according to their needs, thus enabling them to progress at their own rate and level.
15. A combination of open space and small rooms allows for better utilization of professional human resources, according to individual strengths.
16. In the current Bettendorf Middle School operation, the learning activity governs the space rather than the space governing the learning activity.

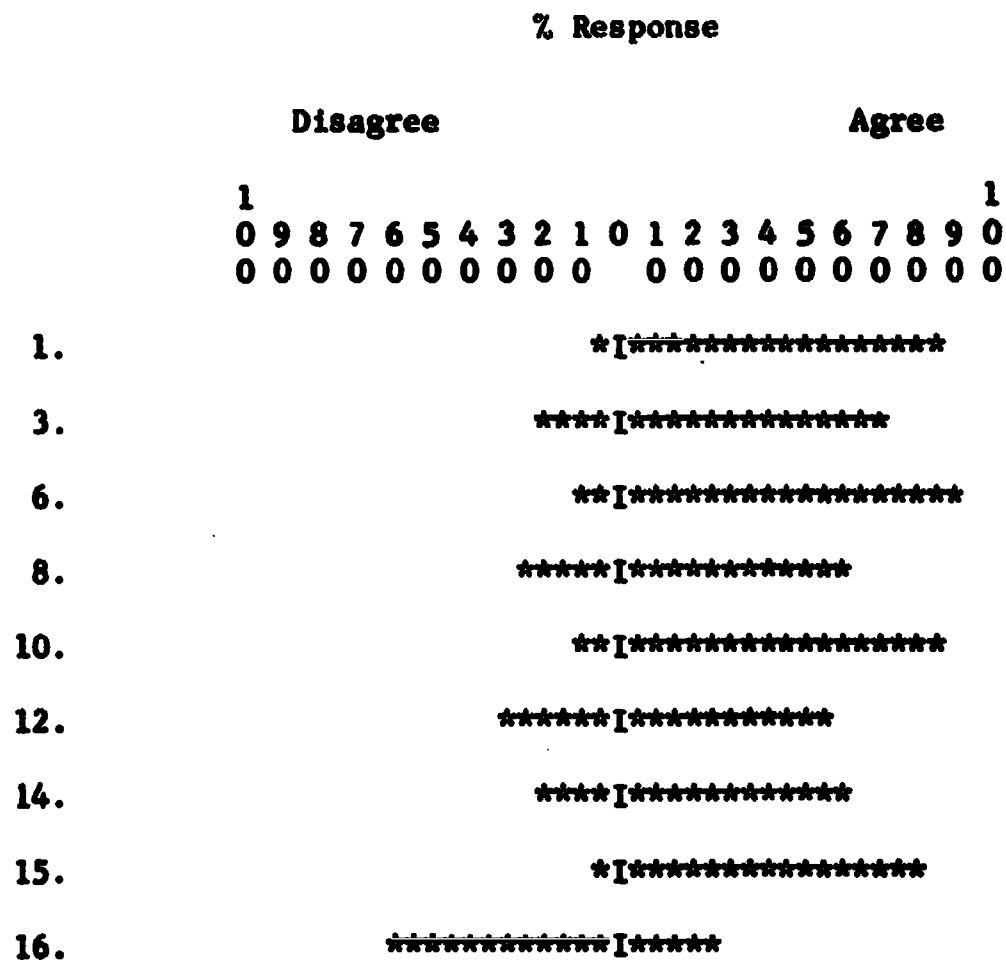


FIGURE 1.--Staff response to questions related to positive aspects of space utilization.

Positive Questions Related to Team Teaching-Team Planning

18. Team teaching at Bettendorf Middle School offers a variety of personalities and styles for students in both methods and materials, thus enabling a student to work with a teacher he/she likes.
20. Team teaching at Bettendorf Middle School enables more children to benefit from a teacher's personal strengths.
22. Team teaching at Bettendorf Middle School encourages each individual teacher to expand his/her knowledge and improve his/her own teaching methods by the stimulus of observing other members of his/her team.
25. The sharing of ideas at Bettendorf Middle School results in better curriculum, since several opinions are involved.
28. Team planning at Bettendorf Middle School offers a chance to talk over problems, get help, reassurance and suggestions, and obtain a fresh approach.
30. Team planning at Bettendorf Middle School gives consistency to the program presented to students. This prevents overlap and omissions.
32. Teachers at Bettendorf Middle School are taking advantage of each other's special field of knowledge by sharing ideas.

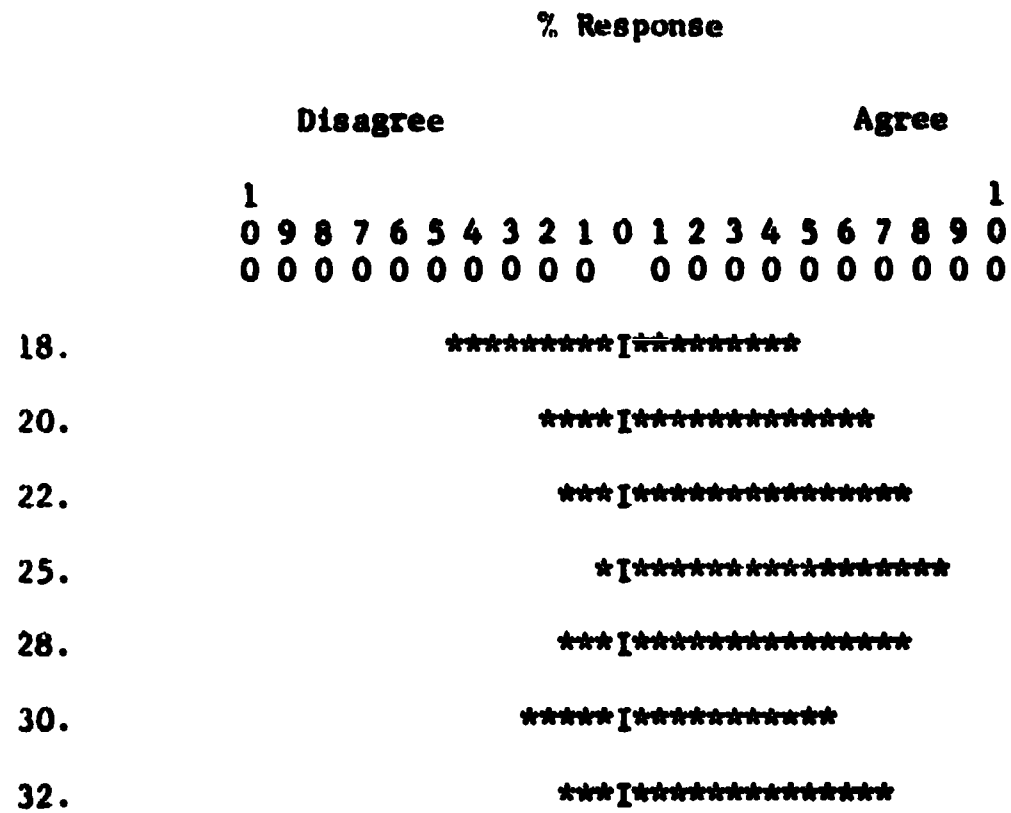


FIGURE 2.--Staff response to questions related to positive aspects of team teaching-team planning.

Positive Questions Related to Independent Study

41. Independent study at Bettendorf Middle School provides an excellent means of encouraging students to pursue their own interests, explore new ideas in depth, and adjust their schedule (quest) to meet their own needs.
43. Independent study at Bettendorf Middle School allows an opportunity for self-pacing and the development of personal responsibility.

% Responses

Disagree											Agree										
1																					1
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

41. *****I*****

43. *****I*****

FIGURE 4.--Staff response to questions related to positive aspects of independent study.

Positive Questions Related to Standards and Expectations

49. There is an adequate chance for students and teachers at Bettendorf Middle School to be involved in setting standards and personal expectations for their class and for themselves.
51. Academic standards and expectations must vary with each individual child.
52. Standards set for Bettendorf Middle School students are compatible with those found in society.
54. Basic minimum standards have been established at Bettendorf Middle School and are clearly understood by the entire staff.

% Responses

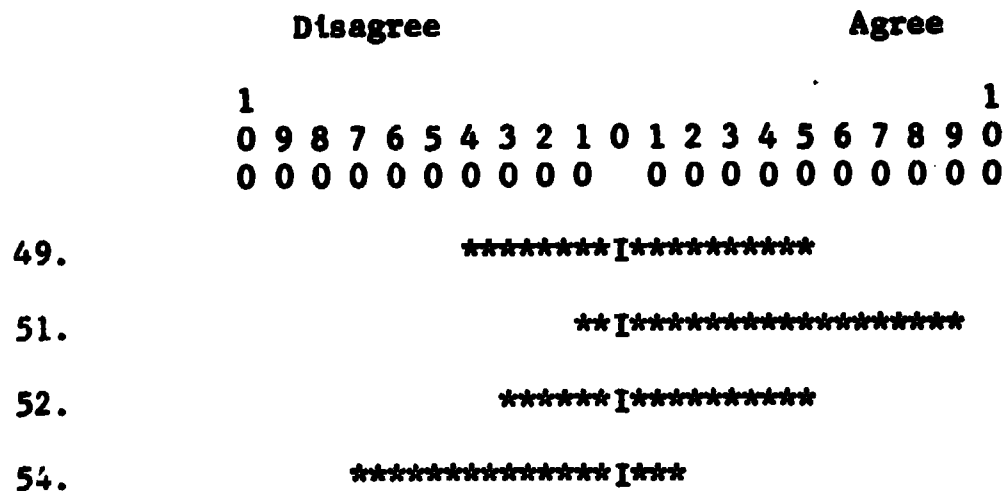


FIGURE 5.--Staff response to questions related to positive aspects of standards and expectations.

Positive Questions Related to Philosophy

57. A student will progress, if given the opportunity to make his own decisions and work at his own speed; thereby, he will become more responsible.
60. Student option and choice means each student has free choice in what, how, or even if he learns.
62. With few exceptions there is evidence of good student-teacher relationships at Bettendorf Middle School.
63. Additional staff instruction is necessary in the techniques and fundamentals of the current Bettendorf Middle School operation.

% Responses

	Disagree										Agree											
	1										1											
	0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
57.	*****I*****																					
60.	*****I***																					
62.	I*****																					
63.	****I*****																					

FIGURE 6.--Staff response to questions related to positive aspects of philosophy

Negative Questions Related to Space Utilization

2. Open space is less conducive to work and more "open" to conversation and socialization than a smaller, more contained room would be.
4. Smaller, more traditional classrooms are necessary for those who cannot function in a large open space with its many distractions.
5. Open space is not effective for the slow learner or dependent type student.
7. To increase the number of students in one place necessarily increases the confusion and control problems.
9. Open space learning is too impersonal--students get lost too easily in a large group.
11. Communication and rapport with students are more difficult in open space situations.
13. The general problem of "students not listening" has resulted from student efforts to tune out the additional distractions of an open space learning environment when they personally are ready for quiet.

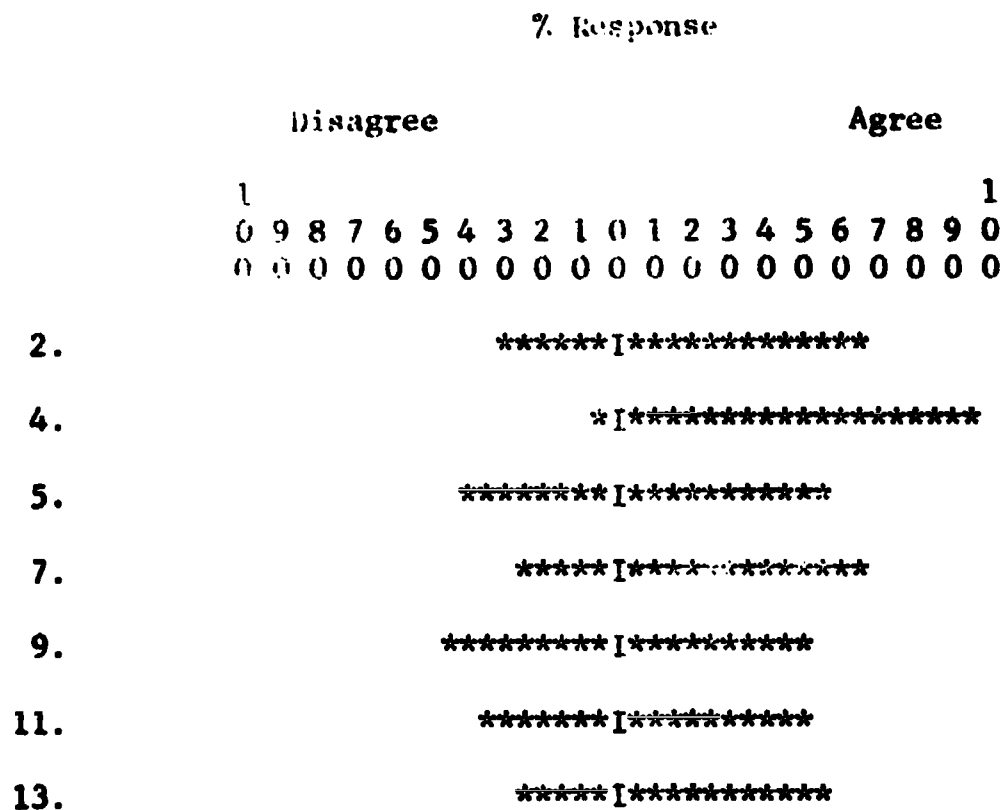


FIGURE 7.--Staff response to questions related to negative aspects of space utilization.

Negative Questions Related to Team Teaching-Team Planning

17. Teaching philosophies of team members are sometimes so far apart that it is difficult to reach a decision (agreement) on discipline procedures, expectations desired from students, and various approaches to learning.
19. Team teaching at Bettendorf Middle School tends to allow weak team members to hide and shirk responsibilities.
21. Instead of team teaching, we have tended to develop a system of turn teaching.
23. Team teaching has turned into little more than a production line for completed packets.
24. Constantly teaching with others in a large area causes a teacher to lose his/her identity, thus stifling individual ingenuity, initiative, and responsibility.
26. Strong, extrovert types sometimes overpower other team members with good ideas, thus stifling creative contributions.
27. There is a critical shortage of time when all team members are available for collective planning.
29. Many good ideas are lost in team planning because individual ideas may not agree with team decisions.
31. An excessive amount of team planning time is utilized in mechanical procedures rather than actually discussing student needs.

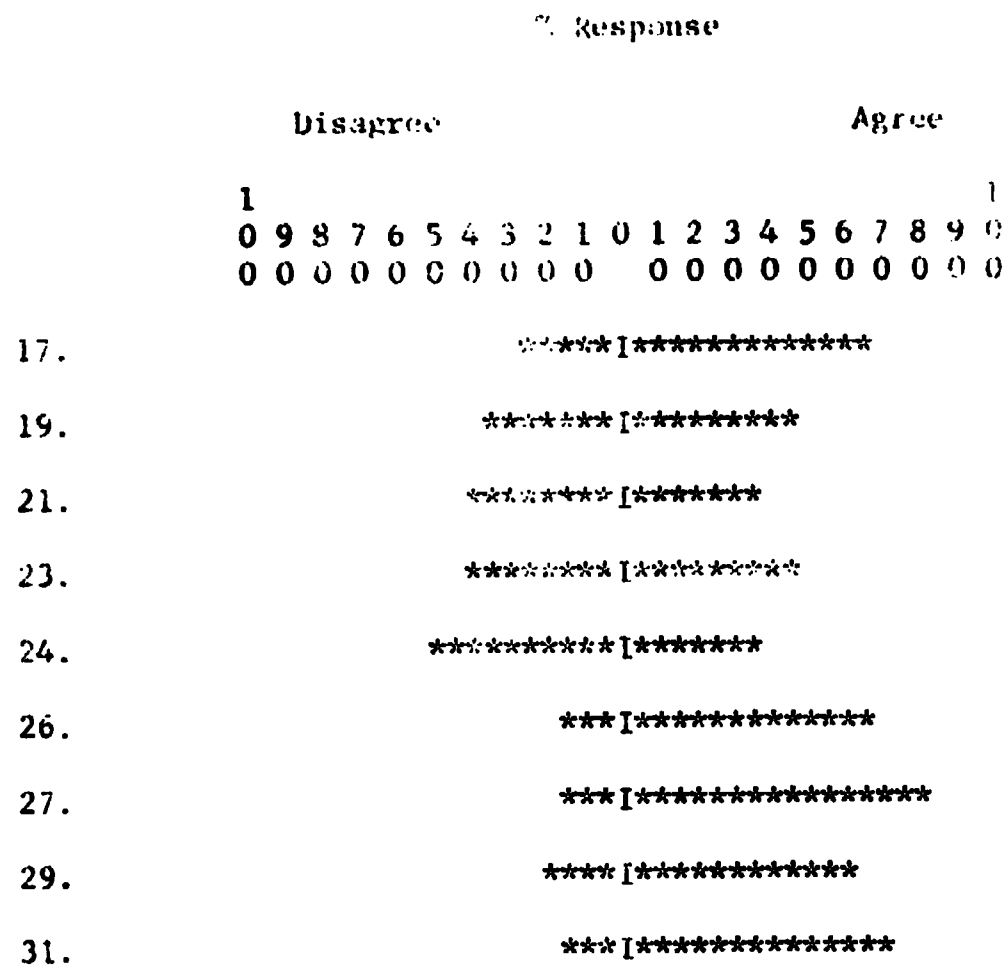


FIGURE 8.--Staff response to questions related to negative aspects of team teaching-team planning.

Negative Questions Related to Continuous Progress

34. Continuous progress (individualized learning) is not occurring at Bettendorf Middle School. Since most students are subjected to group evaluation techniques, there is little real, continuous progress.
36. There is a definite lack of time for careful evaluation and planning with and for each individual.
38. The lack of enough different types of instructional materials at Bettendorf Middle School causes students to get "bogged down" with packets.
40. It is difficult for students to share ideas and express ideas to the group when they are working at different speeds.

% Response

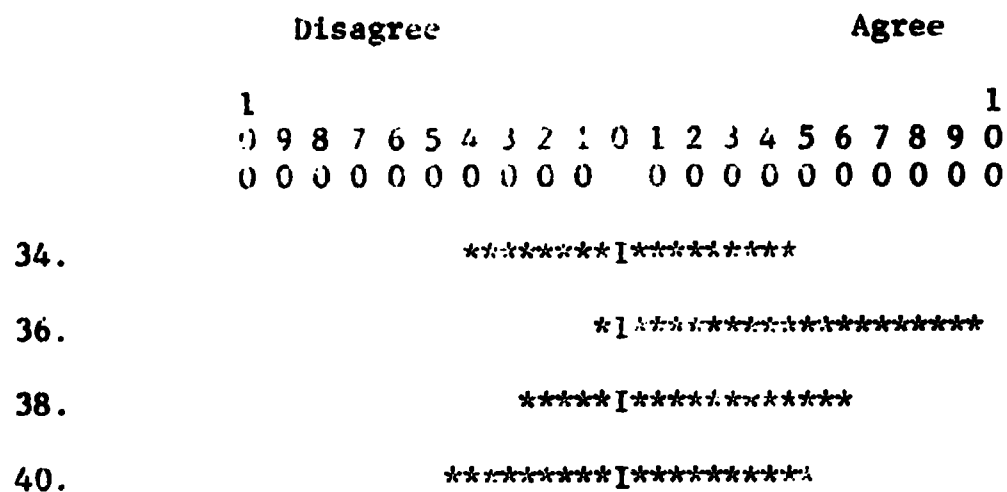


FIGURE 9.--Staff response to questions related to negative aspects of continuous progress.

Negative Questions Related to Independent Study

42. Many children having reading problems and/or lack of motivation cannot effectively participate in independent study.
44. Independent study cannot take place without teacher direction. The idea that students can be "let go" is not sound educational philosophy.
45. Independent study at Bettendorf Middle School is currently little more than worksheets, so called "enrichment activities" and assignments.
46. Many students cannot assume responsibility for budgeting their time or directing their own energies and interests; yet they want this freedom.
47. Students at Bettendorf Middle School currently have too many packets, behavioral objectives, and lectures. A greater variety of learning experiences is necessary.
48. Misuse of current space and materials for independent study is more prevalent than is the shortage of same.

Agree

[illegible]

42. * I *****

44. *** I*****

45. ***** I***** *

46. ** I*****

47. *** I*****

48. ***** I*****

FIGURE 10.--Staff response to questions related to negative aspects of independent study.

Negative Questions Related to Standards and Expectations

50. The extensive use of packets at Bettendorf Middle School elicits mediocrity, lack of motivation, copying, etc. , rather than challenging a student to do his/her best work.
53. Rather than assisting students in the development of personal responsibility, teachers at Bettendorf Middle School have unloaded the responsibility onto the students without the necessary guidance.
55. Proposed standards and expectations at Bettendorf Middle School are currently much higher than attainment.
56. Basic expectations should not be included in a continuous progress program as children are ready for different concepts and skills at different times.

% Response

	Disagree											Agree											
	1	0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50.	*****I*****																						
53.	*****I*****																						
55.	*****I*****																						
56.	*****I*****																						

FIGURE 11.--Staff response to questions related to negative aspects of standards and expectations.

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Negative Questions Related to Philosophy

58. The Bettendorf Middle School philosophy identifies a rather ideal environment that we are moving toward. Though great strides have been made in this direction, we are still a long way from reaching our proposed goals.
59. The philosophy of the Bettendorf Middle School allows for great flexibility and experimentation, but we need a much more specific set of directions and better identification of specific ways of attaining our goals.
61. At Bettendorf Middle School we offer many opportunities for the individual on paper; however, due to lack of program, materials, or facility, these options are often only on paper.

% Response

	Disagree										Agree										
	1										1										
	0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58.	[*****]																				
59.	****[*****]																				
61.	***[*****]																				

FIGURE 12.--Staff response to questions related to negative aspects of philosophy.

Positive Questions on Student Questionnaire

1. I can do better school work in the large open space areas than I can in the small classrooms.
3. I would prefer having more than one teacher work with me in each subject area.
5. Having more than one teacher available in large group helps me to learn more.
7. In most of my classes students are able to pursue problems and projects on an individual basis that are of special interest to them.
8. I feel good about most of the work I do in school.
10. I am able to move ahead at my own rate in subjects I do well in or am especially interested in.
11. In most of our classes, we often get a chance to make decisions together.
13. I am able to work at my own level in most subject areas.
14. I have a good relationship with most of my teachers.
15. The student should have the responsibility to determine what, how, or even if he should learn.
17. Most of my teachers give me enough time to finish my work.
18. The standards set for Bettendorf Middle School students are very similar to those I find outside of school.
20. My teachers will respect me as a person even when I have done poorly on my school work.

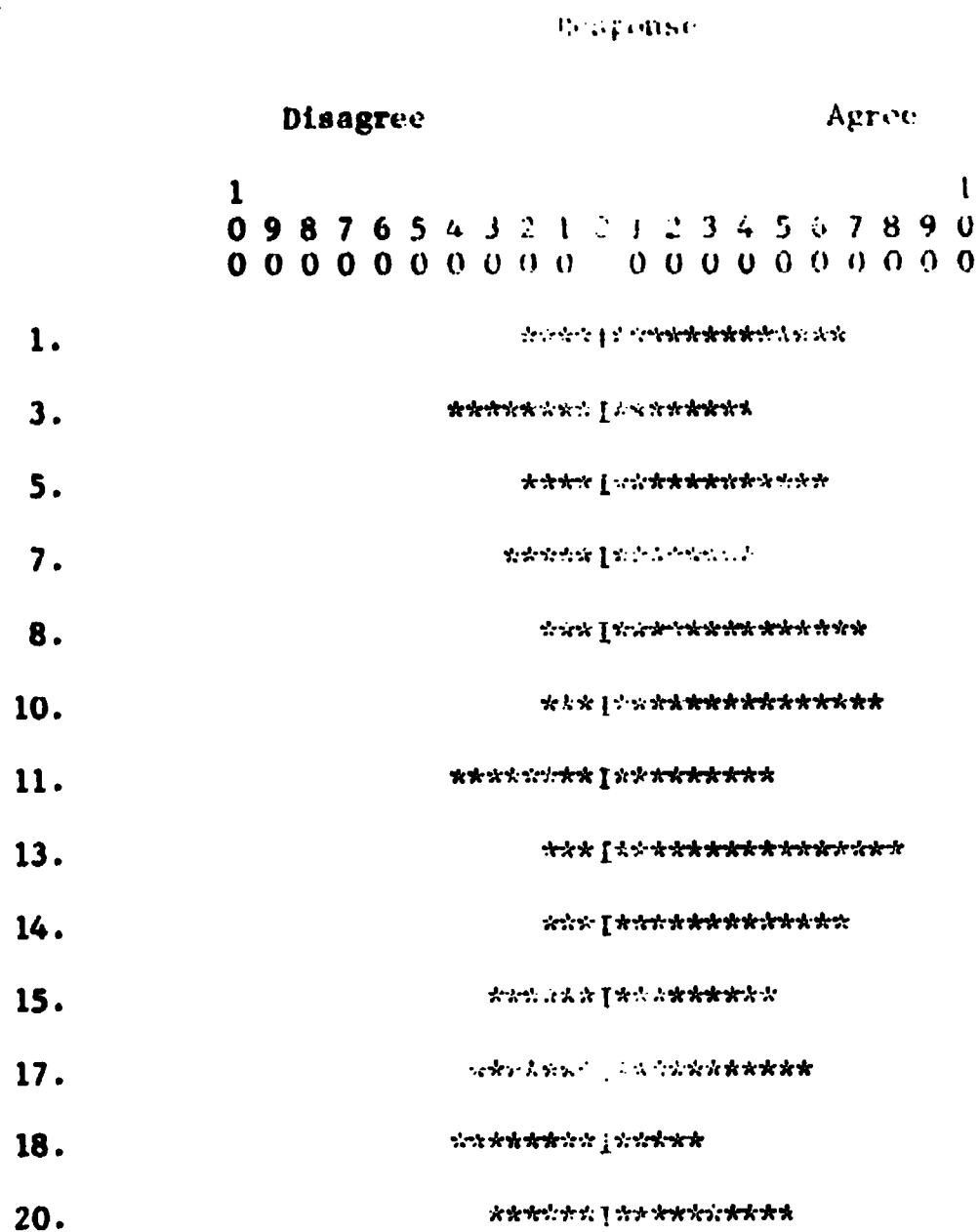
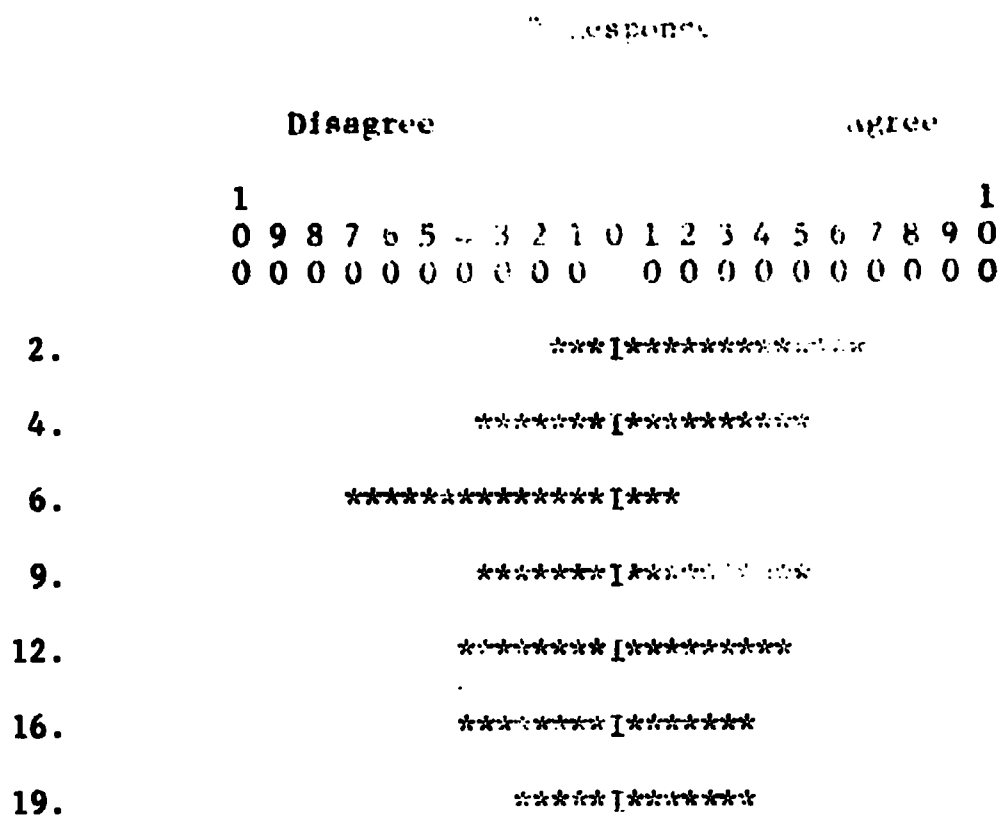


FIGURE 13.--Student response to positive questions on student questionnaire.

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Negative Questions on Student Questionnaire

2. In large open space areas, students must learn to "shut out" sounds and other people around them.
4. There is less school work and more conversation (socialization) in the open space areas than in the small classrooms.
6. I tend to get lost in the large group learning areas.
9. My teacher is often too busy to help me when I need help.
12. We usually do not have enough interesting materials and activities in most of our classes.
16. In completing packets students tend to give answers and copy rather than help each other do their "own" best work.
19. Students need more teacher guidance in the area of personal responsibility development.



FIGUPE 14.--Student response to negative questions on student questionnaire.

Staff-Student Perceptions of Specific Concepts

Comparisons of staff and student attitudes toward a specific concept have been arranged as follows: 1) statement of the staff question and student question related to a specific concept, 2) graphic presentation of the percentage responses for each question pair, and 3) tabulation of response frequency and Chi Square significance determination for each question pair.

Each graph consists of a continuum from 100 per cent negative to 100 per cent positive. The mid-point (I) was established at zero per cent as a reference point for directionality determination. Percentage responses have been rounded to the nearest five per cent and denoted by (*) = 5%.

Responses of agree and strongly agree were graphed collectively as agree responses. Responses of disagree and strongly disagree were graphed collectively as disagree responses. One hundred per cent minus the sum of the positive and negative responses yields the percentage of no opinion.

Each contingency table contains the response frequency for the staff and student questions being compared. Agree and strongly agree have been stated collectively as agree. Disagree and strongly disagree have been stated collectively as disagree. Staff and student questions were arranged on their respective questionnaires so that a positive (or negative) response on each would indicate that the staff and students were in agreement on the concept being considered.

Determination of Chi Square significance was based on the following two assumptions: 1) Though there might be a difference in

the statement of the staff and student questions being compared, the concept that the two questions (one staff, one student) were considering was the same. 2) Since there was a correlation between the two questions on their respective questionnaires, their expected cell frequencies for each type response would be proportional. Any observed frequency that would differ would appear in the Chi Square, thus indicating the significance of the discrepancy between staff and student opinion.

Deviation at or above the .05 Level of Confidence has been deemed significant. For two degrees of freedom, it requires a Chi Square of 5.99 to be significant at the .05 level.

The data represent responses by 1323 students and 84 staff.

Questions (Student 1 and Staff 12) Related to
Benefits of Open Space Over Small Classrooms

1. I can do better school work in the large open space areas than I can in the small classrooms.
12. Open space allows for more individualized activities geared to the child's ability than a contained classroom would.

Response

Disagree											Agree										
1											1										
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

1. ****I*****

12. *****I*****

FIGURE 15.--Comparison of student (question 1) and staff (question 12) opinions regarding benefits of open space over small classrooms.

TABLE 1

Student Question 1 and Staff Question 12		
Type Response	Response Frequency	
	Student Question(1)	Staff Question(12)
Agree	823	49
Disagree	293	22
No Opinion	193	14
	(n=1309)	(n=84)
Chi Square	3.28 (df=2)	
Significance Level *	Not Significant	
* $\chi^2 = .05 = 5.99$		

Table 1 shows the Chi Square and frequency distribution of staff question 12 and student question 1 according to levels of agreement, disagreement, and no opinion. The results indicate that there is no significant difference between staff and student opinion regarding benefits of open space over small classrooms.

Questions (Student 2 and Staff 13) Related to
Problem of "Students Not Listening"

2. In the large open space areas, students must learn to "shut out" sounds and other people around them.
13. The general problem of "students not listening" has resulted from student efforts to tune out the additional distractions of an open space learning environment when they personally are ready for quiet.

% Response

Disagree

Agree

1	1
0 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 0	0 0

2.

[**]

13.

*****[*****]

FIGURE 16.--Comparison of student (question 2) and staff (question 13) opinions regarding problem of "students not listening".

TABLE 2

Student Question 2 and Staff Question 13		
Type Response	Response Frequency	
	Student Question (2)	Staff Question (13)
Agree	878	48
Disagree	230	22
No Opinion	210	14
	(N=1318)	(n=84)
Chi Square	4.46 (df=2)	
Significance Level *	Not Significant	
* $\chi^2 = .05 = 5.99$		

Table 2 shows the Chi Square and frequency distribution of staff question 13 and student question 2 according to levels of agreement, disagreement, and no opinion. The results indicate that there is no significant difference between staff and student opinion regarding the problem of "students not listening."

Questions (Student 3 and Staff 18) Related to
Student Choice of Teacher

3. I would prefer having more than one teacher work with me in each subject area.
18. Team teaching at Bettendorf Middle School offers a variety of personalities and styles for students in both methods and materials, thus enabling a student to work with a teacher he, she likes.

% Response

Disagree										Agree										
1																			1	
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

3. *****[*****]

18. *****[*****]

FIGURE 17.--Comparison of student (question 3) and staff (question 18) opinions regarding student choice of teacher.

TABLE 3

Student Question 3 and Staff Question 18		
Type Response	Response Frequency	
	Student Question(3)	Staff Question(18)
Agree	556	39
Disagree	493	36
No Opinion	263	9
	(n=1312)	(n=84)
Chi Square	4.41 (df=2)	
Significance Level *	Not Significant	
* $\chi^2 = .05 = 5.99$		

Table 3 shows the Chi Square and frequency distribution of staff question 18 and student question 3 according to levels of agreement, disagreement, and no opinion. The results indicate that there is no significant difference between staff and student opinion regarding student choice of teacher.

Questions (Student 4 and Staff 2) Related to
Socialization in Open Spaces

4. There is less school work and more conversation (socialization) in the open space areas than in the small classrooms.
2. Open space is less conducive to work and more "open" to conversation and socialization than a smaller, more contained room would be.

% Response

Disagree

Agree

1 1
0 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 0
0 0

4. *****[*****]

2. *****[*****]

FIGURE 18.--Comparison of student (question 4) and staff (question 2) opinions regarding socialization in open spaces.

TABLE 4

Student Question 4 and Staff Question 2		
Type Response	Response Frequency	
	Student Question(4)	Staff Question(2)
Agree	618	55
Disagree	444	23
No Opinion	252	6
	(n=1314)	(n=84)
Chi Square	12.75 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 4 shows the Chi Square and frequency distribution of staff question 2 and student question 4 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding socialization in open spaces.

Questions (Student 5 and Staff 20) Related to
Benefits of Team Teaching

5. Having more than one teacher available in large group helps me to learn more.
20. Team teaching at Bettendorf Middle School enables more children to benefit from a teacher's personal strengths.

Response

Disagree										Agree										
1											1									
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

5.

****I*****

20.

****I*****

FIGURE 19.--Comparison of student (question 5) and staff (question 20) opinions regarding benefits of team teaching.

TABLE 5

Student Question 5 and Staff Question 20		
Type Response	Response Frequency	
	Student Question(5)	Staff Question(20)
Agree	803	55
Disagree	278	17
No Opinion	233	12
	(n=1314)	(n=84)
Chi Square	0.81 (df=2)	
Significance Level *	Not Significant	
* $\chi^2 = .05 = 5.99$		

Table 5 shows the Chi Square and frequency distribution of staff question 20 and student question 5 according to levels of agreement, disagreement, and no opinion. The results indicate that there is no significant difference between staff and student opinion regarding benefits of team teaching.

Questions (Student 6 and Staff 9) Related to
Students "Getting Lost" in Large Group Areas

6. I tend to get lost in the large group learning areas.
9. Open space learning is too impersonal - students get lost too easily in a large group.

% Response

Disagree											Agree										
1												1									
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

6. *****I***

9. *****I*****

FIGURE 20.--Comparison of student (question 6) and staff (question 9) opinions regarding students "getting lost" in large group learning areas.

TABLE 6

Student Question 6 and Staff Question 9		
Type Response	Response Frequency	
	Student Question (6)	Staff Question (9)
Agree	246	41
Disagree	888	37
No Opinion	180	6
	(n=1314)	(n=84)
Chi Square	43.97 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 6 shows the Chi Square and frequency distribution of staff question 9 and student question 6 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding students "getting lost" in large group areas.

Questions (Student 7 and Staff 41) Related to
Independent Study Possibilities

7. In most of my classes, students are able to pursue problems and projects on an individual basis that are of special interest to them.
41. Independent study at Bettendorf Middle School provides an excellent means of encouraging students to pursue their own interests, explore new ideas in depth, and adjust their schedule (quest) to meet their own needs.

% Response																				
Disagree											Agree									
1																				1
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

7. *****I*****

41. *****I*****

FIGURE 21.--Comparison of student (question 7) and staff (question 41) opinions regarding independent study possibilities.

TABLE 7

Student Question 7 and Staff Question 41		
Type Response	Response Frequency	
	Student Question (7)	Staff Question (41)
Agree	526	37
Disagree	357	38
No Opinion	421	9
	(n=1304)	(n=84)
Chi Square	20.97 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 7 shows the Chi Square and frequency distribution of staff question 41 and student question 7 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding independent study possibilities.

Questions (Student 8 and Staff 37) Related to
Student Feeling of Success

8. I feel good about most of the work I do in school.

37. Continuous progress, as practiced at Bettendorf Middle School, gives each child the opportunity to learn and add to his skills without the stigma of failure.

Response

Disagree										Agree									
1																			1
0	9	8	7	6	5	4	3	2	1	0	1	3	4	5	6	7	8	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

8. ***[*****]

37. *****[*****]

FIGURE 22.--Comparison of student (question 8) and staff (question 37) opinions regarding student feeling of success.

TABLE 8

Student Question 8 and Staff Question 37		
Type Response	Response Frequency	
	Student Question(8)	Staff Question(37)
Agree	879	48
Disagree	203	27
No Opinion	224	9
	(n=1306)	(n=84)
Chi Square	16.32 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 8 shows the Chi Square and frequency distribution of staff question 37 and student question 8 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding student feeling of success.

Questions (Student 9 and Staff 36) Related to
Lack of Individual Attention

9. My teacher is often too busy to help me when I need help.
36. There is a definite lack of time for careful evaluation and planning with and for each individual.

Response

Disagree

Agree

1		1
0 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 0		0 0

9. *****[*****]

36. *[*[*****]

FIGURE 23.--Comparison of student (question 9) and staff (question 36) opinions regarding lack of individual attention.

TABLE 9

Student Question 9 and Staff Question 36		
Type Response	Response Frequency	
	Student (Question(9))	Staff Question(36)
Agree	669	78
Disagree	444	4
No Opinion	198	2
	(n=1311)	(n=84)
Chi Square	55.53 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 9 shows the Chi Square and frequency distribution of staff question 36 and student question 9 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding the lack of individual attention.

Questions (Student 10 and Staff 35) Related to
Progress According to Ability

10. I am able to move ahead at my own rate in subjects I do well in or am especially interested in.
35. Continuous progress at Bettendorf Middle School eliminates wasted time for students. This enables them to advance to levels that they would not reach in traditional situations.

% Response

Disagree										Agree										
1										1										
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

10. ****[*****]

35. *****[*****]

FIGURE 24.--Comparison of student (question 10) and staff (question 35) opinions regarding progress according to ability.

TABLE 10

Student Question 10 and Staff Question 35		
Type Response	Response Frequency	
	Student Question(10)	Staff Question(35)
Agree	946	45
Disagree	234	31
No Opinion	130	8
	(n=1310)	(n=84)
Chi Square	18.93 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 10 shows the Chi Square and frequency distribution of staff question 35 and student question 10 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding progress according to ability.

Questions (Student 11 and Staff 49) Related to
Student Involvement in Decision Making

11. In most of our classes, we often get a chance to make decisions together.
49. There is an adequate chance for students and teachers at Bettendorf Middle School to be involved in setting standards and personal expectations for their class and for themselves.

% Response

Disagree											Agree										
1											1										
0	9	8	7	6	5	4	3	2	1	0	0	1	2	3	4	5	6	7	8	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

11. *****I*****

49. *****I*****

FIGURE 25.--Comparison of student (question 11) and staff (question 49) opinions regarding student involvement in decision making.

TABLE 11

Student Question 11 and Staff Question 49		
Type Response	Response Frequency	
	Student Question(11)	Staff Question(49)
Agree	587	43
Disagree	485	34
No Opinion	238	7
	(n=1310)	(n=84)
Chi Square	5.31 (df=2)	
Significance Level *	Not Significant	
* $\chi^2 = .05 = 5.99$		

Table 11 shows the Chi Square and frequency distribution of staff question 49 and student question 11 according to levels of agreement, disagreement, and no opinion. The results indicate that there is no significant difference between staff and student opinion regarding student involvement in decision making.

Questions (Student 12 and Staff 47) Related to
Instructional Activities and Materials

12. We usually do not have enough interesting materials and activities in most of our classes.
47. Students at Bettendorf Middle School currently have too many packets, behavioral objectives, and lectures. A greater variety of learning experiences is necessary.

% Response

Disagree											Agree										
1											1										
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

12. *****I*****

47. ***I*****

FIGURE 26.--Comparison of student (question 12) and staff (question 47) opinions regarding adequacy of instructional activities and materials.

TABLE 12

Student Question 12 and Staff Question 47		
Type Response	Response Frequency	
	Student Question(12)	Staff Question(47)
Agree	574	52
Disagree	499	13
No Opinion	237	19
	(n=1310)	(n=84)
Chi Square	17.62 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 12 shows the Chi Square and frequency distribution of staff question 47 and student question 12 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding instructional activities and materials.

**Questions (Student 13 and Staff 37) Related to
Student Working at His Own Level**

13. I am able to work at my own level in most subject areas.
37. Continuous progress, as practiced at Bettendorf Middle School, gives each child the opportunity to learn and add to his skills without the stigma of failure.

% Response

Disagree										Agree										
1										1										
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

13. *****I*******

37. *******I*******

FIGURE 27.--Comparison of student (question 13) and staff (question 37) opinions regarding the ability of a student to work at his/her own level.

TABLE 13

Student Question 13 and Staff Question 37		
Type Response	Response Frequency	
	Student Question(13)	Staff Question(37)
Agree	1001	48
Disagree	181	27
No Opinion	127	9
	(n=1309)	(n=84)
Chi Square	21.73 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 13 shows the Chi Square and frequency distribution of staff question 37 and student question 13 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding a student working at his own level.

Questions (Student 14 and Staff 62) Related to
Student-Teacher Relationships

14. I have a good relationship with most of my teachers.
62. With few exceptions there is evidence of good student-teacher relationships at Bettendorf Middle School.

% Response

Disagree											Agree										
1											1										
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

14.

[**]

62.

[*****]

FIGURE 28.--Comparison of student (question 14) and staff (question 62) opinions regarding the relationship between students and teachers.

TABLE 14

Student Question 14 and Staff Question 62		
Type Response	Response Frequency	
	Student Question(14)	Staff Question(62)
Agree	883	82
Disagree	221	2
No Opinion	208	1
	(n=1312)	(n=84)
Chi Square	34.17 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 14 shows the Chi Square and frequency distribution of staff question 62 and student question 14 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding student-teacher relationships.

Questions (Student 15 and Staff 60) Related to Limits of Student Self-direction

15. The student should have the responsibility to determine what, how or even if he should learn.
60. Student option and choice means each student has free choice in what, how or even if he should learn.

% Response

Disagree

Agree

1

0 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 0

0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

15. ~~***I*****~~**

60. ~~***** I ****~~

FIGURE 29.--Comparison of student (question 15) and staff (question 60) opinions regarding limitations placed on student self-direction.

TABLE 15

Student Question 15 and Staff Question 60		
Type Response	Response Frequency	
	Student Question(15)	Staff Question(60)
Agree	586	12
Disagree	369	68
No Opinion	358	4
Chi Square	(n=1313)	(n=84)
		102.90 (df=2)
Significance Level *		> .01
* $\chi^2 = .05 = 5.99$		

Table 15 shows the Chi Square and frequency distribution of staff question 60 and student question 15 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding limits of student self-direction.

Questions (Student 16 and Staff 50) Related to
Misuse of Learning Packets

16. In completing packets students tend to give answers and copy rather than helping each other do their "own" best work.
50. The extensive use of packets at Bettendorf Middle School elicits mediocrity, lack of motivation, copying, etc., rather than challenging a student to do his/her best work.

% Response

Disagree											Agree										
1																					1
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

16. *****I*****

50. *****I*****

FIGURE 30.--Comparison of student (question 16) and staff (question 50) opinions regarding misuse of learning packets.

TABLE 16

Student Question 16 and Staff Question 50		
Type Response	Response Frequency	
	Student Question(16)	Staff Question(50)
Agree	482	50
Disagree	497	22
No Opinion	335	12
	(n=1314)	(n=84)
Chi Square	17.70 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 16 shows the Chi Square and frequency distribution of staff question 50 and student question 16 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding misuse of learning packets.

Questions (Student 17 and Staff 14) Related to
Student Working at his own Rate

17. Most of my teachers give me enough time to finish my work.
14. The combination of open space and small rooms utilized at Bettendorf Middle School allows for grouping students according to their needs, thus enabling them to progress at their own rate and level.

% Response

Disagree										Agree										
1																			1	
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

17. *****[*****]

14. ****[*****]

FIGURE 31.--Comparison of student (question 17) and staff (question 14) opinions regarding the ability of a student to work at his/her own rate.

TABLE 17

Student Question 17 and Staff Question 14		
Type Response	Response Frequency	
	Student Question(17)	Staff Question(14)
Agree	730	50
Disagree	437	16
No Opinion	142	18
	(n=1309)	(n=84)
Chi Square	12.88 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 17 shows the Chi Square and frequency distribution of staff question 14 and student question 17 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding a student working at his own rate.

Questions (Student 18 and Staff 52) Related to Relevance of Standards Set for Students

18. The standards set for Bettendorf Middle School students are very similar to those I found outside of school.
52. Standards set for Bettendorf Middle School students are compatible with those found in society.

% Response

Disagree

Agree

1 1

0 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 0

0 0

18. *****I*****

52. *****I*****

FIGURE 32.--Comparison of student (question 18) and staff (question 52) opinions regarding the relevance of standards set for students to standards he/she experiences in society.

TABLE 18

Student Question 18 and Staff Question 52		
Type Response	Response Frequency	
	Student Question(18)	Staff Question(52)
Agree	325	45
Disagree	543	26
No Opinion	445	13
	(n=1313)	(n=84)
Chi Square	35.02 (df=2)	
Significance Level *	> .01	

$$* \chi^2 = .05 = 5.99$$

Table 18 shows the Chi Square and frequency distribution of staff question 52 and student question 18 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding the relevance of standards set for students.

Questions (Student 19 and Staff 53) Related to
Personal Responsibility Development

19. Students need more teacher guidance in the area of personal responsibility development.
53. Rather than assisting students in development of personal responsibility, teachers at Bettendorf Middle School have unloaded the responsibility onto the students without the necessary guidance.

% Response																				
Disagree										Agree										
1																				1
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

19. *****[*****]

53. *****[*****]

FIGURE 33.--Comparison of student (question 19) and staff (question 53) opinions regarding teacher guidance in personal responsibility development.

TABLE 19

Student Question 19 and Staff Question 53		
Type Response	Response Frequency	
	Student Question(19)	Staff Question(53)
Agree	469	36
Disagree	369	35
No Opinion	472	13
	(n=1310)	(n=84)
Chi Square	15.63 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 19 shows the Chi Square and frequency distribution of staff question 53 and student question 19 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding personal responsibility development.

Questions (Student 20 and Staff 62) Related to
Teacher Rapport With Students

20. My teachers will respect me as a person even when I have done poorly on my school work.
62. With few exceptions there is evidence of good student-teacher relationships at Bettendorf Middle School.

% Response

Disagree										Agree										
1																			1	
0	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

20.

*****I*****

62.

I*****

FIGURE 34.--Comparison of student (question 20) and staff (question 62) opinions regarding teacher rapport with students.

TABLE 20

Student Question 20 and Staff Question 62		
Type Response	Response Frequency	
	Student Question(20)	Staff Question(62)
Agree	621	82
Disagree	419	0
No Opinion	256	2
	(n=1296)	(n=84)
Chi Square	78.15 (df=2)	
Significance Level *	> .01	
* $\chi^2 = .05 = 5.99$		

Table 20 shows the Chi Square and frequency distribution of staff question 62 and student question 20 according to levels of agreement, disagreement, and no opinion. The results indicate a significant difference in staff and student opinion regarding teacher rapport with students.

Staff Responses to Open Ended Questions

Staff open ended responses for each major section of the questionnaire have been arranged as follows: 1) Responses have been tabulated by percentage into positive, negative, suggestions for improvement, and other. 2) Selected suggestions for improvement have been stated.

Positive and negative responses have not been restated as they repeat those obtained in Phase I of the research (see Appendix B).

Space Utilization

TABLE 21

Open Ended Responses Related to Space Utilization

<u>Type Response</u>	<u>Percentage</u>
Positive	17
Negative	56
Suggestions for Improvement	16
Other	<u>11</u>
Total	100

Table 21 shows the percentage distribution of staff opinions toward space utilization. Results in Table 21 indicate a relatively high incidence of negative staff opinions toward present space utilization.

Suggestions for Improvement

1. Open spaces do not necessarily have to be totally open. Much of the impersonality of these situations might disappear if more thought were given to individual needs when grouping students and placing them in rooms or open space areas.
2. There needs to be more provision of highly structured classrooms for those students who cannot effectively work independently in open space areas.
3. Additional staff training is needed. If the faculty knew how to use the combination of small rooms and open space better, the system would operate much better.
4. Preparation for open space learning should begin before students reach middle school.
5. Flexibility in grouping would be greatly increased if small classrooms were directly adjacent to the open space areas.
6. Different behavior should be expected in the open space areas than is expected in the small rooms. Expecting different behavior in different places gives students the opportunity to learn responsibility.
7. In order to make better use of both facilities (open space and small room), more space must be granted to certain disciplines.
8. Having different students in the open space areas than one has in the small room makes it difficult to develop subject matter continuity. Therefore, he should have the same students consistently.
9. Open space learning must be altered so that discipline and respect of another's time are part of the learning situation.
10. Better identification and sharing of successes are necessary.
11. Open space activities can be made more effective by limiting large group presentations.
12. Type of space is not of major concern. Children can learn anywhere, if properly instructed; and discipline can be attained easily, if handled properly.

Team Teaching-Team Planning

TABLE 22

Open Ended Responses Related to
Team Teaching-Team Planning

<u>Type Response</u>	<u>Percentage</u>
Positive	23
Negative	42
Suggestions for Improvement	23
Other	<u>12</u>
Total	100

Table 22 shows the percentage distribution of staff opinions toward team teaching-team planning. Results in Table 22 indicate approximately twice as many negative opinions as positive opinions.

Suggestions for Improvement

1. With too much team planning, one becomes locked into the wishes of others. Each staff member needs to experience some small room teaching and self-planning.
2. Smaller teams or sub-teams offer more possibilities for individuality and waste less planning time. Individual student needs can be considered more reasonably by small groups of teachers (2-4) who actually know the students for whom they are planning.
3. Team members need to know each other better. More effort should be made to allow more compatible people to work together.
4. More inter-team planning is necessary. No one knows what the other subject areas are teaching.
5. When teachers are hired, they should be more carefully screened for ability to work in a group. Present teams should be weeded of those who can't function in a team situation.

Continuous Progress

TABLE 23

Open Ended Responses Related to Continuous Progress

<u>Type Response</u>	<u>Percentage</u>
Positive	15
Negative	56
Suggestions for Improvement	23
Other	<u>6</u>
Total	100

Table 23 shows the percentage distribution of staff opinions toward continuous progress. Results in Table 23 indicate a relatively high incidence of negative staff opinions toward continuous progress.

Suggestions for Improvement

1. To enhance the packet problem, the students need visual and audio materials provided, especially for children with learning difficulties.
2. Efficient and accurate records must be kept and transferred from year to year.
3. If we are to have real, continuous progress, it must be a system wide program.
4. Continuous progress works well only if the student's current location is correctly and adequately identified. More time needs to be spent on diagnosis procedures.
5. Continuous progress need not indicate that every single student is moving at a different rate from everyone else. Subgroups spring up and lead to more individual attention, as a small group work together, plan together, and discuss together.
6. It will be necessary to give some people on the Middle School staff more authority if additional changes toward continuous progress are going to be made.

Independent Study

TABLE 24

Open Ended Responses Related to Independent Study

<u>Type Response</u>	<u>Percentage</u>
Positive	24
Negative	50
Suggestions for Improvement	17
Other	<u>9</u>
Total	100

Table 24 shows the percentage distribution of staff opinions toward independent study. Results in Table 24 indicate a relatively high incidence of negative staff opinions toward independent study.

Suggestions for Improvement

1. Independent study is not well organized in all teams. Each team needs to consider how, when and why it can use independent study more effectively.
2. At this age level, there should be some limitations placed on independent study for most students. If more space were available and a real variety of materials could be provided, self-generating interest would enable a larger portion of students to participate.
3. Independent study can be achieved only with much student-teacher relationships, conferences, and guidance.
4. We need people specifically in charge of the quest areas if they are to be run effectively. Also, manipulative materials and practical extensions of classroom activities are needed--not glorified study halls.
5. Proper materials need to be provided. Too many packets seem to be an inappropriate answer to me. We must realize that packets are only guiding devices for other activities. Perhaps current packets need to be more creative.

Standards and Expectations

TABLE 25

Open Ended Responses Related to
Standards and Expectations

<u>Type Response</u>	<u>Percentage</u>
Positive	23
Negative	39
Suggestions for Improvement	19
Other	<u>19</u>
Total	100

Table 25 shows the percentage distribution of staff opinions toward standards and expectations. Results in Table 25 indicate a considerable diversity of opinion regarding standards and expectations.

Suggestions for Improvement

1. Basic expectations (goals) must be set up. A student's program of study must be directed to reaching (if possible) or surpassing these goals. The starting point is the variable. The goal should be the minimum constant.
2. Basic expectations should be established at given points along a continuum. Students should not go beyond those points until the basic expectations are obtained.
3. Coordinated effort between teams for arrival at one set of standards and expectations is necessary. Each area presently has its own.
4. Since Iowa Basic Skills Tests cannot adequately measure individualized learning, they should be replaced with a test that will measure learning on an individual basis.
5. Standards and expectations are often too hastily compiled. Greater recognition and consideration of the wide range of student abilities are needed.

Philosophy

TABLE 26

Open Ended Responses Related to Philosophy

<u>Type Response</u>	<u>Percentage</u>
Positive	27
Negative	48
Suggestions for Improvement	18
Other	<u>7</u>
Total	100

Table 26 shows the percentage distribution of staff opinions toward current philosophy. Results in Table 26 indicate a relatively high incidence of negative staff opinions toward philosophy.

Suggestions for Improvement

1. More staff instruction is needed in presenting options for individualization. How does one keep track of individual student progress? What are the alternatives to packets?
2. More learning activities are needed at Bettendorf Middle School which enable students to be the active young people they are. Excessive paper work and little activity is too confining for the 1-16 year old.
3. Since there is considerable opportunity for experimentation at Bettendorf Middle School, each team needs to give more careful consideration to what the philosophy means to its area.
4. If we are to grow together, we must talk together more. More unification of faculty is needed.
5. As far as philosophy goes, each individual teacher should be motivated by his/her own background. The Bettendorf Middle School philosophy should be used as a guide by each individual.

CHAPTER V

Summary, Conclusions, Implications, and Recommendations

The paucity of information apparent from the pertinent literature review revealed a need for additional evaluation of innovative approaches to learning. To that end, attitude scales (questionnaires) were developed and administered to measure pertinent staff and student attitudes toward "innovative programs" of the Bettendorf, Iowa, Middle School. The following presents a summary and conclusion from analysis of the data, general conclusions and implications, and recommendations for further research.

Summary and Conclusions From Data Analysis

The summary and conclusions from data analysis parallel the method of data presentation in Chapter IV and, therefore, comprise: 1) a summary of staff and student responses, 2) consideration of null hypotheses concerning staff and student opinions, and 3) conclusions from open ended responses.

Summary of Staff and Student Responses

The summary of staff and student responses was as follows:

1) a summary of staff opinions toward each section of the staff questionnaire and 2) a summary of student opinions toward the total student questionnaire. To avoid the confusion of positive responses to negative questions, negative responses to negative questions, etc., the following code was established for consideration of the results

of staff and student responses. It was used for each section of the staff questionnaire, as well as the total student questionnaire.

CODE: Faculty and Student Response Summary

Strongly Positive: The per cent of agree responses exceeded the per cent of disagree responses by more than 40%.

Strongly Negative: The per cent of disagree responses exceeded the per cent of agree responses by more than 40%.

Positive: The agree responses exceeded the disagree responses by more than 20%, but less than 40%.

Negative: The disagree responses exceeded the agree responses by more than 20%, but less than 40%.

Inconclusive: There was 20% or less difference between the agree and disagree responses.

NOTE - Strongly positive indicates a high degree of agreement with a given statement (positive or negative). Strongly negative indicates a high degree of disagreement with a given statement (positive or negative).

Space Utilization (Staff)

Strongly Positive

1. Open space provides a good opportunity for effective team teaching.
3. Open space provides an informal setting which lends itself to creative learning.
4. Smaller, more traditional classrooms are necessary for those who cannot function in a large open space with its many distractions.

6. Open space allows for large group instruction of that material which lends itself to less individual or personal attention.
10. Open space learning benefits students by exposing them to a greater variety of teaching personalities.
14. The combination of open space and small rooms utilized at Bettendorf Middle School allows for grouping students according to their needs, thus enabling them to progress at their own rate and level.
15. A combination of open space and small rooms allows for better utilization of professional human resources, according to individual strengths.

Positive

2. Open space is less conducive to work and more "open" to conversation and socialization than a smaller, more contained room would be.
5. Open space is not effective for the slow learner or dependent type student.
7. To increase the number of students in one place necessarily increases the confusion and control problems.
8. Open space learning centers at Bettendorf Middle School better utilize teacher strengths than more traditional classrooms would.
12. Open space allows for more individualized activities geared to the child's ability than a contained classroom would.

13. The general problem of "students not listening" has resulted from student efforts to tune out the additional distractions of an open space learning environment when they personally are ready for quiet.

Negative

16. In the current Bettendorf Middle School operation, the learning activity governs the space rather than the space governing the learning activity.

Inconclusive

9. Open space learning is too impersonal--students get lost too easily in a large group.
11. Communication and rapport with students are more difficult in open space situations.

Team Teaching-Team Planning (Staff)

Strongly Positive

17. Teaching philosophies of team members are sometimes so far apart that it is difficult to reach a decision (agreement) on discipline procedures, expectations desired from students, and various approaches to learning.
20. Team teaching at Bettendorf Middle School enables more children to benefit from a teacher's personal strengths.
22. Team teaching at Bettendorf Middle School encourages each individual teacher to expand his/her knowledge and improve his/her own teaching methods by the stimulus of observing other members of his/her team.

25. The sharing of ideas at Bettendorf Middle School results in better curriculum, since several opinions are involved.
26. Strong, extroverted types sometimes overpower other team members with good ideas, thus stifling creative contributions.
27. There is a critical shortage of time when all team members are available for collective planning.
28. Team planning at Bettendorf Middle School offers a chance to talk over problems, get help, reassurance and suggestions, and obtain a fresh approach.
29. Many good ideas are lost in team planning because individual ideas may not agree with team decisions.
31. An excessive amount of team planning time is utilized in mechanical procedures rather than in actually discussing student needs.
32. Teachers at Bettendorf Middle School are taking advantage of each other's special field of knowledge by sharing ideas.

Positive

30. Team planning at Bettendorf Middle School gives consistency to the program presented to students. This prevents overlap and omissions.

Negative

21. Instead of team teaching, we have tended to develop a system of turn teaching.
24. Constantly teaching with others in a large area causes a teacher to lose his/her identity, thus stifling individual ingenuity, initiative, and responsibility.

Inconclusive

18. Team teaching at Bettendorf Middle School offers a variety of personalities and styles for students in both methods and materials, thus enabling a student to work with a teacher he/she likes.
19. Team teaching at Bettendorf Middle School tends to allow weak team members to hide and shirk responsibilities.
23. Team teaching has turned into little more than a production line for completed packets.

Continuous Progress (Staff)Strongly Positive

33. Students starting from where they have progressed experience more success, more learning and less behavior problems.
36. There is a definite lack of time for careful evaluation and planning with and for each individual.

Positive

37. Continuous progress, as practiced at Bettendorf Middle School, gives each child the opportunity to learn and add to his skills without the stigma of failure.
38. The lack of enough different types of instructional materials at Bettendorf Middle School causes students to get "bogged down" with packets.

Inconclusive

- 34. Continuous progress (individualized learning) is not occurring at Bettendorf Middle School. Since most students are subjected to group evaluation techniques, there is little real, continuous progress.
- 35. Continuous progress at Bettendorf Middle School eliminates wasted time for students. This enables them to advance to levels that they would not reach in traditional situations.
- 39. With proper planning continuous progress can be accomplished within current traditional pupil-teacher ratios.
- 40. It is difficult for students to share ideas and express ideas to the group when they are working at different speeds.

Independent Study (Staff)

Strongly Positive

- 42. Many children having reading problems and/or lack of motivation cannot effectively participate in independent study.
- 44. Independent study cannot take place without teacher direction. The idea that students can be "let go" is not sound educational philosophy.
- 45. Independent study at Bettendorf Middle School is currently little more than work sheets, so called "enrichment activities" and assignments.
- 46. Many students cannot assume responsibility for budgeting their time or directing their own energies and interests; yet they want this freedom.

47. Students at Bettendorf Middle School currently have too many packets, behavioral objectives, and lectures. A greater variety of learning experiences is necessary.

Positive

43. Independent study at Bettendorf Middle School allows an opportunity for self-pacing and the development of personal responsibility.

Inconclusive

41. Independent study at Bettendorf Middle School provides an excellent means of encouraging students to pursue their own interests, explore new ideas in depth, and adjust their own schedules (quest) to meet their own needs.
48. Misuse of current space and materials for independent study is more prevalent than is shortage of same.

Standards and Expectations (Staff)

Strongly Positive

51. Academic standards and expectations must vary with each individual child.

Positive

50. The extensive use of packets at Bettendorf Middle School elicits mediocrity, lack of motivation, copying, etc., rather than challenging a student to do his/her own best work.
52. Standards set for Bettendorf Middle School students are compatible with those found in society.

Strongly Negative

54. Basic minimum standards have been established at Bettendorf Middle School and are clearly understood by the entire staff.

Inconclusive

49. There is an adequate chance for students and teachers at Bettendorf Middle School to be involved in setting standards and personal expectations for their class and for themselves.
53. Rather than assisting students in the development of personal responsibility, teachers at Bettendorf Middle School have unloaded the responsibility onto the students without the necessary guidance.
55. Proposed standards and expectations at Bettendorf Middle School are currently much higher than is attainment.
56. Basic expectations should not be included in a continuous progress program as children are ready for different concepts and skills at different times.

Philosophy (Staff)Strongly Positive

58. The Bettendorf Middle School philosophy identifies a rather ideal environment that we are moving toward. Though great strides have been made in this direction, we are still a long way from reaching our proposed goals.
59. The philosophy of the Bettendorf Middle School allows for great flexibility and experimentation, but we need a much more specific set of directions and better identification of specific ways of attaining our goals.

61. At Bettendorf Middle School, we offer many opportunities for the individual on paper. However, due to lack of program, materials, or facility, these options are often only on paper.
62. With few exceptions there is evidence of good student-teacher relationships at Bettendorf Middle School.

Strongly Negative

60. Student option and choice means each student has free choice in what, how or even if he learns.

Inconclusive

57. A student will progress if given the opportunity to make his own decisions and work at his own speed. Thereby, he will become more responsible.
63. Additional staff instruction is necessary in the techniques and fundamentals of the current Bettendorf Middle School operation.

Total Student Questionnaire

Strongly Positive

1. I can do better school work in the large open space areas than I can in the small classrooms.
2. In the large open space areas, students must learn to "shut out" sounds and other people around them.
5. Having more than one teacher available in large group helps me to learn more.
8. I feel good about most of the work I do in school.

10. I am able to move ahead at my own rate in subjects I do well in or am especially interested in.
13. I am able to work at my own level in most subject areas.
14. I have a good relationship with most of my teachers.

Positive

18. The standards set for Middle School students are very similar to those I find outside of school.

Strongly Negative

6. I tend to get lost in the large group learning areas.

Negative

17. Most of my teachers give me enough time to finish my work.

Inconclusive

3. I would prefer having more than one teacher work with me in each subject area.
4. There is less school work and more conversation (socialization) in the open space areas than in the small classrooms.
7. In most of my classes, students are able to pursue problems and projects on an individual basis that are of special interest to them.
9. My teacher is often too busy to help me when I need help.
11. In most of our classes, we often get a chance to make decisions together.
12. We usually do not have enough interesting materials and activities in most of our classes.

15. The student should have the responsibility to determine what, how or even if he should learn.
16. In completing packets, students tend to give answers and copy rather than help each other do his "own" best work.
19. Students need more teacher guidance in the area of personal responsibility development.
20. My teachers will respect me as a person even when I have done poorly on my school work.

Consideration of Null Hypotheses

Consideration of null hypotheses includes the results of the Chi Square test of significance for each hypothesis and conclusions from these results.

Hypothesis 1

The null hypothesis that there would be no significant difference between staff and student opinion regarding the benefits of open space over small classrooms was accepted at the .05 Level of Confidence.

Both the staff and student body have a very positive attitude toward open space learning.

Hypothesis 2

The null hypothesis that there would be no significant difference between staff and student opinion regarding the problem of students not listening was accepted at the .05 Level of Confidence.

Both the staff and student body agree that the problem results

from student efforts to cut out sounds and other distractions of the open space learning environments.

Hypothesis 3

The null hypothesis that there would be no significant difference between staff and student opinion regarding student selection of teacher was accepted at the .05 Level of Confidence.

Both the staff and student body were somewhat indecisive on the matter, i.e., each had nearly the same percentage of positive and negative responses.

Hypothesis 4

The null hypothesis that there would be no significant difference between staff and student opinion regarding socialization in open spaces was rejected at the .01 Level of Confidence.

Teachers view socialization in open spaces more critically than do students.

Hypothesis 5

The null hypothesis that there would be no significant difference between staff and student opinion regarding the benefits of team teaching was accepted at the .05 Level of Confidence.

Both the staff and student body have a very positive attitude toward the benefits of team teaching.

Hypothesis 6

The null hypothesis that there would be no significant difference between staff and student opinion regarding students getting

lost in large group areas was rejected at the .01 Level of Confidence.

Students responded strongly that they do not get lost in large areas. The staff was indecisive.

Hypothesis 7

The null hypothesis that there would be no significant difference between staff and student opinion regarding independent study possibilities was rejected at the .01 Level of Confidence.

The student body responses were more positive than negative. The staff was indecisive.

Hypothesis 8

The null hypothesis that there would be no significant difference between staff and student opinion regarding student feeling of success was rejected at the .01 Level of Confidence.

Student responses revealed strong feelings of success. Staff responses to success possibilities were somewhat less certain.

Hypothesis 9

The null hypothesis that there would be no significant difference between staff and student opinion regarding lack of individual attention was rejected at the .01 Level of Confidence.

Teachers view the lack of time for individual attention more critically than do students.

Hypothesis 10

The null hypothesis that there would be no significant difference between staff and student opinion regarding progress according

to ability was rejected at the .01 Level of Confidence.

Students seem more certain of the possibilities for progress according to ability.

Hypothesis 11

The null hypothesis that there would be no significant difference between staff and student opinion regarding student involvement in decision making was accepted at the .05 Level of Confidence.

Both staff and student body were somewhat indecisive.

Hypothesis 12

The null hypothesis that there would be no significant difference between staff and student opinion regarding instructional activities and materials was rejected at the .01 Level of Confidence.

Teachers indicated a need for a greater variety of learning experiences. Students were somewhat indecisive.

Hypothesis 13

The null hypothesis that there would be no significant difference between staff and student opinion regarding a student working at his own level was rejected at the .01 Level of Confidence.

Student responses were somewhat more positive than staff responses.

Hypothesis 14

The null hypothesis that there would be no significant difference between staff and student opinion regarding student-teacher relationships was rejected at the .01 Level of Confidence.

Students are somewhat less certain than are teachers that good student-teacher relationships exist.

Hypothesis 15

The null hypothesis that there would be no significant difference between staff and student opinion regarding the limits of student self-direction was rejected at the .01 Level of Confidence.

The staff would place much more restriction on student self-direction than the level desired by students.

Hypothesis 16

The null hypothesis that there would be no significant difference between staff and student opinions regarding misuse of learning packets was rejected at the .01 Level of Confidence.

Teachers view the misuse of learning packets as a problem. Students were indecisive.

Hypothesis 17

The null hypothesis that there would be no significant difference between staff and student opinion regarding a student working at his own rate was rejected at the .01 Level of Confidence.

Staff responses were somewhat more positive than those of students.

Hypothesis 18

The null hypothesis that there would be no significant difference between staff and student opinion regarding the relevance of standards set for students was rejected at the .01 Level of Confidence.

the staff viewed the standards set for students as being quite compatible with those found in society. The students disagreed.

Hypothesis 19

The null hypothesis that there would be no significant difference between staff and student opinion regarding personal responsibility development was rejected at the .01 Level of Confidence.

Both the staff and student body were indecisive.

Hypothesis 20

The null hypothesis that there would be no significant difference between staff and student opinion regarding teacher rapport with students was rejected at the .01 Level of Confidence.

Students are less certain than are teachers that good rapport with students exists.

Conclusions From Open Ended Responses

Since staff written responses were totally open ended, it was assumed the degree of positiveness or negativeness of the responses would represent a general measure of staff attitude toward a specific innovation. The high incidence of negative statements toward every innovation (Tables 21 through 26) indicates a somewhat negative staff attitude towards each innovation. These results are somewhat substantiated by staff response to negative questions (Figures 7 through 12) and certain positive questions (Figures 1 through 6). Consideration of the whole, however, indicates this is a matter of concern for, and not resistance to current innovations.

Inferences made to the suggestions for improvement responses have received further consideration in the general conclusions and implications that follow.

General conclusions and Implications

The general conclusions were drawn from a consideration of all aspects of the evaluation, i.e., staff written responses in phase 1 (Appendix B), staff and student responses to the questionnaire items, and the open ended responses on the staff questionnaire.

In order to consider specifics as well as generalities, each of the innovations has been considered separately.

Open Space-Small Room

Positive aspects of open space include exposure of students to more than one teacher, children helping each other, better utilization of teacher strengths, more individualization of student work, a relaxed atmosphere for creativity, and greater flexibility for different learning situations.

Negative aspects of open space center around increased discipline problems, students getting lost in a large group situation, lack of sufficient student motivation to function in an open space situation, and overcrowding; furthermore, it is more conducive to conversation and socialization.

A combination of open space and small group learning environments appears to hold great promise. Positive aspects of such an arrangement include better utilization of staff and materials, diversity of learning experiences, grouping of students according to their needs,

individualized instruction--yet personal teacher contact, and an atmosphere more conducive to acquisition of student responsibility.

Concerns regarding the combined open space-small room concept are more administrative in nature, e.g., lack of sufficient space, location of areas, lack of a clear plan for effective utilization of both, confusion in scheduling, and lack of appropriate materials.

Team Teaching-Team Planning

Team teaching offers a chance for more children to benefit from a teacher's personal strengths, consistent curriculum and methods throughout several grade levels, a chance to do group projects which one person alone could not handle, and an opportunity to express the "good features" of an individual teacher while offering reinforcement in areas of individual weaknesses.

Concerns regarding team teaching include loss of individual identity, conflict of personalities, stifling of individual ingenuity, and loss of ability for a child to identify with one teacher.

Team planning affords consistency to the program presented to students, curriculum coordination at all levels, a chance for an exchange of ideas using a democratic selection process, and a chance for teachers to talk over problems, get help, secure reassurance and suggestions, and obtain a fresh approach.

Concerns regarding team planning include lack of sufficient time for planning, misuse or abuse of planning time, excessive size of some teams, domination by strong members, clash of personalities and/or ideas, and the questionable nature of certain decisions.

BEST COPY AVAILABLEContinuous Progress

Positive aspects of continuous progress include a chance for every child to experience success without competing with other students, elimination of wasted time for more capable students, and an opportunity for students to begin "where they are" and then progress according to their individual interests and abilities.

Concerns involve the inability to effectively measure continuous progress, inability of students to share ideas when working at different levels, lack of time for careful planning and evaluation, types of materials offered to students, absence of specific guidelines, excessive demands on teacher time, vast difference between philosophy and actual practice, and the inability of a student to ever be placed in a competitive situation.

Independent Study

Independent study offers an opportunity for self-pacing and development of personal responsibility, a valuable incentive to learning, a chance for personal evaluation, and a chance for each student to work in accordance with his own abilities. Also, student involvement replaces lectures.

Negative aspects include the lack of "real" choices for students, lack of variety in materials--too many packets, misuse of resource area and library, lack of proper check by teachers of "progress according to ability," inability of many students to assume responsibility for guidance of their own learning, and over-emphasis on the slow learner at the expense of the more gifted.

BEST COPY AVAILABLE**Standards and Expectations**

Students and staff are aware of minimum standards in most areas. Students are allowed to set up some of their own standards. These two suppositions enable a student to know what is expected of him, elicit uniformity, allow for variance with each individual child, enhance student self-image, and facilitate the entire teaching-learning process.

Principal concerns involve a lack of understanding by students and staff of what the standards and expectations are, an inconsistency and double standards concerning rules, and a definite lack of student responsibility, e.g., behavior in halls and classrooms, respect for others and themselves, and contentment on a level of mediocrity with little motivation to attain a higher goal.

Little consideration was given to academic achievement or the measurement of same. Further research should include this most pertinent area.

Philosophy

Positive comments regarding Bettendorf Middle School philosophy reveal, by some individuals at least, a very positive attitude toward what is proposed and what is achieved. Staff expansion of the stated philosophy revealed a deep, personal commitment far beyond that stated in the Bettendorf Middle School philosophy (see complementary statements concerning philosophy, Appendix B).

Philosophic concerns vary from the lack of necessary specific directions to one's inability to measure intrinsic reward and self-esteem. Other concerns include the lack of carry through of the

philosophy due to inadequate room and staff, inconsistency in efforts and desires, and the fact that "individual teaching" is not necessarily facilitated by team teaching, team planning, and the open space learning areas.

Recommendations for Further Research

The dearth of educational research in the innovative areas of open space facilities, team teaching, continuous progress, non-gradedness, individualized instruction, and student evaluative procedures in the affective domain augments the need for further evaluative studies.

The groundwork hopefully laid in this investigation has revealed several possibilities for additional evaluative research. For example:

- 1) The survey instruments utilized in this investigation might be used in the preparation of more refined instruments for the measurements of attitude and interests.
- 2) Two or more measurements should be conducted on the same individuals, preferably before and after experience in innovative programs.
- 3) Observations and/or case studies might be conducted in order to verify, or nullify, apparent results from the survey instruments.
- 4) The investigation should be repeated in a more controlled situation, i.e., utilizing control groups before and after innovative attempts and with evaluation preplanned before attempts at innovation.
- 5) An attempt should be made to correlate innovative approaches to successes in cognitive areas of learning.
- 6) Attempts should be made to correlate innovative approaches with personality development, attitudinal change, and other non-academic measures of change in the learner.

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In conclusion, one might agree with Samuels (1969), "The new curriculum movement cannot attain its full effect until it finds a viable means of attracting teachers to the level of intellectual excitement it seeks to create in children [p. 16]."

APPENDIX A

Staff Written Opinion Survey

EVALUATION OF MIDDLE SCHOOL PHILOSOPHY

An attempt is being made to investigate staff and their attitudes towards the innovative approaches to learning that are being utilized at the Bottendorf Middle School. Specific areas for consideration include: 1) space utilization (open/small room), 2) team teaching, 3) team planning, 4) continuous progress, 5) independent study, 6) standards and expectations (staff and/or student), and a personal interpretation of the Middle School Philosophy.

It is most important that all staff members have an opportunity to respond to each of these seven major areas. Your personal contribution to each of these seven areas would be greatly appreciated.

- I. Please contribute at least one positive opinion on each of the seven areas in the attached pamphlet.
- II. Please contribute at least one negative opinion on each of the seven areas in the attached pamphlet.

NOTE: You may not have both a positive and negative opinion on each area. In such cases, please respond with at least one of the other

I. SPACE UTILIZATION: OPEN SPACE - SMALL ROOM:

Positive

Negative

II. TEAM TEACHING

Positive

Negative

III. TEAM PLANNING

Positive

Negative

IV. CONTINUOUS PROGRESS

Positive

Negative

V. IMPLEMENTATION STATUS

Positive

Negative

VI. STANDARDS AND EXPECTATIONS (Students and/or Staff):

Positive

Negative

VII. PERSONAL INTERPRETATION OF MIDDLE SCHOOL PHILOSOPHY:

MIDDLE SCHOOL PHILOSOPHY:

The learning process of Middle School is predicated on student selection, active involvement, inquiry, intrinsic reward, and self-esteem. We as a staff recognize the uniqueness of the individual child and reflect this fact in all learning experiences.

Standards and expectations will be maintained through the availability of many meaningful student options and alternatives.

Individual teaching style will be encouraged in maintaining a wholesome student relationship in the accomplishment of the educational goals of the school.

APPENDIX B**Tabulation of Staff Written Opinion Survey**

Statements in Appendix B have been recorded exactly as received from the staff written opinion survey. A conscious attempt was made NOT to paraphrase or modify the responses.

The numbers in parenthesis represent the priority placed on items by the staff during Phase II of the staff questionnaire development. Only those receiving one of the top six priorities have been so identified.

Sections Included in Appendix B are:

- I. Advantages of Open Space**
- II. Advantages of Small Room**
- III. Advantages of Combination of Open Space Small Room**
- IV. Concerns Regarding Open Space**
- V. Concerns Regarding Combined Open Space--Small Room Concept**
- VI. Positive Aspects of Team Teaching**
- VII. Concerns Regarding Team Teaching**
- VIII. Positive Aspects of Team Planning**
- IX. Concerns Regarding Team Planning**
- X. Suggestive Comments Regarding Team Planning and Teaching**
- XI. Positive Aspects of Continuous Progress**
- XII. Concerns Regarding Continuous Progress**
- XIII. Positive Aspects of Independent Study**
- XIV. Concerns Regarding Independent Study**
- XV. Positive Aspects of Standards and Expectations**
- XVI. Concerns Regarding Standards and Expectations**

XVII. Complimentary Statements Concerning Philosophy

XVIII. Critical Statements Concerning Philosophy

I. Advantages of Open Space

1. Large group instruction exposes students to more than one teacher.
- (3) 2. Great for independent study and large group presentations.
3. Students can work and learn at their own speeds.
- (b) 4. Good for lectures, films, instructions, and laboratory exercises.
5. Many children working together can help each other in small groups.
- (5) 6. Teachers moving around the room can be aware of each child and learn children personally.
7. Gives a relaxed atmosphere and freedom for creativity.
8. Allows for supervised work by qualified people and allows for general media instruction, dispersal of directions, materials, etc.
- (2) 9. It provides a good opportunity for team teaching, better utilization of audio visual equipment and an informal setting which lends itself to learning.
10. It provides for a number of different groupings as far as class size is concerned. Also grouping for activities.
- (4) 11. Provides for more individualization of student work.
12. It allows for children to have more freedom. More area to move around.
13. Open space better utilizes teacher strengths.
- (1) 14. It allows diversified activities to take place simultaneously.
15. It allows for individualized instruction in a multiunit approach.
16. Open space allows for better presentations and more individualized activities geared to the child's ability.

- 17. Open space allows for large group instruction of that material which lends itself to less individual or personal attention.
- 18. Slow learners like it because they feel more accepted.
- 19. Open space can be broken into separate areas as the need arises or a special occasion presents itself.

II. Advantages of Small Room

- 1. Allows more freedom of action.
- (1) 2. Necessary for those who can not cope with the open space situation.
- (3) 3. Provide an opportunity for individual teachers to drill, teach and explain major concepts.
- (4) 4. Discussion classes can be held without bothering other classes.
- (5) 5. Better place to teach skills.
- 6. Allows the teacher to interact with a small number of students and to intensify the interaction of the group.
- (6) 7. Provides a good place for class discussion and exchange of ideas.
- 8. Allows for a more personal contact with students.
- 9. Helps students get a feeling they "belong" in a teacher's class and thus, they make commitments better.
- 10. Necessary for student involvement and a closer student-teacher relationship.
- 11. Teachers have better control of the classroom.
- 12. Less students make room quieter for work.
- (2) 13. Gives necessary structure to certain students' performance. Badly needed by a large number of students.
- 14. Good for reviewing, reading and individual work.
- 15. Opportunity to get to know and relate to a certain group of kids.
- 16. Best place for reinforcement of content material.

III. Advantages of Combination of Open Spaces and Small Room

- (3) 1. Combination of open space and small room help teachers teach to specific learning levels or to students with specific interests.
- 2. Central concepts developed in pod can be explored in depth in small room.
- 3. Allows for better utilization of audio visual resources.
- (1) 4. Allows for diversity in teaching techniques, class size, and student activities.
- (4) 5. Allows individualized instruction in one area and personal teacher identity in the other.
- 6. A combination of both gives students and teachers a variety of experiences.
- 7. Back to back scheduling allows for good utilization of both areas.
- 8. Allows group discussions in small room about what students have discovered on their own in the pods.
- (5) 9. Allows for better utilization of professional human resources according to their strengths.
- 10. Group presentation in open space can be reinforced in small group experience.
- 11. Some teams may expect different behavior in the pod than in the small room. Expecting different behavior in different places gives students the opportunity to learn responsibility.
- 12. Some on independent study work well in the pod. Can give extra help to those who need it in small rooms.
- 13. Able to keep a closer check on progress of individual students, and provide degree of supervision needed.
- (6) 14. A combination of both enables a teacher to work with other team members and at the same time, preserve some of his/her own individuality.
- (2) 15. Allows for grouping of students according to their needs. Enables them to progress at their own rate and level.

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16. Direct Quotes.

- A. "I would not like to go back to either all small rooms or open space."
- B. "The freedom of the open space could be compared to the flexibility of the small room."

IV. Concerns Regarding Open Space

- (2) 1. Open space is less conducive to work and more "open" to conversation and socialization.
- (3) 2. It is impossible to help every student every day in the pod with the number of students we have.
- (4) 3. Open space teaching is severely handicapped if there are not areas to pull small groups off for small group instruction.
- (5) 4. Open space is not good for the slow learner or dependent type.
- 5. Lends itself to a new type of discipline problem just by having so many bodies put together at the same time.
- (6) 6. Too impersonal--students get lost too easily in a large group.
- 7. Currently is too much emphasis on open space.
- 8. Only certain activities are successful in open space.
- 9. Students here do not seem to be sufficiently motivated and/or interested to function adequately in the pod.
- 10. Scheduling forces groups into open space when it may not be called for.
- 11. To increase the number of students in one place, greatly increases the "confusion" and control problems.
- 12. Not enough room--cramming 35 students into each room and 130 into the pod, plus 20 on quest eliminates flexibility.
- (1) 13. Some children cannot function in a large open space with its many distractions.
- 14. Makes it difficult for a teacher to keep track of their students.

15. Open space, as we have used it, has helped lead to the general problem of "students not listening" as they are use to having to turn out sound when "they" are ready for quiet.
16. Communication and rapport with students are more difficult in open space situations.
17. Students are not supervised enough while in open space to insure that individuals are doing their own work.
18. Larger groups of students require more equipment and more storage for that equipment. Also, it is impossible to control breakage, loss, etc.
19. With all the dividers, I wonder where the open spaces went???
20. Pods are too noisy for independent work.

V. Concerns Regarding Combined Open Space-Small Room Concept

- (3) 1. Open space and small room arrangements are not available in all areas.
2. Must have both since teaching constantly with others in a large area causes a teacher to lose his/her identity.
- (2) 3. We need to add more staff and educate the total staff, not just a few, to techniques and fundamentals needed to make the system go.
- (1) 4. The activity should govern the space rather than the other way around.
5. Having different students in the pod than one has in the small room makes it difficult to develop any subject matter continuity.
6. Can become a situation of constant switching of area for no particular educational objective, leading to a real loss of contact between teachers and students as individuals.
7. Confused scheduling - trouble remembering pod or room and if room, which room.
- (6) 8. One is not open when the other is full - no flexibility.
9. Inconvenient to have the small rooms located away from the pod area - decreases the flexibility of each.

10. Often no clear plan for effective utilization of both open space requires new methods, materials, and objectives.
- (4) 11. Open space learning must be individualized so that discipline and respect of another's time are part of the learning situation.
12. Students have a problem of adjustment going to small room from open space.
13. Pod activities could be made more effective by limiting large group presentations.
14. Not available at middle school; must have both open space and small rooms available for each single academic area, so they could be used interchangeably and as demanded by curriculum.
15. More group planning of specific large group activities are needed.
16. Identification and sharing of successes are necessary.
17. Small rooms must be used more as they help develop in group feeling.
- (5) 18. Many students should be assigned to small rooms almost permanently.
19. Open space should be used more for doing.
20. Many children need the security of a small room and the relationship of one teacher.
21. Overcrowdedness to cut costs, materials not designed for individualized instruction, and too many weak team members could yield utter chaos.

VI. Positive Aspects of Team Teaching

- (1) 1. Offers a variety of personalities and styles for students in both methods and materials. Also, allows a student to work with a teacher he/she likes.
- (6) 2. Enables more children to benefit from a teacher's personal strengths.
- (4) 3. Students relate to some teachers better than others. A child who may not be able to understand one teacher's explanation of a problem, may seek another teacher for an answer, and find success.

4. Gives the child a better understanding of the world in the grades 1-6.
5. Forces students to adjust to more than one study field. Good experience.
6. Forces people to cooperate and work together.
7. Gives teachers a chance to work and teach in the area of their greatest interest and competence.
8. Able to devote time to individual as needed without worrying about other class members being supervised.
9. Gives teachers reinforcement in areas of individual weaknesses.
10. Keeps teachers on their toes when in the classroom. Prevents stagnation.
11. Forces teachers to work out lessons before class, so each will know his/her role in the classroom that period.
- (3) 12. Encourages each individual teacher to expand his/her own knowledge and improve his/her own methods by observing other members of his/her team.
- (2) 13. Sharing of ideas results in stronger planning of curriculum when several opinions are involved.
14. Facilitates strengths of different members in different areas of subject matter. Thus, providing a better background of materials.
15. Makes curriculum consistent throughout the several grade levels.
16. Enables the teacher to concentrate on one particular area of a unit, thus doing a better job.
17. Fosters new ideas and provides opportunity to do projects that one person alone could not handle.
18. Provides an opportunity for the "Good Features" of a teacher to be utilized more fully.
19. Allows for a lot of fun in working together and with children.
20. Filling in when there are absentees on the team eliminates "babysitting".

- (5) 21. Students can be divided according to individual needs and then, be taught by one who is able to teach a certain concept better than another.

VII. Concerns Regarding Team Teaching

1. Too much human effort and time is spent in the pure mechanics of team teaching, and not enough in teaching students.
- (4) 2. Individual's own methods of handling given situations must be altered to compliment the methods used by others with whom he is teaching.
3. Teachers using two different methods of learning confuse students.
- (2) 4. Allows weak team members to hide and shirk responsibilities.
5. No one teacher ever gets to know the student well -- creates "no one cares about me" attitude in students.
- (1) 6. Teaching philosophies of team members are sometimes so far apart that it is difficult to reach a decision. Also, agreement on discipline procedures, and what is expected of students is often a problem.
7. Causes some persons to teach concepts which they do not know as well as the "chief" planner does.
- (6) 8. Instead of team teaching, we developed a system of turn teaching.
9. Teams are twice as large as they should be, and it is possible for some people to get by without doing their share.
10. With rooms too small and classes too large, team teaching is impossible.
11. Sometimes the majority might hold back a good idea presented by the minority.
12. Some persons are hesitant to teach in pods before other teachers.
13. Children need to identify with one teacher. With team teaching, he is just a cog in a big wheel.
14. If one refuses to help with discipline or sits and grades papers and ignores the pupils in the pod, it creates a problem for the team.

- 15. Without proper team leaders, friction may cause team direction to waiver.
- 16. Not done in middle school; more like team planning, everyone do your own thing.
- 17. Symbiotic vs. Parasitic.
- (5) 18. Misuse can lead to a stifling of individual ingenuity, initiative, responsibility, and rapport with students.
- (3) 19. Can turn into a production line for the manufacture of completed packets.
- 20. Difficult if you are with people you dislike. Also difficult if you are with teachers who don't like it, but when told to take it or quit, decide to take it (S), and keep quiet. Now having difficulty keeping quiet.
- 21. Teams too large. Grouping into sub-teams allows less friction of operation.

VIII. Positive Aspects of Team Planning

- (4) 1. Gives consistency to the program presented to the students.
- 2. The sharing of materials makes for a united team approach.
- (2) 3. Helps to coordinate curriculum at all levels. Prevents overlap and omissions.
- (5) 4. Forces team members to meet on a regular basis to decide a course of study and expectations of students.
- 5. Assures a consistency in grading at each level.
- 6. Important because it helps each teacher see that he is part of the total picture, and that part of the program belongs to him.
- 7. Forces communication between the team members.
- (6) 8. Teachers can help each other foresee and overcome obstacles.
- 9. Allows a smooth continuity from area to area in each team.
- 10. Allows an exchange of ideas, and a democratic selection process in factors involving mechanics and policy.
- 11. Fosters team unity, requires teachers to work together, get along, and use a combination of ideas.

- (3) 12. Offers a chance to solve problems, get help, reassurance, and suggestions and obtain a fresh approach.
- (1) 13. Teachers can take advantage of each other's special areas of knowledge by sharing.
- 14. Combination of individual strengths can be especially useful in planning curriculum.
- 15. Provides unified teaching to all students taking the same course.
- 16. Develops "comradeship" within a team.
- 17. Results in a continuous process of evaluation.

IX. Concerns Regarding Team Planning

- 1. Teams too large - too many on team planning reduces efficiency in making decisions.
- (2) 2. Can be highly negative if the personalities of team members clash. Perhaps many good ideas are lost because individual ideas may not agree with team decisions.
- 3. Some teachers hesitate to express ideas for fear of criticism and comments from other people.
- (5) 4. Strong, extrovert types sometimes overpower other members with good ideas, thus stifling creative contributions.
- 5. Failure to arrive at immediate answers to immediate problems.
- (1) 6. Lack of time when all members are available for planning.
- 7. Deadlines set by team leaders should be met by all.
- 8. Takes too much time. Too much organization about clerical matters and physical plant.
- (3) 9. The amount of time we have is minimal and it seems, as of late, that this team planning time has been taken away even more for the development of philosophies, scope and sequence, etc.
- (4) 10. More time is spent discussing, disagreeing, etc., than actual planning.
- 11. Some individuals abuse the time by absenteeism from team meetings.

- 12. At times the two qualities are in conflict and these ruptures are left unhealed - resulting in petty bickering and in-fighting.
- (6) 13. We don't draw enough from outside professional sources, e.g., curriculum advisors, area colleges, etc.
- 14. Problem when one or two refuse to adapt to what the team plans and merely do what they want, when they want.
- 15. Some decisions that are determined are arrived at in mysterious ways.
- 16. People can lean on others. Too few do the actual planning.
- 17. Majority decisions are not always necessarily right. They may be maneuvered before a team meets.

X. Suggestive Comments Regarding Team Planning and Teaching

- (2) 1. More time for team planning actually used for discussing student needs instead of mechanical procedures.
- (6) 2. Must remember that teachers have individual differences too.
- 3. The purpose of planning sessions should be clearly defined and teams should work in sub-groups.
- (5) 4. All teachers must join in and plan actively. Otherwise, they all may not support or feel committed to the decisions of the team.
- 5. Team members must be compatible.
- (3) 6. The job will never be done well until more time is included in the teacher's schedule for planning.
- 7. Fine if team planning and not team dictation from the top.
- 8. A team leader who brings important announcements back to the team is imperative.
- 9. Time saver if work is divided effectively.
- (4) 10. Very effective if team members are willing to subordinate own ideas at times and agree on what is best for students.
- (1) 11. Team planning and teaching is a good arrangement if you should be fortunate enough to have a winning combination of intellect, maturity, tact, and willingness to share the load.

XI. Positive Aspects of Continuous Progress

1. Each student has the opportunity to have steady progress in each area.
- (1) 2. Students starting where they have progressed experience more success, learn more, and are less behavior problems.
- (6) 3. Eliminates wasted time for students. Enables them to advance to levels that they would not reach in traditional situations.
4. S.O.S. provides the key to students working at their own pace.
5. Keeps kids interested that otherwise would be lost 100% of the time.
6. Helps to avoid frustration.
7. Provides an outlet from boredom for the gifted.
- (4) 8. Allows some students to work without being held back by those less capable.
- (5) 9. Children do not need to spend unnecessary time on concepts they already understand.
- (2) 10. Gives each child the opportunity to learn and add to his skills without the stigma of failure.
11. Children are not forced more rapidly than they are able.
12. Individuals that are slower will not have to compete with the better students.
- (3) 13. Allows for a child to move both vertically and horizontally in his academic work.
14. Progress will and must be continuous under teacher guidance and counseling.
15. Especially convenient in the case of students who are absent. Upon returning, they can continue where they had left off.
16. Through continuous progress, we can provide for the growth of students throughout the year, as well as, to meet their individual years.
17. More could be done if enrollment were smaller to the point that you could actually confer with students to prescribe.

18. Present curriculum should be more unified, not L.A., Math, Social Studies, Science, etc.
19. Will work only if there is cooperation between all schools in Bettendorf, and if a special program is set up.
20. Must realize that program can be individualized and still not have continuous progress.
21. Requires the elimination of grade levels.

XII. Concerns Regarding Continuous Progress

- (5) 1. Students need to have opportunities to work on their own, but need more specific guidelines.
2. Student might get "tracked" too personally, and never be put in a competitive situation.
3. Requires a change in the teacher's role, which is not bad in itself, but does require far more time and work.
- (1) 4. If we are trying to individualize learning, we need to change our thoughts about teacher-pupil ratios.
- (2) 5. Students get bogged down with packets unless enough different types of materials are provided.
- (4) 6. Rather difficult for students to share ideas and express ideas to the group when they are working at different speeds.
7. A majority of students are telling by their actions that unless they are pushed, progress will stop.
- (3) 8. Lack of time for careful evaluation and planning for each individual.
9. No real good test to measure continuous progress in all areas.
10. Creates a logistics problem in handling materials.
11. There is no standard definition of this term.
12. Students handing in work independently, to be returned the next day, makes excessive work for the teacher.
13. There is a vast difference between philosophy and actual practice here.

14. often ends up "talk : dummy", with the rest of the class wastes time.
15. Planning curriculum for continuous progress is difficult and unfair for the teacher that is forced to plan outside the contract 8:00 - 4:00 schedule.
16. Difficult to do when materials have not all been written.
17. Sometimes fails to offer alternate directions for those stalled at a certain level.
18. Review and re-learning are necessary. Some teachers do not realize or do not believe this.
19. A student may be an anonymity for several weeks. Progress may be nil in this case.
20. More specific guidelines needed as students are learning responsibility.
- (6) 21. No occurring at Middle School; since everyone is based on the same results, there is no continuous progress.

XIII. Positive Aspects of Independent Study

1. Allows for a personal track program.
- (1) 2. Provides an excellent means of encouraging students to pursue their own interests and widen them.
3. By personal evaluation, they can continue to grow.
- (6) 4. Allows students to by-pass things they have already achieved.
5. Many children accomplish more working by themselves.
6. Gives an adequate chance for reward for work well done.
7. Each child is given an opportunity to search out new concepts and ideas.
8. Each child receives the chance to drill on basic skills in several different ways.
- (2) 9. Allows an opportunity for self pacing and development of personal responsibility.
10. Important for students that need to spend more time in some areas than others.

11. Students here have many opportunities for independent study--especially Quest, S.O.S., Resource, etc.
12. A slow student has at his disposal many media from which to learn.
13. Enables teachers to see to what length students will go on their own.
14. Tremendous if that is what it is "study".
15. Provides opportunity for make-up work.
16. Can be the single most valuable incentive to learning.
17. Allows lots of "thinking" time.
- (4) 18. If worked into a "learning system", it has its place, i.e., it is part of the whole, not the whole.
19. Valuable for letting students teach themselves in more creative ways.
20. Lectures are now replaced with student involvement.
21. Allows students to pursue interests in areas not covered to their satisfaction, or areas not covered at all.
- (3) 22. Allows the student to proceed at his own rate, explore new ideas in depth, and to adjust his schedule to meet his needs for each subject.
- (5) 23. Allows a student to work in accordance with his needs and abilities by choosing his own activities.

XIV. Concerns Regarding Independent Study

1. Needs to be more open choices for students (for more students).
- (1) 2. Variety is necessary. Students should not have packets, behavioral objectives, or lecture all the time.
3. Not enough material available for students to use at home.
- (5) 4. Many teachers do not have time to prepare extra challenging materials for a variety of students, nor time to check these materials if available.

- (5) 5. Not enough space or materials available for true independent study.
- (4) 6. Resource area and library are not being used as they should be.
- 7. No effective system of control for S.O.S. students who often do not have the responsibility to get their work completed.
- 8. Not enough check by teachers of "Progress according to ability".
- 9. Is currently nothing more than work sheets, so called "enrichment activities" and assignments. Where is the student selection and self initiative?
- 10. Very few students at this age are capable of independent study. They tend to do nothing.
- (3) 11. Too many cannot assume responsibility for budgeting time, energy, or interest, yet they want that freedom.
- 12. There is too much cheating and copying and too little emphasis put on integrity in the loose structure of most pod situations.
- (2) 13. Should be clear that independent study cannot take place without teacher direction. The idea that students can be "let go" is not sound educational philosophy.
- 14. Students lose opportunity to participate in small group discussions with a teacher and other students. Children need to learn to share ideas and pleasant experiences. Also, must have recognition of their peers.
- 15. Students should earn the right to be a part of this program.
- 16. There isn't any, unless you call drawing a picture while waiting for everyone to finish is independent study.
- 17. In independent study, a student need not study an area he dislikes; even though this area of study may be very valuable to him.
- 18. Too much emphasis is placed on slow learner at Middle School -- poor program for gifted.
- 19. With reading problems and lack of motivation, many children cannot participate in this type of study.

29. Fallacy -- the "top, good, best," kids don't require as much teacher time as "average" or "below average" children do -- they DO!!!

XV. Positive Aspects of Standards and Expectations

1. Specific standards elicit improved performance and behavior.
2. Students are allowed to set up some of their own standards.
3. Staff guidance enables each student to interpret what is expected of him.
4. Everyone is currently provided with a positive experience in part of his school growth.
- (3) 5. Most areas have a minimum that is required of all students.
- (1) 6. Standards for our students must be compatible with those found in our society.
7. Team approach allows for more uniformity of standards and grading.
8. Students and staff, when aware of expected behavior, tend to behave in that manner.
9. Since both teachers and students have written behavioral objectives, each know the exact requirements expected of them.
10. There is an adequate chance for students and teachers to be involved in setting standards and personal expectations for their class and for themselves.
11. Packets distributed to the child helps him know exactly what work needs to be completed and the time allotted to complete the assignment.
- (5) 12. Good to have personal student evaluation according to his individual abilities.
13. Students are made responsible for their own actions.
- (4) 14. Academic standards and expectations vary with each individual child.
15. Behavior standards are not as individualized as academic standards and should not be.

- 16. Standards provide a measure of the progress of each individual, and should reflect mastery of skills in an orderly progression.
- 17. Essential in determining the effectiveness of program.
- (6) 18. Help build self worth and pride in accomplishments.
- 19. Precise standards and expectations facilitate the entire teaching-learning process.
- (2) 20. If a student knows where he stands, it is probably more conducive to his stability and security.
- 21. Minimum standards have been set and are trying to be reached.

XVI. Concerns Regarding Standards and Expectations

- (3) 1. Standards have been lowered. Not enough respect by some students for teachers, elders, property, etc.
- 2. Pride in own work in school lacking. Student self-image is enhanced by teacher praise and effort.
- 3. Standards are somewhat lowered because of pressure of time. No solution to this except less kids.
- (5) 4. Seems that the idea of let the student succeed has surpassed any standard of student quality.
- 5. Teachers must realize that rules there for children must be followed by adults.
- (4) 6. Rules must be enforced from the beginning of the year, not during the middle of the year.
- (1) 7. Teachers need to assist students in developing responsibility. They have "unloaded" the responsibility onto students without the necessary directions.
- 8. Goals seem to be post tests.
- 9. Kids are on a level of mediocrity with no motivation to attain a higher goal.
- 10. We all grade according to "ability". Since when can a teacher make that kind of judgement?

11. Not unified within all teams, let alone between teams.
- (6) 12. Standards of expectation are too low. Why??? Packets!!!
No motivation. When you finish this packet, pick up the next one.
13. Basic expectations should not be included in a continuous program as children are ready for different concepts at different times.
- (2) 14. With packets, some students aim to get through the work any way possible, i.e., rushing, copying, etc., instead of attempting to do their best work.
15. Standards set by grade level or age level are unrealistic and punitive to the slower moving student.
16. Too much negative freedom in halls--disrespect for classmates, teachers.
17. Sometimes done very rudely by teachers. Students are human also.
18. Discipline generally more problem in group behavior.
19. Student expectations of themselves here are very inconsistent.
20. People should be held responsible to do their own thinking as to what is right or what is expected.
21. Standards and expectations are currently a lot higher than attainment.

XVII. Complimentary Statements Concerning Philosophy

- (4) 1. The philosophy of individualized learning includes conduct and responsibility for such in working, learning, and living at school with peers, adults, and other students.
- (5) 2. The child's needs and the teacher's responsibility, when combined, should dictate what is to be taught. Emphasis should be based on learning that is based on clear, well-thought goals. Then, the learning environment should be maintained in a consistent manner.
3. Student learning should be based on continuous progress. He will then experience success and be motivated to explore new ideas.

4. Teachers and students must work together in selecting materials suited to the individual student which will help accomplish goals which have previously been discussed and agreed upon by student and teacher.
- (2) 5. Our entire learning process is based on the opportunity of a child to find success as he goes along. He should be involved in making decisions that affect his learning, but at the same time, we try to guide him in setting up goals which will help him realize a self-respect and acceptance of himself as a person.
- (1) 6. We feel that learning takes place in many different settings and with many different techniques. Also, that the more we can provide for our students, the more students we will touch. Most importantly, we really acknowledge a student as a human being, and try to touch his life in a positive way.
7. It is good to be non-graded. There still is competition, but not at the expense of the child. Being able to achieve at their own level, they become more independent.
8. Middle School is primarily an individualized type program. However, each child is closely supervised and helped toward maintaining the goals that he is capable of reaching.
9. Middle School strives to develop each child emotionally, psychologically, and intellectually.
- (6) 10. This philosophy identifies a rather ideal environment that we should move toward. It places emphasis on individualization which appears to be good. I feel we are a long way from reaching our goals, but we have made great steps during the last year. This indicates that we must reach the individual before we will ever reach the group.
11. The learning process is predicated upon five specific qualities set up for the student. These same five qualities should be set up in reverse for teachers by the student, particularly the one of self-esteem.
12. Expresses the idea that a student will progress if given the opportunity to make his own decisions and work at his own speed. Thereby, he will become more responsible.
13. Teachers will be given the responsibility of directing the student toward a meaningful goal. Each teacher will be given the opportunity to utilize his/her own individual teaching methods.

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- (3) 14. We accept a child as he is and accept personal responsibility for providing him with suitable materials and a proper learning situation for him as an individual. This means that each child, regardless of his abilities or problems, must be given a chance to succeed in all areas each day.
15. The "work" should depend upon the child's needs instead of a preconceived grade by grade "content".
16. Flexibility of the individual to meet new and varied circumstances is the key to meeting the ideas involved in our philosophy.
17. Several areas to consider when examining our philosophy include (1) Student interest must be cultivated in order for the philosophy to be successful. (2) Individual teachers will use methods and techniques that would not be successful for others. (3) Flexibility in interpreting individual reaction toward the goals of the philosophy should be maintained.
18. The student is looked at as an individual with very unique problems and potential. Because of his uniqueness, specific objectives are set with cooperation of both student and teacher. The student has a responsibility to himself to select courses of action which he feels is best for him in relationship to his environment.
19. In order to have high standards and great expectations, we must offer meaningful subjects--things of current value.
20. The teacher is an important person too. He or she must feel important as a person. The teacher is an individual and should relate to students on a human level--no set roles, but two people interacting. Together, they work toward the common goal.
21. Middle School philosophy dictates that we know the student, keep track of him, encourage him when necessary--discipline if necessary, and make a place for him that is comfortable.
22. The students work must be made meaningful and relevant to him. By personal evaluation he should be aware of where he is now and where he is going.
23. We accept the fact that some teachers get along with certain students better than others. In this way, we can make use of each teacher's uniqueness as well.

- 24. We have a long way to go as a faculty to accept and enact the philosophy, but at least we are having the "opportunity" to assess our beliefs and that is good.
- 25. There is evidence of good student-teacher relationships with few exceptions.

XVIII. Critical Statements Concerning Philosophy

- (2) 1. The very loose philosophy of the Middle School allows for great flexibility and experimentation. The philosophy is great, but we need a much more specific set of directions and better identification of specific ways of attaining our goals.
- (1) 2. Student option and choice does not mean each student has free choice in how, what, or even if he learns. He is allowed choices at the discretion of his teacher. He is not allowed choices that will jeopardize his learning and growth academically or otherwise if he chooses poorly.
- 3. It is difficult to measure intrinsic reward and self-esteem.
- 4. If we agree on the philosophy, what are we doing to enforce it? I realize that you will not get an over-all agreement on philosophy, but I for one would like to see it made vivid in the minds of the staff and with the understanding that the administration feels very strongly about its acceptance and practice.
- (4) 5. The philosophy is not being carried through. It is an idealistic philosophy which would be great if there was the room and staff. Areas not being done include (1) student selection is limited, (2) inconsistent grading and understanding of grades by students, (3) too much grouping of students for successful development of self-esteem.
- (5) 6. Inconsistency is really hurting. The packets seem to be producing children who are loath to do anything except what is absolutely required.
- 7. Individual teachers must have the freedom to know and work with individual students in a way that fits both personalities. Teachers cannot be locked into a system that prevents them from a creative style.

8. Hard to give students many meaningful options and alternatives if your classroom is too small for the 1 teacher and 55 students. I don't think that presently the philosophy can be properly implemented in my area.
9. The third paragraph of the philosophy (individual teaching style) is not easily facilitated by team teaching, team planning, and the pods.
10. We many times forget what the school philosophy is when dealing with problem students. Therefore, we need to be reminded more often of what it is.
- (6) 11. Students need to feel accountable to someone besides themselves for their actions.
12. The range of selection for students is small. We don't present many alternatives.
13. Does extrinsic reward have no place in the philosophy?
14. Just because people are offered many choices of behavior is no guarantee they will choose any or any valuable ones.
15. It is difficult to instill the desire for intrinsic reward in students when emphasis is on grades.
16. No child should be allowed to harm others or interfere with their learning. About time we consider this more carefully.
- (3) 17. Consideration of the student in everything we plan, do, or say is good ideally, but many of us fail to achieve consistency. We offer opportunities for the individual on paper, but, because of lack of facility, these options are often really only on paper.

APPENDIX C

Staff Questionnaire

THE QUESTIONS INCLUDED IN THIS QUESTIONNAIRE REPRESENT THOSE ITEMS FROM THE INITIAL SURVEY WHICH RECEIVED TOP PRIORITY DURING PHASE II OF THIS EVALUATION.

IN EACH CASE, PLEASE READ THE STATEMENT CONCERNING MIDDLE SCHOOL INNOVATIONS CAREFULLY AND DECIDE HOW YOU FEEL ABOUT THAT STATEMENT. YOU MAY THINK THE STATEMENT IS CERTAINLY TRUE, SO YOU MIGHT SAY THAT YOU STRONGLY AGREE WITH THAT STATEMENT. YOU MIGHT, HOWEVER, FEEL THAT THE STATEMENT IS CERTAINLY NOT TRUE. IN THIS CASE, YOU MIGHT SAY THAT YOU STRONGLY DISAGREE WITH THE STATEMENT.

IN SOME CASES, YOUR FEELINGS ABOUT THE STATEMENT MAY BE SOMEWHERE BETWEEN THESE VERY STRONG ANSWERS AND YOU MIGHT JUST ANSWER AGREE OR DISAGREE. IN A FEW CASES, YOU MAY FEEL THAT YOU JUST DON'T KNOW ENOUGH ABOUT THE STATEMENT TO MARK ANY OF THESE, OR YOU MAY NOT FEEL ONE WAY OR THE OTHER; YOU WOULD THEN MARK NO OPINION.

TO MAKE IT EASIER FOR YOU, THESE DIFFERENT POSSIBLE ANSWERS ARE LISTED NEXT TO THE LETTERS A, B, C, D, AND E. YOU SHOULD CHOOSE THE ANSWER YOU BELIEVE BEST DESCRIBES YOUR FEELING AND BLACKEN THE SPACE OVER THE CORRECT LETTER.

- A I strongly agree with the statement
- B I agree with the statement
- C I have no opinion about the statement
- D I disagree with the statement
- E I strongly disagree with the statement

IT IS MOST IMPORTANT THAT RESPONSES DESCRIBE THE PROGRAM AS IT CURRENTLY OPERATES AT THE BETTENDORF MIDDLE SCHOOL.

SPACE UTILIZATION:**BEST COPY AVAILABLE**

1. Open space provides a good opportunity for effective team teaching.
2. Open space is less conducive to work and more "open" to conversation and socialization than a smaller, more contained room would be.
3. Open space provides an informal setting which lends itself to creative learning.
4. Smaller, more traditional classrooms are necessary for those who cannot function in a large open space with its many distractions.
5. Open space is not effective for the slow learner or dependent type student.
6. Open space allows for large group instruction of that material which lends itself to less individual or personal attention.
7. To increase the number of students in one place necessarily increases the confusion and control problems.
8. Open space learning centers at Bettendorf Middle School better utilize teacher strengths than more traditional classrooms would.
9. Open space learning is too impersonal - students get lost too easily in a large group.
10. Open space learning benefits students by exposing them to a greater variety of teaching personalities.
11. Communication and rapport with students are more difficult in open space situations.
12. Open space allows for more individualized activities geared to the child's ability than a contained classroom would.
13. The general problem of "students not listening" has resulted from student efforts to tune out the additional distractions of an open space learning environment when they personally are ready for quiet.
14. The combination of open space and small rooms utilized at Bettendorf Middle School allows for grouping students according to their needs, thus enabling them to progress at their own rate and level.

15. A combination of open space and small rooms allows for better utilization of professional human resources, according to individual strengths.
16. In the current Bettendorf Middle School operation, the learning activity governs the space rather than the space governing the learning activity.

OTHER COMMENTS YOU MAY HAVE REGARDING ADVANTAGES OR DISADVANTAGES OF CURRENT SPACE UTILIZATION

TEAM TEACHING-TEAM PLANNING

17. Teaching philosophies of team members are sometimes so far apart that it is difficult to reach a decision (agreement) on discipline procedures, expectations desired from students, and various approaches to learning.
18. Team teaching at Bettendorf Middle School offers a variety of personalities and styles for students in both methods and materials, thus enabling a student to work with a teacher he/she likes.
19. Team teaching at Bettendorf Middle School tends to allow weak team members to hide and shirk responsibilities.
20. Team teaching at Bettendorf Middle School enables more children to benefit from a teacher's personal strengths.
21. Instead of team teaching, we have tended to develop a system of turn teaching.
22. Team teaching at Bettendorf Middle School encourages each individual teacher to expand his/her knowledge and improve his/her own teaching methods by the stimulus of observing other members of his/her team.
23. Team teaching has turned into little more than a production line for completed packets.

24. Constantly teaching with others in a large area causes a teacher to lose his/her identity, thus stifling individual ingenuity, initiative, and responsibility.
25. The sharing of ideas at Bettendorf Middle School results in better curriculum, since several opinions are involved.
26. Strong, extrovert types sometimes overpower other team members with good ideas, thus stifling creative contributions.
27. There is a critical shortage of time when all team members are available for collective planning.
28. Team planning at Bettendorf Middle School offers a chance to talk over problems, get help, reassurance and suggestions, and obtain a fresh approach.
29. Many good ideas are lost in team planning because individual ideas may not agree with team decisions.
30. Team planning at Bettendorf Middle School gives consistency to the program presented to students. This prevents overlap and omissions.
31. An excessive amount of team planning time is utilized in mechanical procedures rather than actually discussing student needs.
32. Teachers at Bettendorf Middle School are taking advantage of each other's special field of knowledge by sharing ideas.

OTHER COMMENTS YOU MAY HAVE REGARDING ADVANTAGES OR DISADVANTAGES
OF TEAM TEACHING - TEAM PLANNING

CONTINUOUS PROGRESS

33. Students starting from where they have progressed experience more success, more learning and less behavior problems.
34. Continuous progress (individualized learning) is not occurring at Bettendorf Middle School. Since most students are subjected to group evaluation techniques, there is little real, continuous progress.
35. Continuous progress at Bettendorf Middle School eliminates wasted time for students. This enables them to advance to levels that they would not reach in traditional situations.
36. There is a definite lack of time for careful evaluation and planning with and for each individual.
37. Continuous progress, as practiced at Bettendorf Middle School, gives each child the opportunity to learn and add to his skills without the stigma of failure.
38. The lack of enough different types of instructional materials at Bettendorf Middle School causes students to get "bogged down" with packets.
39. With proper planning, continuous progress can be accomplished within current traditional pupil-teacher ratios.
40. It is difficult for students to share ideas and express ideas to the group when they are working at different speeds.

OTHER COMMENTS YOU MAY HAVE REGARDING ADVANTAGES OR DISADVANTAGES OF CONTINUOUS PROGRESS

BEST COPY AVAILABLE**INDEPENDENT STUDY**

41. Independent study at Bettendorf Middle School provides an excellent means of encouraging students to pursue their own interests, explore new ideas in depth, and adjust their schedule (quest) to meet their own needs.
42. Many children having reading problems and/or lack of motivation cannot effectively participate in independent study.
43. Independent study at Bettendorf Middle School allows an opportunity for self-pacing and the development of personal responsibility.
44. Independent study cannot take place without teacher direction. The idea that students can be "let go" is not sound educational philosophy.
45. Independent study at Bettendorf Middle School is currently little more than worksheets, so called "enrichment activities" and assignments.
46. Many students cannot assume responsibility for budgeting their time or directing their own energies and interests; yet they want this freedom.
47. Students at Bettendorf Middle School currently have too many packets, behavioral objectives, and lectures. A greater variety of learning experiences is necessary.
48. Misuse of current space and materials for independent study is more prevalent than the shortage of same.

**OTHER COMMENTS YOU MAY HAVE REGARDING ADVANTAGES OR DISADVANTAGES
OF INDEPENDENT STUDY**

BEST COPY AVAILABLE**STANDARDS AND EXPECTATIONS**

49. There is an adequate chance for students and teachers at Bettendorf Middle School to be involved in setting standards and personal expectations for their class and for themselves.
50. The extensive use of packets at Bettendorf Middle School elicits mediocrity, lack of motivation, copying, etc., rather than challenging a student to do his/her best work.
51. Academic standards and expectations must vary with each individual child.
52. Standards set for Bettendorf Middle School students are compatible with those found in society.
53. Rather than assisting students in the development of personal responsibility, teachers at Bettendorf Middle School have unloaded the responsibility onto the students without the necessary guidance.
54. Basic minimum standards have been established at Bettendorf Middle School and are clearly understood by the entire staff.
55. Proposed standards and expectations at Bettendorf Middle School are currently much higher than attainment.
56. Basic expectations should not be included in a continuous progress program as children are ready for different concepts and skills at different times.

**OTHER COMMENTS YOU MAY HAVE REGARDING ADVANTAGES OR DISADVANTAGES
OF CURRENT STANDARDS AND EXPECTATIONS**

PHILOSOPHY

57. A student will progress if given the opportunity to make his own decisions and work at his own speed. Thereby, he will become more responsible.
58. The Bettendorf Middle School philosophy identifies a rather ideal environment that we are moving toward. Though great strides have been made in this direction, we are still a long way from reaching our proposed goals.
59. The philosophy of the Bettendorf Middle School allows for great flexibility and experimentation, but we need a much more specific set of directions and better identification of specific ways of attaining our goals.
60. Student option and choice means each student has free choice in what, how, or even if, he learns.
61. At Bettendorf Middle School, we offer many opportunities for the individual on paper. However, due to lack of program, materials, or facility, these options are often only on paper.
62. With few exceptions, there is evidence of good student-teacher relationships at Bettendorf Middle School.
63. Additional staff instruction is necessary in the techniques and fundamentals of the current Bettendorf Middle School operation.

OTHER COMMENTS YOU MAY HAVE REGARDING ADVANTAGES OR DISADVANTAGES
OF THE CURRENT MIDDLE SCHOOL PHILOSOPHY

APPENDIX D

Student Questionnaire

THIS QUESTIONNAIRE WILL HELP US TO BETTER UNDERSTAND OUR MIDDLE SCHOOL EDUCATIONAL PROGRAM. YOUR OPINION IS IMPORTANT, SO PLEASE ANSWER THESE QUESTIONS AS HONESTLY AS YOU CAN. DO NOT SIGN YOUR NAME.

IN EACH CASE, YOU SHOULD READ THE STATEMENT CAREFULLY AND DECIDE HOW YOU FEEL ABOUT THAT STATEMENT. YOU MAY THINK THE STATEMENT IS CERTAINLY TRUE, SO YOU MIGHT SAY THAT YOU STRONGLY AGREE WITH THAT STATEMENT. YOU MIGHT, HOWEVER, FEEL THAT THE STATEMENT IS CERTAINLY NOT TRUE. IN THIS CASE, YOU MIGHT SAY THAT YOU STRONGLY DISAGREE WITH THE STATEMENT.

IN SOME CASES, YOUR FEELINGS ABOUT THE STATEMENT MAY BE SOMEWHERE BETWEEN THESE VERY STRONG ANSWERS AND YOU MIGHT JUST ANSWER AGREE OR DISAGREE. IN A FEW CASES, YOU MAY FEEL THAT YOU JUST DON'T KNOW ENOUGH ABOUT THE STATEMENT TO MARK ANY OF THESE, OR YOU MAY NOT FEEL ONE WAY OR THE OTHER; YOU WOULD THEN MARK NO OPINION.

TO MAKE IT EASIER FOR YOU, THESE DIFFERENT POSSIBLE ANSWERS ARE LISTED NEXT TO THE LETTERS A, B, C, D, AND E. YOU SHOULD CHOOSE THE ANSWER YOU BELIEVE BEST DESCRIBES YOUR FEELING AND BLACKEN THE SPACE OVER THE CORRECT LETTER.

- A I strongly agree with the statement
- B I agree with the statement
- C I have no opinion about the statement
- D I disagree with the statement
- E I strongly disagree with the statement

IT IS MOST IMPORTANT THAT YOUR RESPONSES DESCRIBE THE PROGRAM AS IT CURRENTLY OPERATES AT BETTENDORF MIDDLE SCHOOL.

STUDENT QUESTIONNAIRE

1. I can do better school work in the large open space areas than I can in the small classrooms.
2. In the large open space areas, students must learn to "shut out" sounds and other people around them.
3. I would prefer having more than one teacher work with me in each subject area.
4. There is less school work and more conversation (socialization) in the open space areas than in the small classrooms.
5. Having more than one teacher available in large group helps me to learn more.
6. I tend to get lost in the large group learning areas.
7. In most of my classes, students are able to pursue problems and projects on an individual basis that are of special interest to them.
8. I feel good about most of the work I do in school.
9. My teacher is often too busy to help me when I need help.
10. I am able to move ahead at my own rate in subjects I do well in or am especially interested in.
11. In most of our classes, we often get a chance to make decisions together.
12. We usually do not have enough interesting materials and activities in most of our classes.
13. I am able to work at my own level in most subject areas.
14. I have a good relationship with most of my teachers.
15. The student should have the responsibility to determine what, how, or even if he should learn.
16. In completing packets, students tend to give answers and copy rather than helping each other do their "own" best work.
17. Most of my teachers give me enough time to finish my work.
18. The standards set for Middle School students are very similar to those I find outside of school.

- 19. Students need more teacher guidance in the area of personal responsibility development.**
- 20. My teachers will respect me as a person even when I have done poorly on my school work.**

BEST COPY AVAILABLE**APPENDIX E****Percentage Distribution - Student Questionnaire**

<u>ITEM ANALYSIS - 1323 STUDENTS</u>					
	<u>STRONGLY AGREE (%)</u>	<u>AGREE (%)</u>	<u>NO OPINION (%)</u>	<u>DISAGREE (%)</u>	<u>STRONGLY DISAGREE (%)</u>
1.	31	32	15	15	7
2.	31	37	15	11	6
3.	20	20	20	23	16
4.	21	27	18	19	15
5.	32	29	18	13	8
6.	5	11	14	35	34
7.	13	28	33	15	10
8.	25	43	16	9	6
9.	26	24	15	22	13
10.	38	35	10	10	7
11.	10	34	18	24	14
12.	22	22	18	24	14
13.	31	47	9	8	5
14.	28	39	16	7	10
15.	23	21	27	15	14
16.	14	22	26	20	18
17.	19	38	10	17	16
18.	5	18	34	22	21
19.	13	23	36	17	11
20.	23	27	18	13	19

APPENDIX F

Percentage Distribution - Staff Questionnaire

<u>ITEM ANALYSIS - 84 TEACHERS</u>					
	<u>STRONGLY AGREE (%)</u>	<u>AGREE (%)</u>	<u>NO OPINION (%)</u>	<u>DISAGREE (%)</u>	<u>STRONGLY DISAGREE (%)</u>
1.	32	55	7	6	0
2.	27	38	7	24	4
3.	14	54	12	20	0
4.	79	17	1	2	1
5.	31	25	6	33	5
6.	42	46	2	10	0
7.	34	32	6	23	5
8.	17	43	16	19	5
9.	13	36	7	40	4
10.	26	57	7	8	1
11.	19	33	11	24	13
12.	19	37	13	27	4
13.	21	36	17	21	5
14.	25	35	21	17	3
15.	30	51	14	4	1
16.	6	20	12	37	25
17.	25	41	9	18	7
18.	11	36	11	34	8
19.	14	31	18	32	5
20.	10	56	14	20	0

ITEM ANALYSIS - 84 TEACHERS

	<u>STRONGLY AGREE (%)</u>	<u>AGREE (%)</u>	<u>NO OPINION (%)</u>	<u>DISAGREE (%)</u>	<u>STRONGLY DISAGREE (%)</u>
21.	8	28	25	32	7
22.	13	61	12	11	3
23.	13	30	17	33	7
24.	10	26	15	38	11
25.	32	54	8	5	1
26.	13	54	16	17	0
27.	50	23	10	17	0
28.	20	56	11	13	0
29.	12	50	17	20	1
30.	8	45	19	27	1
31.	30	39	18	13	0
32.	13	56	14	12	5
33.	35	45	14	6	0
34.	16	29	16	32	7
35.	5	49	9	32	5
36.	57	36	2	4	1
37.	13	44	11	26	6
38.	21	37	18	23	1
39.	7	30	9	29	25
40.	12	41	3	37	7
41.	11	33	11	33	12
42.	32	56	6	4	2
43.	8	50	11	27	4

ITEM ANALYSIS - 84 TEACHERS

	<u>STRONGLY AGREE (%)</u>	<u>AGREE (%)</u>	<u>NO OPINION (%)</u>	<u>DISAGREE (%)</u>	<u>STRONGLY DISAGREE (%)</u>
44.	43	41	2	12	2
45.	17	43	21	14	5
46.	31	56	5	7	1
47.	24	38	23	14	1
48.	8	19	30	37	6
49.	6	45	8	36	5
50.	26	34	14	20	6
51.	48	43	1	7	1
52.	4	50	15	25	6
53.	11	32	15	35	7
54.	1	12	15	55	17
55.	8	24	33	31	4
56.	12	23	13	43	9
57.	13	27	7	43	10
58.	30	63	6	1	0
59.	30	45	6	15	4
60.	1	13	5	45	36
61.	27	51	6	16	0
62.	42	56	2	0	0
63.	1	34	44	10	11

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