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ABSTRACT

This study describes the systematic efforts of the faculty of Dearington Elementary School, Lynchburg, Virginia, to examine needs for change, study alternatives, and adopt and implement change strategies to meet identified needs following court-ordered integration in 1970. Chapter 1 provides a change model and consolidates case data. Chapter 2 presents basic assumptions related to leadership styles and effects of teacher and parent attitudes on change. Chapters 3 and 4 present the collected data from testing the assumptions through observation, interviews, questionnaires, and surveys. Conclusions reported in Chapter 5 suggests the importance in the change process of developing close interpersonal relationships, maintaining a warm and accepting school environment, increasing pupil responsibility, and directing attention toward developing parent knowledge and support. (Author/DW)

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TOWARD EFFECTIVE CHANGE IN AN ELEMENTARY SCHOOL:
A CASE STUDY OF SOME POSITIVE RESULTS OF COURT-ORDERED CHANGE

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"Some men see things as they are and ask why.

I dream things that never were and say, why not."

- Robert F. Kennedy

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CHAPTER I

INTRODUCTION

The present is the most incredibly changing age in man's history. Knowledge is doubling every ten years. Twenty-five percent of all the people who have ever lived are alive today. Scientists predict for the not-too-distant future such activities as genetic manipulation, ocean farming, household robots, and automated highways, indicative of many future developments not yet imagined.

It may be ridiculous to try to predict the nature or the magnitude of change, but it can be predicted with certainty that there will be change and that its pace will be rapid. Change, however, is neutral. One must do something with it before it can work for you. It is desirable, therefore, to be prepared to deal with change.¹

Demands upon schools are being made as never before. Schools have, to some extent, always been challenged, in the past and today, and many failed then, too, in their attempts at providing for many children's needs. These failures in previous times, however, had less serious consequences for

¹The Learning Program (Dayton: I/D/E/A, 1971), p. 7.

the children or for society than these failures have today.²

Many people today appear uncertain and uneasy about the future. Even though many recognize that change is inevitable, they lack confidence in their abilities to manage change successfully. Increasingly, additional demands are being made upon schools, and more effectiveness is being required. Unfortunately, in such circumstances many educators tend to react by refining the practices which caused the concern in the first place. In their respect for tradition, many act as does the horse who returns to his old stall when the barn is on fire.³

Many are calling attention to a need for change in schools. Goodlad and Anderson were among the first to point out the absurdity of the same grade-level expectations for all of the children of the same age in the same class.⁴ At any given grade level, the range of ability equals the number of students in the room. For any given child, the ability in one subject is not necessarily the same as ability in another area.

²E. W. Gordon and D. A. Wilkerson, Compensatory Education for the Disadvantaged. Progress and Practices: Preschool Through College (New York: College Entrance Examination Board, 1966), p. 2.

³L. Thomas Hopkins, "The Overlooked Factor," Phi-Delta Kappan (June 1974), p. 694.

⁴John I. Goodlad and Robert Anderson, The Nongraded Elementary School (New York: Harcourt, Brace & World, Inc., 1963), p. 56.

The folly of trying to teach the same thing at the same time to a group of children may be compared with asking them to all perform the same physical objective. The most agile do so because of their natural endowments, but the teacher takes the credit. Many may improve with instruction and practice. A few probably continue to be hopelessly clumsy. When that happens, they and their inheritance - but not the teacher - take the blame.⁵

Silberman has eloquently pointed out that too often schools are "grim, joyless places."⁶ Others, such as Holt and Herndon, accuse schools of molding pupils into unjust competitiveness and of disregarding individual feelings.⁷ Teachers frequently ask questions and move around the room from student to student, disregarding reasonable answers, until someone gives the answer the teacher wants.⁸ Almost all the traditions of school - lectures, labels, grades, bells - are designed to make children accept others' decisions. It is no accident, then, that many children fail. The conventions of many schools are designed to guarantee it.⁹

⁵Charles E. Silberman (ed.), The Open Classroom Reader (New York: Random House, 1973), p. 69.

⁶Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 10.

⁷James J. Shields, The Crisis in Education is Outside the Classroom (Bloomington: Phi Delta Kappa Educational Foundation, 1973), pp. 8-10.

⁸Ibid., p. 8.

⁹Neil Postman and Charles Weingartner, How To Recognize a Good School (Bloomington: Phi Delta Kappa Educational Foundation, 1973), p. 13.

Even students themselves, particularly at higher levels of education, have raised valid concerns about the inappropriateness and irrelevance of much that happens or fails to happen as they supposedly become educated. These students seem to be calling for an open, sensitive school environment to which they can contribute by enthusiastic participation. They want to participate in making the school an important source of learning, although they see it as but one of many such sources.¹⁰

Alternatives have been suggested which offer possibilities for overcoming some of the indicated problems. Goodlad and Anderson propose the nongraded school.¹¹ Silberman draws upon reports of the English experiences to suggest that schools become more humane and open.¹² Others have identified flexible ways to organize schools so that the emphasis becomes not on group needs and group teaching, but on individual needs and individual learning.^{13,14}

¹⁰Neil P. Atkins, "What Do They Want?" Educational Leadership (February 1970), pp. 439-441.

¹¹Goodlad and Anderson, op. cit., p. 163.

¹²Silberman, The Open Classroom Reader, p. xvi.

¹³Evelyn Murray and Jane Wilhour, The Flexible Elementary School: Practical Guidelines for Developing a Nongraded Program (West Nyack, N.Y.: Parker Publishing Company, Inc., 1971), pp. 3-24.

¹⁴Marion Pope Franklin (ed.), School Organization: Theory and Practice (Chicago: Rand McNally & Company, 1967), p. 79.

A conclusion of many, however, is that although much has been written and said about making changes, little change has actually been accomplished.¹⁵ The graded structure, assuming that all children of the same age learn at the same rate, organizes the children and classifies the content accordingly. Once established, the graded structure created other fixtures: arbitrary standards of promotion, textbooks with graded content which became the course of study, teacher education methods which emphasized how to teach the graded content, and graded expectations by parents and teachers.

Over the years, a number of assumptions about graded schools have been challenged, tested, and disproven to the satisfaction of many. That is not to imply that some graded schools have not served well within their spheres of influence, but it is to say that many improvements within that structure have been the result of someone having tested old ways and found the underlying assumptions to be of doubtful value.¹⁶

Much traditional teaching is based on aims that some feel were wrongly conceived and on assumptions they feel are erroneous. What a child "knows" is often assumed to matter more than the kind of person he is becoming. The work, a by-product of the teaching, is often mistaken for

¹⁵James Cass, "Are There Really Any Alternatives?" Phi Delta Kappan (March 1973), p. 452.

¹⁶Murray and Wilhour, op. cit., pp. 18-20.

the child, who is the product. The shadow is too frequently mistaken for the substance. Authority is too often misused. Children are hampered in by admonitions. Conditions are created in which it is impossible for children to make mistakes and teachers then congratulate themselves because the children don't make them. Success is not effectively used as an educational tool and teachers are unaware of the great significance of failure.¹⁷

While some believe that significant change cannot come from within the organization,¹⁸ others, such as Goodlad, believe schools will not be altered effectively through external intervention, however well-meaning or ingenious that intervention is. The assumption is that schools must restructure themselves through continuous self-renewal.¹⁹

Those who hold that intervention by outside sources is necessary for change claim that inbreeding and interdependence within an organization require outside experts to serve as catalysts to bring about change. However, the efforts of the external agent are doomed unless impetus and support for change come from within the organization.²⁰

¹⁷Silberman, loc. cit., p. 66.

¹⁸Lyle E. Schaller, The Change Agent (Nashville: Abingdon Press, 1972), pp. 42-48.

¹⁹John Goodlad, "The Child and His School in Transition," The National Elementary Principal (January 1973), p. 28.

²⁰Theodore Kauss, Leaders Live With Crisis (Bloomington: Phi Delta Kappa Educational Foundation, 1974), p. 20.

Those who do suggest alternatives frequently do not delineate how or why. Even well-known strategies proposed for the change agent, such as those suggested by Druker, Lewin, and others,²¹ usually are not identified within the total context of the necessity for the change and toward specific alternatives to the present condition. This writer feels there is a need to examine these three aspects - why change?, to what?, how? - within a total framework, hence the rationale for this study.

In a school situation in which the writer has been involved, the faculty has indeed attempted to look at the need for change, at some of the proposed alternatives, and to adopt change strategies to deal with many of the concerns which have been raised.

The purpose of this study is to describe how change has happened and continues to happen in Dearington Elementary School, supported by background resources in the areas involved.

In order to report on these activities, the study is organized into five chapters and fifteen appendices.

Chapter I - The Introduction - identifies the scope of the study as describing the total change activity within Dearington School. The study may be justified from the stand-

²¹Schaller, op. cit., pp. 85-120.

point of the value of consolidating data about what has occurred and indicating future directions of need as well as the broader purpose of providing a positive model which others might find helpful. Background supporting literature is cited where appropriate.

Chapter II - Basic Assumptions and Methodology - uses background literature in support of several assumptions made and contains a brief description of the methodology and procedures used in the study.

Chapter III - A Description of the Changes - describes the setting in which change was considered, alternatives studied, and decisions made and implemented. This section of the study also describes the events which helped provide answers to questions raised in two interrelated areas: administrative behavior and organizational structure. More specifically, the following are dealt with:

Administrative behavior:

- Is there a difference in willingness to change due to different leadership styles? An answer is suggested through analysis of interviews with teachers.
- What is an appropriate role for the principal as an agent of change? A questionnaire was used to have teachers identify those characteristics they feel are desirable.

- How are key people identified to help institute and lead change? A description of criteria used in this selection is given.

- What decision-making procedures were employed? Again using a descriptive section, the effectiveness of those procedures is indicated, supported by teachers' responses to a questionnaire.

Organizational structure:

- What changes in philosophy occurred? A description, supported by outside evaluation of the effectiveness of this change, is given.

- How was the decision reached to utilize the IGE (Individually Guided Education) model? Schedules of activities, teachers' responses to a brief questionnaire, and descriptive material provide answers.

- What learning environment exists? A survey of teachers' perceptions provides information to characterize this environment, along with supportive evidence from a parent survey.

- How does the unit structure provide organized flexibility? Teacher opinions given on a questionnaire and evidence of monitored accomplishment of specific outcomes identified by I/D/E/A (Institute for Development of Educational Activities) are cited.

Background literature is used throughout the chapter as support for the procedures described.

Chapter IV - Further Description of Change - describes two additional areas: teacher behavior and pupil and parent attitudes. The following are considered:

Teacher behavior:

- What commitment was given toward change? A description of procedures used to gain commitment is supported by teachers' responses to several questions.
- How do teachers view their role in the IGE process? Their answers to a questionnaire posed by I/D/E/A reveal their attitudes.
- What methodology is utilized for grouping and for accommodating varying learning modes? The situation as it has been observed is described, along with data indicating the extent of accomplishment of I/D/E/A-developed objectives in this area at several points in time.

Pupil and parent attitudes:

- What are pupils' attitudes toward this different school structure? Their responses to a questionnaire are given.
- What activities have been employed to inform and involve parents, and how have they responded to these efforts? A description of specific events is given, with parent responses to questions indicating their

feelings about the school's information efforts.

- What has been the community feeling about these massive changes? Observations are given to describe this.

Again in this chapter, as in previous ones, appropriate background literature is cited.

Chapter V - Summary, Conclusions, and Recommendations For Further Study.

Appendices - This section could prove particularly useful to those who might attempt a similar effort. Examples of the formal questionnaires and surveys used as well as sample informal interview questions are given. Also included are several schedules of activities which may serve as additional guides for others to follow who would become part of the exciting and rewarding imperative of developing creative individualized learning experiences for children.

CHAPTER II

BASIC ASSUMPTIONS AND METHODOLOGY

The change effort at Dearington Elementary School, within the extent of the present examination, began with a court-ordered restructuring of school attendance areas for desegregation purposes in the late summer of 1970. Within a few days following the court order, the writer was appointed principal of the school and the teachers reported to prepare for the opening of the school term.

Dearington School is located in a totally black neighborhood in Lynchburg, Virginia, and until 1970, consisted of a totally black student body with a minimal amount of staff integration. With the opening of the 1970-71 school year, the student body became approximately fifty percent white and fifty percent black. Subsequent changes in attendance areas have resulted in a composition which is now two-thirds white and one-third black. The faculty is composed of a similar racial ratio. Almost all of the white students are bussed to the school from adjoining almost all-white neighborhoods.

Beginning in the fall of 1972, following extensive preparation, Dearington School adopted the Individually Guided Education (IGE) model, developed by the Institute for Development of Educational Activities (I/D/E/A) of Dayton, Ohio. A description of how that model was instituted and how it is operated is included in later sections of this study. Extensive evaluation of accomplishment in following the model has been carried out both within the school and through I/D/E/A, involving staff, pupils, and parents.

Several basic assumptions about change have guided these activities:

1. Leadership style can be an important factor in initiating, encouraging, and implementing change.
2. Characteristics can be identified which are desirable for the leader of change to possess.
3. Decisions can be implemented more effectively when those responsible for implementing them also have responsibility for making those decisions.
4. Thorough study and preparation is desirable for reducing resistance and building support for change.

5. Teachers' attitudes toward change affect its successful accomplishment.
6. Pupils can be led to accept increasing responsibility for their own direction.
7. Parent support can be developed if parents are informed and involved.

These assumptions come, in turn, from literature which suggests that we face a world that changes so rapidly that it makes unknown demands upon children and adults. A means of honestly preparing children or ourselves to live in and cope with such a world may be by giving them much more important and basic tools for learning than a list of facts, by providing them with respect for human differences, so that we and they may appreciate, value, and protect those differences, and by helping them become self-directed human beings who internalize a human and humane value system to serve them throughout their lives.²² Therefore, how this might be accomplished seems an appropriate area for investigation.

A primary component of effective leadership for developing such a system may be reflected in creating and maintaining a stimulating work environment, designed specifically to enhance creativity, growth, and change. Such an

²²The Learning Program, pp. 79-80.

atmosphere is a dedication on the part of people; a commitment to the task. It is an expression of trust. It is a response to the mandate for experimentation, growth, innovation, and reform. It is an atmosphere where creativity flourishes and ideas are encouraged and supported. This climate does not descend fully developed, however, nor can it be achieved without encountering problems. Such an atmosphere seems possible if the principal believes in its possibilities and works accordingly, establishing a course of positive action based on sound principles of organization and human relations.²³ As one views the implications of change as related to the principalship, few, if any, professions appear to offer more challenges, opportunities, or ultimate satisfactions.²⁴ Therefore, an examination of the principal's role in change seems appropriate.

Change may come through fostering creative dissatisfaction that can lead to new solutions to old problems. No organization can change itself effectively in the absence of clearly stated beliefs and goals. Once this is accomplished, the most important role for the principal may be as personifier of the philosophy. He must, by his decisions, questions, and actions exemplify what the school stands for. To a large

²³Theodore J. Jenson et al., Elementary School Administration (Boston: Allyn and Bacon, 1969), pp. 148-149.

²⁴Ibid., p. 508.

extent, an organizational environment appropriate for fostering change seems to depend on the ability of the staff to assume responsibility for decision-making and on the ability of the principal to help them do so.²⁵ How that may be accomplished is, therefore, examined in the present investigation.

When reduced to its essence, the true test of leadership may be followship. No matter how democratically or autocratically leadership is defined or exercised, there are no leaders unless there are followers. Thus, the leader must be able to do more than merely hold the position. While the power of position cannot be ignored, by itself that power is inadequate. If the leader is not able to develop insights and talent for delegating authority, for looking at alternatives, for communicating effectively, for coordinating the total staff effort, then the position will soon slip away.²⁶ Attention is directed in this study toward effectively working with this process.

Instead of making excuses for why one shouldn't change, as is often the case, effort might be better spent working at how to effect desirable change. Often, though,

²⁵Eugene R. Howard, "The Principal As a Change Agent," monograph, (Dayton: I/D/E/A, 1967), pp. 1-11.

²⁶Melvin P. Heller, Preparing Educational Leaders: New Challenges and New Perspectives (Bloomington: Phi Delta Kappa Educational Foundation, 1974), p. 10.

innovation is attempted because it seems the currently fashionable thing to do or else what happens is only changed superficially. Change must amount to more than organizational manipulation. It must involve what teachers do when they teach and what students do when they learn.²⁷

Unless change is used to move beyond traditional thinking and experiences, one may remain boxed in by the past.²⁸ Neither commitment to change nor frenzied activity designed to effect change has provided visible knowledge about the process of change.²⁹ Some contend that the core of the answer is money, but money alone is seldom the critical ingredient. The past record is overwhelmingly on the side of the argument that ideas, innovation, and openness to new approaches are far more influential in the change process than are dollars.³⁰ If only a fraction of the money currently being spent to change educational practices were spent to find out how to succeed in making change, a great deal more might be gained.³¹

²⁷Eugene R. Howard, "Current Innovative Practices and Schools of the Future," monograph, (Dayton:I/D/E/A, 1968), p. 1.

²⁸The Learning Program, p. 7.

²⁹Jerrold M. Novotney (ed.), The Principal and the Challenge of Change (Dayton:I/D/E/A, 1971), pp. 5-6.

³⁰Schaller, op. cit., p. 11.

³¹Novotney, op. cit., p. 7.

A reasonable role for the principal to vigorously assume is that of change agent, since an organization which does not change may not survive.³² The principal/ change agent has many choices to make. He must choose between either acting as an innovator seeking to press for change through the introduction and implementation of new ideas or acting as a facilitator of change by seeking to increase the degree of openness to innovation in the organization. While these two are not incompatible roles, they are different and both are quite time-consuming. Therefore, it is very difficult for one person to be able to function effectively in both roles at the same point in time.³³

By action or inaction, every person involved in the leadership of the school - principal, teacher, or parent - is in one way or another an agent of change. Some are passive, others negative, and an increasing number seem to be finding satisfaction in becoming affirmative agents of change.³⁴

The affirmative methodology used for accumulating data for this study included:

1. Participation by the writer as an observer of the entire process described, with personal observations given where appropriate,

³²Kauss, op. cit., p. 20.

³³Schaller, op. cit., p. 36.

³⁴ibid., pp. 12-13.

2. Informal interviews of teachers to determine effects of different leadership styles,
3. Identification by teachers of characteristics they feel it is desirable for the principal to possess,
4. Observation by outside sources, specifically by the Southern Association Visiting Committee, indicating fulfillment in practice of the philosophical statement,
5. Surveys developed by I/D/E/A in which teachers indicated their opinions of the effectiveness of the IGE decision-making structure, the learning climate utilized, and their feelings about the success of the unit in meeting the needs of individual learning styles and rates,
6. Schedules of in-service activities and teachers' responses to a brief evaluative questionnaire about these activities,
7. Questionnaires developed by I/D/E/A in which pupil perceptions of IGE and their school were indicated, and
8. Schedules of parent information activities and parent responses to a questionnaire in which attitudes toward these activities were indicated.

CHAPTER III

A DESCRIPTION OF THE CHANGES

In America we are experiencing a social revolution. There appear to be anxieties and dissatisfactions as never before. In such a climate, we have an obligation to listen to those who are trying to relate this revolution to the needs of children.³⁵

A profound shift is taking place in the manner in which many are thinking about children and about schools. The emphasis seems to be more on humaneness and understanding, more encouragement and trust, and away from the idea of the teacher as the source of all knowledge and toward viewing the teacher as a facilitator of learning; away from the traditional approach of teaching to the whole class toward a concern for individualized instruction and learning.³⁶

Within such a framework, the Dearington School staff discussed possible ways of dealing with considerable parent unrest and the wider divergence of pupil achievement which an examination of permanent records and test data indicated

³⁵Alvin Hertzberg and Edward Stone, Schools Are For Children (New York: Schocken Books, 1971), p. 227.

³⁶Silberman, loc. cit., p. xvi.

would be evident, as we planned to approach the suddenly drastically altered situation brought about by court-ordered integration.

For many of the pupils and their parents, this would be their first experience in a direct contact with sizeable numbers of members of another race. For most, this was viewed as a questionable move. There was considerable suspicion and apprehension. For a few, it was viewed as a positive social move, and for another few, the view was one of outright hostility and resentment.

The faculty decided that placing pupils in multi-aged groups would increase the opportunity for effective regrouping for instruction and that team teaching might be a means of increasing teacher effectiveness and at the same time provide a framework within which the racial tensions could be minimized.

That the faculty felt ready and willing to institute these changes is noteworthy, particularly in view of evidence that teachers often resist such changes.³⁷ A contributing factor may have been a change in leadership style with the appointment of a different principal. Novotney indicates that effects vary with different leadership styles.

³⁷ Schaller, op. cit., pp. 69-70.



He suggests that an authoritarian approach often leads to low staff morale and inhibition of change, the laissez faire approach may make accomplishment dependent upon chance rather than choice, and the democratic approach, while not significantly higher in production outcomes, is suggested as being much more effective in creating a cooperative work climate.³⁸

Guskin believes the motivational bases on which previous attitudes depended are an important aspect of creating openness and acceptance to change. In addition, he describes this openness as being supported by dissatisfaction with current conditions, perception of various sources as being potentially helpful, readiness and willingness to seek out new information, and the extent of flexibility present.³⁹

Informal conversations with staff members convinced the writer that change had been inhibited by a formal structure which discouraged innovation and humaneness and emphasized academics and quiet orderliness. McGregor has proposed that this conventional approach to leadership is based on propositions that presuppose that people are passive and have to be motivated by a series of rewards and punishments, whereas

³⁸Novotney, op. cit., p. 45.

³⁹Ronald G. Havelock et al, Planning For Innovation Through Dissemination and Utilization of Knowledge (Ann Arbor: Center for Research on Utilization of Scientific Knowledge, 1971), p. 4:38.

a more appropriate approach presumes people can achieve their own goals best by directing their own efforts toward organizational objectives.

Looking at contrasting methods, one sees that coercion through the application of authority and power to produce desired results encourages an emphasis on power and the acquisition of power, whereas cooperation emphasizes bringing the opposition into the supporting group, being open to diverse points of view.⁴⁰

There was little confusion about the authority of the principal of earlier times. He was boss. He took orders from the superintendent and board of education and gave orders to the teachers in his school. The writer has attempted to use a different approach, however, which recognizes his responsibility for the educational program of the school by a working relationship which attempts to share authority and responsibility. He does not need to employ force or coercion. He views his role as that of providing leadership for an emotional and social atmosphere which contributes to freeing teachers and leading to their self-direction. This role involves growing oneself and promoting teacher growth in developing professional commitment, expanding and deepening understandings of goals and programs, increasing sound concepts of child growth and

⁴⁰Schaller, op. cit., pp. 127-130.

development, improving technical competence, coordinating cooperative efforts, and encouraging wholesome interpersonal relationships.

During the period 1970-72, attention was directed toward continual refinement of the ideas previously described and toward examination of alternatives the staff felt offered possibilities for further improvement. Several consultants were utilized during this period. Visitations were made to other schools that were utilizing various alternatives to the traditional, self-contained arrangement. A schedule of these activities is included in Appendix A.

Further study of the literature on the concept of team teaching indicated it to be a process which is not so much an organizational arrangement, but a spirit of cooperation in planning, collaboration, and sincere sharing. It is not, as some have practiced, "Your turn today and mine tomorrow."⁴¹ Research suggests that teachers who work together generally agree that they can better know and meet the needs of each child whereas in working separately they sensed both ineffectiveness and inefficiency.⁴² If the personalities of pupils and teacher clash, it is not always easy to make a smooth adjustment in the traditional school

⁴¹William Georgiades, "Team Teaching: A New Star, Not A Meteor," The National Elementary Principal (January 1965), p. 14.

⁴²Lee L. Smith, Teaching in a Nongraded School (West Nyack, N.Y.: Parker Publishing Company, Inc., 1970), pp. 59-60.

with self-contained classrooms, but, with the team approach, the same teacher and pupil are not necessarily in an all-day constant relationship. This offers relief for both.⁴³ Research studies have in no instance obtained evidence that cooperative teaching is harmful to pupil adjustment. One indicator of that adjustment is pupil attitude, and findings in this area have consistently been favorable.⁴⁴ A survey of Dearington pupils confirms these previous findings.

Cooperative teaching encourages flexibility not only in setting up initial groupings, but especially in re-deploying students and teachers at any later time. Since several adults, with varying backgrounds, competencies, and interests plan the total program for an expanded number of students, there is no need to pre-determine group structure for more than short periods of time.⁴⁵

Schools, then, can be run which children and teachers and parents feel good about; it's not that hard to do. It does require the development of the capability for dealing with children as human beings, not as vessels to be filled

⁴³Charles H. Hayes, "Team Teaching in Culturally Deprived Areas," The National Elementary Principal (January 1965), p. 63.

⁴⁴Glen Heathers, "Research on Implementing and Evaluating Cooperative Teaching," The National Elementary Principal (January 1965), p. 31.

⁴⁵John I. Goodlad, "Cooperative Teaching in Educational Reform," The National Elementary Principal (January 1965), pp. 11-12.

with knowledge.⁴⁶ The children's feelings, in return, about school and their enjoyment of it are related to the number of options available to them, to their having choices in determining the activities in which they will engage, to their being able to pose their own problems and determine the manner in which they will pursue these, to the extent they are permitted and encouraged to collaborate with each other, and to the extent to which explicit and implicit comparisons between their performance and that of the other children is minimized. These factors are by-products of a whole philosophical and pedagogical approach.⁴⁷

The key role of the teacher in this approach as a facilitator of learning is to maximize the likelihood that each child will be engaged in appropriate activity, with the facilitator serving to respect the children as individuals, to manage the learning environment, to provide materials as needed, to encourage independence, and to provide direct instruction when appropriate.⁴⁸

Goodlad warns that there is no magic in removing grade labels or other superficial changes. Differentiated progress through the same graded assignments is only tamper-

⁴⁶William Glasser, The Effect of School Failure on the Life of a Child (Washington: National Association of Elementary School Principals, 1971), p. 10.

⁴⁷Silberman, The Open Classroom Reader, pp. 173-176.

⁴⁸Ibid., p. 267.

ing with a seriously questioned concept. If this is all that takes place, a fraud has been perpetrated. Any organization or grouping contains no guarantee of treatment of the child as an individual, but is only productive when special provisions are made to alter the material, methods, and expectations.⁴⁹

One of the alternatives the staff examined carefully was the ICE strategy of school change, developed by the Institute for Development of Educational Activities (I/D/E/A). This strategy includes many of the concepts suggested in the preceding pages as desirable, and is based on the assumption that one of the reasons why many internal reform efforts have been abortive is that they have not gone far enough nor have they fully studied their own successes and failures. It has been possible to create individual schools which made use of reform, but such schools have been the result of hard-working individuals who have managed by the force of personality to achieve an inquiring educational climate. But these individuals and faculties have often ended up spent and disillusioned with little to show for an enormous amount of enthusiasm and work. Such schools need to be part of a larger system which organizes support for their efforts.⁵⁰

⁴⁹Goodlad and Anderson, op. cit., p. 163,

⁵⁰Elizabeth C. Wilson, Needed: A New Kind of Teacher (Bloomington: Phi Delta Kappa Educational Foundation, 1973), p. 20.

While conceding that each of the many explanations offered regarding the failure of many attempts to improve schools might hold some part of the truth, I/D/E/A did not attempt to deal directly with any of these, but chose instead to develop a new strategy for improving schools. The study took the name Study of Educational Change and School Improvement. It assumed that the individual school is the strategic unit of educational change. Indications were, however, that no single school can stand alone against the forces which resist change. The school must reach out to other change-minded schools that can offer it emotional and professional backing. The League of Cooperating Schools creates a positive press for change and for the new expectations, roles, activities, relationships, and rewards that substantive change entails. I/D/E/A planned that through participation in the League, each school would develop an improvement process including a systematic procedure for discussing and diagnosing its own problems, formulating solutions, taking action on recommended solutions, and then trying to obtain evidence about the effects of such action.⁵¹ The Lynchburg School Division, of which Dearington is part, has implemented this process through Project PLACE, a comprehensive three-year pilot project funded through Title III, ESEA.

⁵¹"I/D/E/A Offers A New Strategy For School Improvement," undated brochure, pp. 1-2.

Such alternatives as Individually Guided Education (IGE) are designed to provide flexible structures for meeting various problems created by the graded organization, built upon the following assumptions:

- All children should progress at their own individual rates of growth.
- Curriculum experiences should be differentiated to meet varying needs.
- Grouping arrangements should allow large group, small group, and individual instruction as appropriate.
- Evaluation based upon the ability of the individual child should provide better adjustment and behavior.
- Flexible buildings and equipment should make it easier to personalize instruction.
- A team approach to staff utilization should allow more effective planning and diagnosis.⁵²

When these assumptions are met, an organizational pattern different from the traditional graded school will emerge; a pattern which provides for continuous, unbroken, upward progression for all learners.⁵³

Some, who work with children think it necessary to group them by some common factor such as age, grade, or ability.

⁵² Murray and Wilhour, op. cit., pp. 23-24.

⁵³ Ibid., p. 31.

Experience and research show, however, that these so-called common factors are imaginary. Within any group are hidden a multitude of differences in the children's needs, interests, and performance levels. The school can provide a setting in which the child may learn as rapidly as he can, without hurrying, or as slowly as he needs to, without fear of failure, shame, or discouragement.⁵⁴

The challenge falls to the educator, who must choose whether to remain part of the problem by using sterile traditional methods and materials inconsistent with what is now known about learning and behavior, or elect to become a part of the solution by adopting new techniques of organization and teaching, using new and varied materials, and developing thinking and creativity rather than memorization and routine.⁵⁵

As the Dearington staff studied the literature and the IGE model, we liked what we learned and observed. We agreed with Wilson that reorganizing education so each student enjoys a hand-tailored, intimate, and responsive education cannot happen in the traditional confines in which the child is taken where someone has predetermined that he ought to be rather than where he actually is.⁵⁶ We further concurred

⁵⁴Multi-Age Grouping: Enriching the Learning Environment (Washington: Department of Elementary-Kindergarten-Nursery Education, NEA, 1968), pp. 2-5.

⁵⁵George I. Thomas and Joseph Crescimbeni, Individualizing Instruction in the Elementary School (New York: Random House, 1957), p. 7.

⁵⁶Wilson, op. cit., p. 17.

with Shields that unless change is built into the educational activities the efforts continue to be much like flapping your arms in the breeze and expecting to fly.⁵⁷

Faculty discussions were instituted which were concerned with the development not only of a statement of philosophy, but with the creation of a philosophical base of operation which could become a way of life in the school. The philosophy which evolved from these discussions included the following notions based in literature.

The knowledge explosion makes absurd the idea of a curriculum which must be covered. The best schools can hope to do is to help learners better understand how to use knowledge and how to deal with changing conditions.⁵⁸ Children currently in school may still be in the work force one-third of the way through the next century. An education designed to prepare them to adjust to the world as it is now is senseless and impractical. Education should prepare children not just to earn a living, but to live a creative, humane, and sensitive life. Schools with rules covering almost every aspect of existence teach distrust and that children are not persons of worth.⁵⁹

⁵⁷ Shields, op. cit., pp. 30-31.

⁵⁸ The Learning Program, pp. 7-10.

⁵⁹ Silberman, Crisis in the Classroom, p. 134.

Even though that is the way most schools are, this is simply not in harmony with a basic purpose of American education, that every child have an opportunity to develop his talents to the fullest possible extent. To accept such a situation as the appropriate environment in which to accomplish this purpose is much like accepting the roads of 1920 or 1930 as adequate and sufficient to carry the traffic of today.⁶⁰ To recognize graded schools as an efficient and convenient way of classifying the thousands of children who poured into them during their years of expansion does not justify continuing that structure today.⁶¹

Schools have been organized into the conventional grades for so long, however, that most people take it for granted that there is no other way. The fact is, of course, that most American schools were ungraded until 1848. Even though the graded school soon came under attack for its rigidity and its inability to take individual differences into account, the system has endured.⁶²

One argument given in support of the traditional graded system is giving children a competitive experience similar to adult life, yet the wide diversity of adult life affords almost everybody an opportunity for success relative

⁶⁰David W. Beggs and Edward G. Buffie, Nongraded Schools in Action (Bloomington: Indiana University Press, 1967), p. 15.

⁶¹Goodlad and Anderson, op. cit., p. 56.

⁶²Silberman, loc. cit., pp. 166-167.

to his abilities and efforts.⁶³ The graded school was brought into being at a time when little was known about individual differences.⁶⁴ Now, however, we know that there is no one way to learn nor specific exercises which all youngsters must go through.⁶⁵

Jenson writes that, more than any other single individual, the principal establishes the professional tone of the school. He will not help teachers develop appropriate approaches to dealing with children unless he demonstrates such approaches in his own actions. Teachers will be encouraged to read professional material if the principal does so. They are more likely to seek self-improvement if it is obvious that the principal is trying to become increasingly effective.⁶⁶

According to Guskin, as well as others, one of the best ways to encourage people to change is by emphasizing the patterns of behavior which utilize the desired change. He further points out that this may be costly in terms of time and effort, but worthwhile in terms of results accomplished.⁶⁷

⁶³Goodlad and Anderson, op. cit., p. 161.

⁶⁴John Goodlad, "Meeting Children Where They Are," Saturday Review (March 20, 1965), p. 20.

⁶⁵Herbert R. Kohl, The Open Classroom (New York: The New York Review, 1969), p. 52.

⁶⁶Jenson, op. cit., pp. 106-113.

⁶⁷Havelock, op. cit., p. 4:32.

The quality of the human interaction that takes place within the staff reflects the freedom and sense of acceptance felt by the group. To create a cooperative spirit involves a team approach based on the assumption that the complexity of most change situations demands the application of a variety of talents. Openness and acceptance are prime characteristics of such an atmosphere. Consensus rather than decree determine the direction of movement. The principal serves as an important resource person for this team effort. By his contribution and conceptual inputs, he exercises his leadership role. Change occurs because he has opened new perspectives to his staff by involving them. He finds gratification, not in the fact that he is directing or solely responsible for the change, but in the fact of its accomplishment.⁵⁸

Kauss indicates that the effectiveness with which the administrator discharges his leadership responsibilities depends, in large measure, upon how his actions are perceived by his subordinates. Many of the major problems experienced by school administrators arise from poor interpersonal relations within the school. It is therefore important that educational leaders be aware of how their methods and behavior are perceived and be willing to modify these patterns

⁵⁸Novotney, op. cit., pp. 40-48.

in order to improve their professional performance and personal image.⁶⁹

In addition, Kauss further suggests that the principal should be skillful in developing and nurturing constructive interpersonal relationships. He should understand what satisfies, pleases, reinforces, and motivates the individuals with whom he works. He must be positive, not just aggressive and dynamic, but also sincere and compassionate, seeing in each problem situation an opportunity for progress.⁷⁰

After working for a year with the IGE model, the Dearington staff was asked to identify, from a list previously prepared by the writer in an administrative workshop, those characteristics each felt were of primary importance, those felt to be of medium intensity of importance, and those felt to be least important, and to anonymously evaluate the principal's performance of each characteristic. Table 1 lists the results of this judgment. Appendix B contains the form as it was provided to the staff.

At the end of the second year of using the model, the staff was asked, again anonymously, to evaluate the way each saw the principal performing his role. Table 2 provides percentage responses to selected items from the inventory provided in Appendix C.

⁶⁹ Kauss, op. cit., p. 28.

⁷⁰ Ibid., pp. 45-46.

TABLE 1

RANK LISTING OF ADMINISTRATIVE BEHAVIORS CONSIDERED MOST IMPORTANT BY THE STAFF OF DEARINGTON SCHOOL AND PERCENTAGE RESPONSES INDICATING EXTENT STAFF FELT THE PRINCIPAL POSSESSED EACH CHARACTERISTIC

Characteristic	Usually Some of Seldom the time		
1. Develops feeling of mutual confidence and helpfulness which encourages individuals to grow toward their best potential capacities	30%	35%	35%
2. Is sensitive to reactions of others; deals with them understandingly; recognizes discontent	60%	20%	20%
3. Is available to staff for discussion of problems; frees himself from routine to turn energies toward creative leadership	72%	13%	14%
4. Promotes regard for the profession; observes ethics	54%	30%	16%
5. Is careful to keep two-way communications lines open; his communications are unambiguous and direct	55%	25%	20%
6. Has sense of humor; sets example of being pleasant and courteous; uses good public relations techniques	54%	40%	6%
7. Has courage to deal with unpleasant problems objectively and frankly; is concerned with the growth of individuals involved, not with freedom from annoyances	54%	16%	30%
8. Gives leadership in improvement of instruction; has inward assurance that to direct is not undemocratic and to support isn't to surrender responsibility	60%	25%	15%
9. Possesses ability to coordinate work of staff	55%	25%	20%

TABLE 1 - Continued.

Characteristic	Usually	Some of the time	Seldom
10. Possesses adequate professional background; believes in continuing scholarship; displays knowledge and judgment that earns respect and appreciation	67%	13%	20%
11. Is willing to delegate authority	88%	12%	
12. Gives adequate assistance to new teachers	45%	25%	30%
13. Strives to achieve democratically determined goals; allows diverse ways of working toward those goals	56%	36%	8%
14. Accepts suggestions in a spirit of goodwill; views actions in relation to learning experiences in the school	75%	25%	
15. Is honest, sincere, and objective in evaluation	45%	30%	25%

TABLE 2

SELECTED PERCENTAGE RESPONSES TO TEACHER OPINIONAIRE

Item	% Positive Response
1. At faculty meetings, the principal talks about administrative procedures and educational problems	100%
2. The principal provides and makes use of a professional library for new ideas, practices, and procedures	100%
3. The principal takes or sends teachers to visit schools which are practicing new methods, practices, and procedures	100%
4. The principal arranges time for the staff to meet about mutual problems	100%
5. The principal tells new staff members they will be expected to try new approaches	100%
6. The principal attends professional meetings and workshops and makes use of information by initiating activities in the staff	100%
7. The principal shows that he is knowledgeable about changes in educational practice by his participation in staff meetings, task groups, or individual conferences	84%
8. The principal helps provide the necessary resources for the teacher to achieve her educational goals	100%
9. The principal shows interest in new developments in education by his support for use of new ideas, methods, or procedures	100%
10. The principal aids the promotion of new ideas, methods, and procedures by using outside resource people or being a teacher of teachers himself	84%

TABLE 2 - Continued

Item	% Positive Response
11. When the principal and teachers disagree about an idea in the grouping of students, he lets teachers express their opinions and we look at both sides	100%
12. When the principal asks teachers to do something they don't want to do, he explains why they have to do it	100%
13. The principal gives suggestions to a team or group working on a particular problem, then lets the group decide how to do it	100%
14. In a discussion about the use of new materials, new organizational plans, or new methods, the principal and teachers decide together	78%
15. The principal almost always tries to make the school enjoyable	100%
16. The principal makes his ideas available, but considers teachers' ideas	100%

One of the most important decisions the principal makes in organizing a multiunit school is choosing unit leaders, because these key staff members play a pivotal role in making the individual units and the school-wide IIC (Instructional Improvement Committee) work.⁷¹ Because many staff members possessed varying degrees of desirable unit leader characteristics, selection was based on the principal's subjective judgment of the relative possession of the following characteristics:

- demonstrated leadership capabilities in relationships with other staff members, pupils, and parents;
- respect for, response to, and sensitivity toward others;
- commands respect and acceptance as a leader;
- is willing to assume extra responsibilities;
- is able to obtain and maintain effective interaction;
- has skill in group planning, delegating responsibility;
- makes decisions;
- has a positive attitude toward individualization as shown through teaching strategies.

So the entire staff would be aware of the criteria being used, these characteristics and the selection process were thoroughly discussed with the faculty before the selections were made.

⁷¹Principal's Handbook (Dayton: I/D/E/A, 1971), p. 15.

IGE maintains that the decision-making power should rest largely with those responsible for carrying the decisions out.⁷² A hierarchy of decision-making bodies places decisions in the hands of those most able to make them and who are responsible for implementing these decisions.⁷³

All teachers in each unit share the instructional responsibility for all the children they work with. They meet together to make decisions about broad goals, specific learning objectives to be attained, and the number and identity of students to be assigned to each teacher. They don't lock into the rigidity of the self-contained classroom with its 25 to 30 pupils. Instead, children are assigned to groups appropriate to the purposes at hand. The unit teachers also make group decisions regarding allocation of resources and arrangements for space and time. Just as this shared planning responsibility suggests close cooperation, this concept is continued through the Instructional Improvement Committee (IIC), which is composed of the principal and unit leaders. In addition to deliberating on ways of improving education throughout the school, the IIC makes decisions that affect more than one unit.⁷⁴ Thus, the IIC is the communications lifeblood of the multiunit school. It is essential that

⁷²The Learning Program, p. 17.

⁷³Principal's Handbook, p. 13.

⁷⁴"I/D/E/A's Guide To An Improvement Program For Schools," undated brochure, p. 8.

teachers' ideas reach the IIC and that IIC decisions reach and be understood by unit teachers.⁷⁵

Attempts have been made to determine if the philosophy the school seeks to have is, in fact, evident. Indications suggest that it is. A statement of the school's philosophy and objectives may be found in Appendix D.

In the spring of 1973, as part of the school's self-study for Southern Association accreditation, a survey of the community was conducted. Appendix E contains the questions asked in that survey. Responses indicated that 98% felt, from communications sent to them and discussions and meetings, that they understood the goals of the school. That these goals were felt to be appropriate for their children was indicated by 95% of the respondents.

The Visiting Committee observed in the school in March of 1974. Their report confirms the presence of the hoped-for climate:

"The committee commends the faculty for the cooperative development of the statement of purposes by the faculty, staff, and parents, of the school. The committee commends the faculty for the acknowledgement and support of educationally sound principles. The committee further commends the faculty for their commitment to continual evaluation of their statement of purposes."⁷⁶

⁷⁵Principal's Handbook, pp. 32-33.

⁷⁶Dearington Elementary School Visiting Committee Report, mimeographed, p. 3.

The report further observes,

"The school's program is consistent with the school's purposes. The program provides flexibility in learning experiences which are based on differences in abilities, backgrounds, needs, interests, and patterns of learning."⁷⁷

As a result of faculty discussions and visitations previously described, the staff, in February 1972, decided to adopt the IGE model for school improvement and to begin preparing for implementation of that model when school opened for the 1972-73 school year. Those who might choose not to participate were assured that the system would attempt to transfer them to positions in non-IGE schools. For faculties who later decided to adopt IGE, it became necessary for the system to discontinue that assurance, because nine of the system's fifteen elementary schools have adopted the model and the remaining ones have adopted portions of it. The survey used to determine the decision to utilize IGE is in Appendix F of this study. All faculty members except two responded positively. These two were helped in relocating in other schools.

The staff immediately began in-service study of IGE. A schedule of these in-service activities during the spring and summer of 1972, prior to actual implementation, is given in Appendix G. Additional in-service activities have continued during implementation. Appendix H lists these,

⁷⁷Ibid., p. 4.

The staff agrees with those who point to the importance of creating and maintaining an interesting, appropriate learning environment and of providing worthwhile instructional activities. In a survey of teacher opinions, given in Appendix I, 93% indicated that they feel their classrooms offer a good setting. In the community survey referred to previously, 91% of the respondents indicated they felt the climate at Dearington School is appropriate for learning.

Other observers, too, have also noted the presence of a desirable atmosphere in Dearington School. The SACS Visiting Committee reported,

"The staff is to be commended for its commitment to making the pupil's school experiences valuable and worthwhile.⁷⁸ The school environment reflects a continuing interest and pride. The teachers are to be commended for their superb performance in creating colorful, unique classrooms."⁷⁹

As previously indicated, each unit is responsible for making its own decisions. These decisions are made through the contributions of ideas and skills by each unit member.⁸⁰ A great deal of time and effort is spent in unit planning meetings. In these meetings, group dynamics is extremely important if each member is to contribute and react. Each must help maintain a healthy, positive environ-

⁷⁸Ibid., p. 6.

⁷⁹Ibid., p. 7.

⁸⁰Unit Operations and Roles (Dayton: I/D/E/A, 1970), p. 38.

ment for discussion in order to get things done. In the teacher opinion survey cited in Appendix I, 93% of the staff indicated that they felt that other teachers think they are good teachers. A similar percentage felt they work cooperatively with each other and help each other with ideas. 87% felt the teachers sincerely open to each others' opinions.

Flexibility comes in this process as the unit makes decisions based, not on a predetermined course of action, but on the collective judgment of the team based on all available input which the team collectively assesses. How this is to be accomplished provides the flexibility. The objectives to be accomplished do not.⁸¹ IGE further provides flexibility through the unit's decisions regarding how to truly individualize learning to the needs of each child's own aptitude and time table and his unique learning personality consisting of his learning style, what motivates him, and his relation with staff and peers.⁸²

A number of outcomes have been identified which are to be achieved in an IGE school. These have been placed on cards which provide a place for self-assessment of the outcome, tips to consider in attempting to achieve the outcome, and activities which should assist in achieving the outcome.

⁸¹Ibid., p. 59.

⁸²The Learning Program, p. 38.

Inherent in IGE is the securing of assistance from colleagues. Assessment of outcome achievement is verified by monitoring by someone from outside the school. On each outcome card, space is provided for the evaluator to indicate that he has observed attainment of the outcome.⁸³ These outcomes are listed in Appendix J. Each of these has been successfully monitored for each unit. To have moved to this point of cooperative accomplishment from the point of self-contained classrooms with only limited interaction between those involved has been no small accomplishment.

⁸³ IGE Implementation Guide (Dayton: I/D/E/A, 1970), pp. 5-6.

CHAPTER IV
FURTHER DESCRIPTION OF CHANGE

After determining that the staff was interested in working with IGE, through a process previously described as involving study, discussion, visitation prior to and as a basis for making a knowledgeable decision, each teacher was asked to indicate her commitment to IGE. Appendix K contains the statement asking for this commitment.

The following are portions of some of the responses:

"You may count on my full cooperation in the IGE program...I believe this program will greatly benefit instructional planning."

"I very much want to be part of the IGE program at Dearington. It appears to be exciting and fulfilling for the students, which is worth the extra amount of work required for teachers."

"It is with willingness and great anticipation that I look forward to working in the IGE program. I am particularly interested in providing an individualized program for those who find it difficult to be self-directed."

"I am in full accord with the philosophy of the IGE program and look forward to working with it."

"I agree very much with the idea of IGE, and I think that the program will be good to further organize what Dearington is already doing."

"I am looking forward to being a part of the IGE program at Dearington. In my opinion, this unique program is an opportunity for both student and teacher to truly work together...I feel I will know my students and be able to reach them more effectively."

"I am anxious and very willing to participate in the IGE program."

Typical of some of the reservations expressed are these:

"I would have some reservations at some places, but at Dearington, it should be a great success."

"I have qualms, as I do when approaching any unknown, but...I am ready, willing, and eager to venture forth."

"The only thing that bothers me is that Dearington might be watched more closely by the downtown people, and in most cases I don't believe their attention helps any situation."

As indicated previously, two staff members chose not to participate. One of them wrote:

"I prefer not to participate in the IGE program for several reasons.

1. I feel a majority of the students are not disciplined enough for such a program.
2. I can function best in a program that is departmentalized or self-contained.
3. I do not care for team teaching...unless all teachers concerned have the same philosophy about teaching.

For these reasons I am requesting that I not participate in IGE and that I be considered for a position in a different type of program."

In addition to the written commitment, individual conferences were held between the principal and each teacher in order to reach agreement on assignment to a unit. These assignments were based not only on teacher preferences, but

more importantly, on the basis of achieving compatibility of personalities, strengths distributed in such a way that options and alternatives are increased and subject area interests balanced, and a desirable variety achieved of differing teaching styles and abilities.

As changes have occurred in the faculty since this initial commitment, consideration has been given to these same criteria of selection and to a similar sincerity of commitment to the IGE approach. Unit members have been involved in interviewing applicants and in making recommendations.

Some indications of teacher feelings regarding working together were given in a previous section of this study. Indications are available of their feelings regarding other portions of their role in the IGE process. Table 3 provides the results of selected items from A Teacher Opinion Survey which is provided in Appendix I. These results seem to indicate a positive attitude toward change, toward their own work, and toward their co-workers.

To enter an IGE unit for the first time may be a disorienting experience for those accustomed to traditional schooling. To begin with, the classroom does not look like a classroom. It is, rather, a workshop in which interest

TABLE 3

TEACHER RESPONSES TO SELECTED OPINION SURVEY ITEMS

Item	% agree or partially agree	% disagree
1. I find the school is making changes too fast.	44%	56%
2. Teachers show enthusiasm in accomplishing objectives.	100%	
3. My students are making good progress.	94%	6%
4. My teaching makes me feel that I'm using my talents to their fullest.	75%	25%
5. Teacher morale is high.	63%	37%
6. The administration makes important decisions without consulting teachers.	63%	37%
7. If I feel something is wrong, I can easily express the concern.	75%	25%
8. Parents show that they appreciate the job I do.	81%	19%
9. Teachers have a strong voice in how the school is run.	87%	13%
10. There is good support for teachers who try new ideas.	87%	13%
11. Our students are being well-prepared for the future.	87%	13%
12. The principal backs the teachers.	100%	
13. I feel competent in my work.	100%	
14. I feel like I am growing in my work.	100%	
15. Teachers are encouraged to keep abreast of new ideas.	100%	
16. I find dealing with students satisfying	100%	
17. I have the things I need to do a good job	87%	13%

areas take the place of the teacher conducting a lesson for all the children simultaneously.

The observer who is accustomed only to traditional classrooms is likely to be disoriented by the sound and movement even more than by the physical arrangement. As he becomes more acclimated, however, it becomes clearer that the activity is usually purposeful. It does not take long to be able to distinguish where activity is leading to learning and where it is pleasant but aimless.

Not all members of the general public, or even within the educational community, are enthusiastic about such a concept, of course. But that doesn't mean that the goals of such a concept are invalid. It means only that they haven't been fully articulated.

While the apparent looseness may cause initial discomfort to one accustomed to conventional patterns, the looseness in reality is caused by the students doing the many different things school was conceived to encourage them to do.⁸⁴

Lack of formality in classrooms should not be confused with lack of structure, plan, or careful thought.

⁸⁴ Silberman, Crisis in the Classroom, pp. 221-225.

The teacher's primary responsibility is to create an environment that stimulates learning and to alter and expand that environment as the needs of the child change and his interests become more complex. Traditional education where the teacher is in front of the class lecturing and the pupils are seated silently in neat rows conceives of the child's mind as little more than a camera or tape recorder that records what it sees and hears. If the child can deliver back on a test what he has read or been told, he is said to have learned. Those who believe in less formal education do not believe this type of learning is fully understood or that it will be retained.⁸⁵

Adding the word individualized to learning does not mean that the teacher instructs every child individually, nor does it mean that group instruction is never utilized. Groups, however, do not learn anything; only individuals do. Individualized learning should make it possible for every child to learn in the environment or context most appropriate for him at that point in time when he will benefit most from it.⁸⁶

Though many pay lip service to individualization, a lot gets lost between the lip and what happens in many classrooms. An individualized program is not necessarily different

⁸⁵Walter Schneir and Miriam Schneir, "The Joy of Learning In The Open Corridor," The New York Times Magazine (April 4, 1971), p. 78.

⁸⁶Virgil M. Howes (ed), Individualization of Instruction (New York: The Macmillan Company, 1970), p. 14.

for each learner, but it must be appropriate for each. Such a program is based on the premise that there is no one best way for all learners, but there are best ways for each learner. Human beings are not all alike. With all due respect to the authors of the Declaration of Independence, men are created different and unequal.⁸⁷

The teacher determines the needs of each child and sets up a custom-made program to meet these needs by first deciding what skills the child should learn, then testing to find which of these the child already has, then supplying the materials that will help ensure that the child will learn those skills that need to be worked on.⁸⁸

Modes for accomplishing individualization include varying the learning goals from student to student; varying the materials and equipment; varying the learning setting, utilizing independent study, pupil teams, and small groups most of the time; achieving the best possible match in assigning different students to different teachers; and varying the rate from student to student.⁸⁹

⁸⁷Ibid., p. 6.

⁸⁸Mildred McQueen, "Individualized Instruction," SRA Research Report (1970), p. 1.

⁸⁹Glen Heathers, "Laying the Groundwork for an Individualized Program," unpublished address at Lynchburg, Va. (January 22, 1971).

Efforts to individualize instruction have had impressive effects which have not always shown up on standardized test results. These include increased interest in school activities, disappearance of most traditional discipline problems, major reductions in drop-out and truancy rates, harder work by teachers with a greater feeling of satisfaction that their efforts are helping children.⁹⁰

To foster individuality, the most fundamental thing is to secure a wholesome climate for growth. Such a climate includes rich stimulation, responsible freedom growing with years, the support of love and acceptance, balanced authentic success experiences, encouragement to make commitments beyond oneself. Perhaps some see an image of a soft, idealistic world where children are petted and pampered and given too much. But a child with a secure base from which to operate into new and risky adventures is an image of another sort, which is anything but soft and sentimental, for it assumes that life takes strength and is based on faith that a rugged inward strength can grow to a level of power most men never know they could have.⁹¹

Adults offer children many pseudo-choices. Many times, independent activities are simply assignments to be

⁹⁰McQueen, op. cit., p. 4.

⁹¹Howes, op. cit., p. 49.

done on their own. At the conclusion of a directed lesson, the teacher distributes a worksheet or assigns a workbook page. She goes on to another group while the children hopefully work without disturbing anyone. Some hurry through; others dawdle. Some run into trouble and give up, although they may appear occupied. For those who finish quickly, another "independent activity" is available. If the purpose is to develop independent learners, these activities must do more than keep the children busy. If children choose their activities only when their assignments have been completed, some have an opportunity to choose several times a day while others, who probably need to most, seldom do. To remedy such situations, some teachers schedule a daily period when all the children freely interact with the people and materials available to them.⁹²

We still aren't meeting children's needs if we make them do individually what was really not appropriate even in the first place when it was done in groups. Classrooms should not be storage bins for facts, but launching pads for learning. Children do not come ready to be packed and squelched into neat little packages that fit prearranged courses of study, but as rare stones ready to be polished.⁹³

⁹²Lois E. Williams, Independent Learning in the Elementary School Classroom (Washington: American Association of Elementary, Kindergarten-Nursery Education, 1968), p. 25.

⁹³Those Who Teach Children (Atlanta: Westab, Inc., undated), p. 25.

Because grouping is temporary and constantly changing, the student comes in contact with more adults than in the traditional classroom. He learns to relate to and trust more people. With more opportunities to develop these healthy relationships, he is better prepared for encounters in the world outside the school.⁹⁴

Children present problems which do not disappear even when the teacher believes in democracy, love, respect, acceptance, individual differences, and personal uniqueness. The teacher's responses create a climate of compliance or defiance, a mood of contentment or contention, a desire to make amends or to take revenge.⁹⁵ Children are often too dependent upon their teachers, and dependency can breed hostility. To reduce this hostility, the teacher needs to deliberately provide the children a voice and a choice.⁹⁶ The teacher's role is to heal, not to injure. A major obstacle to learning is fear of failure and ridicule. The effective teacher makes it possible for each child to err with impunity. To remove fear is to invite attempt. To welcome mistakes is to encourage learning.⁹⁷

⁹⁴"The Open Space School: How Does It Work?" Education Digest (February 1972), p. 16.

⁹⁵Haim G. Ginott, Teacher and Child (New York: The Macmillan Company, 1972), pp. 137-139.

⁹⁶Ibid., pp. 81-95.

⁹⁷Ibid., pp. 149-150.

Dearington School utilizes three units, each with a unit leader, additional teachers, and approximately 75 pupils. One of the units accommodates pupils between the ages of 8 and 10 who would be in grades 3 or 4; another has pupils 9-11 years of age in grades 4 or 5; and the third unit houses pupils 10, 11, or 12 years old and in grades 5 or 6. There is intentional overlap of age and grade to increase the alternatives available for any particular pupil.

As indicated previously, each unit is responsible for its own decisions regarding grouping and providing for the children's varied learning modes into which students can be grouped for varying time periods in order to facilitate the achievement of specific learning objectives. These modes are: the independent mode, in which the child interacts with materials at his own rate; the one-to-one mode, involving pupil and teacher or pupil and pupil; small group mode, consisting of 5 to 8 students interacting to achieve mutual objectives; or, the large group mode, useful for general presentations.⁹⁸

A sequence of meetings and teacher activities is designed in order to create and implement learning programs which accomplish this. In the goal-setting meeting, the unit members make decisions about broad goals, appropriate content

⁹³The Learning Program, pp. 31-39.

to meet these goals, and the appropriate teacher to do the preliminary research and program planning. The assigned teacher then organizes the content, reviews available materials, develops teaching strategies, proposes grouping criteria, and creates an assessment plan. In a design meeting, the teacher presents the plan to the other unit members who critique and modify it until it is acceptable to all. Teachers are then assigned specific planning tasks. In a grouping and scheduling meeting, pupils are grouped according to preassessment information based on the agreed-upon criteria. Then, a detailed outline of activities is developed. Situational meetings are held frequently, sometimes daily, to handle such things as regrouping, problems, planning of special events, and scheduling specifics.⁹⁹

I/D/E/A surveys were made each year to determine the extent to which objectives related to these activities had been accomplished. The survey forms are provided in Appendix L and Appendix M. Answers were then grouped by I/D/E/A according to the degree of implementation of the stated outcomes. Table 4 indicates the results, based in each case upon the length of time the school had been utilizing the IGE process. Even at the first testing, Dearington was accomplishing outcomes at a rate comparable with schools which had been involved in IGE an additional year.

⁹⁹ Ibid., pp. 84-85.

TABLE 4

DEGREE OF IMPLEMENTATION OF IGE OUTCOMES AT DEARINGTON SCHOOL
1972 and 1973

Outcomes related to:	Degree of Implementation	
	1972	1973
1. Adoption and implementation	58%	87%
2. School decisions	64%	81%
3. Unit organization	81%	87%
4. Unit planning and improvement	68%	65%
5. Relationships	56%	66%
6. The learning program	64%	65%
7. Student responsibilities	32%	32%
	60%	68%

Under such a program as that described in the preceding paragraphs, school becomes for the child more than a game of pass or fail. It becomes the uplifting business of making the most of one's self.

As Glasser indicates in a previously cited reference, schools can be run which children, teachers, and parents feel good about.¹⁰⁰ Indications from the items in Table 3 are that Dearington teachers feel good about their school. The parent survey previously cited indicate overwhelming parental approval of the school's goals and climate. Surveys of pupils indicate their approval also. The survey form is given in Appendix N. Responses to selected items are shown in Table 5.

¹⁰⁰Glasser, loc. cit.

TABLE 5

DEARINGTON PUPIL RESPONSES TO SELECTED INTERVIEW ITEMS

Item	Spring 1972	Spring 1973
1. Do you like school more this year than last?		
Yes	70%	60%
About the same	15%	25%
No	5%	5%
I don't know	10%	10%
2. Are you taught in the same place all day?		
Yes, all the time	10%	5%
Most of the time	45%	5%
No, we move around	45%	90%
3. Are the same students in class with you all the time?		
Yes	10%	5%
Most of the time	55%	25%
Not always	25%	55%
No	10%	15%
4. Do you like having older and younger students in your class?		
Yes	40%	50%
Sometimes	45%	25%
No	5%	5%
I don't care	10%	20%
5. Has anyone talked to you about IGE?		
Yes	15%	70%
I think so	5%	10%
No	60%	10%
I don't know	20%	10%
6. Have your parents heard of IGE?		
Yes	20%	50%
I think so	20%	20%
No	0%	10%
I don't know	60%	20%
7. Have your parents attended a meeting about your school?		
Yes	55%	60%
No	25%	5%
I don't know	20%	25%

The staff has assumed that informed and involved parents will be supportive parents. Previously cited surveys indicate a high level of parental support. This is particularly gratifying in view of initial concerns, not necessarily related to the school program, which parents expressed openly through the press, public protest meetings, and to their children. Prior to actual implementation of IGE in the school, the idea was explained to parents in an evening meeting. During each of the two years of utilizing the model, an evening parent meeting has been held in which the program and organization was explained. Also in each year, an open house during school hours has enabled parents to see IGE in actual operation. During individual parent conferences, additional opportunity is taken for explanation and answering questions. Particularly effective was a presentation by parent members of the Project PLACE Community Council. At registration, each parent receives written material which explains the organization and program. A monthly newsletter provides current information about activities in the school. In an informal survey conducted through one of these monthly newsletters, 98% of those who responded indicated approval of this communications device. To further assess the extent of parent knowledge about the school and support for its efforts, a parent opinionaire was given. Appendix O is a copy of that survey instrument.

Responses were assessed to determine the extent of those knowledgeable (75% or higher correct responses) and supportive. Table 6 indicates results of this assessment. Of the respondents whose answers indicated an adequate knowledge of the program and who expressed an opinion, 100% were approving of it. Approval was indicated by 91% of all respondents.

TABLE 6

EXTENT OF DEARINGTON PARENT KNOWLEDGE AND SUPPORT

Knowledgeable/approve	73%
Knowledgeable/do not approve	0
Lack knowledge/approve	18%
Lack knowledge/do not approve	4%
Knowledgeable/no opinion	1%
Lack knowledge/no opinion	4%

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

Experience with change at Dearington School has been sufficient to make those involved want to see continued growth and improvement in the spirit of constant assessment, goal definition, implementation, and reassessment. Education can become the personal act of meaningful discovery it is supposed to be. Growth and gratification can result from exploring new ways and breaking old molds. For those who share a desire for this to happen, IGE can be a welcomed arrival.

Findings suggested in Tables 1 and 2 seem to indicate the importance of interpersonal relationships as perceived by those with whom he works as important ones for the leader of change to possess. Further examination might determine if there is any consistency among faculty groups regarding desirable characteristics. Identification of generally desired characteristics could prove beneficial for inservice development, personnel selection, and implementation phases of the change process.

Observations regarding the school's philosophy suggest the desirability of thorough consideration and study by staff and parents in the formulation of the philosophy. Observations cited and responses reported in Table 3 indicate the desirability of a warm, accepting school environment. Further research could prove helpful in identifying desirable aspects of such an environment and on how it might be successfully developed and maintained.

As a result of what we have learned about ourselves from this study, we have identified areas in which we want to continue our progress, and other areas to which we feel we should give continuing interest and effort. As the results of Table 4 indicate, one such area is in continuing to increase student responsibility. How to accomplish increased responsibility and the larger issue of the effects such changes in behavior have on over-all performance seem appropriate areas for additional investigation.

There should be little question from responses given in Tables 5 and 6 that positive support of pupils and parents seems to be possible when they are knowledgeable of and involved in planning and implementing change.

Results reported throughout the study point to positive change. This was accomplished with a very high

degree of success, but one should not conclude that it was done without some controversy and conflict, although such was indeed minimal.

Controversy and conflict are unavoidable, with or without change. They are an inseparable part of intentional change. Too often, however, conflict is feared and avoided, thus inhibiting the change process. If it is anticipated, though, it is possible to keep conflict from becoming such a diversion that it halts the planning process or makes change impossible. There are many methods for managing conflict, including rules of procedure, use of agenda, voting, and participation in training programs developed by behavioral scientists. One who knows the points of probable conflict can use these to manage the conflict situations in a creative manner. Effective conflict management can also reduce the apparent suddenness of change and encourage less disruptive, more gradual change. Conflict can help improve or strengthen communication, prevent polarization, and even shift the balance of power. The change advocate who can anticipate conflict may be better able to utilize its potential.¹⁰¹

The staff seems to agree with Augsburger, who writes,

"I am responsible for the way I react to you. You cannot make me angry unless I choose to be angry.

¹⁰¹Schaller, op. cit., pp. 160-168.

I am free to react in concerned, understanding ways if I choose to."¹⁰²

Through discussion, workshop experiences, and deliberate determination, the staff has attempted to come to a point where they can, as described by Augsburger,

"be willing to see life from others' perspectives, begin to understand them and know yourself."¹⁰³

Change must take place. Traditions, fear of change, uncertainty, and a strong disposition to maintain the status quo have to be understood and coped with.¹⁰⁴

Obviously, change and improvement are not the same thing.¹⁰⁵ Despite the claims of many, however, relatively little is known about how to achieve predictable change, and much of what is known is about what won't work.¹⁰⁶ Thus, additional study of the change process would seem valuable for those already attempting change, to bring about refinements and improvements, and for those who would begin deliberate change efforts.

There may be value, too, in looking back to discover reasons and lessons to be learned from the demise of many innovative efforts. Those involved may never have really learn-

¹⁰²David W. Augsburger, The Love Fight (Harrisonburg, Va.: Choice Books, 1973), p. 53.

¹⁰³Ibid., p. 130.

¹⁰⁴Jenson, op. cit., p. 508.

¹⁰⁵Ibid., p. 437.

¹⁰⁶Schaller, op. cit., p. 11.

ed how to carry out meaningful in-service workshops and many staff members may not have carried the learnings from the workshops back to the classroom. Many schools may have adopted revisions accepted by the crowd without really understanding why. Initial innovators, when replaced, have almost always been replaced by moderates. Even though a majority of the community may not have wanted to return to moderation, school boards "sense" the need to do so by listening to the loud, unhappy minority.¹⁰⁷ Some have been unsuccessful because they may have tried to proceed too rapidly, with insufficient and inadequate preparation and interpretation.¹⁰⁸

As the complexity of education increases, the pressures generated become more restrictive. Even the strongest willed principal may find himself unable to exercise his unique productive abilities. Institutional pressures can force him to place a high priority on subtle and inoffensive social engineering. As the principal becomes increasingly skillful in gaining support, popularity, and rapport, he may move away from substantive involvement in the initiation and implementation of change and become more interested in his own survival or advancement. Initial success in bringing about change may result in increased exposure, and as

¹⁰⁷Don Glines, "Why Innovative Schools Don't Remain Innovative," NASSP Bulletin (February 1973), p. 3.

¹⁰⁸Franklin, op. cit., p. 65.

he takes positions on controversial issues, the principal can become a target for criticism from parents, teachers, or fellow principals. Foreseeing this, he may hesitate to make decisions that have far-reaching implications. To avoid criticism, the principal may move from problem to problem without reaching solutions. The result may be a behavior of noncommitment.¹⁰⁹

The effective leader of change realizes that no system of improving education may be regarded as final. New research and technology will tend to render any innovation obsolete as time goes on. Therefore, a capacity for self-improvement, for evaluating current practice, and for departing from it when conditions require, should be built into the change organization.¹¹⁰ Neither individualization nor any grouping arrangement will guarantee learning. Experimentation with different organizational arrangements and ways of teaching is needed if schools are to be successful at meeting individual needs. In training children in rote repetition and regurgitation of facts, however, schools may deceive them into believing that this is learning and that what they have learned in this way is wisdom. Learning should be the continuous adventure of thinking analytically, critically, and independently. The greatest

¹⁰⁹Novotney, op. cit., pp. 34-38.

¹¹⁰Principal's Handbook, p. 4.

gift a teacher has to offer her children may be her own personality. When everything else is forgotten, this will be left. It is not always through subject matter, but also by example that one teaches.¹¹¹

Because the principal is, in most schools, the primary or only organizational specialist, if he doesn't take leadership in charge, it is unlikely anyone will. In a changing school, shared leadership emerges. Satisfaction and high morale result less from rewards and praise and more from the intrinsic satisfaction derived from a high degree of personal involvement. It is the principal's job to lead the way.¹¹²

In The Miracle Ahead, George Gallop summarizes the task before us:

"In any discussion of education it must be borne in mind that we are only now beginning to be dimly aware of the great potential of the human mind, and we have scarcely reached the point of recognizing that mankind must face up to the Herculean task of how best to develop the great and largely unused powers of the brain, and how best to apply these powers for the good of mankind once they are fully developed. To ignore the revelations of recent years would be unthinkable; and to fail to take advantage of them in designing an educational program for the future, unpardonable."¹¹³

¹¹¹Howe's, op. cit., pp. 25-27.

¹¹²Howard, "The Principal As A Change Agent," p. 11.

¹¹³George Gallop, The Miracle Ahead (New York: Harper & Row, Publishers, 1964), p. 30.

APPENDIX A

SCHEDULES OF WORKSHOPS, CONSULTANTS, AND VISITATIONS
1971-721971

Jan. 21- Dr. Glen Heathers, consultant - workshop on
Individualized Instruction

Mar. 4 - Dr. Lynn Ganody, consultant - workshop on team
scheduling

Mar. 15- John Holt, consultant - informal conversations
on humanizing instruction

Aug. 2-6 Workshop - "Every Child A Learner"
Dr. Jack Frymier, consultant
Dr. Jesse Lee Allen, consultant

Nov. 6, Dr. Azelia Francis, consultant - workshops on
12,13 construction and use of learning modules

Dec. 7-8 workshop on "Man: A Course of Study" conducted
by personnel from Educational Development Center

Dec. 13- workshop in "Elementary Science Study" conducted
by personnel from Educational Development Center

1972

Jan. 22- Mr. and Mrs. Howard Hines, consultants, workshop
on individualized reading

Feb. 2 - Initial overview presentation of IGE to Dearington
staff

Feb. 10, Staff Visits to other schools
17

Apr. 24- Address by Dr. John Goodlad, an originator of IGE

APPENDIX B

DESIRABLE ADMINISTRATOR CHARACTERISTICS

Listed below are 15 attitudes a group of administrators have identified as desirable. In the spaces to the left, please check 5 items in each category. To the right, please check your evaluative judgment as it applies to your principal.

- A - of primary importance
 B - of next importance
 C - least in importance

- 1 - usually
 2 - sometimes
 3 - seldom

A	B	C	1	2	3
		1. Is sensitive to reactions of others; deals with them understandingly; recognizes discontent.			
		2. Adequate professional background; believes in continuing scholarship; displays knowledge and judgment that earns respect and appreciation of co-workers.			
		3. Has courage to deal with unpleasant problems objectively and frankly; is concerned with the growth of individuals involved, not with freedom from annoyances.			
		4. Accepts suggestions in a spirit of goodwill; views actions in relation to learning experiences in the school.			
		5. Is available to staff for discussion of problems; frees himself from routine to turn energies toward creative leadership.			
		6. Strives to achieve democratically-determined goals; allows diverse ways of working toward these goals.			
		7. Gives leadership in improvement of instruction; has inward assurance that to direct is not undemocratic and to support isn't to surrender responsibility.			
		8. Develops feeling of mutual confidence and helpfulness which encourages individuals to grow toward their best potential capacities.			

DESIRABLE ADMINISTRATOR CHARACTERISTICS - Continued

A	B	C	1	2	3
		9. Is careful to keep two-way communications lines open; his communications are unambiguous and direct.			
		10. Has sense of humor; sets example of being pleasant and courteous; uses good public relations techniques with staff, pupils, and public.			
		11. Possesses ability to coordinate work of staff - professional and nonprofessional.			
		12. Is honest, sincere, and objective in evaluation.			
		13. Gives adequate assistance to new teachers.			
		14. Is willing to delegate authority.			
		15. Promotes regard for the profession; observes ethics.			

Additional comments:

APPENDIX C

PROJECT PLACE TEACHER PERCEPTUAL QUESTIONNAIRE

We are concerned with how things get done in your school, who makes decisions and in general how you see your principal's role in regard to the functioning of the school.

INSTRUCTIONS: Below are some questions about how principals and teachers work in a school. Please choose the answer that describes the way things usually are done in this school.

1. DOES THE PRINCIPAL TALK ABOUT ADMINISTRATIVE PROCEDURES AT FACULTY MEETINGS OR ABOUT EDUCATIONAL PROBLEMS?
 1. Talks about administrative procedures.
 2. Talks about administrative procedures, but sometimes educational problems.
 3. Talks mostly about educational problems.

2. DOES THE PRINCIPAL PROVIDE FOR AND MAKE USE OF A PROFESSIONAL LIBRARY WHICH RELATES INSTRUCTION TO NEW IDEAS, PRACTICES AND PROCEDURES?
 1. He rarely provides nor makes use of a professional library.
 2. He provides a professional library and occasionally makes use of new ideas, practices, and procedures.
 3. He provides and makes specific use of the professional library for new ideas, practices and procedures.

3. DOES THE PRINCIPAL ARRANGE TIME FOR YOU TO MEET WITH STAFF MEMBERS ON MUTUAL PROBLEMS?
 1. He rarely arranges time.
 2. He sometimes arranges time.
 3. He almost always arranges time.

4. DOES THE PRINCIPAL TAKE OR SEND TEACHERS TO VISIT SCHOOLS WHERE THEY ARE PRACTICING NEW METHODS, PRACTICES AND PROCEDURES?
 1. He rarely takes or sends us.

PROJECT PLACE TEACHER PERCEPTUAL QUESTIONNAIRE - Continued

2. He sometimes takes or sends us.
3. He almost always sends us, when possible.
5. DOES THE PRINCIPAL HELP PROVIDE THE NECESSARY RESOURCES YOU NEED TO ACHIEVE YOUR EDUCATIONAL GOALS OR ARE YOU LEFT TO YOUR OWN DEVICES?
1. I hardly ever get any help.
2. I get some help, but not as much as I need.
3. I get all the help I need.
6. DOES THE PRINCIPAL INTERVIEW NEW STAFF MEMBERS AND TELL THEM THEY WILL BE WORKING IN A SCHOOL USING IDEAS, METHODS AND PRACTICES IN KEEPING WITH OUR CHANGING SOCIETY?
1. The principal rarely orients new teachers by telling them they are expected to try new approaches.
2. The principal sometimes orients new teachers by telling them they are expected to try new approaches.
3. The principal almost always orients new teachers by telling them they are expected to try new approaches.
7. DOES THE PRINCIPAL ATTEND PROFESSIONAL MEETINGS AND WORKSHOPS AND MAKE USE OF INFORMATION BY INITIATING ACTIVITIES IN THE STAFF?
1. He rarely attends nor makes use of the information received.
2. He attends and sometimes makes use of the information received.
3. He attends and almost always makes use of the information received.
8. DOES THE PRINCIPAL SHOW THAT HE IS KNOWLEDGEABLE ABOUT CHANGES IN EDUCATIONAL PRACTICES BY HIS PARTICIPATION IN STAFF MEETINGS, TASK GROUPS OR INDIVIDUAL CONFERENCES?
1. The principal lacks familiarity with changes in educational practice.

PROJECT PLACE TEACHER PERCEPTUAL QUESTIONNAIRE - Continued

- ___ 2. The principal occasionally shows familiarity with educational practices by references to new developments.
- ___ 3. The principal almost always shows familiarity with references and application of new developments.
9. DOES THE PRINCIPAL SHOW INTEREST IN NEW DEVELOPMENTS IN EDUCATION BY HIS SUPPORT FOR TEACHERS USE OF NEW IDEAS, METHODS OR PROCEDURES?
- ___ 1. The principal rarely supports new ideas, methods or procedures.
- ___ 2. The principal sometimes supports new ideas, methods or procedures.
- ___ 3. The principal almost always supports new ideas, methods or procedures.
10. DOES THE PRINCIPAL AID IN THE PROMOTION OF NEW IDEAS, METHODS AND PROCEDURES BY USING OUTSIDE RESOURCE PEOPLE OR BEING A TEACHER OF TEACHERS HIMSELF?
- ___ 1. The principal rarely uses outside resources or takes responsibility for teaching.
- ___ 2. The principal sometimes uses outside resources and takes responsibility for teaching.
- ___ 3. The principal almost always uses outside resources and takes responsibility by being a teacher of teachers.
11. WHEN THE PRINCIPAL HAS MADE UP HIS MIND ABOUT SOMETHING, HAS HE EVER CHANGED IT WHEN THE TEACHERS OBJECTED?
- ___ 1. Hardly ever.
- ___ 2. A few times when the teachers had good reasons.
- ___ 3. Quite often, whether the teachers had good reasons or not.
- ___ 4. Practically every time anyone objected.

PROJECT PLACE TEACHER PERCEPTUAL QUESTIONNAIRE - Continued

12. WHAT DOES THE PRINCIPAL DO WHEN HE AND TEACHERS DISAGREE ABOUT AN IDEA IN THE GROUPING OF STUDENTS?

1. He doesn't encourage teachers to express their opinion.
2. He lets teachers express their opinions, but only sees his side.
3. He lets teachers express their opinions and we look at both sides.

13. HOW MUCH DIRECTION DOES THE PRINCIPAL GIVE AT FACULTY MEETINGS?

1. The principal urges the faculty to accept his point of view.
2. The principal expresses his point of view, but does not impose it on the faculty.
3. The principal lets a point of view emerge from the faculty.

14. WHEN THE PRINCIPAL ASKS TEACHERS TO DO SOMETHING THEY DO NOT WANT TO DO, DOES HE OR DOES HE NOT EXPLAIN WHY THEY HAVE TO DO IT?

1. He almost always explains why.
2. He sometimes explains why.
3. He hardly ever explains why.

15. AFTER THE FACULTY HAS IDENTIFIED A PROBLEM AREA THEY WANT TO WORK ON, WHO USUALLY DECIDES HOW TO PROCEED?

1. The principal decides and tells us.
2. The principal listens to our ideas about it, and he decides.
3. The principal talks it over with us and helps us decide.
4. The principal lets us decide.

PROJECT PLACE TEACHER PERCEPTUAL QUESTIONNAIRE - Continued

16. WHAT KIND OF HELP DOES THE PRINCIPAL GIVE A TEAM OR GROUP WORKING ON A PARTICULAR PROBLEM?

1. The principal tells the group what to do and how to do it.
2. The principal tells the group what to do, but lets the group decide how to do it.
3. The principal leaves it all up to the group, but offers suggestions.

17. DOES THE PRINCIPAL ENCOURAGE ORDERLY ROOMS AND ADHERENCE TO TIME SCHEDULES?

1. The principal cares very much about order and adherence to time schedules.
2. The principal sometimes cares about order and adherence to time schedules.
3. The principal rarely concerns himself about order and time schedules.

18. IN A DISCUSSION ABOUT THE USE OF NEW MATERIALS, NEW ORGANIZATIONAL PLANS OR NEW METHODS FOR TEACHERS, WHO MAKES THE DECISIONS?

1. We usually do it the way the principal decides.
2. The principal and teachers decide together.
3. The principal expects the teachers to decide, but gives advice if we ask.
4. The teachers usually make the decisions and tell the principal.

19. DOES THE PRINCIPAL MAKE THE SCHOOL A PLACE WHERE YOU CAN NOT ONLY TEACH EFFECTIVELY, BUT ALSO ENJOY SOME PERSONAL SATISFACTIONS? (such as faculty parties, a pleasant faculty lounge)

1. Almost always tries to make the school enjoyable.
2. Sometimes tries to make the school enjoyable.
3. Practically never tries to make the school enjoyable.

PROJECT PLACE TEACHER PERCEPTUAL QUESTIONNAIRE - Continued

20. DOES THE PRINCIPAL SHOW THAT HE DISLIKES TEACHERS IN THE SCHOOL OR NOT?
- 1. Shows dislike for none of the teachers..
 - 2. Shows dislike for a few teachers.
 - 3. Shows dislike for some teachers.
 - 4. Shows dislike for most teachers.
21. DOES THE PRINCIPAL MAKE CONTACTS WITH YOU IN A WAY WHICH MAKES YOU NERVOUS AND UNCOMFORTABLE, OR DOES HE MAKE CONTACT IN A HELPFUL WAY?
- 1. Just about always helpful.
 - 2. Often helpful, but occasionally makes me uncomfortable.
 - 3. Often makes me feel nervous and uncomfortable but not always.
 - 4. Just about always makes me nervous and uncomfortable.
22. DOES THE PRINCIPAL SUPPORT PROMOTION OF THE BASIC SKILLS PRIMARILY OR DOES HE ALSO SUPPORT TEACHER'S IDEAS?
- 1. Supports primarily the basic skills.
 - 2. Supports the basic skills, but sometimes teacher's ideas.
 - 3. Supports teacher's ideas in all areas.
23. IN THIS SCHOOL ARE YOU SUPPOSED TO USE THE PRINCIPAL'S IDEAS, OR YOUR OWN IDEAS?
- 1. The principal makes available primarily his ideas as resources.
 - 2. The principal makes available his ideas, but sometimes considers ideas of teachers.
 - 3. The principal almost always considers teacher's ideas.

PROJECT PLACE TEACHER PERCEPTUAL QUESTIONNAIRE -- Continued

24. DOES THE PRINCIPAL SHOW THAT HE WILL HELP YOU WITH SCHOOL WORK AND OTHER THINGS YOU MIGHT WANT TO TALK TO HIM ABOUT?

- 1. Neither with school work nor anything else.
- 2. With school work, but nothing else.
- 3. More with school work than other things.
- 4. About the same with school work and other things.
- 5. More with other things than school work.

25. DOES THE PRINCIPAL SHOW THAT HE LIKES TEACHERS IN THIS SCHOOL OR NOT?

- 1. Shows that he likes all teachers.
- 2. Shows he likes most teachers.
- 3. Shows he likes some teachers.
- 4. Shows he likes just a few teachers.

26. IS THE PRINCIPAL USUALLY FAIR OR USUALLY UNFAIR WHEN HE DECIDES THINGS ABOUT TEACHERS?

- 1. He is always fair.
- 2. He is usually fair.
- 3. He is fair to most teachers; A few are treated better; a few are treated worse.
- 4. He is unfair to most teachers.

27. DOES THE PRINCIPAL SHOW EVIDENCE OF MORE INTEREST IN YOUR NEEDS AND SATISFACTIONS AS A TEACHER OR IS HE MORE INTERESTED IN YOUR SUBJECT MATTER COMPETENCE?

- 1. Shows little or no concern about subject matter or the needs and satisfactions of teachers.
- 2. Most interested in subject matter competence.
- 3. Most interested in subject matter competence, but sometimes in the needs and satisfactions of teachers.
- 4. More interested in the needs and satisfactions of teachers than in subject matter competence.

APPENDIX D

DEARINGTON ELEMENTARY SCHOOL PHILOSOPHY AND OBJECTIVES

We believe that each child entrusted to our care is a unique personality worthy of having his potentialities developed to the fullest. As teachers, we must be aware of the physical, intellectual, social, emotional, and spiritual needs of the child, for only as these are dealt with can we hope to direct him toward his maximum development.

Specifically, our children need:

To develop a positive self-concept leading to self-respect and respect for others;

To feel loved and experience a sense of belonging;

To develop academic and social skills;

To become excited about learning as a result of experiencing success;

To grow in self-control and independence.

We believe that:

Children sense the importance of learning from observing the attitudes and conduct of others - parents, teachers, peers;

Children will learn if the material has meaningful relationship to their own experiences and if they can see purpose in the learning for their present lives;

Each child has his own way and rate of learning.

Based on these beliefs, the objectives of our school are:

To show by enthusiasm, example, and guidance that we believe learning is important;

To insure that each child is involved in appropriate, well-planned learning experiences;

To provide enriching experiences so the child will have a broader base for conceptual learning;

To provide a variety of learning experiences and teaching methods in an attempt to engage the child on the appropriate instructional level;

DEARINGTON SCHOOL PHILOSOPHY AND OBJECTIVES - Continued

To use a variety of equipment and materials in order to give opportunities for children to involve all their senses in active learning;

To engage in team, small group, and individual study;

To provide meaningful practice to reinforce patterns of acceptable behavior.

APPENDIX E

COMMUNITY SURVEY QUESTIONNAIRE

A. Goals of the school

1. Do you feel that you understand the educational goals of Dearington School as stated in communications sent to you and through discussions at parent-teacher conferences, etc.? (Circle one)

Yes Reasonably so No

2. As you understand the educational goals of this school, do you feel they are appropriate for your child? (Circle one)

Yes Reasonably so No

B. Homework

1. Do you feel the amount and type of homework your child receives is appropriate? (Circle one)

Yes No

2. Comment - if you wish _____

C. Learning climate

1. Do you feel the climate at Dearington School is appropriate for learning? (Circle one)

Yes No

2. Comment - if you wish _____

D. Reports to parents

1. Do you feel the method of reporting your child's progress is satisfactory? (Circle one)

Yes No

2. Comment - if you wish _____

COMMUNITY SURVEY QUESTIONNAIRE - Continued

E. Welcome to parents

1. Do you feel welcome at Dearington School? (Circle one)

Yes No

2. Comment - if you wish _____

F. Involvement of parents

1. Are you encouraged to become involved in the operation of the school? (Circle one)

Yes No

2. Comment - if you wish _____

G. Please make comments here concerning improvements needed in any phase of the school operation.

APPENDIX F

SURVEY OF DEARINGTON STAFF CONCERNING ADOPTION OF IGE

Are you in philosophical agreement with the IGE idea of cooperative planning and decision making in terms of each individual pupil?

Yes _____ No _____

Would you like for Dearington School to use this approach next year?

Yes _____ No _____

If we have an opportunity to do so, which of the instructional components now being used or proposed for use along with the IGE organization would you be interested in? (Check one, two, all, or none):

IMS Math _____
 Wisconsin Design for Reading Skill Development _____
 Physical Motor Development _____

If the decision is made that Dearington School will use the IGE organization, do you wish to remain and be an active part of it?

Yes _____ No _____

APPENDIX G

DEARINGTON SCHOOL IN-SERVICE SCHEDULE PREPARING FOR IGE
SPRING AND SUMMER 1972

- Mar. 8 - Presentation about IGE to faculty by IGE facilitator
- Mar. 27 - IGE Principal's meeting
- Apr. 7 - Organizational meeting of IIC
- Apr. 10 - Presentation to parents: filmstrip - "Organized For Learning"
- Apr. 12 - In-service film: "One At A Time Together"
- Apr. 21 - Dr. Richard Bingman, consultant - "Leadership Styles and Strategies"

- Apr. 26 - Presentation by unit leaders from other IGE schools
- May 10 and 17 - Visits to other IGE schools
- Jun. 12 - 16 - Dr. James Payne, consultant - behavior modification workshop
- Jul. 31 - Aug. 4 - IGE League workshop
- Aug. 7 - 9 - IMS workshop
- Aug. 10 - 11 - WDRSD workshop
- Aug. 14 - 15 - Movement education workshop
- Aug. 16 - Dearington IGE workshop

APPENDIX H

DEARINGTON SCHOOL IGE IN-SERVICE ACTIVITIES 1972-74

1972

- Nov. 21 - slide presentation by IGE facilitator
- Dec. 8 - Mr. Hayes Kruger, consultant - psychomotor workshop

1973

- Jan. 23 - WDRSD; Performance Testing and Observation
- Feb. 5 - Performance Objectives
- Apr. 7 - Dr. James Esposito, consultant - group dynamics workshop
- Aug. 13 - 17 - Planning Individual Instructional Programs
- Sep. 26 - Unit operations
- Oct. 11 - 12 - Mrs. Joyce Fowler, consultant - learning centers
- Nov. 28 - Increasing pupil responsibility

1974

- Jan. 14 - Presentation to pupils about Project PLACE
- Feb. 15 - Mrs. Dolly Terrell, consultant - transactional analysis workshop for staff and pupils
- Mar. 23 - Dr. D.L. Warren, consultant - human relations workshop
- Apr. 3 - IGE Roles and Responsibilities

APPENDIX I

PROJECT PLACE TEACHER OPINION SURVEY

Circle the response which corresponds most nearly to the way you feel about each item: A-agree; PA-partially agree; PD-partially disagree; D-disagree.

- | | |
|--|-----------|
| 1. I FIND THAT THE SCHOOL IS MAKING CHANGES TOO FAST. | A PA PD D |
| 2. I SELDOM TALK TO OTHER TEACHERS ABOUT PERSONAL MATTERS. | A PA PD D |
| 3. THE COMMUNITY FEELS THAT TEACHERS DESERVE HIGH STATUS. | A PA PD D |
| 4. TEACHERS SHOW ENTHUSIASM IN ACCOMPLISHING OBJECTIVES. | A PA PD D |
| 5. MY STUDENTS ARE MAKING GOOD PROGRESS. | A PA PD D |
| 6. I CAN'T DO A GOOD JOB WITH MANY STUDENTS BECAUSE THEY HAVEN'T LEARNED. | A PA PD D |
| 7. I DON'T MAKE ENOUGH FROM TEACHING TO LIVE COMFORTABLY. | A PA PD D |
| 8. THE PRINCIPAL IS REALLY CONCERNED WITH MY WELFARE. | A PA PD D |
| 9. MY TEACHING MAKES ME FEEL THAT I'M USING MY TALENTS TO THEIR FULLEST. | A PA PD D |
| 10. ALL THE TEACHERS IN THIS SCHOOL HAVE ABOUT THE SAME STATUS. | A PA PD D |
| 11. TEACHER MORALE IS HIGH. | A PA PD D |
| 12. TEACHERS DECIDE WHAT CHANGES ARE TO BE MADE IN CLASSROOM INSTRUCTION. | A PA PD D |
| 13. TEACHERS HAVE TO COMPLAIN TO GET CUSTODIAL WORK DONE. | A PA PD D |
| 14. OTHER TEACHERS THINK I AM A GOOD TEACHER. | A PA PD D |
| 15. DOMINANT TEACHERS GET BETTER ASSIGNMENTS WITHOUT BEING MORE EFFECTIVE. | A PA PD D |

PROJECT PLACE TEACHER OPINION SURVEY - Continued

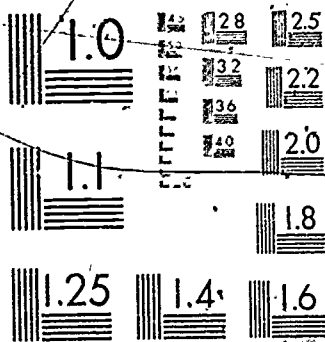
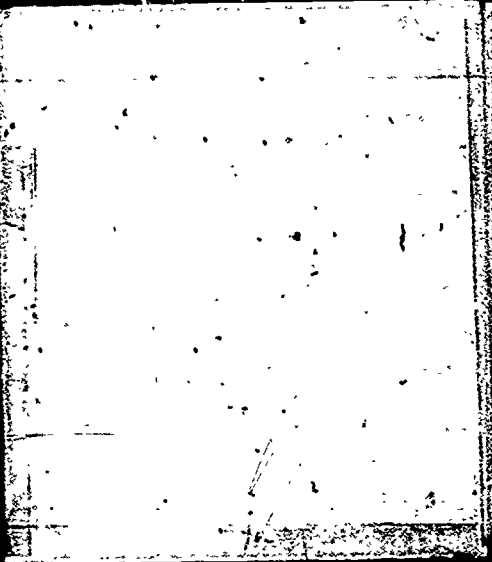
- | | | |
|-----|---|-----------|
| 16. | I CAN'T BE MYSELF WHEN I'M WITH MY STUDENTS. | A PA PD D |
| 17. | TEACHERS OFTEN BUCKLE UNDER TO MORE DOMINANT TEACHERS. | A PA PD D |
| 18. | THERE ARE JOBS WHICH WOULD OFFER ME MORE OPPORTUNITY FOR CREATIVITY. | A PA PD D |
| 19. | STUDENTS LIKE ME. | A PA PD D |
| 20. | SCHOOL IS STATUS QUO ORIENTED RATHER THAN INNOVATIVE. | A PA PD D |
| 21. | I NEED MORE TIME TO PREPARE AND DO ROUTINE PAPER WORK. | A PA PD D |
| 22. | I'D BE MOTIVATED TO DO A BETTER JOB IF I WERE PAID MORE. | A PA PD D |
| 23. | TEACHERS ARE INVOLVED IN SCHOOL DECISIONS AFFECTING CLASSROOMS. | A PA PD D |
| 24. | TEACHERS WHO ARE LEADERS IN OUR SCHOOL ARE CREATIVE IN TEACHING. | A PA PD D |
| 25. | THERE IS LITTLE PRACTICAL USE FOR WHAT WE TEACH. | A PA PD D |
| 26. | THERE IS TOO MUCH STRESS AND STRAIN IN THE SCHOOL. | A PA PD D |
| 27. | MANY STUDENTS DON'T LEARN BECAUSE THEY GET NO ENCOURAGEMENT AT HOME. | A PA PD D |
| 28. | THE COMMUNITY IS ANXIOUS TO SEE IMPROVEMENTS IN THE SCHOOL. | A PA PD D |
| 29. | MY CLOSEST FRIENDS ARE OTHER FACULTY MEMBERS. | A PA PD D |
| 30. | STUDENTS GET ON MY NERVES. | A PA PD D |
| 31. | ADMINISTRATION MAKES IMPORTANT DECISIONS WITHOUT CONSULTING TEACHERS. | A PA PD D |
| 32. | I FEEL FINANCIALLY SECURE. | A PA PD D |
| 33. | IF I FEEL SOMETHING IS WRONG, I CAN EASILY EXPRESS THIS CONCERN. | A PA PD D |
| 34. | TEACHERS ARE EXPECTED TO TAKE ON TOO MANY EXTRA ACTIVITIES. | A PA PD D |

PROJECT PLACE TEACHER OPINION SURVEY - Continued

- | | |
|---|-----------|
| 35. MY JOB SECURITY DEPENDS ON DOING WHAT I'M TOLD. | A PA PD D |
| 36. THE GOAL OF THE PRINCIPAL IS TO KEEP THE STATUS QUO. | A PA PD D |
| 37. ONLY A FEW TEACHERS HAVE ANY REAL PULL WITH THE PRINCIPAL. | A PA PD D |
| 38. THE PRINCIPAL SHOWS THAT HE APPRECIATES THE WORK I DO. | A PA PD D |
| 39. I ALONE AM RESPONSIBLE FOR IMPROVING MY TEACHING METHODS. | A PA PD D |
| 40. THE PRINCIPAL USES PRESSURE, NOT COOPERATION, TO GET THINGS DONE. | A PA PD D |
| 41. THE SCHOOL IS TOO DISORDERLY. | A PA PD D |
| 42. ROUTINE DUTIES INTERFERE WITH MY TEACHING. | A PA PD D |
| 43. DISCIPLINE PROBLEMS KEEP ME FROM DOING A GOOD TEACHING JOB. | A PA PD D |
| 44. THE PRINCIPAL WORKS HARD TO IMPROVE THE SCHOOL. | A PA PD D |
| 45. I FEEL MY CLASSROOM OFFERS A GOOD SETTING FOR TEACHING. | A PA PD D |
| 46. THERE ARE TEACHERS HERE WHO ARE VYING FOR POWER. | A PA PD D |
| 47. TEACHERS HELP EACH OTHER WITH TEACHING IDEAS. | A PA PD D |
| 48. PARENTS SHOW THAT THEY APPRECIATE THE JOB I DO. | A PA PD D |
| 49. TEACHERS HAVE A STRONG VOICE IN HOW THE SCHOOL IS RUN. | A PA PD D |
| 50. TEACHERS HERE WORK COOPERATIVELY. | A PA PD D |
| 51. WHAT I TEACH IS DETERMINED BY WHAT IS IN THE TEXTS WE USE. | A PA PD D |
| 52. THE PRINCIPAL MEDDLES IN THE TEACHER'S CLASSROOM ACTIVITIES. | A PA PD D |
| 53. THERE IS GOOD SUPPORT FOR TEACHERS WHO TRY NEW METHODS. | A PA PD D |

PROJECT PLACE TEACHER OPINION SURVEY - Continued

- | | | |
|-----|--|-----------|
| 54. | TEACHERS SELDOM CRITICIZE A TEACHER BEHIND HIS BACK. | A PA PD D |
| 55. | THE COMMUNITY IS INTOLERANT OF NONCONFORMING TEACHERS. | A PA PD D |
| 56. | OUR STUDENTS ARE BEING WELL PREPARED FOR THE FUTURE. | A PA PD D |
| 57. | I DON'T KNOW HOW THE PRINCIPAL FEELS ABOUT ME. | A PA PD D |
| 58. | I FIND MY JOB A DEADENING EXPERIENCE. | A PA PD D |
| 59. | I SEE NO GOOD REASON FOR TEACHING MUCH OF WHAT I'M EXPECTED TO TEACH. | A PA PD D |
| 60. | THE PRINCIPAL "MAKES SURE" TEACHERS ARE DOING THEIR JOB. | A PA PD D |
| 61. | I'D SERIOUSLY CONSIDER A NON-EDUCATION JOB WHICH PAID MORE. | A PA PD D |
| 62. | TEACHERS OFTEN BEHAVE IMMATURELY. | A PA PD D |
| 63. | DISCIPLINE IS THE GREATEST CONCERN OF THE PRINCIPAL. | A PA PD D |
| 64. | THE TEACHERS WITH WHOM I ASSOCIATE MOST COMPLAIN A LOT. | A PA PD D |
| 65. | I STAY OUT OF CONTROVERSIES IN THE SCHOOL. | A PA PD D |
| 66. | I NEED BETTER UNDERSTANDING OF THE RESULTS OF MY TEACHING. | A PA PD D |
| 67. | I FIND MY JOB IS CHALLENGING. | A PA PD D |
| 68. | FACULTY MEETINGS ARE DOMINATED BY THE PRINCIPAL OR OTHER ADMINISTRATORS. | A PA PD D |
| 69. | THE PRINCIPAL BACKS THE TEACHERS. | A PA PD D |
| 70. | ADMINISTRATORS DON'T HANDLE DISCIPLINE PROBLEMS FORCEFULLY ENOUGH. | A PA PD D |
| 71. | IN-SERVICE TRAINING IS A REWARDING EXPERIENCE AT THIS SCHOOL. | A PA PD D |



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

PROJECT PLACE TEACHER OPINION SURVEY - Continued

72. I FIND IT EASY TO BE MYSELF WHEN TALKING WITH TEACHERS. A PA PD D
73. A LOT OF PRESSURE IS BROUGHT TO BEAR ON NON-CONFIDING TEACHERS. A PA PD D
74. TEACHERS WHO ARE VIEWED AS LEADERS REALLY LISTEN TO OTHERS VIEWS. A PA PD D
75. I AM TRUSTED BY MY PRINCIPAL TO WORK TO THE BEST OF MY CAPACITIES. A PA PD D
76. TEACHERS ARE ENTHUSIASTIC ABOUT CHANGES TAKING PLACE IN THE SCHOOL. A PA PD D
77. OUR ADMINISTRATORS DON'T FIND OUT WHAT IS REALLY GOING ON IN THE SCHOOL. A PA PD D
78. I WOULD BE MORE CREATIVE IF THE SCHOOL DIDN'T HAVE SO MANY RESTRICTIONS. A PA PD D
79. TEACHERS HAVE HIGH ACHIEVEMENT GOALS FOR THEIR STUDENTS. A PA PD D
80. THERE IS A GROUP OF TEACHERS WHO FEEL THEY ARE ELITE. A PA PD D
81. THE SCHOOL DAY DRAGS. A PA PD D
82. I FEEL COMPETENT IN MY WORK. A PA PD D
83. I AM SELDOM COMPLEMENTED FOR THE WORK I DO. A PA PD D
84. THE SCHOOL CLIMATE IS UNINTELLECTUAL. A PA PD D
85. I FEEL LIKE I'M GROWING IN MY WORK. A PA PD D
86. TEACHERS ARE ENCOURAGED TO KEEP ABREAST OF NEW TEACHING IDEAS. A PA PD D
87. TEACHERS FREELY EXPRESS THEMSELVES IN FACULTY MEETINGS. A PA PD D
88. TEACHERS GET CLERICAL HELP FROM THE SCHOOL SECRETARIES. A PA PD D
89. TEACHERS ARE SINCERELY OPEN TO EACH OTHERS' OPINIONS. A PA PD D

PROJECT PLACE TEACHER OPINION SURVEY - Continued

90. THE PRINCIPAL HAS HIGH GOALS FOR THE SCHOOL. A PA PD D
91. I FIND DEALING WITH STUDENTS SATISFYING. A PA PD D
92. I FEEL SURE THAT I WILL NOT LOSE MY JOB. A PA PD D
93. I DON'T MIND THE EMOTIONAL RISKS INVOLVED IN TEACHING. A PA PD D
94. OUR PRINCIPAL IS SINCERE IN HIS CONTACT WITH TEACHERS. A PA PD D
95. I FEEL MY TEACHING IS IMPROVING. A PA PD D
96. I CAN'T MAKE CHANGES I WOULD LIKE BECAUSE IT WOULD COST TOO MUCH AND THE MONEY IS NOT AVAILABLE. A PA PD D
97. RULES ARE MADE BECAUSE ADMINISTRATORS DON'T TRUST TEACHERS. A PA PD D
98. I LIKE TRYING DIFFERENT METHODS EVEN THOUGH THEY MIGHT NOT WORK. A PA PD D
99. THE LOCAL COMMUNITY MAKES TEACHERS FEEL WELCOME. A PA PD D
100. TEACHERS ARE LOYAL TOWARD EACH OTHER. A PA PD D
101. RUMORS ARE POPULAR AMONG THE FACULTY. A PA PD D
102. SALARY NEGOTIATIONS ARE HANDLED FAIRLY. A PA PD D
103. DISCIPLINE IS MY GREATEST CONCERN. A PA PD D
104. MOST PEOPLE IN THE COMMUNITY APPRECIATE GOOD EDUCATION. A PA PD D
105. I FEEL RESPONSIBLE FOR THE SUCCESS OF MY STUDENTS. A PA PD D
106. IF I TAUGHT THE WAY I WANTED TO, I WOULD BE UNDER PRESSURE. A PA PD D
107. I SHOULD HAVE THE PRINCIPAL OR SUPERVISOR APPROVE CHANGES FIRST. A PA PD D
108. IT IS EASY FOR TEACHERS TO TALK SINCERELY TO EACH OTHER. A PA PD D

PROJECT PLACE TEACHER OPINION SURVEY - Continued

109. THE PRINCIPAL ENCOURAGES ME TO USE MY TALENTS TO THEIR MAXIMUM. A PA PD D
110. I'D LIKE TO HAVE MORE RESPONSIBILITY IN MAKING DECISIONS. A PA PD D
111. TEACHERS TRUST EACH OTHER. A PA PD D
112. TEACHERS DIFFER A LOT IN THEIR ATTITUDES ABOUT STUDENTS. A PA PD D
113. THINGS RUN SMOOTHLY IN THE SCHOOL. A PA PD D
114. STUDENTS SHOW THEIR APPRECIATION FOR WHAT I DO. A PA PD D
115. OTHER TEACHERS ENCOURAGE ME IN MY TEACHING. A PA PD D
116. THE TEACHING LOAD HERE IS TOO HEAVY. A PA PD D
117. I HAVE THE THINGS I NEED TO DO A GOOD JOB OF TEACHING. A PA PD D
118. I STAY ENTHUSIASTIC ABOUT MY JOB. A PA PD D
119. TEACHERS THAT CONFORM GET ALONG WELL IN THIS SCHOOL. A PA PD D
120. I'M HESITANT TO TRY NEW IDEAS BECAUSE FAILURE CAUSES CRITICISM. A PA PD D

APPENDIX J
IGE OUTCOMES

1. All staff members have had an opportunity to examine their own goals and the IGE outcomes before a decision is made to participate in the program.
2. The school district has approved the school staff's decision to implement the I/D/E/A Change Program for Individually Guided Education.
3. The entire school is organized into units with each unit composed of students, teachers, aides, and a unit leader.
4. Each unit is comprised of approximately equal numbers of two or more student age groups.
5. Each unit contains a cross section of staff.
6. Sufficient time is provided for unit staff members to meet.
7. Unit members select broad educational goals to be emphasized by the unit.
8. Role specialization and a division of labor among teachers are characteristics of the unit activities of planning, implementing, and assessing.
9. Each student learning program is based on specified learning objectives.
10. A variety of learning activities using different media and modes are used when building learning programs.
11. Students pursue their learning programs within their own units except on those occasions when their unique learning needs can only be met in another setting using special human or physical resources.
12. The staff and students use special resources from the local community in learning programs.
13. Unit members make decisions regarding the arrangements of time, facilities, materials, staff, and students within the unit.



IGE OUTCOMES - Continued

14. A variety of data sources is used when learning is assessed by teachers and students, with students becoming increasingly more responsible for self-assessment.
15. Both student and teacher consider the following when a student's learning activities are selected:
 - peer relationships
 - achievement
 - learning styles
 - interest in subject areas
 - self-concept
16. Each student has an advisor whom he or she views as a warm supportive person concerned with enhancing the student's self concept; the advisor shares accountability with the student for the student's learning program.
17. Each student (individually, with other students, with staff members, and with his or her parents) plans and evaluates his or her own progress toward educational goals.
18. Each student accepts increasing responsibility for selecting his or her learning objectives.
19. Each student accepts increasing responsibility for selecting or developing learning activities for specific learning objectives.
20. Each student can state learning objectives for the learning activities in which she or he is engaged.
21. Each student demonstrates increasing responsibility for pursuing his or her learning program.
22. Teachers and students have a systematic method of gathering and using information about each student which affects his or her learning.
23. The school is a member of a league of schools implementing IGE processes and participating in an interchange of personnel to identify and alleviate problems within the league schools.

IGE OUTCOMES - Continued

24. The school as a member of a league of IGE schools stimulates an interchange of solutions to existing educational problems plus serving as a source of ideas for new development.
25. Unit members have an effective working relationship as evidenced by responding to one another's needs, trusting one another's motives and abilities, and using techniques of open communication.
26. The Instructional Improvement Committee analyzes and improves its operations as a functioning group.
27. The IIC assures continuity of educational goals and learning objectives throughout the school and assures that they are consistent with the broad goals of the school system.
28. The IIC formulates school-wide policies and operational procedures and resolves problems referred to it involving two or more units.
29. Students are involved in decision-making regarding school-wide activities and policies.

APPENDIX K

COMMITMENT TO IGE

Because we feel each participant in the IGE program should do so by his own choice, you are being asked to state in writing your willingness and anticipation about participating, along with any major reservations you may have.

By the interest and indications shown thus far, your favorable response is expected. However, for those who may indicate they do not want to make the commitment to participate, the Director of Instruction has asked me to arrange a conference with you and him to work out a mutually satisfactory placement.

Your statement of intention regarding IGE should be turned in by Wed. Mar. 15.

APPENDIX L

I/D/E/A IGE OUTCOMES QUESTIONNAIRE

Part I

Please answer the questions in Part I of this questionnaire while considering your full teaching day and the general nature of your teaching environment.

1. What percent of your school staff has been organized into units?
 - a. Below 10%
 - b. Between 11% and 25%
 - c. Between 26% and 50%
 - d. Between 51% and 75%
 - e. Over 75%

2. How many students are in your unit?
 - a. I am not a member of a unit.
 - b. Fewer than 100.
 - c. 101-125.
 - d. 126-150.
 - e. 151-175.
 - f. 176 or more.

3. How many full-time teachers are in your unit?
 - a. I am not a member of a unit.
 - b. 2
 - c. 3
 - d. 4
 - e. 5 or more.

4. Does your unit devote time to analyzing and improving the way the teachers work as a team?
 - a. Never or not a unit member.
 - b. Once or twice a year.
 - c. Three to nine times per year.
 - d. More than nine times per year.

5. How many hours per day are aides available to your unit? (Paid or Volunteer)
 - a. 0-2 hours
 - b. 2-4 hours
 - c. 4-6 hours
 - d. 6-8 hours
 - e. More than 8 hours

I/D/L/A IGE OUTCOMES QUESTIONNAIRE - Continued

6. Is your unit multiage grouped?
- Yes
 - No
 - The unit will be multiage grouped by the end of the year.
7. How much time do you devote to unit meetings?
- Less than one hour per week
 - Between one and two hours per week
 - Between two and three hours per week
 - Between three and four hours per week
 - More than four hours per week
8. What has been the nature of the support you have observed parents giving to the implementation of IGE?
- They are unaware of the program.
 - They have been vocally negative.
 - They have been passive.
 - They have given positive vocal support.
9. How many of your parents have been involved with school activities sufficiently to understand the program?
- Less than 50%
 - Between 50 and 75%
 - Over 75%
10. Are the day-to-day operations of the individual teachers within your unit consistent with decisions made in your unit meetings?
- Yes
 - Usually
 - Sometimes
 - No
11. Regarding the students for whom you have special responsibility, are you fully aware of perceptions and suggestions of other unit members relating to these students?
- No, there is little communication of this type.
 - There is discussion on at least 20% of the students.
 - There is awareness on at least 50% of the students.
 - Yes, there is discussion on all students.
12. How many students in your unit have established good rapport with at least one unit teacher?
- 0-25%
 - 26-50%
 - 51-75%
 - 76-95%
 - 96-100%

I/D/E/A IGE OUTCOMES QUESTIONNAIRE - Continued

13. To your knowledge, has the League coordinated an interchange of personnel to identify and alleviate problems in your school?
- No
 - What is a league?
 - Yes, once or twice.
 - Yes, several times.
14. Do you perceive the League as a functioning source of ideas and solutions to existing problems?
- No
 - What is a league?
 - Only to a small degree.
 - Yes, it has frequently been very helpful.
15. The League has been a valuable source of consultant help to my unit...
- Not once during the past year.
 - At least once during the past year.
 - 2-5 times during the past year.
 - 6 or more times during the past year.
16. In your opinion, the League critiques and improves its own operations...
- Effectively.
 - Adequately.
 - Ineffectively.
 - Not at all.
 - I don't know.
17. In your opinion, how effectively were the teachers assigned to units by their ability to work together?
- Not effectively assigned in most cases.
 - Effectively assigned in some cases.
 - Effectively assigned in most cases.
 - Effectively assigned in all cases.
18. In your opinion, how effectively were the teachers assigned to units according to their teaching strengths?
- Not effectively assigned in most cases.
 - Effectively assigned in some cases.
 - Effectively assigned in most cases.
 - Effectively assigned in all cases.

I/D/E/A IGE OUTCOMES QUESTIONNAIRE - Continued

19. Does your Instructional Improvement Committee (IIC) resolve problems which involve two or more units in the school?
- Not to my knowledge
 - Sometimes
 - In most cases
 - Always
20. How frequently does your IIC meet?
- We have no IIC.
 - Less frequently than once a month
 - Once each month
 - Two or three times each month
 - Four or more times each month
21. Does the IIC coordinate curricular development in your school?
- We have no IIC.
 - No
 - In a minor way only
 - Yes
22. Does continuity of educational goals and learning objectives exist throughout the curriculum?
- In some subject matter areas
 - In most subject matter areas
 - In all subject matter areas
23. Does your school conduct in-service programs during days when students are not in school?
- No
 - Only one or two days per year
 - Yes, three or four days per year
24. In your opinion, does the IIC coordinate the in-service education program in your school?
- We have no IIC.
 - No
 - In a minor way only
 - Yes
25. In your opinion, does the IIC facilitate school-wide communication?
- We have no IIC.
 - No
 - In a minor way only
 - Yes

I/D/E/A IGE OUTCOMES QUESTIONNAIRE - Continued

26. To your knowledge, does the IIC critique and improve its own operations?
- We have no IIC
 - No
 - In a minor way only
 - Yes

Part II

Some schools have implemented the IGE instructional procedures only in one or two subject areas. Questions 27 - 51 should be answered relative to those content areas in which your unit has implemented IGE processes.

27. What part of your unit's instructional program do you consider to be IGE?
- No subject totally
 - One subject
 - Two subjects
 - Three or four subjects
 - More than four subjects
28. Unit planning sessions where broad goals are determined by the teachers...
- Do not occur
 - Are based upon what has previously been taught
 - Are based upon the students' previous achievements
 - Both b and c
29. In your unit, who assumes the responsibility to make decisions regarding the use of time, space, and materials assigned to the unit?
- The unit 75%-100% of the time, each teacher 0-25%
 - The unit 50%- 75% of the time, each teacher 25-50%
 - The unit 25%- 50% of the time, each teacher 50-75%
 - The unit 0 - 25% of the time, each teacher 75-100%
30. In your unit who assumes the responsibility to make decisions regarding the assignment of staff and pupils assigned to the unit?
- The unit 75-100%, each teacher 0-25%
 - The unit 50-75% , each teacher 25-50%
 - The unit 25-50% , each teacher 50-75%
 - The unit 0 -25% , each teacher 75-100%

I/D/E/A IGE OUTCOMES QUESTIONNAIRE - Continued

31. Do unit teachers practice role specialization and division of labor when planning the student's learning program?
- No
 - Sometimes
 - Usually
 - Yes
32. What criteria are used in the unit planning meetings to select specific learning objectives?
- Criteria are not specified in the unit meetings.
 - Objectives are selected that are consistent with the broad instructional goals to be emphasized.
 - Objectives are selected based upon the student's needs, interests, and achievement.
 - Both b and c
33. The unit plans for achieving learning objectives typically contain...
- Nothing related to the objectives
 - One activity for each objective
 - Two or three activities for each objectives
 - Four or five activities for each objective
 - More than five activities for each objective
34. Which of the following components are provided by the unit?
- Assessment instruments
 - Specific learning objectives
 - Diverse multimedia activities
 - Student performance record
35. Is assessment conducted to determine those learning objectives already possessed by the pupils before they are taught?
- No
 - Seldom
 - Frequently
 - Yes
36. Large group instruction of 14 or more students is sometimes the most appropriate mode for some students. In our unit large group instruction is available as a learning mode option...
- For none of the learning objectives
 - For 1-10% of the objectives
 - For 11-30% of the objectives
 - For 31-60% of the objectives
 - For 61-100% of the objectives

I/D/E/A IGE OUTCOMES QUESTIONNAIRE - Continued

37. One-to-one instruction (teacher-to-pupil) is sometimes the most appropriate mode for some students. In our unit one-to-one instruction is available as a learning mode option for...
- None of the learning objectives
 - 1-10% of the objectives
 - 11-30% of the objectives
 - 31-60% of the objectives
 - 61-100% of the objectives
38. Independent study is sometimes the most appropriate mode for some students. In our unit independent study is available as a learning mode option for...
- None of the learning objectives
 - 1-10% of the objectives
 - 11-30% of the objectives
 - 31-60% of the objectives
 - 61-100% of the objectives
39. Small-group instruction (3 to 13) is sometimes the most appropriate mode for some students. In our unit small-group instruction is available as a learning mode option for...
- None of the learning objectives
 - 1-10% of the objectives
 - 11-30% of the objectives
 - 31-60% of the objectives
 - 61-100% of the objectives
40. Are the teaching assignments for each learning activity in your unit made on the basis of the teacher's predominant teaching strengths?
- No
 - Some of the time
 - Most of the time
 - Yes
41. Are the talents and offerings of all teachers within the unit available to each student as appropriate?
- No
 - Some of the time
 - Most of the time
 - Yes

I/D/E/A IGE OUTCOMES QUESTIONNAIRE - Continued

42. In what ways are the parents involved in the instructional program of your school? (Check yes or no for each response)
- Parents help their children at home.
 - All parents are asked to participate in conferences relative to the learner's program of instruction.
 - Parents serve as resource people sharing information and talents with students whenever possible.
 - Parents participate by serving as teacher aides.
 - There is an organized program to furnish information and gather ideas and reactions from parents.
43. When matching pupils to learning activities which of the following are considered?
- Peer relationship
 - Achievement
 - Learning styles
 - Interest in subject areas
 - The student's self-concept
44. Unit meetings designed solely to discuss pupils...
- Do not occur
 - Occur rarely
 - Occur, but are infrequent
 - Are scheduled regularly
 - Are frequent and helpful
45. How frequently is each student involved in assessment and analysis of his own progress?
- Once during each learning activity
 - Once for each learning objective
 - Once for each unit of study
 - Approximately five times each year
 - Approximately twice a year
46. To what degree do you believe students are accepting greater responsibility for selecting their own objectives?
- No change has been observed.
 - Some of the students are accepting more responsibility than before IGE.
 - Most students are accepting more responsibility than before IGE.
 - All students are accepting more responsibility than before IGE.

I/D/E/A IGE OUTCOMES QUESTIONNAIRE - Continued

47. To what degree are students involved in selecting learning activities to pursue their objectives?
- Students do not participate in the selection procedure
 - Sometimes students participate (10-30% of the time)
 - Often students participate (31-60% of the time)
 - Usually students participate (61-90% of the time)
 - Almost always students participate (91-100% of the time)
48. Can the students in your unit state the learning objectives associated with their learning activities?
- Never
 - Rarely
 - Sometimes
 - Usually
 - Yes, almost always
49. In your opinion, which of the following are true of the self-improvement efforts within your unit:
- The self-improvement program is structured and is functioning.
 - Teacher behavior is observed and critiqued according to a definite plan.
 - Teacher-classroom behavior is recorded and critiqued by the teacher.
 - Teaching plans are critiqued in our unit meetings.
 - There is no planned program for self-improvement.
50. Teacher performance in the learning environment is constructively criticized by unit members using...
- Planned observations
 - Informal observations
 - Both a and b
 - Neither a nor b
51. Do you feel that the in-service program has met your needs to learn and to implement IGE?
- No
 - Some needs have been met.
 - Most needs have been met.
 - Yes

APPENDIX M

IGE IMPLEMENTATION QUESTIONNAIRE

You are a: Teacher Unit leader Observer Other

Please omit all questions that do not apply to you.

1. Did your teaching staff have a voice in the decision to become an IGE school?
 - Yes, I feel that the recommendations of the staff were heard.
 - Our staff did not participate in the decision to become an IGE school.
 - I don't know.

2. How many students are in your unit?
 - Fewer than 50.
 - 51-75.
 - 76-100
 - 101-125

3. Which statements below describe your school's organization? (Mark all that apply)
 - Each student is a member of a unit.
 - Each teacher is a member of a unit.
 - Each resource teacher is a member of a unit.
 - Each unit has a designated leader.
 - Each unit has the use of aides.

4. Do the teachers in your unit represent a cross section of your total teaching staff regarding the characteristics listed below?
 - Balance well achieved
 - Balance moderately achieved
 - Balance poorly achieved
 - Age
 - Subject area
 - Attitude toward IGE
 - Compatibility
 - Sex
 - Ethnic background
 - Leadership qualities
 - Experience
 - Teaching styles
 - Grade level experience
 - Outside interests

IGE IMPLEMENTATION QUESTIONNAIRE - Continued

5. What is the age composition of the students in your unit?
 Most students are in the same grade level.
 Approximately equal numbers are from two grade levels.
 Approximately equal numbers are from three grade levels.
 Approximately equal numbers are from four grade levels.
6. Is there continuity of educational goals and learning objectives in the programs offered by your school?
 No
 I don't know.
 Yes, there is continuity.
7. Are your school's goals consistent with the goals adopted by the school system?
 No, they are not.
 I don't know.
 Yes, they are.
8. Do you feel students are involved in decision-making regarding school-wide activities and policies?
 No.
 Sometimes.
 Frequently.
 Always.
9. Which of the following characterize your Instructional Improvement Committee operations?
 a. Our school has an Instructional Improvement Committee.
 Yes No (please go on to question 12)
- Usually
 Somewhat
 Not yet
 School-wide policies are formulated by the IIC.
 Problems which involve two or more units are resolved by the IIC.
 Students are members of the IIC.
 School-wide in-service programs are coordinated by the IIC.
10. Does your Instructional Improvement Committee critique and improve its own operational processes; i.e., the way its members work together?
 I don't know.
 Yes.
 Rarely.
 No.

IGE IMPLEMENTATION QUESTIONNAIRE - Continued

11. In your opinion, does the IIC coordinate the in-service educational program for your school?
- I don't know
- No.
- In a minor way only.
- Yes.
12. Are the teaching assignments for learning activities in your unit made on the basis of each teacher's strengths?
- No
- Sometimes
- Usually
- Always
13. Which of the following techniques does your unit use to distribute the tasks involved in planning, implementing and assessing your learning programs?
- The plans developed by one teacher in our unit are frequently used by several other teachers.
- Task assignments in our unit are usually given to our teachers because of their ability to do the task.
- Each big task is usually divided and distributed among the unit teachers.
- Other teachers in our unit frequently benefit from work that I have done and shared with them.
- I frequently volunteer to perform tasks that will benefit the other unit teachers.
14. Which of the following are true in your unit to indicate that the special strengths and talents of your teachers are used?
- Teachers work primarily in those subject areas with which they are proficient.
- Teachers plan learning programs for those areas with which they have the most expertise.
- I am able to utilize the strengths and talents of other teachers in our unit.
- Planning in our unit is usually done by teachers who are best at planning each part of the program.
- Learning program assessment is usually done by teachers who are best at assessing each part of the program.
- Implementing learning program plans is usually assigned to teachers who have special skills in performing the tasks assigned to them.

IGE IMPLEMENTATION QUESTIONNAIRE - Continued

15. One of the IGE outcomes states that students pursue their learning programs with members of their unit except when special resources are required. How much are your advisees with students from your unit?

Most students for most of the day
 Most students for part of the day
 Some students for most of the day
 Some students for part of the day
 Almost never

16. How often do you utilize members of the local community in your students' learning program?

Never
 Once or twice each year
 Three to six times each year
 Seven to twelve times each year
 Thirteen or more times each year

17. Regarding your unit's learning program who has the responsibility to make decisions in each of the following areas?

The principal
 Usually the principal
 Joint decision
 Usually the teachers
 The teachers
 Scheduling and grouping your students
 Use of your classroom facilities
 Use of your instructional materials
 Scheduling teachers

18. How much time per week do you spend individually or in small groups with each student who is designated as your advisee?

I do not yet have advisees.
 30 minutes or less.
 31 minutes to one hour.
 One hour to one-and-a-half hours
 One-and-a-half hours to two hours

19. When you are with advisees (individually or in small groups), how much emphasis do you place on the following?

Very little
 Some
 Much
 Planning student learning programs.
 Self-concept, human development, rapport
 Progress assessment and reporting.
 Announcements and study time.

IGE IMPLEMENTATION QUESTIONNAIRE - Continued

20. Mark the responses that best describe the teacher-to-teacher relationships in your unit.

Usually
 Somewhat
 Not yet
 Teachers in my unit respond to one another's needs.
 Teachers in my unit trust one another's motives and abilities.
 Teachers in my unit have open communications.

21. Mark the responses that best describe the student-to-teacher relationships in your unit.

Usually
 Somewhat
 Not yet
 Students and teachers respond to one another's needs.
 Students and teachers trust one another's motives and abilities.
 Students and teachers have open communications.

22. Mark the responses that best describe the student-to-student relationships in your unit.

Usually
 Somewhat
 Not yet
 Students in my unit respond to one another's needs.
 Students in my unit trust one another's motives and abilities.
 Students in my unit have open communications.

23. How much time do you devote to unit meetings?

Less than one hour per week
 Between one and two hours per week
 Between two and three hours per week
 Between three and four hours per week
 More than four hours per week

24. The broad goals that are emphasized by your unit are...

not yet selected.
 determined by the school's curriculum materials.
 determined by the textbooks we are using.
 selected by the Instructional Improvement Committee
 selected by the teachers in our unit.

25. IGE IMPLEMENTATION QUESTIONNAIRE - Continued

25. Are the decisions regarding the plans of learning programs for your unit and for individual students constructively critiqued by members of your unit?

- Always
 Frequently
 Sometimes
 Not yet

26. Does your unit analyze and improve the way you work together as a team?

- No.
 Once or twice a year.
 Three to nine times per year.
 More than nine times per year.

27. Do you feel that your in-service program has met your needs to learn and to implement IGE?

- No
 Some needs have been met.
 Most needs have been met.
 Yes.

28. How often is your teaching performance critiqued using each of the following techniques?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | More than 9 times per year |
| <input type="checkbox"/> | 3-9 times per year |
| <input type="checkbox"/> | 1-2 times per year |
| <input type="checkbox"/> | not yet |
| <input type="checkbox"/> | Planned observations by other teachers from your unit. |
| <input type="checkbox"/> | Informal observations by other teachers from your unit. |
| <input type="checkbox"/> | Student feedback instruments. |
| <input type="checkbox"/> | Discussion with students |
| <input type="checkbox"/> | Planned observations by league teachers. |

29. For how many of the 35 IGE outcomes stated in The Implementation Guide have your unit teachers developed and implemented specific in-service plans?

- None yet.
 8-14 outcomes.
 15-21 outcomes.
 22-28 outcomes.
 29-35 outcomes.

IGE IMPLEMENTATION QUESTIONNAIRE - Continued

30. Do you systematically gather and use information about your advisees and students in designing individualized learning programs?
- No, it is neither gathered nor used.
 - It is gathered but not used to design learning programs.
 - Yes, it is systematically gathered and used in designing learning programs.
31. What percent of your students are becoming increasingly more responsible for self-assessment?
- None of the students.
 - Few of the students (about 25%).
 - Some of the students (about 50%).
 - Most of the students (about 75%).
 - All of the students (about 100%).
32. Which of the following do you and each of your students consider when you select learning activities? (Mark all that apply)
- Peer relationships.
 - Achievements.
 - Learning styles.
 - Interest in subject areas.
 - The student's self-concept.
33. During a typical period how many of your students do activities which are based upon specified learning objectives?
- None of the students.
 - Few of the students (25%).
 - Some of the students (50%).
 - Most of the students (75%).
 - All of the students (100%).
34. To what degree do you accommodate the different mode and media preferences of your students?
- I am not yet able to provide for individual mode and media preferences.
 - At least two activities that use different modes and media are available for each objective.
 - At least three activities that use different modes and media are available for each objective.
 - At least four activities that use different modes and media are available for each objective.

IGE IMPLEMENTATION QUESTIONNAIRE - Continued

35. Your advisees systematically plan and evaluate progress toward their educational goals..(Mark all that apply)

- Individually.
- With me their advisor
- With their teachers
- With their parents
- With other students

36. How frequently is each of your students involved in assessing and analyzing his own progress?

- Once during each learning activity.
- Once for each learning objective.
- Once for each unit of study.
- Approximately five times each year.
- Approximately twice a year.

37. Compared to earlier in the year, what percent of students are accepting more responsibility for selecting their own objectives?

0-20% 21-40% 41-60% 61-80% 81-100%

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Less responsibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | No change |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Slightly more responsibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Considerably more |

38. Compared to earlier in the year, what percent of your students are accepting more responsibility for selecting or developing learning activities for their specific learning objectives?

0-20% 21-40% 41-60% 61-80% 81-100%

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Less responsibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | No change |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Slightly more responsibility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Considerably more |

39. Can your students state the learning objectives for the activities in which they are engaged? To what percent of your students does each of the following items apply?

0-20% 21-40% 41-60% 61-80% 81-100%

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Rarely can. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sometimes can. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Frequently can. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Almost always can. |

IGE IMPLEMENTATION QUESTIONNAIRE - Continued

40. Compared to earlier in the year, what percent of your students are demonstrating responsibility for pursuing their learning programs?

0-20% 21-40% 41-60% 61-80% 81-100%

- Less responsibility
- No change.
- Slightly more responsibility
- Considerably more

41. With regard to the efforts of your unit to implement IGE, what percent of the parents would you characterize by each of the following statements?

0-20% 21-40% 41-60% 61-80% 81-100%

- Are aware of the IGE program
- Have been vocally negative
- Have been passive
- Have given positive support

42. What percent of your advisees have participated in parent-student-advisor conferences? To what percent of your students does each of the following items apply?

0-20% 21-40% 41-60% 61-80% 81-100%

- No conferences
- One per year
- Two per year
- Three per year
- Four or more per year

43. What percent of your school day do you feel reflects IGE implementation?

- about 10%
- about 25%
- about 50%
- about 75%
- about 90%

44. During the last twelve months has your league coordinated an interchange of personnel to identify and alleviate problems within your school?

- Not to my knowledge.
- What is a league?
- Yes, once or twice.
- Yes, several times.

45. During the last twelve months has your league been a source of consultant help or other types of help to your unit?

- No.
- Yes, one time.
- Yes, two to five times.
- Yes, six or more times.

APPENDIX N

IGE PUPIL INTERVIEW SCHEDULE

1. Do you like school more this year than last?
 - a. Yes
 - b. About the same
 - c. I don't know
 - d. No, I liked it better last year
2. Do your parents like your school more this year than last?
 - a. Yes
 - b. About the same
 - c. I don't know
 - d. No, they liked it better last year
3. Have your parents attended a meeting about your school?
 - a. Yes, both of them have
 - b. Yes, one of them has
 - c. I don't know
 - d. No
4. Have your parents heard of IGE?
 - a. Yes
 - b. I think so.
 - c. I don't know.
 - d. No, they haven't.
5. Do special teachers in music, art, physical education, or library ever teach you?
 - a. Yes, at least once a week
 - b. Yes, about once a month
 - c. I don't think so
 - d. No
6. Not counting music, art, physical education, or library, how many teachers in this school teach you?
 - a. One or two
 - b. 3
 - c. 4
 - d. 5
 - e. 6 or more
7. Are you taught in the same place all day? (Do not count special subjects such as instrumental music or gym.)
 - a. Yes, all the time
 - b. Yes, most of the time
 - c. No, we move around quite a bit

IGE PUPIL INTERVIEW SCHEDULE - Continued

8. Are the same students in class with you all the time?
 - a. Yes, always
 - b. Yes, most of the time
 - c. Not always
 - d. No
9. Are there older or younger students in your class? (Students from other grade levels)
 - a. Always
 - b. Sometimes
 - c. I don't know
 - d. Almost never
10. Do you like having older and younger students in your class?
 - a. Yes
 - b. Sometimes
 - c. I don't care
 - d. No, I don't
11. How often are you taught with just you and a teacher?
 - a. At least once a day
 - b. About once or twice a week
 - c. About once a month
 - d. Never
12. How often do you work on things that you choose?
 - a. At least once a day
 - b. About once or twice a week
 - c. About once a month
 - d. Never
13. How often do you work with one other student?
 - a. At least once a day
 - b. About once or twice a week
 - c. About once a month
 - d. Never
14. How often are you taught in a small group (4 to 13 pupils)?
 - a. At least once a day
 - b. About once or twice a week
 - c. About once a month
 - d. Never
15. How often are you taught in a whole classroom size group (25 to 30 pupils)?
 - a. At least once a day
 - b. About once or twice a week
 - c. About once a month
 - d. Never

IGE PUPIL INTERVIEW SCHEDULE - Continued

16. How often are you taught in a large group (50 or more pupils)?
- At least once a day
 - About once or twice a week
 - About once a month
 - Never
17. How often do the aides help you?
- At least once a day
 - About once or twice a week
 - About once a month
 - Never
18. How often do you choose what you want to learn?
- Always
 - At least once or twice a day
 - Once a week
 - Never
19. Do you have textbooks assigned just to you?
- Yes, in all subjects
 - Yes, in most subjects
 - Yes, in a few subjects
 - Only in one subject
 - No
20. Are you permitted to use the equipment and materials in your classroom, unit area, and learning center?
- Yes, anytime
 - Yes, if we have permission
 - Sometimes
 - Only when the teacher tells us to
21. How often are you permitted to use the learning center?
- Anytime
 - Once or twice a day
 - Once or twice a month
 - Almost never
22. How often are you taught something you already know?
- Many times
 - Sometimes
 - I don't know
 - Almost never

IGE PUPIL INTERVIEW SCHEDULE - Continued

23. When you begin each activity, do you understand what you are supposed to learn?
- Yes, always
 - Yes, usually
 - Sometimes
 - No, almost never
24. After you are taught something, do you and your teacher agree on how well you learned it?
- Yes, always
 - Yes, usually
 - Sometimes
 - No, never
25. Has anyone talked to you about IGE?
- Yes, my teacher
 - I think so
 - I don't know
 - No
26. Does your best friend like school better this year than last?
- Yes
 - About the same
 - I don't know
 - No, liked it better last year

APPENDIX O

PROJECT PLACE PARENT OPINIONAIRE

Circle a response for each item

1. Are there older and/or younger students in your child's class?
Yes No I don't know
2. Does more than one teacher teach your child during the day?
Yes No I don't know
3. Does your child stay in one desk for most of the day?
Yes No I don't know
4. Is small group instruction frequently provided for your child?
Yes No I don't know
5. Does your child's mathematics program expect all children to study the same lesson at the same time?
Yes No I don't know
6. Does your school send you a record of your child's progress in mathematics?
Yes No I don't know
7. Does your child's school use team teaching?
Yes No I don't know
8. Have you heard of ICE?
Yes No I don't know

PROJECT PLACE PARENT OPINIONAIRE - Continued

9. Is there a special program operating in your school?

Yes No I don't know

10. Does your child's school have a record of the reading skills your child is learning?

Yes No I don't know

11. Is more than one teacher available to help your child with his learning?

Yes No I don't know

12. Does your child have learning centers in his classroom?

Yes No I don't know

13. Is your child given time in school to learn on his own?

Yes No I don't know

14. Does your child move from one learning space to another during the day?

Yes No I don't know

15. Do the teachers in your child's school plan together?

Yes No I don't know

16. Does more than one teacher talk to you about your child's progress?

Yes No I don't know

17. Does your child have a chance to select many of his own learning activities during the day?

Yes No I don't know

PROJECT PLACE PARENT OPINIONAIRE - Continued

18. Does your child use audio-visual aids (films, tape recorders, records, etc.) often in class?

Yes No I don't know

19. Is your child free to move around quite a bit in his class area?

Yes No I don't know

20. Is your child permitted to use the IMC (Instructional Materials Center - Library)?

Regularly Often Sometimes Seldom Never

21. Rank your feeling about the learning program your child is in this year.

Like it very much Like it It's ok Not too good
Don't like it

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