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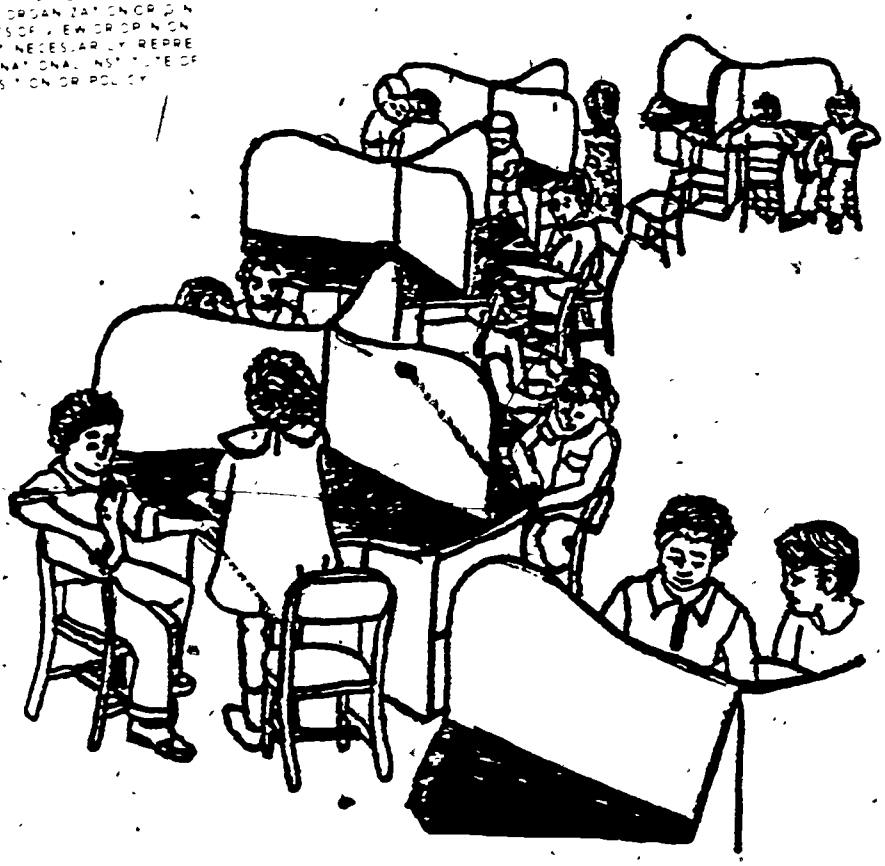
ABSTRACT

Four evaluation instruments were used to assess the impact of inservice and preservice training in open education techniques experienced by four teacher groups. The Semantic Differential Scale was used to determine teacher attitudes on the concepts of behavior modification, team teaching approach, parental involvement, self-contained classrooms, open space, evaluation, and inservice training. A 50-item questionnaire was administered to ascertain teacher perceptions of openness. A third instrument was used to rate open space facilities and obtain suggestions for improvement. The final item was a team teaching survey. Analysis of the data is presented by each instrument followed by findings, conclusions, and recommendations. (HLP)

Public Schools of the District of Columbia

TRAINING CENTER FOR OPEN-SPACE SCHOOLS-ADOPTION PROJECT

ESEA TITLE III EVALUATION
FINAL REPORT



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Office of Planning, Research and Evaluation
Division of Research and Evaluation

April 1976

D. C. SCHOOLS TRAINING CENTER FOR OPEN SPACE SCHOOLS:

ADOPTION PROJECT

Title III Project

INTERIM/FINAL REPORT

Commonwealth Learning, Inc.
Alexandria, Virginia

Coordinated under the direction of the
Division of Research and Evaluation
Office of Planning, Research, and Evaluation
Room 1013 - 415 12th St., NW
Washington, D. C.

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DESCRIPTION OF THE PROJECT

The Training Center for Open Space Schools housed at Malcolm X School at Alabama and Congress Avenues, S.E., Washington, D.C. was established in 1974 to provide in-service and preservice training in open education techniques to elementary school personnel in new open space schools and to help them adopt the open education approach. Technical assistance in the implementation of the training and follow-up support was provided to ensure the successful adoption of the project from its inception through December 1975.

Since problems of timing, logistics, delay in opening of one of the schools and other unforeseen circumstances have arisen; this evaluation report will describe what has occurred since the beginning of the project and attempt to evaluate the impact of the open space training experienced by the participating school groups.

Four teacher groups have been directly involved in the project, namely, teachers from Malcolm X, Orr, Washington Highland, and those teachers in other schools scheduled to be assigned to Oxon Run when it opens. The four school groups themselves have actually undergone three different experiences in open education training. Those experiences and numbers of teachers involved are described below by school group.

1. Malcolm X - presently in its third year of operation, 42 teachers underwent an intensive five week workshop in the summer of 1974 from 8:30 am to 2:30 pm each day. They were exposed to open education theory and practices and had the opportunity to implement open education techniques since elementary school children participated in the workshop as subjects. Follow-up assistance has been provided on an as needed basis in the form of small one day workshops and seminars.

2. Orr and Washington Highland, both in their second year of operation, had their teachers (28 from Orr and 36 from Highland undergo a four week workshop, 1/2 days from 8:30 am to 12:00 noon in the summer of 1974 at the Malcolm X Training Center. No children were involved in the project, therefore, most training involved theory with very little practice. Follow-up workshops on team-teaching, open space, etc. have been provided on site since their original training experience. An important difference between these two teacher groups is that Highland has been staffed with generally young and newly assigned teachers while the Orr teachers were an already older and experienced staff having worked together in previous traditional settings.

3. The Oxon Run teacher group, presently located at various schools, underwent a ten week training period from March 1975 to May 1975 consisting of one full day per week for the ten weeks. Approximately 40 teachers were exposed to a course-like methodology involving theories and techniques in open space supported by school visits and field trips. Again no children were involved in the project and since all teachers are not yet in an open space setting, no opportunities for implementation have been afforded them.

After participating in the various training experiences teachers were expected to be able to

1. Plan as members of various teams
2. Individualize and personalize instruction and learning
3. Adapt and create curriculum
4. Use positive behavior
5. Perform and accept new and different roles
6. Manage student learning
7. Evaluate the training and ongoing programs

In line with these objectives, four basic instruments were designed and administered to the participating teacher groups to ascertain answers to the following questions:

Question #1. What are the attitudes of the teacher groups toward open education concepts and do the groups differ in their attitudes?

Question #2. What degree of "openness" has been achieved by the four groups and do they differ on "openness" ratings?

Question #3. How do these groups rate open space facilities and are there suggestions for improvement?

Question #4. What are the groups' attitudes toward the team-teaching process and are there any relationships between team size and these attitudes?

Instruments

Semantic Differential - a comparison of group attitudes toward open space concepts associated with the project was made to answer Question #1 above. Those concepts presented for reaction by each of the teacher groups included (1) Behavior Modification (2) Team

Approach (3) Parental Involvement (4) Self-Contained Classroom (5) Open Space (6) Evaluation and (7) In-Service Training.

Teacher Openness Survey - a 50 item questionnaire developed by TDR Associates, Inc. of Newton, Massachusetts under a U.S. Office of Education Contract administered to all teachers to ascertain their own perceptions of openness was used to answer Question #2.

Open Space Facilities Survey - a group of open space facility characteristics to be ranked in order of importance for an ideal open space school and ranked in order of adequacy in their own schools was presented to each teacher followed by checklists of other facility characteristics to which teachers were to respond as satisfactory or unsatisfactory in their present facilities. An opportunity to suggest additions or improvements to present facilities was also provided. Such an instrument would provide answers for Question #3.

Team Teaching Survey - a series of items stated in both favorable and unfavorable terms regarding the team-teaching process. Extent of agreement using a Likert scale was the response procedure used. Classification of a teacher by team size (small team - 1-5 teachers and large team - over 5 teachers) allowed determination of relationships between team size and responses to the survey in order to answer Question #4.

Analysis Procedures

An analysis of variance procedure using the .05 level of significance was used in determining differences among groups for both the Semantic Differential Scale and the Teacher Openness Survey.

Ranking procedures and a presentation of response frequencies was used in analyzing the Open Space Facilities instrument while frequency responses by team size in addition to a Chi Square and Fisher's Exact Probability Test (also at .05) was used in analyzing the Team-Teaching Survey.

Responses to the survey instruments (given to the Oxon Run School in May 1975 and the remaining three schools in December 1975) included 16 teachers at Washington Highland, 19 at Malcolm X, 14 at Orr, and 18 at Oxon Run.

Analysis of the data is presented by each instrument followed by findings, conclusions and recommendations.

Analysis

Analyses are presented below by instrument.

Semantic Differential Scale

A comparison of attitudes of project teachers in the four schools involved was made in December 1975 by use of the semantic differential scale. (Appendix A) Open education concepts to which the teachers were asked to respond included the following:

1. Behavior Modification
2. Evaluation
3. In-Service Training
4. Open Space
5. Parental Involvement
6. Self-Contained Classroom
7. Team Approach

Twelve pairs of adjectives were presented to the raters, each pair being extreme ends of a favorable or unfavorable attitude scale (scored from 1 = unfavorable to 7 = favorable). The possible range for each concept score, therefore would be 12 (most unfavorable) to 84 (most favorable). Scores 48 and above exhibit favorable attitudes while those below 48 would represent unfavorable attitudes.

In studying the attitudes of teachers among the four schools toward behavioral modification, the results in Table I reveal that all teachers are scoring in the favorable range with the Orr School teachers scoring slightly less than the others.

An analysis of variance using a .05 level of significance was used to determine any different means among the groups. The resulting F statistic was .272 ($p < .64$). Therefore, there was no significant difference found.

School	Sample Size	Mean	Standard Deviation	F Statistic
Highland	14	63.07	13.61	
Malcolm X	17	62.00	11.90	F ratio = .272
Orr	11	58.64	11.16	probability level $p < .64$
Oxon Run	18	62.06	13.80	

TABLE I. Analysis of Behavioral Modification Attitude

In studying the attitudes of teachers among the four schools toward evaluation, the results in Table II reveal that all teachers are scoring in the favorable range with the Oxon Run School teachers scoring slightly higher than the others.

An analysis of variance using a .05 level of significance was used to determine any different means among the groups. The resulting F statistic was .840 ($p < .48$). Therefore, there was no significant difference found.

School	Sample Size	Mean	Standard Deviation	F Statistic
Highland	12	64.25	14.61	
Malcolm X	17	60.12	13.31	F ratio = .840
Orr	10	61.70	13.63	probability level $p < .48$
Oxon Run	18	66.78	11.14	

TABLE II. Analysis of Evaluation Attitude

In-Service Training

In studying the attitudes of teachers among the four schools toward in-service training, the results in Table III reveal that all teachers are scoring in the favorable range with the Orr School teachers scoring slightly less than the others.

An analysis of variance using a .05 level of significance was used to determine any different means among the groups. The resulting F statistic was 2.237 ($p < .09$). Therefore, there was no significant difference found.

School	Sample Size	Mean	Standard Deviation	F Statistic
Highland	14	65.00	13.90	
Malcolm X	17	65.59	10.76	F ratio = 2.237 probability level $p < .09$
Orr	10	55.00	20.43	
Oxon Run	18	69.28	12.84	

TABLE III. Analysis of In-Service Training Attitude

In studying the attitudes of teachers among the four schools toward open space, the results in Table IV reveal that all teachers are scoring in the favorable range with the Orr School teachers scoring slightly less than the others.

An analysis of variance using a .05 level of significance was used to determine any different means among the groups. The resulting F statistic was 3.256 ($p < .028$). Therefore, a significant difference was found. A Scheffe test for pairwise comparison among means was performed finding no significant difference among pairs.

School	Sample Size	Mean	Standard Deviation	F Statistic
Highland	14	60.07	16.12	
Malcolm X	17	69.82	11.60	F ratio = 3.256
Orr	10	55.80	14.53	Probability level $p < .028$
Oxon Run	18	68.39	12.39	

TABLE IV. Analysis of Open Space Attitude

Parental Involvement

In studying the attitudes of teachers among the four schools toward parental involvement, the results in Table V reveal that all teachers are scoring in the favorable range with the Orr School teachers scoring slightly less than the others.

An analysis of variance using a .05 level of significance was used to determine any different means among the groups. The resulting F statistic was 1.980 ($p < .127$). Therefore, there was no significant difference found.

School	Sample Size	Mean	Standard Deviation	F Statistic
Highland	14	59.07	13.63	
Malcolm X	17	57.94	9.70	F ratio = 1.980 probability level $p < .127$
Orr	10	50.20	9.46	
Oxon Run	17	62.06	14.78	

TABLE V. Analysis of Parental Involvement Attitude

Self-Contained Classroom

In studying the attitudes of teachers among the four schools toward self-contained classroom, the results in Table VI reveal that all teachers are scoring in the favorable range with the Orr School teachers scoring slightly higher than the others.

An analysis of variance using a .05 level of significance was used to determine any different means among the groups. The resulting F statistic was 4.337 ($p < .008$). Therefore, a significant difference was found. A Scheffe test for pairwise comparison among means was performed finding significant difference among the Highland School - Orr School pair.

School	Sample Size	Mean	Standard Deviation	F Statistic
Highland	14	55.21	16.97	
Malcolm X	16	59.81	9.97	F ratio = 4.337
Orr	10	74.80	11.27	probability level $p < .008$
Oxon Run	17	60.47	14.45	

TABLE VI. Analysis of Self-Contained Classroom Attitude

In studying the attitudes of teachers among the four schools toward the team approach, the results in Table VII reveal that all teachers are scoring in the favorable range with the Orr School teachers scoring slightly lower than the others.

An analysis of variance using a .05 level of significance was used to determine any different means among the groups. The resulting F statistic was 1.005 ($p < .399$). Therefore, there was no significant difference found.

School	Sample Size	Mean	Standard Deviation	F Statistic
Highland	14	64.36	13.47	
Malcolm X	17	69.06	11.26	F ratio = 1.005
Orr	10	60.60	11.80	probability level $p < .399$
Oxon Run	17	68.18	16.78	

TABLE VII. Analysis of Team Approach Attitude

Summary

In summary, as a result of teacher responses to the semantic differential scale, all teachers exhibited favorable attitudes toward the seven open education concepts. There were no unfavorable attitudes exhibited. In general, teachers at Orr School scored slightly less than teachers at the other schools. An exception was the self-contained classroom concept in which Orr School teachers scored slightly higher than the others, and in which the results of a Scheffe test for pair-wise comparison among means revealed significant difference among the Highland School - Orr School pair.

Open Education Survey for Adoption Project

Teachers from each of the four schools were asked to respond to a questionnaire concerning degree of teacher openness as perceived by the teachers themselves. (Appendix B) Fifty items were presented in the questionnaire to which teachers indicated their extent of agreement, i.e., strongly disagree, disagree, agree, and strongly agree on a four-point Likert scale ranging from one to four respectively. Questions were presented both in a positive and negative fashion toward open education with a scoring adjustment such that a score of four on each item indicated maximum degree of favor toward open education. Therefore, a maximum score of 200 (4 x 50) would indicate the ultimate in openness and a score of 50 (1 x 50) would indicate a minimum openness score. A score of 125 (2.5 x 50) would be indicative of a borderline attitude toward openness.

In studying the degree of teacher openness as perceived by the teachers themselves the results in Table VIII reveal that all teacher groups are scoring in a favorable range with the Orr School teachers scoring approximately five points less than the others.

School	Sample Size	Mean	Standard Deviation
Highland	16	131.63	9.39
Malcolm X	21	131.33	12.39
Orr	16	126.42	9.91
Oxon Run	18	131.11	13.58

TABLE VIII. Teacher Openness Data

An analysis of variance procedure was used to determine significant differences among the groups. As seen by the results in Table IX, although the Orr group scored less than the other groups, the overall difference in means was not statistically significant at the .05 level of significance.

Source	Degree of Freedom	Sum of Squares	Mean Squares	F Statistic
Between Groups	3	195.00	65.00	F ratio = 0.476
Within Groups	63	8610.00	136.67	probability level
Total	66	8805.00		$p < .67$

TABLE IX. Analysis of Variance on Teacher Openness

Summary

In summary, as a result of teacher responses to the open education survey for the Adoption Project, all teacher groups scored in a favorable range (above 125), with the Orr School scoring just slightly above favorable (126.92) and somewhat less than the others.

Open Space Facilities Survey

In order to obtain information with regard to satisfaction and dissatisfaction with existing open space facilities teachers from each of the four school groups were asked to respond to an open space facilities survey instrument. (Appendix C)

The instrument presented ten facility characteristics which teachers had to rank from most important to an ideal school to least important to an ideal school. They then were to rank these same characteristics from most adequate feature in their schools to least adequate feature in their schools.

In addition, to these ranking procedures, teachers indicated satisfactory features, dissatisfactory features and possible improvements in relation to their own facilities.

Characteristics	SCHOOLS							
	Highland (N = 16)		Malcolm X (N = 19)		Orr (N = 9)		Oxon Run (N = 17)	
	Ideal Rank	Own Rank	Ideal Rank	Own Rank	Ideal Rank	Own Rank	Ideal Rank	Own Rank
1. Visual privacy	8	10	10	9	6	9	10	3
2. Noise control	2	9	4	6	2	6	5	5
3. Generous amount of floor area	4	4	2	1	1	1	1	2
4. Generous outdoor play area	10	1	9	4	8.5	4	7	1
5. Convenient layout	1	5	3	5	7	7	2	9
6. Attractive appearance	6	2	6	3	5	3	4	7
7. Abundant, versatile storage	7	6	7	8	4	5	8.5	6
8. Plenty of electrical outlets	9	3	8	7	10	2	8.5	10
9. Comfortable temperature, humidity and ventilation	3	8	1	10	3	10	3	8
10. Sturdy relocatable furniture	5	7	5	2	8.5	8	6	4

TABLE X. Comparison of Facility Characteristic Rankings of Ideal Schools with Own Schools.

Presented above is a comparison of the teachers' rankings of their own schools with what they see as an ideal school. Ranks were assigned on a composite total rank score for each item by individual school.

For Highland teachers, they see a convenient layout as the most ideal feature in a school yet only rank it 5th in their present facility. They also see generous outdoor play area as ranking first in their school yet they see it as last in an ideal setting. Judging from their average rankings, very little relationship between the ranks is evident and items such as visual privacy, noise control temperature and sturdy relocatable furniture are seen as least adequate features in their schools.

Malcolm X teachers see as their best feature a generous amount of floor area while their least adequate feature is temperature, humidity and ventilation. Other characteristics ranked as most adequate include sturdy relocatable furniture and an attractive appearance while other least adequate features include privacy and storage. Here again, what Malcolm X teachers see as most inadequate at their school (comfortable temperature, etc.) is ranked as the most important characteristic for an ideal school.

Orr teachers (though only nine responded to the survey) would appear to be fairly satisfied with their space facilities in that a fair amount of agreement in ranks is seen between ideal and own school ratings, especially in the first ranking of generous amount of floor area. Some concerns in their own school include temperature control, visual privacy, and sturdy relocatable furniture while characteristics of outlet supply, attractive appearance, and generous outdoor play area are seen as adequate features.

The Oxon Run teacher group though still not in an open space setting responded to the survey instrument with regard to their individual schools so a composite ranking as shown in the table should be considered with caution. In any case they (as a group in different schools) saw floor area and play area as adequate features in their schools while they ranked electrical outlets, and convenient layouts as least adequate features.

It would appear from the facility ratings in general that most existing facilities are seen as adequate especially in the way of floor area and play area while most schools appear to be having problems with temperature control, and in two instances sturdy relocatable furniture. One would expect, as was the case, such characteristics as visual privacy and noise control to be ranked least since they are definite characteristics of an open space facility.

In Table XI is a further breakdown by frequency of teachers within schools as to which facility items are seen as most satisfactory in their own facility.

Imagine you are talking to the architect of this building. What would you tell him is most satisfactory about it?	Highland N = 16	Malcolm X N = 19	Orr N = 9	Oxon Run N = 17
a. Appearance - colors, visual warmth	10	12	5	2
b. Lighting - brightness	8	8	8	0
c. Layout, spaciousness, openness, space, roominess	2	9	1	5
d. Carpeting	6	11	2	0
e. Furniture - portable, excluding chairs	3	8	2	2
f. Resource center library	4	5	0	1
g. Gym, gym flooring	8	2	1	1
h. Air conditioning, atmospheric system, heating	3	1	4	0
i. Teacher prep. room, workroom	0	7	0	0
j. Acoustics - noise control	3	4	1	3
k. Electronic poles, communication system	2	3	3	0
l. Versatility - flexibility of areas	3	8	1	0
m. Outdoor play area	6	4	2	3
n. Privacy, closed rooms	2	1	1	5
o. Wall display areas, blackboards	0	3	0	4
p. Shelves, storage areas, cupboards	3	4	5	2
q. Solid, sturdy building	1	8	2	6
r. Location	1	8	3	5

TABLE XI. School Response Frequencies to Satisfactory Facility Characteristics

Table XI results speak for themselves again pointing out appearance as a satisfactory characteristic for those teachers in open space schools. Privacy and wall display areas were mentioned with very low frequencies indicating a possible item of concern. In addition, the teacher prep. room was not rated as satisfactory by any schools except Malcolm X.

In general it appears that Malcolm X teachers are indicating more items of satisfaction than the other schools.

In Table XII is a frequency breakdown by schools indicating unsatisfactory facility characteristics as perceived by each of the teacher groups

Most unsatisfactory about it?	Highland N = 16	Malcolm X N = 19	Orr N = 9	Oxon Run N = 17
a. Noise - stairwell - acoustics	4	3	7	2
b. Open space, lack of walls, lack of enclosure	6	2	4	1
c. Crowdedness, density, too little floor area	7	2	9	9
d. Resource center, size, location, equipment	3	2	7	4
e. Atmosphere, climate, temperature, humidity	9	15	4	4
f. Lack of display surfaces, insufficient blackboards	7	5	8	2
g. Interior appearance - color - general appearance	0	1	0	5
i. Windows, few, small, shape, monotony, high	4	6	4	3
j. Furniture, excluding chairs and tote boxes	3	1	3	2
k. Chairs	3	0	1	0
l. Tote boxes, too small, too impersonal	5	1	1	0
m. Sinks, too many, too few, location, no hot water, none, areas should be tiled	2	5	1	3
n. Chalkboard - amount, location, color	10	4	7	2
o. Washrooms, too few, too many, location	4	2	3	5
p. Coat storage, rubbers, trays, coat hooks	6	6	3	1
q. Yard, grounds, play areas, outdoor space	1	4	3	6
r. Electric outlets, phones	4	4	4	5

TABLE XII. School Response Frequencies to Unsatisfactory Facility Characteristics

Table XII again reinforces problems with temperature control at Highlands and Malcolm X while Highland and Orr see chalkboards as a major unsatisfactory item in that there appears to be an insufficient number of boards as well as display surfaces. All schools see appearance as satisfactory indicated by the low frequency of responses in that area.

In general all items except temperature control and display surfaces were mentioned with fairly low frequencies indicating very few items of concern.

Table XIII presents a list of response frequencies to suggested areas of improvement by individual school groups.

List at least one improvement or addition to the furniture and casework you now have which would help your program.	Highland N = 16	Malcolm X N = 19	Orr N = 9	Oxon Run N = 17
a. No improvement needed, OK	0	0	0	0
b. Chairs, more; tables (round or trapezoidal, with drawers or shelves)	8	3	3	4
c. Surfaces hard to clean - white, stains, marks, scratches	0	0	2	2
d. Tote boxes - too small, absurd, useless, more	3	2	0	0
e. Shelves - more, different, wall shelving, stick	4	5	1	3
f. Want desks for children, in varied colors and shapes with drawers	2	5	1	7
g. Want more adjustability, flexibility, easier to move casters	3	5	0	2
h. Want more stability, sturdiness, rigidity, immobility	0	0	0	0
i. Tack boards and cork boards for display, and blackboards	5	9	6	2
j. Panels, dividers, unstable, hard to clean, hard to move, more	2	0	0	0
k. Doors, hinges, locks	2	0	2	1
l. Card catalogue	1	1	0	0

TABLE XIII. School Response Frequences to Space Facility Improvements

List at least one improvement or addition to the furniture and casework you now have which would help your program.	Highland N = 16	Malcolm X N = 19	Orr N = 9	Oxon Run N = 17
m. Sinks, more, fewer, fixed, mobile, permanent	1	4	1	4
n. Coat hooks, racks, hangers, lockers, boot trays	4	8	0	1
o. Bookcases, one-sides, two-sides - portable in traditional schools	4	5	1	2
p. Separators, bookends	1	1	0	1
q. General quality, better	2	0	1	4
r. Less expensive, less costly, more economical	1	0	1	1

TABLE XIII. School Response Frequences to Space Facility Improvements (cont'd)

As can be seen in Table XIII only few areas of improvement are mentioned by a substantial number of teachers. More specifically, Highland teachers indicate a need for additional chairs and tables while Malcolm X and Orr are indicating a need for additional display areas.

In general, few improvements and additions are seen as necessary to those open space school teachers responding to suggested areas of improvement.

Summary

In summary, as a result of teacher responses to the space facility instrument, there appears to be a great amount of satisfaction with existing facilities in open space education.

Two present characteristics seem to be areas of concern; namely, temperature control and lack of display areas. Other than that, open space facilities seem to be highly adequate with little need for major improvements.

Team Teaching Survey

For the Team Teaching Survey (Appendix D) teachers were classified as small team members if they participated on a team with one to five members or as large team members if they participated on a team with over five members.

All of the following tables will present frequency of responses to an item by classification of team size within schools, i.e., if in a particular school five small team members and seven large team members agree to an item, the frequencies will be presented as 5/7 under the category of agreement within their school. In addition, under each school heading the number of small team participants and the number of large team participants are given. For example, if one reads under Malcolm X, Small team=8 and Large team=7, then eight teachers at Malcolm X are members of teams with less than five teachers (small teams) and seven teachers are members of teams with over five teachers (large teams).

As shown in Table XIV most of the team members of both sizes in each school have had some amount of preservice and in-service preparation for team teaching.

Of a total of 66 teachers responding to this instrument only nine have had no preservice preparation and eight have had no in-service preparation for team teaching.

SCHOOLS

Survey Item	Highland			Malcolm X			Orr			Oxon Run		
	Small Team = 8		Large Team = 7	Small Team = 18		Large Team = 1	Small Team = 6		Large Team = 8	Small Team = 7		Large Team = 11
	None	Some	Great Deal	None	Some	Great Deal	None	Some	Great Deal	None	Some	Great Deal
Amount of Preservice Preparation for Team Teaching	3/1	3/4	2/2	1/0	12/0	5/1	0/2	5/5	1/1	3/1	3/7	1/3
Amount of In-Service Preparation for Team Teaching	1/3	6/4	1/0	1/0	11/1	6/0	-	5/7	1/1	1/2	4/9	2/0

TABLE XIV. Amount of Preservice and In-Service Preparation by Team Size in their Schools

Table XV indicates that only one teacher in Highland School and no teachers at Malcolm X have less than one year experience working on a team while Orr has five teachers and Oxon Run has 11. It can be seen that Malcolm X has the majority (16) of their teachers with over two years of team experience with the other three schools having very few teachers in this category.

Survey Item	Highland			Malcolm X			Orr			Oxon Run		
	Small Team = 8		Large Team = 7	Small Team = 18		Large X Team = 1	Small Team = 6		Large Team = 8	Small Team = 7		Large Team = 11
	Less than 1 yr.	1-2 yrs.	Over 2 yrs.	Less than 1 yr.	1-2 yrs.	Over 2 yrs.	Less than 1 yr.	1-2 yrs.	Over 2 yrs.	Less than 1 yr.	1-2 yrs.	Over 2 yrs.
Length of Time Working with Team	1/0	6/5	1/2	-	3/0	15/1	2/3	3/4	1/1	4/7	2/3	1/1

TABLE XV. Length of Time Working with Team by Team Size within Schools.

Table XVI lists all the team teaching concerns that teachers responded to by extent of agreement or disagreement to each of the items. In addition to computing response frequencies to each item by team size within schools, Chi Square and Fisher's Exact Probability Test(for 2 x 2 contingency tables) at the .05 significance level were computed to determine relationships (if any) of item response by team size. Due to small sample size per group responses were collapsed into those categories of agreement whereby Strongly Agree and Agree were combined into an Agree Category (A) and Strongly Disagree and Disagree were combined into a Disagree (D) category. The Undecided (U) response was left alone.

Of the 49 items the teachers responded to, only one item indicated a significant relationship by team size. At Orr School, small team members agreed (3/0) that splits or deadlocks between faction or subgroups occurred while large team members disagreed (1/6) with only one small team member undecided.

Of the remaining 48 items there was general agreement on forty-five of them in that both team sizes in each of the four schools had favorable responses to those items considered to be necessary for smooth team functioning and unfavorable responses to those items considered to be detrimental to smooth team functioning.

The three items that were not so clear-cut were items 22, 35, and 41. More specifically on item 22 both team sizes in all four school groups were quite undecided as to whether or not a first solution posed was often selected by the group (Highland 6/4, Malcolm X 9/1, Orr 3/3, and Oxon Run 5/5). On item 35 there seemed to be general agreement by both team sizes in all schools that the same few people seem to do most of the talking in their meetings. Item 41 indicates that in all schools except Orr there is general disagreement on whether disagreements are smoothed over or avoided in team meetings.

Survey Items	SCHOOLS											
	Highland			Malcolm X			Orr			Oxon Run		
	Small Team = 8		Large Team = 7	Small Team = 18		Large Team = 1	Small Team = 6		Large Team = 8	Small Team = 7		Large Team = 11
	A	U	D	A	U	D	A	U	D	A	U	D
6. My team openly shares diagnostic information about students.	8/5	0/1	0/1	18/1	-	-	5/7	0/1	1/0	5/8	0/3	-
7. My team's curriculum plans are generally available in the team planning room.	7/4	0/2	1/1	13/0	-	5/1	4/3	1/1	1/3	5/5	1/3	1/3
8. My team has a special team planning/teacher preparation room or area.	5/5	-	3/2	14/1	-	4/0	5/4	-	1/4	5/3	1/4	1/4
9. Teams should openly share diagnostic information about students.	8/7	-	-	17/1	1/0	-	6/7	-	-	5/11	1/0	-

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns.

Survey Items	SCHOOLS											
	Highland			Malcolm X			Orr			Oxon Run		
	Small Team = 8		Large Team = 7	Small Team = 18		Large Team = 1	Small Team = 6		Large Team = 8	Small Team = 7		Large Team = 11
	A	U	D	A	U	D	A	U	D	A	U	D
10. Teams should have a special area for planning and teacher preparation.	7/7	-	1/0	16/1	2/0	-	6/7	-	-	6/10	0/1	-
11. My team identifies the curriculum and resources needed to implement the instructional program.	7/5	0/1	1/1	17/0	1/0	0/1	6/7	-	-	6/8	0/2	1/1
12. My team assigns appropriate tasks to aides, volunteers, and student teachers.	5/6	-	3/1	17/1	1/0	-	4/2	2/1	0/3	5/6	1/3	1/2
13. I like working in a teaching team.	8/6	0/1	-	18/1	-	-	2/6	3/1	-	6/10	0/1	1/0

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

Survey Items	SCHOOLS											
	Highland			Malcolm X			Orr			Oxon Run		
	Small Team = 8		Large Team = 7	Small Team = 18		Large Team = 1	Small Team = 6		Large Team = 8	Small Team = 7		Large Team = 11
	A	U	D	A	U	D	A	U	D	A	U	D
14. Teachers should act as resource period to manage Learning Centers where groups of students work independently.	7/6	-	1/0	16/0	2/1	-	5/7	-	1/0	6/11	-	1/0
15. Teachers should provide small group instruction based on the needs and interests of students.	8/7	-	-	17/1	-	-	6/6	-	-	7/11	-	-
16. I encourage students to share their work and help each other learn.	8/7	-	-	18/1	-	-	6/7	-	-	7/11	-	-

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

SCHOOLS

Survey Items	Highland Small Team = 8 A	Highland Small Team = 8 U	Highland Small Team = 8 D	Highland Large Team = 7 A	Highland Large Team = 7 U	Highland Large Team = 7 D	Malcolm X Small Team = 18 A	Malcolm X Small Team = 18 U	Malcolm X Small Team = 18 D	Malcolm X Large Team = 1 A	Malcolm X Large Team = 1 U	Malcolm X Large Team = 1 D	Orr Small Team = 6 A	Orr Small Team = 6 U	Orr Small Team = 6 D	Orr Large Team = 8 A	Orr Large Team = 8 U	Orr Large Team = 8 D	Oxon Run Small Team = 7 A	Oxon Run Small Team = 7 U	Oxon Run Small Team = 7 D	Oxon Run Large Team = 11 A	Oxon Run Large Team = 11 U	Oxon Run Large Team = 11 D
17. I like to share my ideas and plans with my team.	8/6	0/1	-				18/1	-	-				5/7	1/0	-				7/11	-	-			
18. My team shares ideas and plans openly with me.	8/4	0/2	0/1				18/1	-	-				5/6	1/0	0/1				6/10	1/0	0/1			
19. I provide small group instruction for my students based on their needs and interests.	8/7	-	-				18/1	-	-				6/6	0/1	-				6/11	1/0	-			
20. I feel that my work is an important activity.	8/7	-	-				18/1	-	-				6/7	-	-				7/11	-	-			

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

Survey Item	SCHOOLS											
	Highland			Malcolm X			Orr			Oxon Run		
	Small Team = 8		Large Team = 7	Small Team = 18		Large Team = 1	Small Team = 6		Large Team = 8	Small Team = 7		Large Team = 11
	A	U	D	A	U	D	A	U	D	A	U	D
21. When ploblems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.	6/4	/12	1/1	13/1	5/0	-	3/7	2/0	-	5/10	1/1	1/0
22. The first solution posed is often selected by the group.	0/1	6/4	2/2	4/0	9/1	5/0	2/4	3/3	-	0/2	5/5	2/4
23. People come to the meeting not knowing what is to be presented or discussed.	-	4/3	4/4	2/0	3/0	12/1	-	2/2	3/5	0/2	3/3	4/6

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

Survey Items	Highland Small Team = 8 A	Highland Small Team = 8 U	Highland Small Team = 8 D	Highland Large Team = 7 A	Highland Large Team = 7 U	Highland Large Team = 7 D	Malcolm X Small Team = 18 A	Malcolm X Small Team = 18 U	Malcolm X Small Team = 18 D	Malcolm X Large Team = 1 A	Malcolm X Large Team = 1 U	Malcolm X Large Team = 1 D	Orr Small Team = 6 A	Orr Small Team = 6 U	Orr Small Team = 6 D	Orr Large Team = 8 A	Orr Large Team = 8 U	Orr Large Team = 8 D	Oxon Run Small Team = 7 A	Oxon Run Small Team = 7 U	Oxon Run Small Team = 7 D	Oxon Run Large Team = 11 A	Oxon Run Large Team = 11 U	Oxon Run Large Team = 11 D
24. People ask why the problem exists, what the causes are.	6/3	0/3	2/1				13/1	4/0	1/0				1/5	4/1	0/1				5/8	1/3	1/0			
25. There are many problems which people are concerned about that never get discussed.	2/2	1/3	5/2				3/0	4/0	11/1				1/1	2/3	2/3				1/1	3/4	3/6			
26. There is a tendency to propose answers without really having thought the problem and its causes through carefully.	1/3	1/1	6/3				-	3/0	15/1				2/2	-	3/5				1/4	4/1	2/5			

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

SCHOOLS

Survey Items	Highland Small Team = 8 A	Highland Small Team = 8 U	Highland Small Team = 8 D	Highland Large Team = 7 A	Highland Large Team = 7 U	Highland Large Team = 7 D	Malcolm X Small Team = 18 A	Malcolm X Small Team = 18 U	Malcolm X Small Team = 18 D	Malcolm X Large Team = 1 A	Malcolm X Large Team = 1 U	Malcolm X Large Team = 1 D	Orr Small Team = 6 A	Orr Small Team = 6 U	Orr Small Team = 6 D	Orr Large Team = 8 A	Orr Large Team = 8 U	Orr Large Team = 8 D	Oxon Run Small Team = 7 A	Oxon Run Small Team = 7 U	Oxon Run Small Team = 7 D	Oxon Run Large Team = 11 A	Oxon Run Large Team = 11 U	Oxon Run Large Team = 11 D
27. The group discusses the pros and cons of several different alternative solutions to a problem.	6/6	1/1	1/0				18/1	-	-				5/7	-	-				5/11	1/0	1/0			
28. People bring up extraneous or irrelevant matters.	2/1	2/1	4/5				3/1	5/0	9/0				2/1	1/0	2/6				2/4	1/2	4/5			
29. The average person in the meeting feels that his ideas have gotten into the discussion.	6/4	0/2	2/1				13/1	3/0	2/0				3/6	1/1	1/0				6/11	1/0	-			
30. Someone summarizes progress from time to time.	7/5	1/1	0/1				16/1	-	2/0				4/6	-	1/1				5/10	2/1	-			

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns, (Cont'd)

Survey Items	Highland						Malcolm X						Orr						Oxon Run					
	Small Team = 8			Large Team = 7			Small Team = 18			Large Team = 1			Small Team = 6			Large Team = 8			Small Team = 7			Large Team = 11		
	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D
31. Decisions are often left vague - as to what they are, and who will carry them out.	2/1	2/1	4/5				2/0	3/0	13/1				2/0	-	3/7				1/1	0/1	6/8			
32. People are afraid to be openly critical or make good objections.	3/3	1/1	4/3				3/0	2/0	13/1				1/2	1/1	3/4				2/1	-	5/10			
33. The group discusses and evaluates how decisions from previous meetings worked out.	5/3	2/2	1/2				11/1	3/0	4/0				4/7	1/0	-				6/6	0/4	1/1			
34. People do not take the time to really study or define the problem they are working on.	1/2	3/2	4/3				1/0	4/0	13/1				2/1	1/0	2/6				1/3	3/1	3/7			

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

Survey Items	SCHOOLS											
	Highland			Malcolm X			Orr			Oxon Run		
	Small Team = 8		Large Team = 7	Small Team = 18		Large Team = 1	Small Team = 6		Large Team = 8	Small Team = 7		Large Team = 11
	A	U	D	A	U	D	A	U	D	A	U	D
35. The same few people seem to do most of the talking during the meeting.	4/2	0/1	4/3	6/1	5/0	7/0	5/3	-	0/4	4/3	0/2	3/6
36. People hesitate to give their true feelings about problems which are discussed.	1/5	2/0	5/2	3/0	4/1	11/0	2/2	1/0	2/5	2/1	1/2	4/8
37. When a decision is made, it is clear who should carry it out, and when.	5/4	2/1	1/2	12/1	3/0	3/0	3/7	1/0	1/0	3/7	2/3	2/1

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

SCHOOLS

Survey Items	Highland Small Team = 8 A	Highland Small Team = 8 U	Highland Small Team = 8 D	Highland Large Team = 7 A	Highland Large Team = 7 U	Highland Large Team = 7 D	Malcolm X Small Team = 18 A	Malcolm X Small Team = 18 U	Malcolm X Small Team = 18 D	Malcolm X Large Team = 1 A	Malcolm X Large Team = 1 U	Malcolm X Large Team = 1 D	Orr Small Team = 6 A	Orr Small Team = 6 U	Orr Small Team = 6 D	Orr Large Team = 8 A	Orr Large Team = 8 U	Orr Large Team = 8 D	Oxon Run Small Team = 7 A	Oxon Run Small Team = 7 U	Oxon Run Small Team = 7 D	Oxon Run Large Team = 11 A	Oxon Run Large Team = 11 U	Oxon Run Large Team = 11 D
38. From time to time in the meeting, people openly discuss the feelings and working relationships in their group.	5/2	1/1	2/4	14/1	1/0	3/0	3/6	1/1	1/0	5/7	0/2	2/2												
39. The same problems seem to keep coming up over and over again from meeting to meeting.	1/2	2/2	5/3	5/0	2/0	11/1	4/3	-	1/4	1/3	4/2	2/6												
40. When the group is thinking about a problem, at least two or three different solutions are suggested.	7/6	-	1/0	18/1	-	-	3/7	1/0	-	6/11	-	1/0												

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

Survey Items	SCHOOLS											
	Highland			Malcolm X			Orr			Oxon Run		
	Small Team = 8		Large Team = 7	Small Team = 18		Large Team = 1	Small Team = 6		Large Team = 8	Small Team = 7		Large Team = 11
	A.	U	D	A	U	D	A	U	D	A	U	D
41. When there is disagreement, it tends to be smoothed over or avoided.	1/4	3/0	4/3	8/0	2/1	8/0	3/4	1/0	0/3	2/3	0/1	5/7
42. Some very creative solutions come out of this group.	6/4	1/1	1/1	18/1	-	-	3/7	1/0	-	6/11	-	1/0
43. Many people remain silent.	2/3	1/1	5/3	5/0	2/1	11/0	3/2	0/1	1/4	1/1	1/1	5/8
44. When conflicts over decisions come up the group does not avoid them but stays with the conflict and works it through.	4/4	2/2	2/1	13/1	2/0	3/0	2/6	1/0	1/1	6/10	-	1/1

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

Survey Items	SCHOOLS											
	Highland			Malcolm X			Orr			Oxon Run		
	Small Team = 8		Large Team = 7	Small Team = 18		Large Team = 1	Small Team = 6		Large Team = 8	Small Team = 7		Large Team = 11
	A	U	D	A	U	D	A	U	D	A	U	D
45. The results of the group's work are not worth the time it takes.	1/1	1/1	6/5	3/0	1/0	14/1	1/0	1/1	2/6	1/1	-	6/10
46. People give their real feelings about what is happening during the meeting itself.	4/0	/32	1/5	11/1	3/0	4/0	2/6	1/0	1/1	4/9	1/1	2/1
47. People feel very committed to carrying out the solutions arrived at by the group.	5/1	2/2	1/4	9/0	5/0	4/1	1/6	2/1	1/0	4/10	2/0	1/1

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

Survey Items	SCHOOLS											
	Highland			Malcolm X			Orr			Oxon Run		
	Small Team = 8		Large Team = 7	Samll Team = 18		Large Team = 1	Small Team = 6		Large Team = 8	Small Team = 7		Large Team = 11
	A	U	D	A	U	D	A	U	D	A	U	D
48. When the group is supposedly working on a problem, it is really working on some other " under the table" problem.	2/2	0/1	6/4	2/0	6/0	10/1	1/0	1/1	2/5	1/0	0/2	5/
49. People feel antagonistic or negative during the meeting.	3/1	0/1	5/5	2/0	8/0	8/1	1/0	2/3	1/4	1/1	-	5/10
50. There is no follow-up of how decisions reached at earlier meetings worked out in practice.	3/2	0/1	5/4	1/0	4/0	13/1	1/0	1/1	2/6	1/3	1/1	4/7

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

Survey Items	SCHOOLS: Highland Small Team = 8 A	U	D	Highland Large Team = 7 A	U	D	Malcolm X Small Team = 18 A	U	D	Malcolm X Large Team = 1 A	U	D	Orr Small Team = 6 A	U	D	Orr Large Team = 8 A	U	D	Oxon Run Small Team = 7 A	U	D	Oxon Run Large Team = 11 A	U	D
51. Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with the members'.	1/2	2/1	5/4	1/0	-	17/1	2/1	0/1	2/5	0/1	0/1	6/9												
52. There are splits or deadlocks between factions or subgroups.	1/2	0/1	7/4	5/0	4/0	9/1	3/0	0/1	1/6	1/1	1/2	4/8												
53. The discussion goes on and on without any decision being reached.	2/1	2/1	4/5	3/0	1/0	13/1	1/0	1/0	2/7	0/3	-	6/8												
54. People feel satisfied or positive during the meetings.	5/4	2/1	1/2	11/0	6/1	1/0	2/6	2/1	-	4/10	1/0	0/1												

TABLE XVI. Extent of Agreement by Response Frequencies for Small Teams and Large Teams within Schools to Team Functioning Concerns. (Cont'd)

Table XVII shows that at Highland School team meeting time is spent almost equally (8 to 7) on information giving and problem solving while Malcolm X, Orr, and Oxon Run devote most of their meetings to problem solving.

Survey Item	SCHOOLS							
	Highland		Malcolm X		Orr		Oxon Run	
	Small Team = 8 Info	Large Team = 7 Problem Solving	Small Team = 18 Info	Large Team = 1 Problem Solving	Small Team = 6 Info	Large Team = 8 Problem Solving	Small Team = 7 Info	Large Team = 11 Problem Solving
Most Time Is Spent On	3/5	5/2	5/1	12/0	0/2	3/5	2/5	3/6

TABLE XVII. Frequency of time spent on information giving and problem solving by small teams and large teams within schools.

In summary, the team teaching survey indicates almost no relationship between team size and attitude toward team functioning and in general presents a picture of smooth functioning teams in all school groups regardless of team size.

Summary of Findings

The following generalizations summarize the major findings of the Adoption Project evaluation.

1. All teacher groups reacted favorably to open space related concepts, namely; behavior modification, evaluation, in-service training, open space, parental involvement, and team approach, with the Orr School group rating generally less favorable than the other groups.

2. The Orr School teacher group rated the concept of Self-Contained Classroom considerably higher than the remaining three groups, and more specifically, significantly higher than the Washington Highland School group (74.80 vs 55.21).

3. All four teacher groups scored in the favorable range (above 125) on the teacher "openness" scale with Highland at 131.63, Malcolm X at 131.33, Orr at 126.92 and Oxon Run at 131.11. No statistically significant differences were found.

4. Highland School ranked convenient layout as the most important characteristic in a ideal school while ranking generous indoor play area as the least important. Relative to their own facility, generous outdoor play area was ranked as the most adequate feature while visual privacy was rated least adequate.

5. Malcolm X ranked comfortable temperature as the most important ideal school facility characteristic and visual privacy as the least important while the most adequate feature at the school was seen to be generous amount of floor area and the least adequate to be comfortable temperature.

6. The Orr School teacher group ranked generous amount of floor area as the most important feature in an ideal school and the most adequate feature of their school. On the other hand, least important to an ideal school was seen to be plentifulness of electrical outlets and their least adequate feature was soon to be comfortable temperature.

7. The Oxon Run group located at various schools ranked generous amount of floor area as important to an ideal school while visual privacy was seen as unimportant. For their own schools, outdoor play area was seen as most adequate and amount of electrical outlets was seen as least adequate

8. Architecturally, appearance was seen as the most satisfactory feature by those teachers already in the open space schools while temperature control and lack of display surfaces were seen as the most dissatisfactory features.

9. In general, suggested improvements or additions to the furniture and casework included more blackboards and tack and cork boards for display purposes, while the Highland School group indicated a need for more chairs and tables.

10. Highland, Orr and Oxon Run teachers have most of their teachers indicating less than two years of team teaching experience while Malcolm X has all but three of their teachers with over two years of team teaching experience.

11. In general, small team teaching groups and large team teaching groups are functioning in a similar manner. All groups are indicating smooth functioning teams with evidence of almost no relationships between team size and perceptions of team functioning.

12. One item on the team teaching survey indicated the existence of a relationship between team size and perception of team functioning in that Orr school small teams indicated the occurence of splits between factions while its large teams indicated such problems did not occur in their groups.

13. All school team teaching groups report spending a large amount of their meeting time on problem solving and a lesser amount of time on information giving.

Conclusions

The following conclusions are supported by the data analysis and findings previously presented in this evaluation report.

1. Teacher groups exposed to training experiences such as those offered by the Adoption Project will generally

score at the favorable end of an "openness" rating school, indicating successful adoption of the open space concept.

2. Teachers who have previously worked together in a traditional school setting have a harder time adopting the open space concept than those who have not.

3. Teachers presently located in open space schools are generally satisfied with the facilities with little need seen for changes or additions.

4. Training in open space appears to generate smooth functioning team teaching groups irregardless of team size.

5. In general, an open space facility characteristic seen as presently inadequate in a school is rated as a most important feature in an ideal school.

6. Training in open space as administered by the Adoption Project for the past two years has been successful in that teachers are (1) adopting the open space concept, (2) seeing themselves functioning smoothly in team teaching groups and (3) generally satisfied with open space facilities.

Recommendations

The following recommendations are based on the findings and conclusions of the report.

1. Open space training should be an integral part of the Washington, D.C. Public School staff development program.

2. As open space training center is a viable approach to training teachers in the open space concept; especially for traditionally oriented teachers who need an experience in an open space setting with children available with which to implement both theory and technique learned in a training experience.

3. Follow up in-service training should continue to be provided in the form of seminars, workshops, and course-work in order to both reinforce previous training, and update teachers on new theories and techniques related to open space.

4. A controlled comparison study of traditional schools vs open space schools should be made to more adequately determine the impact of open space training whereby data related to administration, teachers, students, and community should be collected and analyzed.

5. Continuous assessment of open space schools is a must in order to provide data for intelligent decision making regarding the open space concept of education.

6. Provisions should be made for periodic feedback from teachers in an open space facility in order to determine need for additions or improvements to already existing facilities. More specifically for those schools involved in this project.

7. Provision for more display surfaces and areas should be made at present open space facilities.

8. Adjustments in the heating and cooling units at the open space facilities should be made if they have not already been made.

APPENDIX A

Semantic Differential Scale

SEMANTIC DIFFERENTIAL SCALE

Name:_____ Date:_____

School:_____

List all grades previously taught:_____

DIRECTIONS: The purpose of this study is to measure the meanings of certain things by having various people judge them against a series of descriptive scales. In completing these forms, please make your judgments on the basis of what these things mean to you. On each page you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your checkmark or X as follows:

Fair__X__:____:____:____:____:____:____:Unfair

OR

Fair____:____:____:____:____:____:__X__:Unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark or X as follows:

Fair____:__X__:____:____:____:____:____:Unfair

OR

Fair____:____:____:____:____:__X__:____:Unfair

If the concept seems only slightly related to one side as opposed to the other side(but is not really neutral), then you should check as follows:

Fair____:____:__X__:____:____:____:____:Unfair

OR

Fair____:____:____:____:__X__:____:____:Unfair

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the thing you are judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept: or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

Fair____:____:____: X :____:____:____Unfair

Be sure you check every scale for each concept. Do Not Omit Any. Never put more than one check-mark on a single scale. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the item, that we want.

Rate the Following

PARENTAL INVOLVEMENT

1. pleasant ____:____:____:____:____:____:____:unpleasant
2. passive ____:____:____:____:____:____:____active
3. ugly ____:____:____:____:____:____:____beautiful
4. fast ____:____:____:____:____:____:____slow
5. good ____:____:____:____:____:____:____bad
6. weak ____:____:____:____:____:____:____strong
7. dark ____:____:____:____:____:____:____bright
8. flexible ____:____:____:____:____:____:____rigid
9. worthless ____:____:____:____:____:____:____valuable
10. relaxed ____:____:____:____:____:____:____tense
11. varied ____:____:____:____:____:____:____repetitive
12. disorganized ____:____:____:____:____:____:____systematic

Rate the following

BEHAVIOR MODIFICATION

1.	pleasant	:unpleasant
2.	passive	active
3.	ugly	beautiful
4.	fast	slow
5.	good	bad
6.	weak	strong
7.	dark	bright
8.	flexible	rigid
9.	worthless	valuable
10.	relaxed	tense
11.	varied	repetitive
12.	disorganized	systematic

Rate the Following

TEAM APPROACH

1. pleasant	____	____	____	____	____	____	:unpleasant
2. passive	____	____	____	____	____	____	active
3. ugly	____	____	____	____	____	____	beautiful
4. fast	____	____	____	____	____	____	slow
5. good	____	____	____	____	____	____	bad
6. weak	____	____	____	____	____	____	strong
7. dark	____	____	____	____	____	____	bright
8. flexible	____	____	____	____	____	____	rigid
9. worthless	____	____	____	____	____	____	valuable
10. relaxed	____	____	____	____	____	____	tense
11. varied	____	____	____	____	____	____	repetitive
12. disorganized	____	____	____	____	____	____	systematic

Rate the Following

OPEN SPACE

1. pleasant	____:____:____:____:____:____:____	unpleasant
2. passive	____:____:____:____:____:____:____	active
3. ugly	____:____:____:____:____:____:____	beautiful
4. fast	____:____:____:____:____:____:____	slow
5. good	____:____:____:____:____:____:____	bad
6. weak	____:____:____:____:____:____:____	strong
7. dark	____:____:____:____:____:____:____	bright
8. flexible	____:____:____:____:____:____:____	rigid
9. worthless	____:____:____:____:____:____:____	valuable
10. relaxed	____:____:____:____:____:____:____	tense
11. varied	____:____:____:____:____:____:____	repetitive
12. disorganized	____:____:____:____:____:____:____	systematic

Rate the Following

IN-SERVICE TRAINING

1. pleasant	____:____:____:____:____:____:____	unpleasant
2. passive	____:____:____:____:____:____:____	active
3. ugly	____:____:____:____:____:____:____	beautiful
4. fast	____:____:____:____:____:____:____	slow
5. good	____:____:____:____:____:____:____	bad
6. weak	____:____:____:____:____:____:____	strong
7. dark	____:____:____:____:____:____:____	bright
8. flexible	____:____:____:____:____:____:____	rigid
9. worthless	____:____:____:____:____:____:____	valuable
10. relaxed	____:____:____:____:____:____:____	tense
11. varied	____:____:____:____:____:____:____	repetitive
12. disorganized	____:____:____:____:____:____:____	systematic

Rate the Following

SELF-CONTAINED CLASSROOM

1.	pleasant	:unpleasant
2.	passive	active
3.	ugly	beautiful
4.	fast	slow
5.	good	bad
6.	weak	strong
7.	dark	bright
8.	flexible	rigid
9.	worthless	valuable
10.	relaxed	tense
11.	varied	repetitive
12.	disorganized	systematic

Rate the Following

EVALUATION

1.	pleasant	unpleasant
2.	passive	active
3.	ugly	beautiful
4.	fast	slow
5.	good	bad
6.	weak	strong
7.	dark	bright
8.	flexible	rigid
9.	worthless	valuable
10.	relaxed	tense
11.	varied	repetitive
12.	disorganized	systematic

APPENDIX B

Adoption Project

Open Education Survey

TEACHER QUESTIONNAIRE

developed for

The Pilot Communities Program

Education Development Center

Newton, Massachusetts

by

TDR Associates, Inc.

Newton, Massachusetts

under U.S. Office of Education Contract

Number OEC - 1 - 7 - 062805 - 3963

Amendment #10

March 1971

I.D. # _____

School _____

Classroom _____

Teacher 023

No. of Children _____

Grade Level _____

QUESTIONNAIRE

Instructions: For each of the following statements, circle the number which most closely expresses your estimate of the extent to which the statement is true of your own classroom. If the statement is completely not the case, circle "1"; if it is very minimally true, choose "2". If the statement generally describes your classroom, choose "3"; if it is absolutely true choose "4".

	strongly disagree	disagree	agree	strongly agree
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under my direction.	1	2	3	4
4. Children are expected to do their own work without getting help from other children.	1	2	3	4
5. Many different activities go on simultaneously	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
6. Manipulative materials are supplied in great diversity and range, with little replication	1	2	3	4
7. The day is divided into large blocks of time within which children with my help, determine their own routine.				
8. Children work individually and in small groups at various activities	1	2	3	4
9. Books are supplied in diversity and profusion (including reference books, children's literature.)	1	2	3	4
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. The environment includes materials I have developed.	1	2	3	4
13. Common environmental materials are provided	1	2	3	4
14. Children may voluntarily use other areas of the building and school-yard as part of their school time.	1	2	3	4
15. Our program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4
17. I prefer that children not talk when they are supposed to be working	1	2	3	4
18. Children voluntarily group and regroup themselves	1	2	3	4

		strongly disagree	disagree	agree	strongly agree
19.	The environment includes materials developed or supplied by the children.	1	2	3	4
20.	I plan and schedule the children's activities through the day.	1	2	3	4
21.	I make sure children use materials only as instructed.	1	2	3	4
22.	I group children for lessons directed at specific needs.	1	2	3	4
23.	Children work directly with manipulative materials.	1	2	3	4
24.	Materials are readily accessible to children.	1	2	3	4
25.	I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26.	I use test results to group children in reading and or math.	1	2	3	4
27.	Children expect me to correct all their work.	1	2	3	4
28.	I base my instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29.	I give children tests to find out what they know.	1	2	3	4
30.	The emotional climate is warm and accepting.	1	2	3	4
31.	The work children do is divided into subject matter areas.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
32. Praise and encouragements are given to the class as a whole	1	2	3	4
33. To obtain diagnostic information I observe the specific work or conduct of a child closely and ask immediate, performance-based questions.	1	2	3	4
34. I base my instruction on curricular guides or the text books for the grade level I teach.	1	2	3	4
35. I keep notes and write individual histories of each child's intellectual, emotional, and physical development.	1	2	3	4
36. I have children for just one year	1	2	3	4
37. The class operates within clear guidelines, made explicit.	1	2	3	4
38. I take care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products and ideas are reflected abundantly about the classroom.	1	2	3	4
40. I am in charge	1	2	3	4
41. Before suggesting any extension or redirection of activity, I give diagnostic attention to the particular child and his particular activity.	1	2	3	4
42. The children spontaneously look at and discuss each other's work.	1	2	3	4
43. I use tests to evaluate children and rate them in comparison to their peers.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
44. I use the assistance of someone in a supportive advisory capacity.	1	2	3	4
45. I try to keep all children within my sight so that I can be sure they are doing what they are supposed to do.	1	2	3	4
46. I have helpful colleagues with whom I discuss teaching ideas.	1	2	3	4
47. I keep a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Evaluation provides information to guide my instruction and provisioning for the classroom.	1	2	3	4
49. Academic achievement is my top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing through the day.	1	2	3	4

APPENDIX C

Adoption Project

Open Space Facilitfes Survey

ADOPTION PROJECT

OPEN SPACE FACILITIES SURVEY

DIRECTIONS:

READ OVER THE LIST. SELECT THE CHARACTERISTIC WHICH, IN YOUR OPINION, IS MOST IMPORTANT FOR AN IDEAL SCHOOL TO HAVE AND ENTER THE CORRESPONDING NUMBER IN THE UPPERMOST BOX. USE THE NUMBERS 1 - 10.

IT MAY HELP TO STRIKE OUT EACH STATEMENT AFTER IT HAS BEEN USED.

SELECT THE NEXT TWO MOST IMPORTANT CHARACTERISTICS AND ENTER THE APPROPRIATE NUMBERS IN THE SECOND ROW OF BOXES.

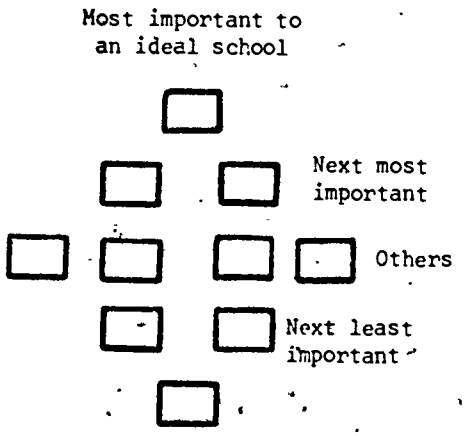
NOW, REVERSE YOUR PERSPECTIVE AND SELECT THE LEAST IMPORTANT CHARACTERISTIC FOR AN IDEAL SCHOOL AND ENTER THE NUMBER IN THE LAST BOX.

FILL IN THE SECOND ROW FROM THE BOTTOM BY SELECTING THE NEXT TWO LEAST IMPORTANT CHARACTERISTICS FROM THE REMAINING FIVE.

ENTER THE FOUR REMAINING NUMBERS IN THE MIDDLE ROW.

THE IDEAL SCHOOL BUILDING

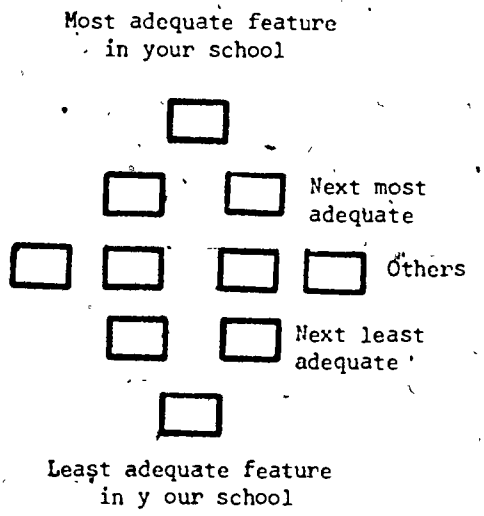
1. Visual privacy
2. Noise Control
3. Generous amount of floor area
4. Generous outdoor play area
5. Convenient layout
6. Attractive appearance
7. Abundant, versatile storage
8. Plenty of electrical outlets
9. Comfortable temperature, humidity and ventilation
10. Sturdy relocatable furniture



NOW, USING THE SAME CHARACTERISTICS AND THE SAME PROCEDURE, INDICATE HOW THESE CHARACTERISTICS APPLY TO THE SCHOOL YOU ARE NOW IN. SELECT FIRST THOSE FEATURES WHICH ARE MOST ADEQUATE IN YOUR SCHOOL, THEN THOSE FEATURES WHICH ARE WORST IN YOUR SCHOOL, AND FINALLY, FILL IN THE MIDDLE ROW.

YOUR SCHOOL BUILDING

1. Visual privacy
2. Noise control
3. Generous amount of floor area
4. Generous outdoor play area
5. Convenient layout
6. Attractive appearance
7. Abundant, versatile storage
8. Plenty of electrical outlets
9. Comfortable temperature, humidity and ventilation
10. Sturdy relocatable furniture



11. Imagine you are talking to the architect of your school building. What would you tell him is most satisfactory about it?

____a. Appearance - colors, visual warmth

____b. Lighting - brightness

____c. Layout, spaciousness, openness, space, roominess

____d. Carpeting

____e. Furniture - portable, excluding chairs

____f. Resource center library

____g. Gym, gym flooring

____h. Air conditioning, atmospheric system, heating

____i. Teacher preparation room, workroom

____j. Acoustics - noise control

____k. Electronic poles, communication system

____l. Versatility - flexibility of areas

____m. Outdoor play area

____n. Privacy, closed rooms

____o. Wall display areas, blackboards

____p. Shelves, storage areas, cupboards

____q. Solid, sturdy building

____r. Location

12. What is most unsatisfactory about your building?

____a. Noise - stairwell - acoustics

____b. Open space, lack of walls, lack of enclosure

____c. Crowdedness, density, too little floor area

____d. Resource center, size, location, equipment

____e. Atmosphere, climate, temperature, humidity

____f. Lack of display surfaces, insufficient blackboards

____g. Interior appearance - color - general appearance

____h. Exterior appearance

____i. Windows, few, small, shape, monotony, high

____j. Furniture, excluding chairs and tote boxes

____k. Chairs

____l. Tote boxes, too small, too impersonal

____m. Sinks, too many, too few, location, no hot water, none, areas should be tiled

____n. Chalkboard - amount, location, color

____o. Washrooms, too few, too many, location

____p. Coat storage, rubbers, trays, coat

____q. Yard, grounds, play areas, outdoor space

____r. Electric outlets, phones

13. List at least one improvement or addition to the furniture and casework you now have which would help your program:

____a. No improvement needed, OK

____b. Chairs, more; tables (round or trapezoidal, with drawers or shelves)

____c. Surfaces hard to clean - white, stains, marks, scratches

____d. Tote boxes - too small, absurd, useless, more

____e. Shelves - more, different, wall shelving, stick

____f. Want desks for childreh, in varied colors and shapes with drawers

____g. Want more adjustability, flexibility, easier to move casters

____h. Want more stability, sturdiness, rigidity, immobility

____i. Tack boards and cork boards for display, and blackboards

____j. Panels, dividers, unstable, hard to clean, hard to move, more

____k. Doors, hinges, locks

____l. Card catalogue

____m. Sinks, more, fewer, fixed, mobile, permanent

____n. Coar hooks, racks, hangers, lockers, boot trays

____o. Bookcases, one-sides, two-sides, portable in traditional schools

____p. Separators, bookends

____q. General quality, better

____r. Less expensive, less costly, more economical

APPENDIX D

Adoption Project

Teacher Questionnaire

Team Teaching Survey

ADOPTION PROJECT

TEACHER QUESTIONNAIRE

TEAM TEACHING SURVEY.

PLEASE CHECK ONE ITEM FOR EACH QUESTION. THIS SURVEY IS A PART OF THE EVALUATION OF THE TITLE III ADOPTION PROJECT. RESPONSES WILL BE ANONYMOUS. YOUR COOPERATION IS GREATLY APPRECIATED.

1. School. _____

2. Size of your teaching team: 1-5 teachers ☐ 6-9 teachers ☐ 10 or more ☐

3. Amount of preservice preparation you had for team teaching: None ☐

   Some ☐ A great deal ☐

4. Amount of inservice preparation you had for team teaching None ☐

   Some ☐ A great deal ☐

5. Length of time you have been working in a teaching team: less than 1 year ☐

   1-2 years ☐ more than 2 years ☐

PLEASE INDICATE TO THE RIGHT OF THE ITEMS LISTED BELOW THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING: (CHECK ONE ITEM PER STATEMENT)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6. My team openly shares diagnostic information about students.	—	—	—	—	—
7. My team's curriculum plans are generally available in the team planning room.	—	—	—	—	—
8. My team has a special team planning/teacher prepiration room or area.	—	—	—	—	—
9. Teams should openly share diagnostic information about students.	—	—	—	—	—
10. Teams should have a special area for planning and teacher preparation.	—	—	—	—	—
11. My team identifies the curriculum and resources needed to implement the instructional program.	—	—	—	—	—
12. My team assigns appropriate tasks to aides, volunteers, and student teachers.	—	—	—	—	—

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13. I like working in a teaching team.	—	—	—	—	—
14. Teachers should act as resource persons to manage Learning Centers & for groups of students work independently.	—	—	—	—	—
15. Teachers should provide small group instruction based on the needs and interests of students.	—	—	—	—	—
16. I encourage students to share their work and help each other learn.	—	—	—	—	—
17. I like to share my ideas and plans with my team.	—	—	—	—	—
18. My team shares ideas and plans openly with me.	—	—	—	—	—
19. I provide small group instruction for my students based on their needs and interests.	—	—	—	—	—
20. I feel that my work is an important activity.	—	—	—	—	—

PLEASE FOCUS ON YOUR TEAM PLANNING MEETINGS. CONSIDER WHAT USUALLY OR TYPICALLY HAPPENS IN THESE MEETINGS. FOR EACH ITEM BELOW, PLEASE CIRCLE THE APPROPRIATE NUMBER.

	Almost Always	Often	Some-times	Selcom	Almost Never
21. When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.	1	2	3	4	5
22. The first solution posed is often selected by the group.	1	2	3	4	5
23. People come to the meeting not knowing what is to be presented or discussed.	1	2	3	4	5
24. People ask why the problem exists, what the causes are.	1	2	3	4	5
25. There are many problems which people are concerned about that never get discussed.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26. There is a tendency to propose answers without really having thought the problem and it's causes through carefully.	1	2	3	4	5
27. The group discusses the pros and cons of several different alternative solutions to a problem.	1	2	3	4	5
28. People bring up extraneous or irrelevant matters.	1	2	3	4	5
29. The average person in the meeting feels that his ideas have gotten into the discussion.	1	2	3	4	5
30. Someone summarizes progress from time to time.	1	2	3	4	5
31. Decisions are often left vague - as to what they are, and who will carry them out.	1	2	3	4	5
32. People are afraid to be openly critical or make good objections.	1	2	3	4	5
33. The group discusses and evaluates how decisions from previous meetings worked out.	1	2	3	4	5
34. People do not take the time to really study or define the problem they are working on.	1	2	3	4	5
35. The same few people seem to do most of the talking during the meeting.	1	2	3	4	5
36. People hesitate to give their true feelings about problems which are discussed.	1	2	3	4	5
37. When a decision is made, it is clear who should carry it out, and when.	1	2	3	4	5
38. From time to time in the meeting, people openly discuss the feelings and working relationships in the group.	1	2	3	4	5
39. The same problems seem to keep coming up over and over again from meeting to meeting.	1	2	3	4	5

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
40. When the group is thinking about a problem, only one or two or three different solutions are suggested.	1	2	3	4	5
41. When there is disagreement, it tends to be smoothed over or avoided.	1	2	3	4	5
42. [illegible] creative solutions come out of the group.	1	2	3	4	5
43. Many people remain silent.	1	2	3	4	5
44. [illegible]	1	2	3	4	5
45. [illegible]	1	2	3	4	5
46. [illegible]	1	2	3	4	5
47. People feel committed to carrying out the decisions arrived at by the group.	1	2	3	4	5
48. When a group is supposedly working on a problem, it is really working on some other "under the table" problem.	1	2	3	4	5
49. People feel antagonistic or negative during the meeting.	1	2	3	4	5
50. There is no follow-up of how decisions reached at problem meetings worked out in practice.	1	2	3	4	5
51. Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with the members'.	1	2	3	4	5
52. There are splits or deadlocks between factions or subgroups.	1	2	3	4	5
53. The discussion goes on and on without any decision being reached.	1	2	3	4	5
54. People feel satisfied or positive during the meetings.	1	2	3	4	5

55. Thinking now of your team meetings, check the appropriate phrase. Most of the time is spent on...

information-giving ☐ problem-solving ☐