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THE DESCRIPTION AND ANALYSIS OF A PROGRAM TO DEVELOP
INDIVIDUAL EDUCATIONAL PLANS FOR ALL STUDENTS

The University of Nebraska - Lincoln

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THE DESCRIPTION AND ANALYSIS OF A PROGRAM TO DEVELOP
INDIVIDUAL EDUCATIONAL PLANS FOR ALL STUDENTS

by

Michael J. Wortman

A DISSERTATION

Presented to the Faculty of

The Graduate College in the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

Major: Area of Administration, Curriculum and Instruction

Under the Supervision of Professor Edgar A. Kelley

Lincoln, Nebraska

December, 1980

TITLE

THE DESCRIPTION AND ANALYSIS OF A PROGRAM TO DEVELOP

INDIVIDUAL EDUCATIONAL PLANS FOR ALL STUDENTS

BY

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M.J.W.

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CHAPTER I

INTRODUCTION

The role of education has been an important part of the American dream. Since the beginning of the country, the average citizen has placed much hope for self-improvement upon skills and knowledge obtained through additional education. The goal of universal education has almost been reached as the American people enjoy a literacy level of almost ninety-nine percent.¹ At the same time that education has been an important part of the American dream, criticism of the public schools has been present throughout the nation's history. At different times, critics have proposed a variety of changes for schools.

The twenty-year period of the 1960's and 1970's was, in particular, characterized by educational ferment and evolution. This period began with major pressures for increasing school facilities to meet the needs of a rapidly growing school-age population and a sharp rise in the rate at which students remained in school; it ended with most schools facing major problems of declining student enrollment.² This same period was one of rapid shifts in social and educational emphases-- from the post-Sputnik emphasis on the structure of the disciplines and

¹Ernest L. Boyer, "The American Schools: Reaffirmation and Reform" (Speech presented at the Convention of the American Association of School Administrators, February 20, 1978), p. 2.

²Ben Brodinsky, "Something Happened: Education in the Seventies," Phi Delta Kappan, 61 (December, 1979), pp. 238-241.

the importance of the "academic" subjects, through the euphoric belief that everyone can learn anything, through an increased emphasis on individualism and existentialism, into a period of chaos or "crisis of identity" and forward (or backward) to increased calls for a return to the basics,³ an increased emphasis on vocational skills and demands that the schools "restore" meaning to the high school diploma.⁴

In 1969, Eurich stated that education should be vastly improved to meet the challenges of its present and future, and that everyone concerned with education should make a commitment to imaginative and innovative programs to meet those challenges.⁵ A year later, Silberman said that the "crisis" in the national classroom was a reflection of a crisis of American society and the crisis could not be solved unless everyone with a legitimate interest in education was alerted, both to the problem and to needed changes.⁶ In 1977, Trump proposed, as had many before him, that schools should offer a variety of choices for students. He asserted that students, teachers, and administrators must be able to visualize how schools can change to meet the needs of

³Ben Brodinsky, "Back to the Basics: The Movement and Its Meaning," Phi Delta Kappan, 58 (March, 1977), pp. 522-527.

⁴"Editorial," Omaha World Herald, November 7, 1979, p. 40.

⁵Alvin C. Eurich, Reforming American Education (New York: Harper and Row, 1969), p. xiii.

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

all students more productively.⁷ At the close of the 1970's, Goodlad noted that school improvement was not impossible, but that it was less likely than it might otherwise be since schools were not in charge of their own destinies.⁸

Beginning in 1969, Phi Delta Kappa and George Gallup began the practice of conducting annual surveys of the public's attitude toward education. The twelfth annual Gallup Poll of the public attitude toward public schools was released in September of 1980. The findings reported that year were strikingly similar to those of previous years. Only 35 percent of the people sampled gave the public schools a rating of A or B. The results of that survey and earlier surveys have made it possible to construct a description of the public's concept of the ideal school: (1) teachers should take an active interest in the progress of each of their students and should motivate them to progress at an acceptable rate, (2) rules for student behavior should be agreed upon by the school and by parents and they should be enforced, (3) students should be given more work to do, especially in basic subject areas, (4) better communication between the school and parents should be established, (5) schools should help parents by organizing activities for the parents to develop skills in helping their own children, and

⁷J. Lloyd Trump, A School for Everyone (Reston, Virginia: The National Association of Secondary School Principals, 1977), p. 4.

⁸John T. Goodlad, "Can Our Schools Get Better?" Phi Delta Kappan, 60 (January, 1979), p. 342.

(6) schools should give more attention to helping students select careers.⁹

In the late 1970's, a number of examples of growing public concern over the nature and quality of schools could be found in the news media. An article in Time in 1977 spoke about high schools in trouble. That article noted that, in addition to the problems which existed in schools at the time, there were many problems in society which had a direct influence on the operation of schools. In comparison to earlier decades, there were more broken homes, more two-income families with no one to mind the children, and less reverence for the written word. The United States seemed to be living in a video generation in which students clamored to be entertained.¹⁰ School tax rebellions in California and other school districts across the nation were also viewed by many educators and citizens as proof of public dissatisfaction with public schools. One educational leader described the public view by saying that the American experiment of educating all people was in danger of failing because educators were losing the confidence of the people.¹¹

⁹George H. Gallup, "The Twelfth Annual Gallup Poll of the Public's Attitude Toward the Public Schools," Phi Delta Kappan, 62 (September, 1980), pp. 33-46.

¹⁰Annalyn Swana and Ellie McGrath, "High Schools Under Fire," Time, 110 (November 14, 1977), p. 75.

¹¹John H. Wherry, "Editorial," Educational Leadership, 36 (May, 1979), p. 533.

INTRODUCTION TO THE STUDY

In 1976, the school district in which this study was conducted had many of the same problems common to other school districts across the nation. The school district used in this study was a small self-contained district of less than one thousand students, located adjacent to a midwestern metropolitan area. As in other school districts, teachers, administrators, parents, and students shared an opinion that the school system should be doing a better job.

Representative parents, students, teachers, and community members from this school district were asked to rank fourteen educational needs as they perceived them for the school system.¹² Four of the five items which were ranked highest by the groups reflected (1) a need for improving programs designed to develop creative talents in students, (2) a need to improve student-teacher relationships, (3) a need to find effective ways of assessing needs and planning curricula, and (4) a need to improve career selection materials.¹³

A proposal was submitted to the Nebraska Department of

¹²In 1976, the Nebraska Department of Education listed fourteen items that were identified as being needs of schools across the state. These fourteen items were submitted to the groups to be ranked.

¹³From the results of the survey of educational needs, a fifth item which was ranked in the top five was to improve language art skills. This item was narrower in scope than the other four items and was not included in the purposes of the program.

Education requesting funds to develop a program to meet these needs.¹⁴ In the preparation of the proposal for the grant, a number of assumptions were made by the originators of the program. Those assumptions included beliefs about the ways that students learn and about the ways that schools can be organized to most effectively facilitate learning. At the time the original proposal was developed, those assumptions were not established in written form, but were verbalized by the group of people who developed the program and have been reconstructed here from the perceptions of the originators. Originally, there was not a systematic effort to verify the assumptions with research.

The assumptions were:

1. Each person is an individual with unique, identifiable talents and abilities.
2. Each person has a learning style that is best for that individual.
3. Parents, teachers, and students all have information that should be considered in planning the education of the individual student.
4. A person performs better when that person has a clearly-defined goal.
5. A person performs better when the person has a definite plan of the steps needed to reach that goal.
6. All the development of a child does not take place in the classroom.
7. Learning is enhanced when there is a positive, personal relationship between a learner and a teacher who helps

¹⁴The proposal was submitted to request funds under Title IV, Part C, of the Elementary and Secondary Education Act of 1965, as amended by Public Law 93-380.

establish goals and monitors the progress of the learner.

8. People who are affected by decisions should have the opportunity to provide input into those decisions.
9. If parents and students are mutually involved in developing educational plans, they will be committed to implementing those plans.
10. Building on the strengths of a person is more effective than trying to emphasize weaknesses. People learn from experiencing success.
11. When parents, teachers, and students share information and use the same information, they will make the most appropriate decisions for the student.
12. Teachers must be part of the decision-making process to bring about change effectively in a school system.
13. Inservice training and extra time should be provided for teachers if their role in the school system is to change.
14. Students who are involved in developing and implementing individual educational plans will achieve greater academic success, will like school better, and will improve their self-concepts.
15. Parents who are involved in developing and implementing individual educational plans will be more positive about school than parents who are not involved.
16. Evaluation of the learning process is an ongoing task and is essential for the effective education of a student.

With these assumptions in mind, a program was developed with a goal of cooperatively planning (with involvement of parents, teachers, and students) the educational program of each individual student in the school system.

PURPOSE OF THE STUDY

The purpose of this study was to describe and analyze the planning and the first two years of operation of a program, "Developing Educational Plans for Individual Students (DEP)," which was implemented in a selected school district at the start of the 1977-1978 school year. The specific topics which are described and discussed, as they relate to the design and operation of the DEP program during its planning stages and its first two years of operation, are examined in the research questions:

1. What is the relationship of the assumptions upon which the program was originally based, with principles drawn from educational psychology, philosophy, and learning theory?

2. Did the activities of the program, as carried out in its first two years of operation, demonstrate consistency with the assumptions on which the program was originally based?

3. What changes in school practices occurred when the activities implemented to meet the objectives of the program were compared to the activities which existed prior to the implementation of the program?

4. Of those activities which were initiated as a part of this program, which were judged to be successful, which were judged to be unsuccessful, and how were those decisions made?

5. What were the time and resource expenditures of this program?

6. How were decisions about the design of the program, its planning, its organization, and its implementation made?

7. After two years of operation, what was the judgment of the program's effectiveness and its value for institutionalization?

IMPORTANCE OF THE STUDY

This study may be useful for the district; its findings might serve as an evaluation of the first two years of operation or as an information base for decision making for future development of the program.

The program which was investigated in this study was implemented in a single school district. The findings of that investigation may be important for school administrators in other districts since the program was directed toward responding to problems and needs similar to those of other districts. The findings may be able to help other school administrators meet the needs in their school districts.

At the time this study was conducted, schools were legally required to provide certain educational opportunities for handicapped students; however, many educators were anticipating that the same opportunities would need to be guaranteed to all students by the end of the twentieth century. If that prediction proves to be true, this study should be helpful to those school systems which need to plan and implement programs of individualized education for all students.

METHODS AND ORGANIZATION OF THE STUDY

In this chapter, the purpose of the study has been described, the major points to be addressed have been identified, the possible importance of the study has been discussed, and an overview of the study has been provided.

A description of the school district in which the study was conducted and the community which it served is included in Chapter II. Specific areas of description include: (1) social characteristics of the community and the student population, (2) economic characteristics of the community, (3) political and geographical conditions of the community and the school, (4) description of the professional educators employed by the school, and (5) a recent history of the district's curriculum, including reference to instructional design and patterns of organization of the school. A detailed description of the program is also included in Chapter II. A description of the specific activities, an example of the forms used, flow charts to help provide a graphic representation, as well as sample student activities are provided to give an understanding of the DEP program.

The seven research questions are answered in Chapter III through Chapter IX, one question for each chapter. Included in each chapter is a description of the methods used to answer the question, a review of literature germane to the specific question, the findings of the research question, and a discussion of implications of the findings with recommendations. The questions were answered by analyzing

information available within the DEP program and information collected by interviews of participants. Existing information fell into three categories: written records, program products, and survey information. A description of the sources for the data follows:

Written Records

1. Project proposal. Proposals were available for the first three years of the DEP project. This included the narrative, project objectives, project activities, time lines, flow charts, evaluation procedures, and budget summaries as submitted by the school district for the purpose of obtaining funds.

2. Operational components. The components include product objectives and process objectives in the areas of management, student outcomes, community, dissemination, curriculum, inservice, and evaluation.

3. Annual evaluation report. Evaluation reports were submitted to the State Department of Education at the end of each of the first two years of the project. These reports described the extent to which the original goals were accomplished.

4. Minutes of management team meetings. A group of teachers and administrators developed the direction for the project for the first two years of the program at regular meetings of the management team. The minutes of those meetings and the decisions made were available.

Program Products

1. Student profile. As a result of the project, individual student profiles were developed. This one-page chart shows student

characteristics in an organized manner.

2. Program resource file. A community resource bank was developed to facilitate the planning of appropriate activities.

3. Program correspondence. Copies of letters and memos which were sent to parents, teachers, and students were on file.

4. Individual educational plans. Forms were developed to record student characteristics and to write educational plans. These forms were changed as the needs of the program dictated. Sample plans developed for individual students and also examples of student activities were studied.

5. Dissemination materials. Materials were developed for the purpose of disseminating information about the program to other schools.

Survey Information

1. Inservice activity evaluations. After each inservice activity, the teachers evaluated the inservice. A summary of the results was studied.

2. Parent activity evaluations. After each parent activity, the parents evaluated the activity. A summary of the results were studied.

3. Advisory council minutes. A parents' advisory council met to give input to the program. Their comments and recommendations were reviewed.

4. Program visitation reports. Each year the school system was visited by members of a state advisory council. The results of their visits and their recommendations were summarized.

5. Survey Recommendations. The entire faculty and parents were asked to give their recommendations for improving the program. The survey results helped to understand the progress in the program and the reasons for some changes.

Participant Interviews

The final source of information included interview information from four different groups of participants. The four groups represented students, parents, teachers, and management team members. A list of the information that was needed from the participants to answer the seven research questions was compiled. From the list, sample questions were developed which were appropriate for the different groups of participants. The questions were presented to other participants to insure clarity as well as to determine if the questions would evoke the information needed to answer the research questions. The final structured interview was then prepared for each group of participants.

A random sample of fifteen of the 118 students who were part of the DEP program in the first two years was given the in-depth student interview. A random sample of eleven of the fifty-eight sets of parents was given the parent interview. A random sample of nine of the nineteen teachers was given the teacher interview. All eight members of the original management team were given the management team interview. The results of forty-three interviews were then analyzed and the information used to help answer the appropriate research question.

In Chapter X, the findings are summarized, conclusions are drawn, and recommendations are made. It should be noted that the recommendations are of two types: (1) those which pertain to the particular district in which this study was conducted, and (2) those which are applicable as principles of planning for other school districts that might seek to undertake similar programs.

One condition of this study that should be noted was the objectivity of the person conducting the study. The researcher was involved in the school district in the role of secondary principal and as a member of the management team. Every effort was made to remain unbiased, but it is not known whether the familiarity of the researcher with the school system and program affected the results.

CHAPTER II

DESCRIPTION OF THE PROGRAM

The school district in which this study was conducted had, in 1977, an estimated population of 2500 citizens with 750 enrolled in its public schools. The community is located adjacent to a metropolitan area of approximately one-half million. Within the school district there is one incorporated community with a population of 1650, and there are two housing developments. One housing development is an older unincorporated area which has been in existence for over forty years. The population could be characterized as being of a lower socioeconomic level than the remainder of the school district. The other housing development, which originated during the ten years immediately prior to the time of this study, has residents with a higher socioeconomic level than is true for citizens in the remainder of the district. Most of the families in this housing development were new residents of the school district.

Approximately one-third of the citizens who were employed outside the home in 1977 commuted to the metropolitan area to work each day. Two major industries, plus the railroad and agriculturally-related businesses, provided a large percentage of jobs for families within the school district.

The financial position of the school system is illustrated by the fact that the school district mill levy had been near the highest in the state within the five years prior to the start of the DEP program.

A new junior-senior high school building was opened in the fall of 1975. Even though the tax rate had been high, the patrons of the school district had voted themselves an even higher tax rate in order to provide a better facility for students.

In the 1976-1977 school year, the school system had two school buildings, with one housing the grades from kindergarten to sixth grade. The junior-senior high school building contained the grades seven to twelve. Four full-time administrators served the district. The superintendent and high school principal were in the second year of tenure within the district. The elementary principal had served as a teacher in the district prior to becoming the principal seven years previously. An administrative assistant, who was in his third year in the district, served as high school assistant principal and activities director.

In 1977, when the program reported in this study was begun, the district employed forty-five professional teachers. The years of experience in the system and the amount of education of the forty-five employees are shown in Table 1.

The elementary school used a traditional self-contained classroom structure, with two classes per grade level. Resource teachers provided support for a classroom teacher in the areas of physical education, music, reading, special education, and library. Some grouping and movement of students between teachers of the same grade level were used to help students work at their ability level. Traditional parent-teacher conferences were held at the end of the

first and third quarters to discuss the problems and progress of the students.

TABLE 1

Years of Experience in the System and the Amount
of Education of Teachers in the District

	Number
<u>Years of Teaching Experience</u>	
1	5
2	1
3	2
4	4
5	4
6	9
7	8
8	5
9	0
10	2
10+	5
<u>Amount of Formal Education</u>	
Bachelor's degree	10
Bachelor's degree plus 9 hours graduate credit	14
Bachelor's degree plus 18 hours graduate credit	9
Bachelor's degree plus 27 hours graduate credit	3
Master's degree	9

The junior-senior high school building was organized around a department structure. A comprehensive set of course offerings provided students the opportunity to take a variety of classes, ranging from college preparation to vocational classes. Because a large percentage of students did not continue their formal education after the completion of the high school diploma, an attempt had been made to expand the vocational offerings to high school students and to junior high students when the new building was occupied in the fall of 1975. A list of the course offerings is presented in Appendix B.

The junior-senior high school day was organized in the traditional format of a seven-period day, with students attending six classes and one study hall. One and one-half full-time equivalency staff members served in a counselor role for junior high and senior high students. Very little formal written coordination and articulation of the curriculum on a district-wide basis was in existence during the 1976-77 school year. An attempt was made on a building level to informally communicate between teachers within the same grade level and successive grade levels about curriculum concerns. Within the same department a limited amount of coordination occurred among teachers.

The concerns of the staff and parents of the school district in this study reflected similar concerns of other school districts

across the nation. The results of a survey of community priorities is provided in Appendix A. Many members of the staff and community wanted a stronger emphasis placed on discipline and students learning "basics." Concern was expressed over standardized achievement test scores that were consistently below the national average and seemed to be declining each year. Many people expressed a concern that students were graduating who did not know what they wanted to do in the future. Many students were going to college, training programs, or jobs after graduation only to find out that they had taken the wrong courses when in school. Some parents and teachers were frustrated with the traditional approach of the school system and wanted enrichment opportunities to challenge gifted students and to develop creative talents of all students. Students and parents were of the opinion that there was a need to improve student-teacher relationships and school-home communication.

With these thoughts and concerns in mind, some of the faculty and administration gathered at the home of the superintendent to discuss methods to help meet the needs of the students in the school system more effectively. After many sessions, a plan emerged to develop a process by which the student, parent, and teacher could plan and implement the student's education together.

A management team was established, and the members started to meet on a weekly basis in the spring of the 1976-1977 school year. The members of the management team were originally appointed by the administration and were basically the same members who had met at the

superintendent's home earlier. The group decided to expand so that an elementary teacher also was included on the team. When the notification was given that funds were available, a person was hired to serve on a half-time basis as coordinator for the program.

The members of the management team, at the time the study was conducted, were asked to respond to a list of assumptions that had been compiled from the program records. From their comments, the following list of assumptions was developed about the beliefs held by the members of the management team when the DEP program was started:

1. Each person is an individual with unique, identifiable talents and abilities.
2. Each person has a learning style that is best for that individual.
3. Parents, teachers, and students all have information that should be considered in planning the education of the individual student.
4. A person performs better when that person has a clearly-defined goal.
5. A person performs better when the person has a definite plan of the steps needed to reach that goal.
6. All the development of a child does not take place in the classroom.
7. Learning is enhanced when there is a positive, personal relationship between a learner and a teacher who helps establish goals and monitors the progress of the learner.
8. People who are affected by decisions should have the opportunity to provide input into those decisions.
9. If parents and students are mutually involved in developing educational plans, they will be committed to implementing those plans.

10. Building on the strengths of a person is more effective than trying to emphasize weaknesses. People learn from experiencing success.
11. When parents, teachers, and students share information and use the same information, they will make the most appropriate decisions for the student.
12. Teachers must be part of the decision-making process to bring about change effectively in a school system.
13. Inservice training and extra time should be provided for teachers if their role in a school system is to change.
14. Students who are involved in developing and implementing individual educational plans will achieve greater academic success, will like school better, and will improve their self-concept.
15. Parents who are involved in developing and implementing individual educational plans will be more positive about school than parents who are not involved.
16. Evaluation of the learning process is an ongoing task and is essential for the effective education of a student.

After the list of assumptions was developed, the members of the management team were asked in an interview to comment on which assumptions they considered to be the most important or to most clearly reflect the true feelings of the management team. Each member of the management team responded by naming three or four of the assumptions on the list. Each of the sixteen assumptions was mentioned by at least one management team member as being very important, with the exception of assumption number sixteen about evaluation being part of the learning process. Assumption number one had the greatest response with five members stressing a belief in student individuality. Assumptions numbers eight and ten were the next most frequently mentioned

items in the interviews of the management team members with three members being of the opinion that involvement of people in decision-making processes and building on the strengths of people were two important assumptions on the list.

The interviewed members of the management team were asked to give their perceptions of the purpose of the program. Seven members of the management team stated the purpose of the DEP program was to help students learn, grow, and develop, with one member stressing exposure to careers so students could make better career decisions. One member described the purpose as a way to "get many people together who have knowledge about a student and to provide direction as to where that student is going." Another member said it was, "a process of stimulating and challenging kids to grow, done by stimulating and challenging teachers and parents." Several members commented that students would do better in school if the students had input into their own education and if they felt that someone in the school was concerned about them.

It was agreed by the members of the management team that the first year's attempt would have the greatest chance for success if the program was based upon people who volunteered to be in the program. A survey was first presented to teachers to see how many would be interested in participating in the program. Fourteen teachers, including three who were members of the management team, agreed to work with students who volunteered for participation. The next step was to identify student and parent volunteers. Because the program was

new and because the process was in the developmental stage, the description of the program was somewhat vague. A letter was sent to all students and their parents or guardians. In response to this letter, over sixty students and parents volunteered to be in the program.

No One Knows What He Can Do Until He Tries . . .

Would you like to participate in a brand-new idea? The opportunity to join in planning your future throughout your school career has arrived.

We want to involve you, the student, your parents, and the teaching and administrative staff in learning how to identify your goals in life and how to achieve these goals with an overall educational plan. This plan will include what you and your parents feel will accomplish your objectives for the future.

We at school are going to be flexible in our approach to this new idea, and we hope you will be, too.

If you're interested in this adventure in self-knowledge, talk it over with your folks or a teacher at school. If you're ready for involvement, let us know by Thursday, May 26. Complete an application form and return it to the office in the Junior-Senior High building or to your teacher in the Elementary School. Your parents will be receiving a letter and an application form in the mail.

If you have any questions, contact any of the participating staff members.

Through post hoc analysis, fifteen activities were identified and included in the DEP program. Five of the activities have a direct relationship for each student in the program. The other ten activities are support activities important to the overall operation of the program. The five student-oriented activities are depicted in a flow chart (see Figure 1). A description of all fifteen activities follows.

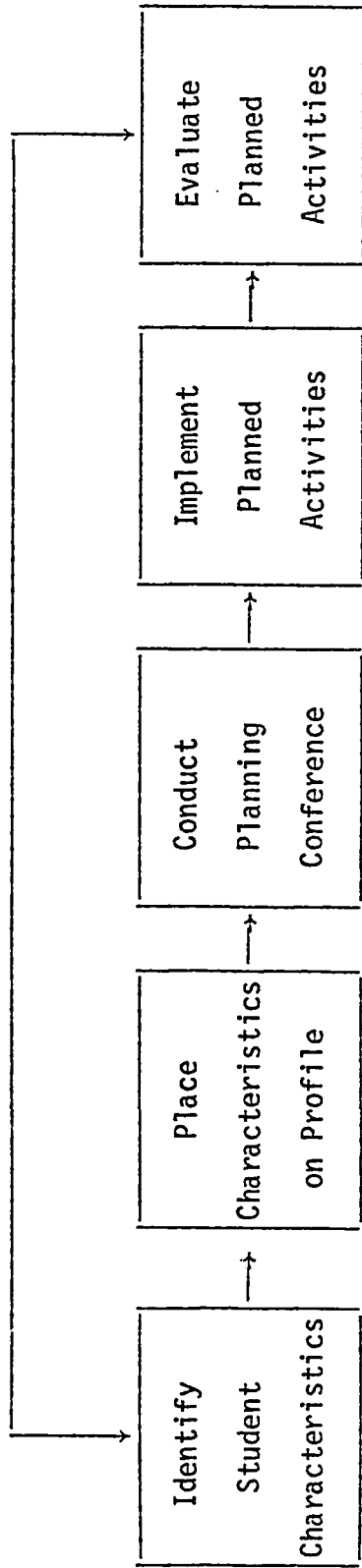


Figure 1
Direct Student Services

Students tested to identify characteristics. All students in the DEP program were tested at the beginning of the year. The tests included achievement tests and attitude tests. Other information of a social and personal nature was also collected. This included the student's ability to relate to adults and peers, interest areas, significant experiences, goals, self-concept, and areas of need. The sources of this information included paper and pencil tests, student interviews, observations of teacher and parent, as well as any existing school data such as grades, attendance, and courses taken.

Individual student characteristics placed on profile. Information from the student's records, from teacher observation, parent observation, and directly from the student was compiled for each student. This information was placed on a profile card to give a picture of the student. Information on the profile card included academic achievement, attitudes, career goals, interests, special needs, and learning styles. Information on the profile was cumulative from year to year and was used for educational planning. Any information which could be quantified was changed to a percentile score, comparing the student to other students of the same age. Other information was kept in anecdotal form. An example of a profile can be seen in Figure 2.

Planning conference conducted. A teacher conducted a planning conference with a student, the parents, and any other significant person in the student's life. At the conference, the student characteristics were shared and verified. The student's progress toward

Code:
 '78 _____
 '79 _____
 '80 _____

Name _____ Grade _____ Advisor _____

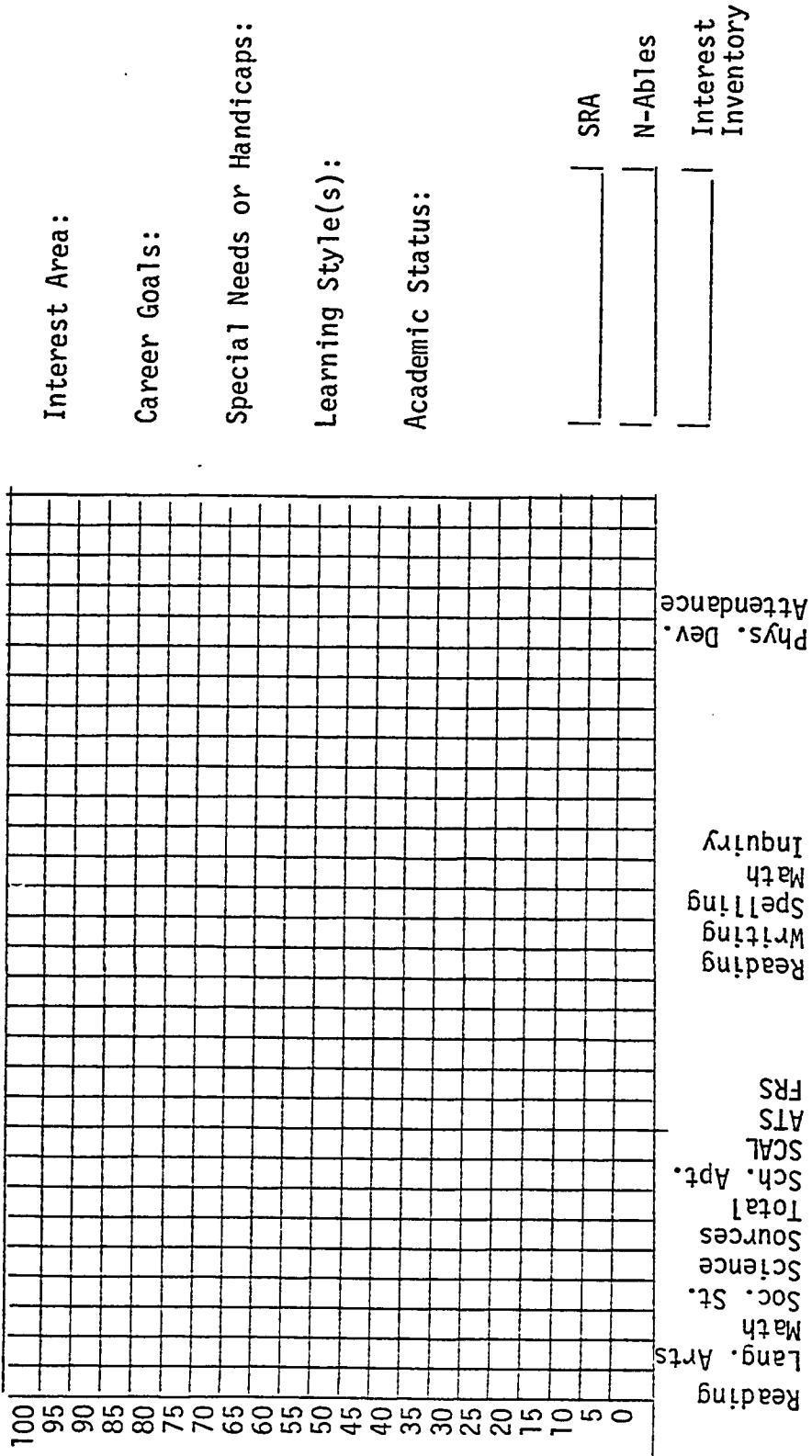


Figure 2
 Student Profile

reaching previous goals was noted. The student's long-range goals were listed, and a plan for short-term activities to reach the goals was developed. Target dates and the person responsible for the implementation were included in the plan. All participants signed the plan, agreeing to work toward completion of the stated activities. Two formal conferences were scheduled each year with informal conferences scheduled as needed. The plan itself originally took many different formats. In the very beginning, each teacher wrote the plan out in any form that seemed the most helpful. One sample of such a plan is provided in Figure 3. This is a composite plan with the names changed from the original plan. Two other formats for the plan are shown in Figures 4 and 5. These plans were developed by the management team from teacher suggestions. After plans were reviewed, there were usually suggestions of how to improve the format of the plan to make it more efficient and more usable.

Planned activities implemented. The teacher, student, and parent each took part of the responsibility for implementing the plan which was developed according to student needs. The type of activity varied greatly depending upon the goals and interests of the student and also on the creativity and commitment of the members of the group. Some examples of activities included holding a discussion with a counselor about the requirements to get into a specific college, visiting an airline pilot at an airport, working with a parent on making a weather vane, writing a college football coach for information, attending an upper level class for special academic help, or arranging for a

Individualized Growth Plan for [Sally Smith]
October 1, 1977

- I. Sally will become an experienced mountain climber.
- A. Sally will complete a unit on survival cooking and backpack cooking under the direction of Mrs. Jones in Advanced Foods, Target Date for Completion _____ Completion Date _____
- B. Sally will interview at least two experienced mountain climbers (preferably one who has climbed in Europe) for the purpose of finding out what it takes to become an experienced climber. Target Date for Completion _____ Completion Date _____
- C. Sally will be able to use the metric units of length, mass and time. Target Date for Completion _____ Completion Date _____
- II. Sally will develop and promote her athletic skills by completing _____ of the following activities.
- A. Sally will improve her basketball shooting ability by completing at least one of the suggested activities: (1) Work with the Girls Basketball coach; (2) Work with Mr. Black; (3) Take private lessons from a qualified instructor. Target Date for Completion _____ Completion Date _____
- B. Sally will solve academic problems and be working individually with involved teachers with assistance from Mr. White. Target Date for Completion _____ Completion Date _____
- III. Sally will explore the field of teaching.
- A. Sally will research and write a position paper on "The Characteristics of a Good Teacher" and defend the paper before a committee of three. Target Date for Completion _____ Completion Date _____
- B. Sally will serve as an aide in Elementary P.E. during the first nine weeks of the second semester. Target Date for Completion _____ Completion Date _____

Signed: _____ Student
 _____ Parent
 _____ Advocate

Figure 3

Individualized Growth Plan

Name of Project Student _____
 Phone _____
 Grade _____
 Project Teacher _____

Activity	Person Responsible	Completion Date

Check the appropriate boxes below:

- * Project teacher will initiate an informal evaluation of the progress being made _____ (preferably 1 month after staffing).
- * Project parent will initiate an informal evaluation of the progress being made _____ (preferably 1 month after staffing).
- Formal evaluation (involving parent, teacher, and student) will be done at the nine week conference.
- Formal evaluation (involving parent, teacher, and student) will transpire at the end of the first semester. The project teacher will initiate this meeting.

Figure 4
 Activity Plan

Student Name _____ Parent Name _____
 Birthdate _____ Address _____
 Grade _____ Telephone _____

Areas of Strength:

Reading _____	Science _____	Self-Concept _____
Language Arts _____	Scholastic Aptitude _____	Attitude _____
Mathematics _____	Sources _____	School _____
Social Science _____		Friendliness _____

Interest Areas: (from profile and other information)

- 1.
- 2.
- 3.

Long-Range Goals

- 1.
- 2.
- 3.

Recommended in School Courses & Activities (from profile and other information)

- 1.
- 2.
- 3.
- 4.

Recommended out of School Activities (from profile and other information)

- 1.
- 2.
- 3.
- 4.

Other Comments & Notes:

Approved on _____
date

Approved by:

Student _____ School representative _____
 Parent _____ School representative _____

Figure 5
Educational Plan

schedule of courses to meet all requirements for a specific career goal.

Activity evaluation. Each activity and inservice session which was planned for the DEP program was evaluated by the participants. Students, parents, and teachers all were given the opportunity to write comments and suggestions about each inservice meeting, each program activity, and about the DEP program as a whole. These evaluations provided direction for future activities. In some cases the evaluation for student activities actually took place at the planning conference for the next semester's activities. As illustrated in the flow chart shown in Figure 1, for the individual student the process or cycle then begins again, to once more determine student characteristics. Each time the process should become more sophisticated, and a clearer picture of who the student is should be apparent to the teacher, parent, and the student.

The other ten activities of the project are support activities carried on to help the student's planning cycle continue productively for each student in the program. A description of those activities follows.

Management team meetings. Nine representatives of the school system met weekly. The purpose of the group was to provide input for long-range program planning and to give specific suggestions for implementation. This management team included administrators, elementary teachers, secondary teachers, counselors, and the program coordinator. Decision making was accomplished through group consensus.

Monthly check-off. The management team met once each month with an outside evaluator to review progress toward accomplishment of objectives developed for each of seven components. The components included student outcomes, curriculum, community, inservice, management, dissemination, and evaluation. Each objective was reviewed and an indication was made about the degree of attainment of the objective. From the program's records, each objective was evaluated as (1) completed, (2) in progress, or (3) in need of attention.

Inservice for teachers. One component of the program was teacher inservice. Teachers needed to be able to perform some tasks that had not been part of their job descriptions in the past. Some examples of inservice topics included how to write plans, hold a planning conference, manage time, use a student interview process, listen, and counsel. Inservice for teachers was provided before teachers were asked to perform any of the activities of the program. Teacher input was used to select topics for inservice sessions.

Student-teacher matching. Each student in the DEP program was assigned an advisor to conduct the planning conference, to facilitate the implementation of the plan, and to monitor the progress of the student. The match was made on the basis of career interest, age level of the student, and rapport already established between the student and teacher. For elementary students, an attempt was made to match a student with a teacher who taught at the grade level of the student. Most teachers had four or five students to work with during the first two years of the program.

Home visits. Prior to the start of the year, teachers visited the home of each student. The teacher explained the intent of the DEP program, the procedures to be followed, and the responsibilities of the teacher, parent, and student. Any questions of the family were answered at that time. In some cases, on the parents' request, this first meeting took place at school. The intent was to start the relationship on a positive note and to share information about the program.

Community resource book developed. The project coordinator and guidance counselor developed a resource book on a wide range of resources that could be used to help any teacher, parent, or student plan an activity for a student. The information included a contact person, telephone number, agency, and the area of expertise of the resource. The community resource book was continuously updated. It was also used to identify added resources for teacher use in the classroom. The resources were categorized by career clusters to help the teacher find resources that were in the interest area of the student.

Parent advisory council meetings. A representative group of parents met on a regular basis to review the purposes of the DEP program and to share concerns and suggestions. The parents also helped explain the program to other parents in the community.

Inservice for parents. Special sessions were established to help parents obtain skills and knowledge which would provide for the development of their own children. Some topics included helping the child to develop a positive self-concept, parent effectiveness training,

and how to plan activities for students. Parent input was used to select topics.

Management team review of the plans' progress. Members of the management team scheduled time at the regular meetings to review the content of all plans that had been developed for students. The management team also made an effort to monitor the progress of the teachers' attempts to implement the plan as intended.

Curriculum planning based upon student needs. From the review of individual student plans, the management team made recommendations for certain curricular changes. These recommendations included additional courses which were needed, specific content that should be included, and special activities which should be provided for students.

During the summer of 1977, teachers were matched with students who had volunteered. As the first year progressed and changes were made, the ideas for the second year of the program were discussed by the members of the management team. It was decided to ask for volunteers again from the students, teachers, and parents, and to try to expand the program for the second year. On a voluntary basis, twenty-three teachers and 118 students were involved during the second year of the program.

During the second year, the decision was made to involve all teachers and all students in the program for the third year of the program. The original grant proposal had stated that, "by the third or fourth year it is anticipated that all students will be involved in the program." This decision was not an easy decision for the

management team to make. At the time that this study was conducted, the program was in the third year, and several parents, teachers, students, and members of the management team commented on the decision to include all students. Some participants were of the opinion that the program would work best if it were always a volunteer program. They thought the program was "watered down" when everyone was involved. Many other participants were of the opinion that a program like DEP should be made a part of every student's school experience. It is clear from the first grant proposal that the original intent of the management team was to eventually include all students in the program.

Perhaps the DEP program can best be summarized by taking a statement from the piece of dissemination information used by the management team. It states: "The purpose of the project is to help the school system develop the procedures necessary to utilize all resources to develop individual, career-oriented, educational growth plans for students in kindergarten through twelfth grade."

CHAPTER III

THE ASSUMPTIONS OF THE DEP PROGRAM

When educational practitioners start a program in a school, the program usually is a reflection of the beliefs held by the people who originate the program. These beliefs include ideas about the ways that students learn and the ways that schools can be organized to most effectively facilitate learning. At times, these beliefs are written and formally agreed upon by the members of the group; in most instances, however, beliefs are more informal and vague, but are generally understood by the group. The latter was the case of the DEP program.

In this chapter, the purpose is to answer the first research question of the study:

What is the relationship of the assumptions upon which the program was originally based, with the principles drawn from educational psychology, philosophy, and learning theory?

Theories of how people learn are discussed, methods used to answer the research question are described, and results of the investigation are presented.

HOW PEOPLE LEARN

There are many different definitions for learning. Gagne defined learning as a change in human disposition or capability, which persists over a period of time and is not simply ascribable to

processes of growth.¹ A definition used by Saylor and Alexander stated that learning is a relatively permanent change in the potential for learner response which occurs as a result of reinforced practice.²

There has also been many different explanations for how people learn, but theories of learning have fallen generally into two categories, connectionist and cognitive, based upon the nature of the theory. Connectionist theories of learning have treated learning as a link or connection between stimulus and response. These theories generally assume that all responses are elicited by stimuli. Cognitive theories of learning are concerned with the perceptions, attitudes, or beliefs that the learner has about his or her environment. These theories consider learning the study of ways in which cognitions determine behavior and the way that cognitions are modified by experience.³

Connectionist theories, the oldest forms of learning theory, have been developed by Watson, Guthrie, Thorndike, Hull, Skinner, and others.⁴ These theories include concepts which stress the importance of repetition to strengthen the bond between the stimulus and the

¹Robert M. Gagne, The Conditions of Learning (New York: Holt, Rinehart, and Winston, 1977), p. 3.

²Galen J. Saylor and William M. Alexander, Curriculum Planning for Modern Schools (New York: Holt, Rinehart and Winston, 1966), p. 195.

³Winfred F. Hill, Learning (New York: Thomas Y. Crowell Company, 1977), p. 26.

⁴Ibid., pp. 281-283.

response. A conditioned response is a learned response to an external stimulus. In experiments, Pavlov's dogs would salivate at the sound of a bell. The salivation was a learned response to the outside stimulus of the bell. Another researcher, Thorndike, experimented with animals to understand learning and found that if animals solved problems by trial and error, the next time they were faster at solving the same problem. Skinner developed a contingency reinforcement theory which states that learning is based upon the after-effects of a particular behavior.⁵

Cognitive theories are more modern models of learning, emphasizing the internal process which takes place when something is learned. These can be called information processing models of learning.⁶ Cognitive theories have been developed by Tolman, Lewin, Bindra, Piaget, and others. The differences between the connectionist theories and the cognitive theories seem to center on beliefs about man. Connectionist theories assume that man is only capable of reacting to outside stimulus, while the cognitive theories assume that man is capable of receiving the stimulus, and then make a conscious decision about how to act. According to Hill, the scientific psychologists have generally seemed to lean toward the connectionist's point of view, while applied psychologists or educators have chosen cognitive

⁵Gagne, op. cit., pp. 7-15.

⁶Ibid., p. 16.

views. Cognitive views give the human mind more credit for being able to process information intellectually and to solve problems.⁷

Piaget developed many ideas about how people learn. Mental growth is considered to be an interaction between the maturing organism and the environment. Each child goes through identical developmental stages, and the child uses different structures to cope with the environment at each stage.⁸

Bloom has studied changes in human characteristics. His studies have led him to conclude that a characteristic is less apt to be affected by the environment the older the individual is. Change becomes more difficult the more fully-developed the characteristic becomes. The older the learner, the greater the ability to predict long-term consequence. He has stated that this finding places greater responsibility on the home, school, and society to try to change people when one knows the changes are more likely to occur.⁹

Another group of learning theorists do not believe strongly in one extreme or the other, but take beliefs from both cognitive and connectionist positions. Spence, Harlow, Gagne, Bandura, and Osgood are examples of theorists in this group.¹⁰

⁷Hill, op. cit., p. 27.

⁸D. W. McNally, Piaget, Education and Teaching (Sydney, Australia: Angus and Robertson, 1973), pp. 3-5.

⁹Benjamin S. Bloom, Stability and Change in Human Characteristics (New York: John Wiley and Sons, 1964), p. 230.

¹⁰Hill, op. cit., p. 283.

Gagne divided learning into five categories based upon the type of learning involved. The categories are (1) intellectual skills, (2) cognitive skills, (3) verbal information, (4) motor skills, and (5) attitudes. He has described conditions of learning that are essential for a student to learn in each of these five categories. Some of the conditions, such as motivation and previous experience, are internal to the learner. Other conditions are external to the learner, such as the materials used for learning. Instructional design involves the manipulation of the external conditions to maximize learning.¹¹

METHODS

It is advantageous to know if there is any research basis or professional writing to support the assumptions made by originators of a program. The intent of this research question was to determine the extent of research or scholarly evidence to support each of the assumptions made by the originators of the DEP program.

The first step was to compile the assumptions. The written records of the DEP program, the philosophy of the school district, and the guidelines for the administration of the school system were reviewed. From this review, a list of assumptions or beliefs about how people learn and how schools should be organized to help the learning process was developed.

¹¹Gagne, op. cit., p. 27.

This list of assumptions was then presented to the management team to determine the extent to which the eight members agreed with the assumptions. The members of the management team were able to respond to each assumption by indicating which of the following codes best described their opinions about the assumption.

A = The statement reflects the beliefs of the management team as it is written.

B = I have revised the statement so that it now reflects the beliefs of the management team.

C = The statement should be dropped since it does not reflect the beliefs of the management team as written.

The following table gives the data for each assumption as coded by the eight members of the management team.

Ten of the assumptions were agreed upon by all members of the management team and were given a rating of A. Three of the assumptions, #2, 13, and 14, were given a rating of A by seven of the members, and one individual suggested a wording change for each of the assumptions. One assumption, #8, was given a rating of A by seven members; the other member was of the opinion that the assumption could be dropped because it was similar to another assumption. One assumption, #11, was given a rating of A by seven of the management team members, and the other member gave the item a C, stating that the item as written did not reflect the beliefs of the management team.

Assumption #10 was the assumption that had the least support. Only five members gave this item an A rating, one gave it a B rating, one gave it a C rating, and one placed a question mark in the blank and commented that it was important to correct weaknesses, too.

TABLE 2
Management Team Coding of Assumptions

Assumption	Team Member								Total
	1	2	3	4	5	6	7	8	
1	A	A	A	A	A	A	A	A	8 A's
2	A	B	A	A	A	A	A	A	7 A's; 1 B
3	A	A	A	A	A	A	A	A	8 A's
4	A	A	A	A	A	A	A	A	8 A's
5	A	A	A	A	A	A	A	A	8 A's
6	A	A	A	A	A	A	A	A	8 A's
7	A	A	A	A	A	A	A	A	8 A's
8	A	A	A	A	A	A	?	A	7 A's; one comment*
9	A	A	A	A	A	A	A	A	8 A's
10	A	C	A	A	B	A	A	?	5 A's; 1 B, 1 C, 1 comment**
11	C	A	A	A	A	A	A	A	7 A's; 1 C
12	A	A	A	A	A	A	A	A	8 A's
13	A	B	A	A	A	A	A	A	7 A's; 1 B
14	A	B	A	A	A	A	A	A	7 A's; 1 B
15	A	A	A	A	A	A	A	A	8 A's
16	A	A	A	A	A	A	A	A	8 A's

*"Assumption eight could be dropped because it is like number three."

**"Is is also important to correct weaknesses."

In compiling the results, 94 percent of the responses were category A. The members of the management team were supportive, in general, of the assumptions. A few wording changes were made to help clarify the meaning of the assumptions.

These sixteen assumptions were then given to a three-member panel made up of experts in learning theory. Each member of the panel held a doctorate degree with an emphasis in learning theory. They were each in a role that required them to use learning theory on a regular

basis. The panel was asked to arrive at consensus on the following questions for each assumption:

1. Is there any scholarly evidence or research basis to support or reject this assumption?
2. Which groups or categories of learning theorists would support this assumption?
3. Which groups or categories of learning theorists would reject this assumption?
4. Could this assumption be reworded to help clarify the meaning?
5. Is there sufficient evidence to allow this assumption to remain as a basis for implementing a program in a school?

RESULTS

Each assumption is listed, followed in the first paragraph by a summary of the comments made by the members of the panel. After that, a discussion of research findings and professional writing on the topic is presented.

1. Each person is an individual with unique, identifiable talents and abilities.

Findings of the panel. The panel agreed that all psychologists would support the individuality of each person. Even though psychologists are often characterized as working with numbers and statistics, and even though they may predict on the basis of a group, their assumption is always that each person is an individual. The panel

members stated that the tradition of testing for intelligence to measure individual differences, Guilford's tradition of the structure of the intellect, and the whole body of personality theory support this assumption. Gagne supports the idea of assessment of entering behavior and abilities and then beginning the instruction where the individual is, so he would support this assumption. The group agreed that Skinner could support this assumption, also. The only real question in the mind of panel members centered around the word "identifiable." They were not ready to agree that all talents and abilities can be identified now, or if they will ever be completely identifiable. The statement was made that behavioral psychologists would not be happy with the term "identifiable characteristics." However, the panel was generally supportive of the first assumption.

At one time scholars assumed that there was one factor which could be considered to determine the intelligence of an individual. Spearman did more than anyone to help build the idea that there is a large factor of general intelligence with a small number of special factors. Thurstone and Guilford support the idea that there are a number of relatively independent and equal factors which combine in different patterns to account for differences in performance of different tasks.¹²

¹²Wolfe Dael, The Discovery of Talent (Cambridge, Massachusetts: Harvard University Press, 1969), p. xi.

Even though there has been support for a general factor for intelligence, people have still noted for centuries that a person who excelled at one task was not necessarily outstanding at other kinds of activities.¹³ Maslow has stated that each person has characteristics which all other people have and some characteristics which are unique to that individual. Psychologists have assured educators that children are unique and different individuals with different personalities.¹⁴ At the same time, the psychologists have searched for general theories of learning which apply to groups of learners. Internal individual differences relate directly to the learning process.¹⁵ Terman has demonstrated that there is some consistency in human performance. His studies have shown that talented youngsters become talented adults.¹⁶ Meeker has stated that intelligence can not be expressed as a single factor; when one is said to be intelligent, the area of personal intelligence should be noted.¹⁷

Bloom noted that human characteristics include differences in physical characteristics, intelligence, achievement, interests, attitudes,

¹³Ibid., p. xi.

¹⁴Arthur W. Combs (ed.), Perceiving, Behaving, and Becoming (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), p. 35.

¹⁵R. S. Newson, Roger Eischens, and William R. Looft, "Intrinsic Individual Differences: A Basis for Enhancing Instructional Programs," The Journal of Educational Research, 65 (May-June, 1972), pp. 387-392.

¹⁶Dael, op. cit., p. xv.

¹⁷Mary Nacol Meeker, The Structure of the Intellect (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), p. 183.

personality, and environment.¹⁸ He has divided human learning into three categories in his taxonomy. The areas include cognitive, affective, and psychomotor.¹⁹

In describing human intelligence, Guilford has divided and categorized the intellect along the axis of a cube. One hundred and twenty cells represent different abilities for an individual.²⁰ Mary Meeker has taken Guilford's model of the structure of the intellect and concentrated on individualized curriculum development based on the cells. One dimension of the intellect is operations which are the major kinds of intellectual activities or processes. They include divergent production, convergent production, evaluation, memory, and cognition. A second dimension is content, the broad range of classes of information discriminable by the learner. It includes figural, symbolic, semantic, and behavioral content. The third dimension is products, the organization that the information takes while the learner is processing it. This dimension includes units, classes, relations, systems, transformations, and implications. These cells can be used to categorize an individual learner's strengths and weaknesses.²¹ This position supports the idea that each person

¹⁸Bloom, op. cit., p. 230.

¹⁹J. P. Guilford, The Nature of Human Intelligence (New York: McGraw-Hill, 1967), p. 67.

²⁰Ibid., p. 60.

²¹Meeker, op. cit., p. 1-106.

is an individual. Lewis stated that teachers have noted differences in individual student's physical abilities, motivation, learning styles, mental abilities, talents, and interests.²²

Not only are students different, but the school may have some obligation to identify those differences. In Pierce v. Board of Education, an Illinois court found in 1976 that the school district does have a duty to identify individual needs of students.²³ Public Law 94-142, the Education for All Handicapped Children Act of 1975, also has some implications for educators in recognizing individual differences. Schools are required to have on file a statement of the child's present levels of educational achievement including academic achievement, social adaptation, pre-vocational and vocational skills, psychomotor skills, and self-help skills.²⁴

2. Each person has a learning style that is best for that individual.

Findings of the panel. After a long discussion, the panel decided that it would tend to agree with the assumption in a very limited sense. The general opinion was that the learning style

²²James Lewis, Jr., Administering the Individualized Instruction Program (West Nyack, New York: Parker Publishing Company, 1971), p. 11.

²³Reed Martin, Educational Rights of Handicapped Children (Champaign, Illinois: Research Press Company, 1977), p. 9.

²⁴Charles Wrobel (ed.), The Individualized Education Program: Key to Appropriate Education for the Handicapped Child, Department of Health, Education, and Welfare (Washington, D.C.: U.S. Government Printing Office, 1977), p. 8.

approach had been tremendously over-rated, and the panel saw very little research to support the idea that a student might actually learn better in one modality in all cases. Panel members stated that Piaget would say a person's learning style would change with the development of the person. A person approaches a task with a given orientation, and as the person develops and changes, the orientation to the task also changes. The panel was of the opinion that the learning style approach was counter to the information processing approaches that say a person can process information in many different ways. The panel could support this assumption, but its opinion was that it is not a question of style as much as the expertise that an individual brings to a situation.

Gregorc has defined learning style as a distinctive behavior which serves as an indicator of how a person learns from and adapts to the environment. From the study of learning styles, Gregorc has drawn several inferences. The diagnosis of learning style is not an exact science; however, one must continue to diagnose to understand more about the human mind and how people learn. Prescriptions that are made based upon diagnosis must be short-term, varied, and carefully monitored to find out if the demands on the student are helping or hindering the learning process. Aligning teaching styles and learning styles requires that both student and teacher adapt. If one understands more about learning and teaching styles, one should be able to

improve mental health as well as increase learning.²⁵

Bozhovich stated that the way the individual learner perceives information in context is essential data if an educator is to plan effectively for learning situations.²⁶ Fischer and Fischer have described ten types of learners: the incremental learner, the intuitive learner, the sensory specialist, the sensory generalist, the emotionally involved learner, the emotionally neutral learner, the explicitly structured learner, the open-ended structured learner, the damaged learner, and the eclectic learner. They have recommended direct observation by teachers for determination of the learning styles of students and feel this is more accurate than using student feedback. They also have recommended that teachers should examine and alter their teaching styles, as necessary, to benefit students in their classes.²⁷

Bloom,²⁸ and Hickey and Hoffman²⁹ supported the idea of the teacher knowing the student's learning style and using that information

²⁵Anthony F. Gregorc, "Learning/Teaching Styles: Potent Forces Behind Them," Educational Leadership, 36 (January, 1979), pp. 234-236.

²⁶Newson, op. cit., pp. 387-392.

²⁷Barbara Bree Fischer and Louis Fischer, "Styles in Teaching and Learning," Educational Leadership, 36 (January, 1979), pp. 245-254.

²⁸Karen Harvey and Lowell Horton, "Bloom's Human Characteristics and School Learning," Phi Delta Kappan, 59 (November, 1977), pp. 189-193.

²⁹M. E. Hickey and David H. Hoffman, "Diagnosis and Prescription in Education," Educational Technology, 13 (October, 1973), pp. 35-37.

to plan the learning for the student. Dunn agreed that a teacher must know the student's learning style, perceptual strengths, motivation, interests, and self-discipline.³⁰ Dunn, Dunn, and Price have developed an instrument to help diagnose learning styles because of the feeling that the most important factor in academic achievement is related to how a student learns. The Learning Styles Inventory (LSI) has been used to help identify individual students' learning preferences. The factors that it identifies include the environmental elements of sound, light, temperature, and design; emotional elements of motivation, persistence, responsibility, and structure; and the sociological elements include the preference to work with peers, alone, in pairs, with a team, with an adult, or in some combination. The physical factors include perceptual preferences, intake preferences, time of day, and mobility preferences. In 1977, Dunn, Dunn, and Price stated that, in the future, courts may require schools to demonstrate that they have diagnosed how individual students learn and to make prescriptions based on that information. By making educational decisions for the benefit of the student, teachers also may avoid possible malpractice suits.³¹

³⁰Rita Stafford Dunn, "Individualizing Instruction: Questions and Answers," NASSP Bulletin, 59 (April, 1975), p. 32.

³¹Rita Dunn, Kenneth Dunn, and Gary Price. "Diagnosing Learning Styles: A Prescription for Avoiding Malpractice Suits," Phi Delta Kappan, 58 (January, 1977), pp. 418-420.

3. Parents, teachers, and students all have information that should be considered in planning the education of the individual student.

Findings of the panel. The panel was of the opinion that this assumption could be a legitimate one for a program, but that it had very little to do with psychology or learning theory. The research on the topic did not relate to learning theory.

Many sources have promoted the idea of the school working in partnership with the parents in the education of students. Day has stated that parents really are life-long teachers of their children. He says parents should see themselves as teachers of their children, and if they are encouraged to be involved and if they choose to be involved, then schools have a winning team.³² In determining needs and planning for educational outcomes, Kaufman has recommended that all the educational partners should be included in attempting to achieve educational success. These partners include the learner, the parents, community members, and educators.³³

Trump, in his support of the teacher-advisor system, noted that part of the role of the advisor is to find out the expectations and concerns of the parents. The advisor can sense areas that the parents are willing to accept responsibility for in the education of

³²Barbara A. Day, "Parents--Life-Long Teachers of Their Children," Community Involvement in Educational Decision-Making: Cooperation of Confrontation? (Lincoln: Nebraska Association for Supervision and Curriculum Development, 1978), pp. 44-48.

³³Roger A. Kaufman, Educational System Planning (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p. 30.

their children and help facilitate those activities.³⁴

Ausubel has stated that the greatest single factor influencing learning is what the learner already knows. In 1972, Newsom said that there was a body of research which indicated that an individual's previous experience affects his or her performance in a learning situation.³⁵

Dael has supported the idea that there are many contributing factors to individual success. These factors include heredity, education, health, physical energy, work habits, motivation, parent advantage, physical appearance, and speech habits. Terman has stressed the importance of personality traits, while Strong has stressed vocational interests. MacKinnon has postulated that creativity is the determinant of success, noting that the correlation between intelligence and creativity is zero. Creative people use their talents differently, and teachers should avoid stifling creativity by an insistence on docility. Ghiselli has described leadership talent as important, while Vernon emphasized the importance of child-rearing methods:

In a home marked by ambition, school orientation, cultural and intellectual interests, and eagerness to help the child explore ideas and sensory experiences or try out and improve his skills--the child is different

³⁴J. Lloyd Trump, A School for Everyone (Reston, Virginia: The National Association of Secondary School Principals, 1977), p. 103.

³⁵Newsom, op. cit., pp. 387-392.

than if raised in a family that does not emphasize these factors.³⁶

Guilford studied the influence of the learner's interest. He defined interest as a generalized behavior tendency an individual has that attracts that individual to a certain class of incentives or activities.³⁷ Combs, Kelley, and Rogers have stressed the importance of the individual's self-concept or the learner's perceptions of adequacy. A positive view of self gives its owner a tremendous advantage in life as the individual meets situations expecting to be successful.³⁸ Kleibard has noted the importance of studying the learner to determine needs. A need implies a standard or norm to compare the learner to for identifying possible changes to become more like the norm.³⁹ The interacting variables of home, neighborhood, the culture, and the society should be accounted for in the education of a student, according to Kaufman.⁴⁰

For a teacher to find out as many unique characteristics as possible about a specific student, the teacher must consult a variety of sources. The parent and student are two very important sources in addition to the information that the teacher has compiled.

³⁶Dael, op. cit. p. xvii.

³⁷Guilford, op. cit., p. 67.

³⁸Combs, op. cit., p. 92.

³⁹Herbert M. Kliebard, Curriculum and Evaluation (Berkeley, California: McCutchan Publishing Corporation, 1977), p. 59.

⁴⁰Kaufman, op. cit., p. 11.

4. A person performs better when that person has a clearly defined goal.

Findings of the panel. The panel supported this assumption with one small change. The panel wanted to define "performs better" to mean the person achieves more on certain behaviors related to the goal. There is a whole body of research that says a person does better if given an instructional objective. While the person may perform better on behaviors related to the objective, the person may not perform as well on other behaviors. The panel was of the opinion that the more clearly the goal is defined and the greater focus the learner has on the goal, the greater the achievement relative to that goal should be. At the same time, the learner may miss out on more incidental learning that is desirable. The panel was in general agreement with this assumption.

Kaufman defined a plan as a projection of what is to be accomplished to reach valid and valued goals. The planning comes before the doing and helps to determine where to go and how to get there in the most effective and efficient manner possible.⁴¹ According to Kliebard, curriculum and instruction should begin with a blueprint of how the student will turn out after the learning process takes place.⁴²

⁴¹Kaufman, op. cit., pp. 6-8.

⁴²Kliebard, op. cit., p. 65.

5. A person performs better when the person has a definite plan of the steps needed to reach that goal.

Findings of the panel. The panel was in agreement that there exists research to support this assumption. They stated that it would be easier to support if it were made clear that the learner was involved in planning the steps. It was also mentioned that different learners might have different steps to reach the same goal. Behavioral self-management theory would support this assumption, and operant theory would talk about the steps in completing a task. Gagne also considers steps in learning when he talks about task analysis.

The panel's conclusions are supported by professional writing. Rabbitt suggested that teachers develop a plan at a parent conference. With one goal to work toward that is agreed upon, activities are planned to help reach the goal.⁴³ According to Piaget, a child becomes more logical as the individual matures. He believed that man is more than a passive organism that simply responds to stimuli. He believed that man can initiate the steps needed to reach a goal because man is self-directed and goal oriented.⁴⁴

6. All the development of a child does not take place in the classroom.

Findings of the panel. The panel agreed very strongly with this assumption. In fact, they would state the assumption even more

⁴³James A. Rabbitt, "The Parent/Teacher Conference: Trauma or Teamwork?" Phi Delta Kappan, 59 (March, 1978), pp. 471-472.

⁴⁴McNally, op. cit., p. 79.

strongly. The classroom is one small subset of life's experiences. On a quantitative basis, much larger effects on development should come from the home and other settings. Certain learned behaviors are more strongly influenced by the classroom than others, depending upon the exposure to the task outside the classroom. The panel was of the view that this assumption could be supported.

Other writing also supports this assumption. Day supported the idea that parents are life-long teachers of their children. School is but one avenue along the way.⁴⁵ Bloom also supported the idea that the home, school and society were all responsible for changing people.⁴⁶ Rabbitt suggested that teachers make a plan at the parent conferences which included things for the student to work on at home as well as at school.⁴⁷

In a study which supported the importance of factors outside the classroom, the American College Testing program measured four variables in high school students to determine which factor most accurately would predict success in later life. The only factor which could be used to predict success was "achievement in extra-curricular activities." It would seem that the skills developed in participating in this area correlate higher with characteristics needed for later success than the characteristics of high school grades, high ACT

⁴⁵Day, op. cit., pp. 44-58.

⁴⁶Bloom, op. cit., p. 230.

⁴⁷Rabbitt, op. cit., pp. 471-472.

scores, or high grades in college.⁴⁸ In considering the plan of handicapped students under P.L. 94-142, some suggest that the planning team should not ignore activities which will help in the areas of physical education, recreation, and leisure time use.⁴⁹

Trump pointed out that learning occurs at all times and in all places but can be categorized into three settings: home, school and community. Failure to analyze and utilize effectively the unique characteristics of each of these places is a reason education in schools is not as effective as it might be. Some homes are the best place to teach special interests, hobbies, and even career education. To truly differentiate the staffing to maximize productivity, the professional staff at school must also know and make use of the community and home resources available to each student. Trump recommended that students should be able to receive credit for work that is done away from school. This can be especially important for some students who find normal school activities intolerable and may end up being suspended or expelled. Every student needs the time and special programs to discover his or her own area of concentration to make tentative decisions about spare-time activities, studies, and careers. Trump noted that the advisor can use information about what a student learns at home to include in the student's records or portfolio. The

⁴⁸Wayne Jennings and Joe Nathan, "Startling/Disturbing Research on School Program Effectiveness," Phi Delta Kappan, 58 (March, 1977), pp. 568-572.

⁴⁹Wrobel, op. cit., p. 5.

advisor should know more about an advisee than anyone else in school does. All data and information about a student should be channeled to the advisor through the help of good communications techniques. The advisor can use this information as an additional source for diagnosing and prescribing activities.⁵⁰ This assumption seems to be well supported by the panel and by professional writing.

7. Learning is enhanced when there is a positive, personal relationship between a learner and a teacher who helps establish goals and monitors the progress of the learner

Findings of the panel. The panel concurred that they would agree with assumption seven. Some concern was expressed about including all learning in this assumption. They agreed that attitudes would be enhanced if the learner had a positive relationship with the teacher, but they were not so sure that research would show that other types of learning would also be improved. After additional discussion, it was stated that the teacher must have skills in helping establish goals and monitoring progress to be effective. The members of the panel finally decided that according to some research, good teachers need to have both components: the ability to build a positive, personal relationship with a student and the ability to be directive in guiding the student toward a goal.

Several examples of support for an advisor or advocate to help a student in the learning process can be found in the literature.

⁵⁰Trump, op. cit., pp. 96-105.

Byram recommended an individualized system which involves the three processes of assessment, diagnosis, and prescription. She recommended that the process should be the responsibility of the students and the student's advisor.⁵¹ In attempting to conceptualize a model secondary school program, the Institute for the Development of Educational Activities (I/D/E/A), an affiliate of the Charles F. Kettering Foundation, developed a set of guidelines in 1970-71. In the guidelines, it was emphasized that students had to feel there was at least one teacher in the school who they knew well and could talk with. The model also emphasized that the teacher must be a facilitator of learning.⁵²

In speaking about helping handicapped students and implementing P.L. 94-142, the National Advisory Committee of the Handicapped recommended that because parents often feel they are uncertain of the role they perform in the arranging of the I.E.P. and because they say they have difficulty in dealing with school staffs on an equal basis, there should be an ombudsman who serves as an advocate or mediator when necessary.⁵³

Dierenfield reported that the organizational structure in the typical American high school discourages close relationships between students and teachers. Homerooms have lost much of their original

⁵¹Claudia A. Byram, "Competency-Based Education: How Competent?" Educational Technology, 13 (October, 1973), pp. 38-39.

⁵²Jon Rye Kinghorn, "Individually Guided Education: A High School Program," NASSP Bulletin, 58 (March, 1974), pp. 24-29.

⁵³Wrobel, op. cit., p. 4.

purpose and are now used to perform routine administrative details. A great many students attending American junior and senior high schools receive little or no educational and personal guidance on a continuing, long-range basis.

In the English House System, a tutor worked with 20 to 30 students and acted as a counselor or guide. The tutor became genuinely interested in each individual in his or her group and became acquainted with the pupil's interests, skills, background, aspirations, and any other information needed for counseling. The tutor was a constant factor in the pupil's school life. The tutor met with the student on a regular basis for progress reports and status checks, helped with correspondence with parents and contacts with the student to build a personal relationship. It was recommended that by dividing the student body into groups in American high schools and implementing some of the ideas discussed here, the problem of education anonymity could be solved for many students.⁵⁴

Larson stressed that at times a teacher would feel the advisor role was a secondary function to the role of classroom teacher. The T.A. (Teacher-Advisor) was to be the student's advocate, the adult in the school a student could identify with on a personal basis and who could give help when needed.⁵⁵ The editors of the 1962 Yearbook of the

⁵⁴R. B. Dierenfield, "Personalizing Education: The House System in England," Phi Delta Kappan, 56 (May, 1975), pp. 605-607.

⁵⁵Robert Larson and Ted Mable, "The Teacher-Advisor Role in an Open Secondary School," NASSP Bulletin, 59 (April, 1975), pp. 37-43.

Association for Supervision and Curriculum Development stated that surely it must be possible to organize schools so that somebody on the faculty is in touch with a child long enough to know him or her as a person.⁵⁶

One of the well-known applications of the teacher-advisor system was performed in the Model Schools Project sponsored by NASSP. From this experience, Trump stated that the time the teacher-advisor and student spend together varies depending upon the needs of the student. Each student is really known and helped by a staff member. The teacher is personally responsible for monitoring progress and can take constructive action. The teacher-advisor works with each student to diagnose problems and analyze successes. Prescriptions are then considered, and choices made to help the student. Schools need systematic arrangements so that every student is known by someone who does not have to consult a file before talking to him or her. The teacher-advisor assumes responsibility for helping 20 to 30 students on a personal basis with their schedules, their independent study programs, their future career and educational interests, and as a friend with their everyday problems.⁵⁷ It can be seen that a large number of sources support the idea of each student having a person to work with on a one-to-one basis. This person is generally thought of as an advisor or advocate.

⁵⁶Combs, op. cit., p. 108.

⁵⁷Trump, op. cit., pp. 32-34.

8. People who are affected by decisions should have the opportunity to provide input into those decisions.
9. If parents and students are mutually involved in developing educational plans, they will be committed to implementing those plans.

Findings of the panel. The panel discussed assumptions eight and nine together because they were of the opinion that they were so closely related any comments made about one assumption would apply to the other also. At first, some concern was expressed about the phrase "should have" in assumption eight. The assumption would be more meaningful to discuss if it were reworded to say, "People who are affected by decisions and have the opportunity to provide input into those decisions will be more highly motivated and productive." The panel agreed that management theory would agree with these assumptions. Industrial psychology has looked at worker input and found that it tends to have workers perform at a higher rate of production. It was stated that assumption eight was also in agreement with the American Psychologist Association's ethical guidelines. In general, the panel was in agreement with these two assumptions.

In I/D/E/A's concept of a model program, the point is made that parents must be made to feel comfortable in visiting with school personnel and in making decisions; those affected by the decision should have a voice in the decision.⁵⁸

Experts differ in descriptions of the role students should play in deciding curriculum options. Trump has stated that there is a

⁵⁸Kinghorn, op. cit., pp. 24-29.

dramatic contrast between what is taught in schools today and what students want to learn. He also has described the content of the curriculum as being selected by pressure groups and historical influences rather than a careful analysis of what students really need.⁵⁹

In the area of management, McGregor has distinguished between two theories of management based upon the manager's belief about the ways that people are motivated. Perhaps the same theories may work concerning the beliefs about the way teachers feel students are motivated. Theory X assumes that people do not like to work and that they must be forced and pressured to produce. Theory Y assumes that people have inner motivation based upon their own interests and goals and that if the individual is motivated himself, he or she will work harder to achieve a goal than if force is applied externally.⁶⁰

In the 1962 Yearbook of the Association for Supervision and Curriculum Development, the editors stated that educational practice up to then had been based exclusively upon the idea that man had to be prodded or moved into action by an external force. In that yearbook, it was proposed that there existed in each person a natural, internal, given need to grow which does not need to be imposed. People are always motivated even though they may be motivated to something other than what a teacher would prefer. Students want the

⁵⁹Trump, op. cit., pp. 81-83.

⁶⁰Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960), p. 47.

same thing for themselves as teachers want--to be adequate, fully functioning people. Students should be able to make decisions about their own education.⁶¹

According to Day, research has indicated that parental involvement in many early childhood programs has been one of the most important elements in bringing about student change. In preschool programs which attempted to bring about I.Q. changes, it was found that cognitive gains of children were maintained over a longer period of time when there was a strong element of parental involvement.⁶²

Tyler stressed the importance of using the learner as a source in making curriculum decisions.⁶³ Lewis supported the use of contracts or

agreements between teacher and student to promote the learning process.⁶⁴ The I/D/E/A concept of a model program also emphasized

the importance of options for students with the student being involved in the decision of which option to select.⁶⁵ At the Des Moines

Family Learning Centers, parents were involved in helping their child to read. The center specialists tested the child to diagnose individual needs. The pretest was correlated to exact prescriptions to determine materials which were appropriate to meet some of the

⁶¹Combs, op. cit., pp. 84-85.

⁶²Day, op. cit., pp. 44-58.

⁶³Kliebard, op. cit., p. 65.

⁶⁴Lewis, op. cit., p. 13.

⁶⁵Kinghorn, op. cit., pp. 24-29.

400 objectives for the student. The parents could then help implement the prescriptions.⁶⁶

Public Law 94-142 has many direct, specific requirements for schools when dealing with handicapped students. It mandates that the student be involved in planning processes if at all possible. The law also includes the parent rights to participate in the creation of an individualized educational plan (IEP).⁶⁷ Procedural safeguards of due process are guaranteed the parents to ensure that they are involved and have the chance to state views. Parents have the right to disagree with any part of the plan.⁶⁸

The sources cited seem to be in agreement with this assumption. There may be some differences in interpretation but the general idea that both parents and students will have more ownership in the educational process and perform better if they have a chance for input into the decision-making process is supported in the literature.

10. Building on the strengths of a person is more effective than trying to emphasize weaknesses. People learn from experiencing success.

Findings of the panel. The members of the panel had difficulty

⁶⁶Maureen Miller, "Des Moines Family Learning Centers," Today's Education, 64 (November-December, 1975), pp. 68-70.

⁶⁷Darrell L. Roubinek, "Parent Involvement: Implications of Public Law 94-142," Community Involvement in Educational Decision-Making: Cooperation or Confrontation? (Lincoln: Nebraska Association for Supervision and Curriculum Development, 1978), pp. 27-31.

⁶⁸Reed Martin, Educational Rights of Handicapped Children (Champaign, Illinois: Research Press Company, 1977), p. 28.

with the discussion on this assumption. They never came to a real conclusion on the topic. They agreed that this was a key point and a very broad concept with strong arguments on both sides. The question in their minds was, "Is it better to have someone work on something he can do so he feels better, or to have him work on something he cannot do so he feels frustrated?" Behaviorists would say that the situation should be set up to eliminate errors as much as possible. This is the idea behind programmed instruction. Other psychologists will argue that sometimes people learn from not experiencing success. If certain solutions that a learner tries do not work, then the learner will gain from that, too. The cognitive theorists would say the learner gets the feedback from the attempt and then utilizes that information to make adjustments for the next attempt. The panel agreed that the type of feedback the learner received would make a difference. If the feedback was perceived by the learner as saying "you are a dumb or bad person," then the mistake would tend to retard learning. If the learner could make a mistake without getting that kind of feedback, it might be all right to make a mistake. The panel did not come to a final conclusion on this assumption. They agreed there are arguments on both sides.

In the literature, Rabbitt suggested that an important part of a parent-teacher conference is the preparation that a teacher does to develop a list of strengths for the child. At the conference, a plan should be developed to help the child achieve success.⁶⁹

⁶⁹Rabbitt, op. cit., pp. 471-472.

Combs stressed the importance of success. He stated that people learn a positive self-concept from the ways in which they are treated by those who are around them in the process of growing up. The best guarantee that a person will be able to deal with the future effectively is that he or she has been successful in the past. People learn from success, not failure.⁷⁰

It is interesting to note that the members of the management team also expressed the greatest concern over this assumption when they reviewed the sixteen assumptions. It seemed that the evidence did not completely support this assumption, but at the same time, it seemed "right" to many people.

11. When parents, teachers, and students share information and use the same information, they will make the most appropriate decision for the student.

Findings of the panel. The panel was in agreement that they did not know of any evidence in psychology to support or reject this assumption. It sounded logical and was probably true, but there was no known evidence to support it. The panel did have a discussion about what was "most appropriate." This was really a subjective value judgment. Even if the appropriate decision could be made on norms in society or culture, the decision was still a value judgment.

There has been some writing on the subject of parents, teachers, and students being involved in the decision making, providing

⁷⁰Combs, op. cit., p. 53.

information, and being responsible for their own plans. In some ways this may not be different from several of the other assumptions on involvement of participants in decision making. Some of the literature would indicate that student involvement is not a new idea. Dewey, in 1902, wrote that either extreme was dangerous. Children should not be allowed to do everything they wanted nor should they be required to do everything the teacher wanted. They should be allowed to develop their own activities in the direction toward their best development.⁷¹

The Coleman study supported student involvement. It stated that a factor which influenced achievement was children's sense of control over their own fate or destiny, or a sense of self-worth, and it recommended that students should have a variety of programs from which to choose. Students should not be required to take courses teaching skills they already have. Learning is best when it is self-directed.⁷²

In the teacher-advisor system implemented in 1971 at McCluer North High School, St. Louis County, Missouri, each teacher served as an advisor for about 20 students. The teacher helped plan a learning program for each student and reported academic and social progress to parents. Many advisors planned activities to help promote the personal and social development of their advisees. A progress-reporting session between parent, child, and advisor was the major

⁷¹Kliebard, op. cit., p. 188.

⁷²Jennings and Nathan, op. cit., pp. 568-572.

source of communication for parents.⁷³

Napa High School in Napa, California, experimented with students scheduling their own classes. The spring prior to the self-scheduling, every student had an individual planning conference. At this time, the student met with a counselor to make a selection of courses. School officials said that the overwhelming advantage of self-scheduling was that it took a giant step in the direction of humanizing school, providing each student with a personal program worked out by himself or herself. In 1972, Napa High School did not plan to return to a scheduling system which gave students no opportunity for choice.⁷⁴

Martin noted the legal requirements of the planning meeting as outlined by PL 94-142. The planning meeting would include parents, and they should be notified far in advance so they could make a contribution at the meeting. If the parents are not at the meeting, the school must document the attempts to contact the parents. The school must provide teachers who deal with the student, and the child should attend the meeting if possible or appropriate.⁷⁵

Parents and students should be involved in planning, as these sources seem to agree. The theory that two (or more) heads are better

⁷³Fred H. Wood, "Attitudes Toward a Personalized, Individualized High School Program," NASSP Bulletin, 60 (April, 1976), pp. 21-25.

⁷⁴Charles R. Luise, "Let the Students Do It," NASSP Bulletin, 56 (April, 1972), pp. 76-81.

⁷⁵Martin, op. cit., p. 23.

than one would apply to this assumption.

12. Teachers must be part of the decision-making process to effectively bring about change in a school system

Findings of the panel. The panel agreed with this assumption. They were of the opinion that many of the comments made about assumptions eight and nine would apply to this assumption. If teachers are mutually involved in the decision making, they they will be more committed to the change that takes place. There was some question about the degree of involvement in the decision-making process. It was stated that the important factor would be that the teachers perceived they were part of the decision-making process, and that the change would somehow solve some of their problems. Social psychological and organizational theory would support this assumption.

This assumption is supported by much of the same literature which supported assumption eight. McGregor's Theory X and Theory Y would apply to this situation. He would have said that if teachers are allowed to make many of their own decisions, they will drive themselves harder than if someone forces them to do certain things in the school.⁷⁶ To take advantage of this, the McCluer North High School Project had a group of teachers who worked with the principal on program improvement to have decision-making responsibilities.⁷⁷

⁷⁶McGregor, op. cit., p. 47.

⁷⁷Wood, op. cit., pp. 21-25.

13. Inservice training and extra time should be provided for teachers if their role in a school system is to change.

Findings of the panel. The panel agreed with this statement; however, they had two strong points which they wanted to be sure to include. First, there may be other ways to bring about the change. By changing the rewards or incentives for teachers, it might be possible to bring about a change in their role without the extra time or inservice. The second point the members of the panel were very convinced of was that the assumption needed to address something different than the traditional forms of inservice.

Assumption one stated that each person is a unique individual. Teachers are individual, unique learners, also. The inservice should be set up to respond to each teacher's unique perceived needs. It has been found that to really make a change in a school, it is best to work with that school and the teachers in the school on a day-to-day basis. This is much more effective than to have a one or two-day workshop or a speaker who then leaves after the inservice. The panel was in agreement with this assumption and stated that inservice is desirable, but not some of the traditional forms of inservice.

When the Los Alamitos School District made a transition from a traditional program to an individualized program, several structural factors had to be considered. The grouping of the students was changed as well as the approach to inservice. Time and money were invested to release teachers to help inservice them in their new role. Teachers were retrained to use the diagnostic-prescriptive approach. Teachers

were released for inservice in learning theory, behavioral objectives, and assessment of pupil achievement. Teachers followed the model of students and had individual growth and development plans implemented to help with their professional growth.⁷⁸ The I/D/E/A concept also supports the idea that inservice for teachers must be a major component of any new program on individualization.⁷⁹

Problems that now exist when implementing an individualized program for handicapped or other students include the fact that teachers are given little or no training to be an advocate, advisor, or diagnosis-prescription expert.⁸⁰ Teachers must be taught to write the IEP in consistent format. Time and money are needed to involve parents in the writing of plans.⁸¹ The National Advisory Committee on the Handicapped stated that the IEP process presented potential problems unless sufficient time and money were provided to help the planning process.⁸²

Trump recommended that a teacher-advisor must have private space available to work with individual students. The advisor should have about five hours per week available to work in the role of the

⁷⁸George Plumleigh, "Managing Independent Learning," Phi Delta Kappan, 56 (November, 1974), pp. 210-211.

⁷⁹Kinghorn, op. cit., pp. 24-29.

⁸⁰Larson and Mable, op. cit., pp. 37-43.

⁸¹Fred P. Orelove, "Administering Education for the Severely Handicapped after PL 94-142," Phi Delta Kappan, 59 (June, 1978), pp. 701-702.

⁸²Wrobel, op. cit., p. 7.

advisor. He said that the principal is a major factor in any school changing, and that the principal can help teachers perform better by individualizing with them. Most teachers want help and can perform better, provided the system gives them the time and resources they need.⁸³ Most of the programs that are presented in the literature comment on the importance of teacher inservice to make the program successful.

14. Students who are involved in developing and implementing individual educational plans will achieve greater academic success, will like school better, and will improve their self-concept.

Findings of the panel. The panel was not aware of any specific research or evidence to support this assumption. They were of the opinion that it was probably true. To be meaningful, the terms need to be defined so that the variables could be measured. Humanistic theories and developmental theories would tend to agree with this assumption. If a learner were involved and others gave the learner credit for the involvement, then the learner would feel more in control of his or her life and the learner's self-concept would tend to improve. The panel concluded that they could support this assumption if the terms such as "academic success" and self-concept" were defined.

Over the years, there has been some question about using students to select their own activities. In 1972, Resnick stated that there had been virtually no serious empirical study designed to test

⁸³Trump, op. cit., pp. 40-61.

the assumption that a child, when left alone, was good at finding a match of materials, learning styles, and abilities.⁸⁴ In 1979, Fischer and Fischer also questioned the use of student feedback to determine learning style. They gave more credibility to direct observation and experience of the teacher.⁸⁵ Dunn and Dunn disagreed, as they stated it had been found students could accurately predict the way that was best for them to perform well in a learning situation.⁸⁶ Newton stated that schools should provide a supportive environment so that students would gradually become self-sufficient and begin to learn on their own as they began to take initiative for making decisions suited to their needs, interests, and talents.⁸⁷ Napa High School in California also had an individual planning conference to provide each student with the opportunity to work out a personal program.⁸⁸

Joyce stressed that the student is the most powerful person in the learning process because the student is the one doing the

⁸⁴L. B. Resnick, "Open Education: Some Tasks for Technology," Educational Technology, 12 (January, 1972), pp. 70-76.

⁸⁵Fischer and Fischer, op. cit., pp. 245-254.

⁸⁶Rita S. Dunn and Kenneth J. Dunn, "Learning Styles/Teaching Styles: Should They . . . Can They . . . be Matched?" Educational Leadership, 36 (January, 1979), pp. 238-244.

⁸⁷Robert R. Newton, "Individualization: A New Definition," NASSP Bulletin, 62 (March, 1978), pp. 89-92.

⁸⁸Luise, op. cit., pp. 76-81.

learning.⁸⁹ Hilton Central High School in Hilton, New York, after implementing several forms of individualized instruction for five years in which students had a greater voice in their learning program, noted that the attitudes of students toward accepting responsibility for their own learning was increasing in that more and more students were entering into individualized instruction with a more mature and conscientious determination to learn.⁹⁰ Byram also supports giving students responsibility for learning by giving them more options in helping the student with self-evaluation and to see the final results of the student's own efforts.⁹¹

Other sources have pointed out that people measure their success by the degree to which they are able to meet expectations and reach goals they have established for themselves or from others. The child must feel that he or she is reaching goals and meeting expectations continuously. Adequacy is the product of challenge, but what challenges an individual is what challenges the student and not the teacher. Kelley said that a student's perceptions determine the behavior of that individual. The student selects or chooses what he or she will perceive out of the environment. The direction of growth depends upon these choices. The student has certain goals and

⁸⁹Bruce R. Joyce, Selecting Learning Experiences: Linking Theory and Practice (Washington: Association for Supervision and Curriculum Development, 1978).

⁹⁰Arthur A. Herd, "Successful Practices in Individual Instruction," NASSP Bulletin, 55 (December, 1971), p. 75.

⁹¹Byram, op. cit., pp. 38-39.

makes decisions based upon those goals.⁹² Maslow's statement may sum up the words of many other authors:

In the normal development of the normal child, it is now known that most of the time, if he is given a really free choice, he will choose what is good for his growth. It is necessary in order for children to grow well, that adults have enough trust in them and in the natural processes of growth not to make them grow into pre-determined designs, but rather to let them grow and help them grow.⁹³

15. Parents who are involved in developing and implementing individual educational plans will be more positive about school than parents who are not involved.

Findings of the panel. The panel agreed with this assumption. It stated that it related to assumptions eight and nine. The panel said that behaviorists would say if there were reinforced experiences in the interaction between parent and school, the attitude of the parent will change.

Studies have shown that parents feel very positive about the opportunity to be involved in passing judgment on individual educational plans. Some studies have been done where parents were given specific tasks and were trained to be positive. This was found to be very positive for the development of students in the Head-Start program.

From personal experience, some panel members knew some parents do not want to be bothered with this kind of activity; however, they

⁹²Combs, op. cit., p. 13.

⁹³Ibid., p. 39.

agreed they would support the assumption for most parents. At least one example in literature also tends to agree with this assumption. At McCluer North High School, the progress reporting session between parent, child, and advisor was the major source of involvement for most parents. In surveys taken of parents, the parents indicated that they became more and more positive about being involved in the planning of their child's education; they were in strong support of the parent-child-advisor conferences which were conducted to involve the parents in planning their child's learning program and to report student growth. The findings point out that parent orientation about school policy and practices must be continuous.⁹⁴

16. Evaluation of the learning process is an ongoing task and is essential for the effective education of a student.

Findings of the panel. The panel was very supportive of this assumption. It was stated that evaluation is a cornerstone of psychology. There would be no one who would argue with this assumption. It was the panel's opinion this was one of the most neglected principles in educational contexts and one of the most critical. The panel members were very strong in their support for this assumption.

Literature also seems to support this assumption. Some sources noted that in the process of assessment, the teacher and pupils have the live, meaningful data for charting directions for learning about self, for setting goals, and even standardized tests of measurement

⁹⁴Wood, op. cit., pp. 21-25.

can become less of an evaluative threat and more of a diagnostic assessment in an atmosphere where people learn to look openly and honestly. The assessment can give meaningful direction to goal setting. Students need to feel their ideas count. Perhaps the most important aspect of teacher-pupil planning is the process of self-evaluation. Self-evaluation both completes and begins the cycle of learning--planning, work, and evaluation. It gives a student a feeling of being involved and leads to better and better planning and work.⁹⁵

Trump proposed a system for evaluating and reporting pupil progress. He stated that the three forms of information should represent: (1) Where is the student at a given time in the continuum of learning? (2) How does the student compare to other students? (3) What has the student done that is more than required?⁹⁶

Sources from the Model Schools Project have stated that if teachers believe in individualized learning, individualized evaluation is a logical consequence. Evaluation must be an essential part of any individualized program. Learning should begin with evaluation, not merely end with it. A teacher must know a student's present level of performance and attitude to determine if the learner already possesses the skills to be learned, or if the learner does not have enough prerequisite skills to allow him to learn the task. Effective

⁹⁵Combs, op. cit., p. 173.

⁹⁶Trump, op. cit., p. 166.

evaluation must begin with diagnosis so that the teacher and student have a common understanding of the student's starting point. The diagnostic information allows the teacher to determine the appropriate instructions for each child. The evaluation process must emphasize growth. Comparing the learner to other learners may not be the important thing, but the progress that has been made since the beginning.⁹⁷

SUMMARY

In summary, the panel agreed with or stated that research would tend to support twelve of the sixteen assumptions. In some cases, the terms would need to be defined to clarify the meaning, but they would support those twelve. Two of the assumptions did not seem to be related to psychology even though they appeared logical. Assumption two, on learning styles, and Assumption ten, on building on the strengths of learners, seemed to cause the most difficulty for the panel. They finally agreed with the learning style assumption in very general terms. They did not reach a conclusion for the strength assumption.

When asked to comment in general terms about the sixteen assumptions, the panel agreed that some of the terms would need to be clarified to make the assumptions more definite and not open to so

⁹⁷J. Lloyd Trump and William Georgiades, "Individualized Assessment in the Model Schools Project," NASSP Bulletin, 58 (May, 1974), pp. 67-72.

much individual interpretation. They agreed that it is extremely useful to have a set of principles to guide a program, to state the assumptions about individuals, and how change takes place. As a group, the assumptions appeared to be closest to a humanistic psychological approach, with assumptions four and five being the most behavioristic. It was the opinion of the panel that none of the sixteen statements was contradictory to any of the other statements.

The literature that was reviewed with each assumption seemed to be consistent with the comments from the panel members. It would seem from analyzing the results of the panel and the literature that there does exist a positive relationship between the assumptions upon which the program was originally based and principles drawn from educational psychology, philosophy, and learning theory. There is scholarly evidence and research to support the assumptions.

CHAPTER IV

CONSISTENCY OF THE DEP ACTIVITIES WITH THE ASSUMPTIONS

When a new program is started, great intentions abound. The people who originate the program usually have high aspirations for the program, and they may be unable to see some of the problems which might arise in the implementation. The planners may have high ideals about the way decisions should be made or about the methods that should be used by teachers, but when the program is implemented, the real world may place constraints which had not been realized before. Some of the original beliefs might not be able to be placed into practice.

The intent of the second research question was to determine the extent that the activities of the program actually reflected the beliefs of the originators of the program. In this chapter, the activities and assumptions of the DEP program will be presented, the methods used to answer the research questions will be described, and the results will be presented. The purpose will be to answer the second research question of this study:

Did the activities of the program, as carried out in its first two years of operation, demonstrate consistency with the assumptions upon which the program was originally based?

It should seem obvious that if a group of individuals holds a certain belief, that the belief should dictate certain behaviors. Bitter emphasized this point when he said that if teachers believed

every student could learn, if the learning environment were properly structured and if sufficient time were given, the teacher would change from a giver of information to a facilitator of learning. This type of learning demands a flexible learning environment.¹ Trump and Georgiades also stressed this same point when stating that if teachers really believe in individualization of learning, they should show that in their behavior by individualizing the evaluation of the learning also.² With these thoughts in mind, the question was asked: If the originators of the DEP program really believed the assumptions that they said the program was based upon, did they develop activities that were consistent with those beliefs?

METHODS

The first step was described in the methods section of Chapter III. The assumptions of the program were compiled from the written records and submitted to the members of the original management team for verification. The same steps were taken to develop a list of fifteen activities. From the written records of the program, the list was compiled and a brief description of each activity was also developed. The members of the original management team were also

¹Karen Harvey and Lowell Morton, "Bloom's Human Characteristics and School Learning," Phi Delta Kappan, 59 (November, 1977), pp. 189-193.

²Lloyd J. Trump and William Georgiades, "Individualized Assesment in the Model Schools Project," NASSP Bulletin, 58 (May, 1974), pp. 67-72.

asked to verify the list of activities and to clarify the description of the activities. The list of assumptions as it was then revised appears in Table 3. The list of activities as it was revised and the description of each activity appears in Table 4. The fifteen activities and the sixteen assumptions which had been validated by the original management team were given to a panel of three outside educational practitioners who were unfamiliar with the program. Each of the practitioners had been in the role of curriculum director for a number of years. They were asked to come to consensus on the description of the relationship between each activity and each assumption, or a total of 240 relationships. The panel was given four categories to select from to indicate the best description of the relationship.

The categories were:

- A = This activity is a logical and direct example of implementation of this assumption.
- B = This activity is a logical but indirect example of implementation of this assumption.
- C = This activity is not linked in a logical manner to this assumption, but is not contradictory to the assumption, i.e., it is neutral in relationship to the assumption.
- D = This activity is contradictory to this assumption.

The assumption made in developing this research question was that a program which was accomplishing what the originators had intended would have a high number of category A relationships, some category B relationships, some category C relationships, and very few or perhaps no category D relationships. Appendix C displays the

TABLE 3

Revised List of DEP Assumptions

In the 1976-77 school year, when the DEP program was started, the members of the management team had certain beliefs about the way that students learn and about the ways that schools can be organized to most effectively facilitate learning. The eight original members of the management team verified the items listed below as being the assumptions held by the members of the originators of the program.

1. Each person is an individual with unique, identifiable talents and abilities.
2. Each person has a learning style that is best for that individual.
3. Parents, teachers and students all have information that should be considered in planning the education of the individual student.
4. A person performs better when that person has a clearly-defined goal.
5. A person performs better when the person has a definite plan of the steps needed to reach that goal.
6. All development of a child does not take place in the classroom.
7. Learning is enhanced when there is a positive, personal relationship between a learner and a teacher who helps establish goals and monitors the progress of the learner.
8. People who are affected by decisions should have the opportunity to provide input into those decisions.
9. If parents and students are mutually involved in developing educational plans, they will be committed to implementing those plans.
10. Building on the strengths of a person is more effective than trying to emphasize weaknesses. People learn from experiencing success.
11. When parents, teachers, and students share information and use the same information, they will make the most appropriate decisions for the student.
12. Teachers must be part of the decision-making process to bring about change effectively in a school system.

TABLE 3 (continued)

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13. Inservice training and extra time should be provided for teachers if their role in a school system is to change.
 14. Students who are involved in developing and implementing individual educational plans will achieve greater academic success, will like school better, and will improve their self-concepts.
 15. Parents who are involved in developing and implementing individual educational plans will be more positive about school than parents who are not involved.
 16. Evaluation of the learning process is an ongoing task and is essential for the effective education of a student.
-

TABLE 4
Description of DEP Activities

1. Students Tested to Identify Characteristics

All students in the DEP program were tested at the beginning of the year. The tests included achievement tests and attitude tests. The results of the tests were used for two purposes. The first was to help in the planning conference to establish realistic goals for the individual student. The second purpose was to evaluate the impact of the DEP program on the students by comparing the results of the test for a control group of students with results of students in the DEP program.

2. Individual Student Characteristics Placed on Profile

Information from the student's records, from teacher observations, parent observations, and directly from the student was compiled for each student. This information was placed on a profile card to give a picture of the student. Information on the profile card included academic achievement, attitudes, career goals, interests, special needs, and learning styles. Information on the profile was cumulative from year to year and became the basis for educational planning.

3. Student-Teacher Matching

Each student in the DEP program was assigned an advisor to conduct the planning conference, to facilitate the implementation of the plan, and to monitor the progress of the student. The match was made on the basis of career interest, age level of the student, and rapport which had been established between the student and teacher.

4. Home Visits

Teachers visited the home of each student they would be working with during the year. The teacher explained the intent of the DEP program, the procedures to be followed, and the responsibilities of the teacher, parent, and student. Any questions of the family were answered at that time. The intent was to start the relationship on a positive note.

5. Planning Conference Conducted

A teacher conducted a planning conference with a student, the parents, and any other significant person in the student's

TABLE 4 (continued)

5. Planning Conference Conducted (continued)

life. At the conference, the student characteristics were shared and verified. The student's progress toward reaching previous goals was noted. The student's long-range goals were listed and a plan for short-term activities to help reach the goals was developed. Target dates and the person responsible for the implementation were included in the plan. All participants signed the plan, agreeing to work toward completion of the stated activities. Two formal conferences were scheduled each year with informal conferences as needed.

6. Management Team Meetings

Nine representatives of the school system met on a regular basis (weekly). The purpose of the group was to provide input for long-range program planning and to give specific suggestions for implementing the program. The representation included administrators, elementary teachers, secondary teachers, counselors, and the program coordinator. Decision-making was accomplished through group consensus.

7. Inservice for Teachers

A major aspect of the program involved inservice of teachers. Because the program was a new process, it required teachers to be able to perform some tasks that had not been part of their job description in the past. Some examples of inservice topics included how to write plans, time management, how to use a student interview process, listening skills, counseling skills, and individualized teaching skills. Teacher input was used to help determine needed topics.

8. Monthly Check-Off

The management team met once each month with an outside evaluator to review the program's progress. Objectives had been developed for each of seven components. The components included student outcomes, curriculum, community, inservice, management, dissemination, and evaluation. Each objective was reviewed and an indication was made about the status of the objective. From the program records, the objective was either completed, in progress, or needing help. Steps were taken to provide additional support for any objective that needed help.

TABLE 4 (continued)

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9. Community Resource Book Developed
- The project coordinator and guidance counselor developed a resource book on a wide range of resources that could be used to help any teacher, parent, or student plan an activity for a student. The information included a contact person, phone number, agency, and the area of expertise of the resource. The community resource book was continuously updated to keep it current. It can also be used to provide added resources for the teacher in the classroom.
10. Planned Activities Implemented
- The teacher, student, and parent each took part of the responsibility for implementing the plan which was developed, depending upon the needs of the student. The type of activity varied greatly depending upon the goals and interests of the student and also according to the creativity and commitment of the members of the group. Some examples of activities include holding a discussion with a counselor about the requirements to get into a specific college, visiting an airplane pilot at an airport, working with a parent on making a weather vane, writing a college football coach for information, attending an upper level class for special academic help, or arranging a schedule of courses to meet all the requirements for a specific career goal.
11. Management Team Review of the Plan's Progress
- Members of the management team scheduled time at the regular meetings to review the content of all plans that had been developed for students. The management team also made an effort to monitor the progress of the teacher's attempt to implement the plan as intended.
12. Parent Advisory Council Meetings
- A representative group of parents met on a regular basis to review the purposes of the DEP program and to share concerns and suggestions from a parent's point of view. The parents also helped explain the program to other parents in the community.
13. Inservice for Parents
- Special sessions were established for parents to help them obtain skills and knowledge which would help provide for the development of their own children. Some topics included helping the child

TABLE 4 (continued)

13. Inservice for Parents (continued)

develop a positive self-concept, parent effectiveness training, and how to plan activities for students. Parent input was used to help determine needed topics.

14. Activity Evaluation

Each activity and inservice which was planned for the DEP program was evaluated by the participants. Students, parents, and teachers were given the opportunity to write comments and suggestions about each inservice meeting, each program activity, and about the DEP program as a whole. These evaluations provided direction for future activities.

15. Curriculum Planning Based upon Student Needs

From the review of individual student plans, the management team made recommendations for certain curriculum changes. These recommendations included additional courses which were needed, specific content that should be included, and special activities which should be provided for students.

actual categorization of the relationship between each activity and each assumption. A summary of the coding, with the percentage in each category, is presented in Table 5.

TABLE 5
Summary of Curriculum Directors' Discussion

Activity	Category			
	A %*	B %	C %	D %
1. Students tested to identify characteristics	44	25	31	0
2. Individual student characteristics placed on profile	75	6	19	0
3. Student-teacher matching	31	6	31	31
4. Home visits	44	0	31	25
5. Planning conference conducted	94	0	6	0
6. Management team meetings	19	63	6	13
7. Inservice for teachers	69	6	25	0
8. Monthly check-off	19	0	75	6
9. Community resource book developed	75	6	13	6
10. Planned activities implemented	88	0	13	0
11. Management team review of the plan's progress	69	13	13	6
12. Parent advisory council meetings	56	13	31	0
13. Inservice for parents	81	13	6	0
14. Activity evaluation	100	0	0	0
15. Curriculum planning based upon student needs	63	6	19	13
Total	62	10	21	7

*Percentages may not total 100 percent due to rounding.

After the results of the panel were compiled and analyzed, the frequency of each relationship was noted:

<u>Relationships</u>	<u>Number</u>	<u>Percent</u>
Category A	148	62
Category B	25	10
Category C	51	21
Category D	16	7
Total	240	100

As can be seen from Table 5, each activity was perceived as a logical and direct example of implementation of at least 19 percent or three of the assumptions, and one activity was seen as a logical and direct example of implementation of all sixteen assumptions. From Table 5, it can be seen that 62 percent of the relationships between an activity and one of the assumptions was perceived as a logical and direct example of implementation of the assumption. On the other end of the spectrum, it was also noted that a total of sixteen relationships (seven percent) were perceived by the panel as being contradictory in nature. From the review of the comments made by the panel, their reasoning for categorizing the relationships as contradictory is noted below.

Activity number three was the student-teacher matching. This activity was perceived as being contradictory to five of the assumptions. Assumption number six stated that "All the development of a child does not take place in the classroom." The panel commented that,

based on the assumption, it would be logical that the advisor for the student could be someone other than the teacher. The advisor could be a minister, custodian, bus driver, or other individual. Assumptions eight, nine, eleven and fifteen all focus on the involvement of either the parent or the student in the decision-making process. Because there was no indication of any involvement of students or parents in the description of the activity on matching students and teachers, the panel commented that this activity was contradictory to those four assumptions.

Activity number four involved home visits. The panel found this activity to be contradictory to four of the assumptions. Their comments indicated that their decision was based upon the information provided in the description of the home visits. Their perception was that the parent and student were simply receivers of information provided for them by the school representatives. The four assumptions, eight, nine, ten and eleven, all stressed the importance of students and parents providing input, sharing information with teachers, and being involved in the decision making. For that reason, the panel was of the opinion this activity was contradictory to those four assumptions.

Activity number six related to the management team meetings. The panel viewed this activity as being contradictory to two assumptions, fourteen and fifteen. The description of the management team stated that the nine representatives on the management team were all school personnel. Assumptions fourteen and fifteen state that parents

and students should be involved in developing and implementing educational plans. Because there were no parents or students on the management team, the panel stated that this activity was contradictory to these two assumptions.

Activity number eight was the monthly check-off and the panel found this activity to be contradictory to assumption eleven. The comments from the panel indicated that their decision was made because the management team conducts the monthly check-off, and there were no parents or students on the management team. Assumption eleven states that parents, teachers, and students should share information. Because only school personnel were conducting the monthly check-off, the panel decided that this activity was contradictory to this assumption.

Activity nine involved the development of a community resource book. The panel found this activity to be contradictory to assumption fourteen. Because the management team does not contain any students and because assumption fourteen supports student involvement in decision making, the panel decided that this activity was contradictory to this assumption.

Activity fifteen was curriculum planning based upon student needs. The panel found this activity to be contradictory to two assumptions, fourteen and fifteen. The description of this activity indicated that the management team was involved in this review. Assumptions fourteen and fifteen support the involvement of students and parents in developing and implementing individual educational plans.

Because there was no
the panel decided to
assumptions.

The panel members
task that many of the
eliminated if the man
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In summary, the
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relationship with many of the activities
he activity did not refer to any teacher
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most of the activities. If the inservice
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n changed to category A. A final comment
l indicated that their opinions were
panel might arrive at different categories.
gs would probably change if they performed
ceeded in a different order.

SUMMARY

l found that 62 percent of the match-ups
ptions were logical and direct. The panel
match-ups to be contradictory, and most of
have been eliminated if the student and
out into the student-teacher matching and if
teacher representatives on the management

CHAPTER V

WERE THE DEP ACTIVITIES NEW TO THE SYSTEM?

In some cases, when the activities of a new program are described, it is difficult to determine which are actually activities of the new program and which activities have been practices of the school system before and have now been given a new name. The purpose of this research question was to find out if the participants in the program during the first two years thought the program was something new or if it was the same old system in a new package.

In this chapter, the methods used to answer the research question will be described, and the results will be presented. The purpose will be to answer the third research question of this study:

What changes in school practices occurred when the activities implemented to meet the objectives of the program were compared to the activities which existed prior to the implementation of the program?

Members of the management team were asked directly about the fifteen activities that had been developed. They were asked, "To what extent did this activity exist in the school system prior to the start of the DEP program?" The other participants, teachers, students, and parents were asked more open-ended questions to determine which activities they perceived as being part of the DEP program. The results are described below.

When students were asked about the DEP program, their main point of reference was the actual planned activities they had participated

in. The most frequently-named activity was some type of field trip. When students were asked about the DEP program, they thought of some field trip that had been planned by their teacher, parents, and by themselves at the planning conference and then taken. In some cases, this was to a place that was a career interest to the student; in some cases, it was a place to find out more about a hobby; and in some cases, it merely provided exposure to something the student was not very familiar with. Other activities that came to the students' minds included: taking mini-courses, sending letters for information, talking to someone about college, writing a report about a career interest, and talking to a teacher about a special hobby.

Students perceived these activities were above and beyond the types of activities they would have been able to do if they had not been in the DEP program. It was stated several times by students that some of their friends who were not in the DEP program wished they could have gone on some of the special trips.

When parents were asked about the DEP program, and what was new or different about the school because of the program, they named many of the same activities students had named. Parents also named some other, more general characteristics which they perceived as being initiated by the DEP program. Parents worked more closely with teachers. People in the community shared themselves and their hobbies with the school. Several parents mentioned their child had gained information on careers or college plans, and several mentioned the teachers seemed more interested, more flexible, and cared about their children more.

When teachers were asked about the DEP program, their most frequent response was that they had gotten to know the students better and had developed a closer relationship with them. Through the structured student interview, the testing, and conferences with students and parents, the teacher had a much better understanding of the individual student. Teachers also named student activities, such as field trips, as being a part of the DEP program. Other activities of the DEP program which were mentioned by some of the teachers during the interviews included home visits, inservice, working with career goals, and student profiles.

When members of the management team were asked about the activities of the DEP program that were new to the school system, they responded with a much broader range of activities. Some of the responses were the same as mentioned by teachers, parents, and students, such as: inservice, field trips, home visits, knowing students better, and using a student profile. Some additional activities they named as part of the DEP program included: the management team meetings, individualizing for students, working with a DEP coordinator, and curriculum changes.

After the open-ended question, the members of the DEP management team were each asked to comment on the extent to which the fifteen DEP activities was in existence in the school system prior to the DEP program. Some of the members of the management team stated some of the activities were part of the school system for a few teachers on a hit-and-miss basis. The members were almost

unanimous in their agreement that as a regular part of the school procedures thirteen of the fifteen were new to the school system when the DEP program was initiated. The other two activities, already in existence, were significantly changed when the DEP program started.

One of those activities was student testing. Prior to the implementation of the program, the school had systematically tested students each year using a standardized achievement test. Students in grades three through six in the elementary school and grades seven, nine and eleven in the high school were tested each year. After the DEP program started, the students in the program were tested each year in grades three through twelve and given several tests in addition to the academic achievement tests. These tests included attitude tests, interest tests, and personalized student information.

The other activity in existence prior to the DEP program was the teacher inservice activity. This activity also changed when the DEP program started. The inservice activity had more teacher input and was focused on helping teachers implement the other activities of the DEP program. These included inservice sessions on how to write plans, time management, how to use a student interview process, how to develop listening and counseling skills, and how to individualize teaching skills.

In summary, the activities of the DEP program were perceived by students, teachers, parents, and management team members as being new to the school system. All participants were of the opinion that

the DEP program was a new program and not simply a renaming of practices which had been in existence prior to the implementation of the DEP program.

CHAPTER VI

EVALUATION OF THE ACTIVITIES OF THE DEP PROGRAM

One of the original assumptions of the DEP program was that evaluation is an important part of the learning process. Many times, educators are accused of continuing activities without actually investigating their merits. Because the activity "feels good" to the right people, it is continued indefinitely. Some educators even support some false notion that what happens in schools cannot be measured and thus cannot be evaluated. Many different activities have been initiated with varying degrees of success in schools across the nation.

In the process of implementing the DEP program, a number of activities were put into practice. The intent of this research question was to determine the relative degree of success of the activities of the program. The fourth research question of this study is:

Of the activities which were initiated as a part of this program, which were judged to be successful, which were judged to be unsuccessful, and how were those decisions made?

In the process of answering this research question, a number of successful activities which have been introduced into school systems will be described, the methods used to answer the research question will be outlined, and the results presented.

SUCCESSFUL ACTIVITIES

In 1950, Ralph Tyler suggested four central questions that must be answered before curriculum development proceeds. They are:

- (1) What educational purposes should the school seek to attain?
- (2) What educational experiences can be provided which are likely to attain these purposes?
- (3) How can these educational experiences be organized effectively?
- (4) How can it be determined whether these purposes are being attained?¹

Programs for instructional design have been developed which are systematic in approach. Charlesworth proposed a plan for teaching in a very systematic, diagnostic manner. The diagnostic approach found out what a learner knew before beginning the teaching process. The diagnosis included checking the student's achievement level, learning style, and motivational level. In this systematic process, the exact plan for instruction was developed, based upon the specific instructional objectives for the child. After the instruction was completed, the evaluation took place and the objectives and the activities could be reconsidered. Charlesworth was of the opinion this structured approach should help teachers with the instructional process.²

¹Herbert M. Kliebard, Curriculum and Evaluation (Berkeley: McCutchan Publishing Corporation, 1977), p. 57.

²Rosalind Charlesworth, "An Organizational Sequence for Teaching" (Arlington, Virginia: Educational Resource Information Center, 1975), ED 121 456.

Weiss and Sisson have described a systems approach to student-centered planning through the use of information technology to develop ways of allocating resources to best meet the needs of individual students. Each student has a multi-year plan developed, which includes a short-range plan of one or two years and includes assigned programs for the student which are currently available in the school. A longer-range plan for two to ten years is also developed in which the student may be assigned to a program which does not now exist. A team including teachers, counselors, parents, the student, and any appropriate specialists determine the objectives which will meet the needs of the student. A student file is kept which changes as the student and his or her plans change. This includes a year-by-year description of the student's plan and the actual activity in which the student took part. The past activity and the short-range plan are described in detail and longer-range plans are more general in nature. By combining information from all student files, a district can determine short-range plans and plan for long-range resource needs for students.³

Kaufamn, when writing on educational planning, stated that educators risk the loss of student talent and potential if they do not plan on the basis of defining individual needs and characteristics. He developed an overall educational management process model which

³Edmond H. Weiss and Roger L. Sisson, "The Student as Planning and Cost Center: An Administrative System for the 1980's," Phi Delta Kappan, 53 (December, 1974).

consisted of the following elements: (1) Identify problems based upon documented needs, (2) Determine the solution requirements and solution alternatives, (3) Select solution strategies from among alternatives, (4) Implement selected strategies to achieve the required outcomes, (5) Determine performance effectiveness, (6) Revise as required at any step in the process. Kaufman advocated following a very systematic approach to the educational process, and he added it might at first seem strange that precision and planning are humanizing, but it can be the best way to guarantee learners are not forced into arbitrary molds and categories, either by ignorance or by lack of appropriate tools for making education individually responsive.⁴

Trump described a problem-solving process which can be used to work with an individual student or with a program in a school system. The process involved the four steps of diagnosis, prescription, implementation, and evaluation or the D.P.I.E. process. This is the same scientific approach that has been a systematic process for coping with situations. Trump described each step:

Diagnosis. A process to determine the nature of something through the careful scrutiny of much relevant information. It requires the availability of as much data as is reasonable to gather.

Prescription. The decision-making team then identifies alternative prescriptions, discusses the alternatives thoroughly with people involved, and the decision is made about what action to take.

⁴Roger A. Kaufman, Educational System Planning (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), pp. 2-7.

Implementation. The prescription is put into action. It is important that those implementing the plan support it, that they are prepared and will perform well.

Evaluation. Describes as accurately as possible what happened as a result of implementing the prescription. Evaluation that does not produce a date for future diagnosis is rather useless. The purpose is not to say that it is good or bad, but rather to produce data to begin the cycle one more time.

Trump stated that this continuous cycle will help improve what takes place in schools.⁵

In an example of an individualized system, Lewis described a systematic approach to individualized learning which starts with the behavioral objectives taken from the content area. The student is then pretested. If the student performs at the desired level, the student moves on to the next learning area. If not, the student moves into the learning experience. From there the post-test is given. If the student passes this, the attitude criteria are measured. Next the process is evaluated. This systematic approach allows for a varied pace and allows a student to bypass certain activities if the content has been mastered.⁶

In the I/D/E/A model secondary school program, one component was the management of student information that is organized and

⁵J. Lloyd Trump, A School for Everyone (Reston, Virginia: The National Association of Secondary School Principals, 1977), pp. 239-241.

⁶James Lewis, Jr., Administering the Individualized Instruction Program (West Nyack, New York: Parker Publishing Company, 1971), p. 14.

structured.⁷ Hickey and Hoffman proposed a student needs a profile which summarizes in manageable form much of the information about a student. The items which they proposed should be included on the profile are: reading level, cognitive style, learning style, structure need, preferred mode of instruction, learner's general interests, physical handicaps, and any special needs. Other factors which they found to correlate with a student's ability to learn included socio-economic level, family stability, peer relationships, and health. They proposed that the amount of information available in manageable form determined the degree of precision possible for diagnosis. The greater the precision of diagnosis, the greater potential for effective prescription.⁸

Meeker provided a means of describing an individual student through a profile which included all 120 components of the Structure of the Intellect model. Scores from WISC and Binet individual tests were used to note areas in the cube of student strengths and weaknesses. The profiles could provide a teacher with what is needed to develop creative and comfortable individual programs for development and remediation with the instructional materials available.⁹

⁷Jon Rye Kinghorn, "Individually Guided Education: A High School Change Program," NASSP Bulletin, 58 (March, 1974), pp. 24-29.

⁸M. E. Hickey and David H. Hoffman, "Diagnosis and Prescription in Education," Educational Technology, 13 (October, 1973), pp. 35-37.

⁹Mary Nacol Meeker, The Structure of Intellect (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), pp. 156-183.

The English House System emphasized the importance of the tutor being aware of the pupil's interests, skills, background, and aspirations.¹⁰ Abbott stated in 1970 that information must be available in manageable form to aid in the decision-making process. "If schools are to be truly responsive to their individual clients, new processes of educational planning will be required."¹¹

In 1975, Feck developed and reported on a model of matching characteristics to instructional techniques. He divided learner characteristics into four categories: learning styles, learning skills, need for direction and motivation, and achievement level. He stressed the need to counsel students in these four areas to promote self-understanding. He then divided the elements of curriculum design into four parts: content, media, mode, and evaluation techniques. Feck stated that little had been done to correlate individual student differences with specific elements in the design of instructional programs. He proposed that the student's learning style should determine the instructional design element of instructional objectives. The student's learning skills should determine the media and mode, and the student's achievement level should determine the evaluation techniques. He stated if this process were to be used, the teacher would become a learning counselor or instructional manager. The teacher would serve

¹⁰R. B. Dierenfield, "Personalizing Education: The House System in England, Phi Delta Kappan, 56 (May, 1975), pp. 605-607.

¹¹Max Abbott and Terry L. Eidell, "Administrative Implications of Curriculum Reform," Educational Technology, 10 (May, 1970), pp. 62-64.

as a diagnostician--to help students understand their reactions to what they were learning.¹²

Some sources have stressed the importance of having a systematic means of communicating information about the student. Several suggestions have been offered to help someone in the school know and understand each individual student. If an educator believes in individualization, this belief has implications for the kinds of activities that are planned and implemented. Several school systems have made changes to fit these beliefs. The Los Alamitos School District, Los Alamitos, California, made a nearly complete transition from a traditional program to an individualized instruction program. Some of the elements which they found necessary included grouping students according to instructional needs rather than on a grade level basis, helping teachers who are willing but unprepared for planning and changing requirements for effective individualization, and retraining teachers to teach on the basis of a diagnostic-prescriptive approach. Each student was tested to provide the teacher, parent, pupil, and administrator with pupil profile. The profiles would show areas of strengths and weaknesses for individual students. The teacher prescribed materials and activities to match the pupil's ability, learning style, and instructional needs.¹³

¹²Terry Lee Feck, "A Study of Student Characteristics in Judging an Entry Level for Individualized Instruction," International Journal of Instructional Media, 3, #1 (1975), pp. 27-40.

¹³George Plumleigh, "Managing Independent Learning," Phi Delta Kappan, 56 (November, 1974), pp. 210-211.

Newton stated that there were three aspects to different definitions of individualization: (1) goals and objectives, (2) program (activities and methods), and (3) pace. A program is individualized to the degree that it is adapted to the differences among students, and to the degree that it allows or encourages the student to assume responsibility for his own learning.¹⁴ Newson, Eischens, and Looft concluded that an individualized program for every student would be the superior method, but in 1972, realized that it stood little chance of becoming a reality in the foreseeable future.¹⁵

The Model Schools Project, sponsored by the National Association of Secondary School Principals, has led Trump to develop a design for a school which should meet the needs of everyone. He stated that any school program is individualized to the extent that every student has opportunities with guidance to explore potential interests and talents in all areas of human knowledge and activities. He stressed that independent study can allow students to have input into what they want to do, when they want to do it, and where they want to do it. This program recognized different interests, talents, and goals of students.¹⁶

¹⁴Robert Newton, "Individualization: A New Definition," NASSP Bulletin, 62 (March, 1978), pp. 89-92.

¹⁵R. S. Newson, Roger Eischens and William R. Looft, "Intrinsic Individual Differences: A Basis for Enhancing Instructional Programs," The Journal of Educational Research, 65 (May-June, 1972), pp. 387-392.

¹⁶Trump, op. cit., p. 17.

Many sources have reported the importance of bringing parents, teachers, and students together for a conference or planning session. Rabbitt stated that the parent-teacher conference "has the potential of being the single most educationally, valuable event of the entire school year" for the student. It can be a method for improving the learning opportunities for the child. The conference should be designed so that the teacher gives information, the teacher gets information, and together the teacher and parent find solutions to academic or behavioral problems. This solution consists of making a list of positive things about the child, choosing one concern to work on, making a plan to help the child achieve success both at home and at school, and planning specific data and methods to review the results. Rabbitt says that it is important to keep written records of the conference and to continue to communicate with parents about any areas that were discussed at the conference. A phone call or note at the end of the semester can fulfill this purpose.¹⁷

Public Law 94-142 has developed requirements for planning conferences for handicapped students. Some of these points may apply to planning conferences for non-handicapped students also. When requiring one planning conference each year, the Senate version of the bill would have required three planning conferences each year. The Senate implied that conferences should not be limited to one per year,

¹⁷James A. Rabbitt, "The Parent/Teacher Conference: Trauma or Teamwork?" Phi Delta Kappan, 59 (March, 1978), pp. 471-472.

but should be held more often if needed for an individual student. Conferences are seen as a way to help the parents gain a better understanding of the student's needs and problems, to receive professional counseling, and to learn how to add to the student's experience by supplementing educational experiences at home. Senator Jennings Randolph of West Virginia stated, "It has long been recognized by educators that individualized attention to a child brings rich rewards to the child, his teachers, and family."¹⁸

According to the National Advisory Committee on the Handicapped, Public Law 94-142, the Education for all Handicapped Children Act of 1975, calls for many advanced in schools today. The IEP can be an invaluable scholastic tool. In 1977, the IPE approach not only affected eight million handicapped children, but also directly or indirectly affected all public schools students.¹⁹

According to the law, the individual educational plan must include a statement of the child's present levels of educational performance, health, vision, hearing, social and emotional status, general intelligence, communicative status, and motor abilities. The plan must also state annual goals in each area of need and the short-term instructional objectives to take the child from the present level of

¹⁸Charles F. Wrobel (ed.), The Individualized Education Program: Key to Appropriate Education for the Handicapped Child, U.S. Department of Health, Education, and Welfare (Washington, D.C.: U.S. Government Printing Office, 1977), p. 25.

¹⁹Ibid., p. 1.

educational performance to the annual goal. It must list specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs. The plan must provide projected dates for initiating services and the anticipated duration of services, as well as objective criteria and evaluation procedures and schedules for determining at least once a year if the short-term objectives are being achieved.²⁰ Because the IEP is a written document that can be referred to easily, it promotes term-to-term continuity and consistency. It can be productive of more balanced and comprehensive planning by having team planning. It produces more support for the classroom teacher.²¹ Trump noted that a plan is not permanent because it can be changed at any time when the people involved believe a change is desirable.²²

METHODS

To answer the fourth research question, the first step was to take the list of fifteen activities that was developed by the management team for research question two. The program's written records were reviewed to find comments about specific activities. Results of surveys given to teachers and parents, results from program

²⁰Reed Martin, Educational Rights of Handicapped Children (Champaign, Illinois: Research Press Company, 1977), p. 24.

²¹Wrobel, op. cit., p. 6.

²²Trump, op. cit., p. 24.

visitations, and year-end evaluation reports were used to find comments about specific activities. Students were asked open-ended questions about which activities they considered successful or not successful. Parents, teachers, and members of the management team were given a list of activities and asked to comment on their perceptions of the success of the activity. A description of the comments about each activity follows.

Activity #1. Students Tested to Identify Characteristics

Parents were generally positive in their comments about the student testing. Some indicated that the testing helped the students think about some things they had not thought of before. Several parents stated they learned things about their children they had not known before. One parent added, "We thought we knew our kids pretty well, but this helped." One parent said it made students feel the school was really trying to figure out a way to work things specifically for them. Two of the parents stated they did not really find out anything new about their children.

Teachers were generally positive about the student testing. They were of the opinion a certain amount of information had to be gathered about students to really know them. One of the teachers, who had lower elementary-age students, said they did not test the students in first grade. Two of the teachers indicated a concern over the validity of some of the instruments. They thought that some of the students were filling out information about their interests and attitudes which might

not be helpful. Perhaps the student was answering what was considered to be an appropriate response rather than true feelings. The members of the management team believed that the student testing was successful. One commented it made the team look at students with a different set of eyes. Another commented the tests helped the three (parents, teachers, and students) get to know each other a little better.

From the surveys, several comments were made by teachers stating a definite benefit of the DEP program was the fact the teachers knew the student so much better when school started as a result of the testing which had been done and compiled during the summer. The State Advisory Council visitation during the second year made a suggestion concerning student testing. The visitation team suggested there were other areas of student growth which were not being measured by the tests. Examples were the students' expanded career interests and realistic appraisal of the requirements of various careers.

From the positive comments by the participants, the student testing to identify characteristics was judged a success.

Activity #2. Individual Student Characteristics Placed on Profile

Many of the participants considered activity #1, the student testing, and activity #2, placing the results on a profile, as almost the same activity. During the interviews, several times an answer to a question about one of the activities would be more appropriate as an answer about the other activity. In general, the responses were parallel, with the participants judging the degree of success of these activities as being the same.

Parents commented that the profile was a more visible way for parents to see the characteristics of their child. One parent made the comment that after discussing the profile, she understood her daughter better and it helped her have less frustration because she found out that she could not have her junior high daughter be exactly like her. Teachers thought the profile was helpful, although some thought the format was somewhat confusing. After a few years, there would be so many lines of the graph it would be difficult to interpret. One teacher expressed a concern about condensing a student to numbers on a card, a process she considered dehumanizing. The members of the management team were in agreement that the profile was helpful and that some way of accumulating information about the student was an essential part of the DEP program. Several members of the management team were concerned about the use of the profile and wanted to be sure that there was a continued effort to improve the interpretation of the profile by the teacher to the student and parent. One member of the management team said there was a need to refine the process of interpreting the profile and using it to write the plan. The process would need to be streamlined so a teacher could do that quickly for the DEP program to be successful for the entire school system. If a teacher had three to four students, the teacher might be able to take a longer time writing individual plans, but with fifteen or twenty students, a more efficient method would need to be found to ensure that the teacher had time enough to complete the task for each student.

Each year in the year-end report, the outside evaluator commented on the need to be certain that the profile included all the critical variables, that non-critical variables be dropped and that the staff have inservice training on the use of the profile. The evaluator also recommended a clear interpretation be given to parents and students so students would not be hurt.

From the comments by the participants who were interviewed, activity #2, individual student characteristics placed on a profile, was considered to be an essential part of the DEP program and was considered successful. It was felt the process of using a profile was still in need of refinement and teachers were still in need of inservice; however, there were no suggestions that the activity be dropped or that the activity was unsuccessful.

Activity #3. Student-Teacher Matching

For the first two years of the DEP program, the teachers selected the students they would work with from the list of students who volunteered. Near the end of the second year, students in grades seven through twelve selected the teacher they wanted as an advisor. When participants answered questions about the student-teacher matching, some comments were made about preferring one procedure over the other.

The parents were unanimous in their positive comments about the teacher who worked with their child. Several mentioned the close relationship which had developed during the time that the student and

teacher worked together. One parent said her son had a fantastic relationship with his advisor and would do anything for him. Her son had spent several sessions at the teacher's home just asking questions about topics of interest.

After being matched with an advisor who knew little about a certain career area, one student said he was gaining much more from the program after he had chosen an advisor who knew more information about his area of career interest. One teacher said some teachers wanted to have more input concerning which students would be their advisees. They thought they could work better with some students if they could have a chance to express their opinion about who their students would be. The teachers in the elementary building all agreed there were some problems when a teacher was matched with a student from a grade level other than that which the teacher taught. When the student was in the teacher's room some time during the day, the advisor could follow-up in an informal way about any interests or activities of the student. When the student was in a different grade level, the teacher might not come into contact with the student for a long length of time and certain activities would not be completed as planned. One member of the management team commented that parents and students felt good because they knew there was at least one person who cared about them and would give them extra attention through the year.

From a visitation by the State Advisory Council, two recommendations were made about the student-teacher match-up. They recommended there was a need for a systematic way to switch the student-teacher match

when difficulties occurred. They also made the recommendation that the student and teacher have a scheduled time to meet during the school day in order to check progress or any other concerns which might arise.

From the results of the interviews by participants, it appears the activity of matching student and teacher was successful. Some refinements were recommended so all concerned would have the opportunity for input into the match-up. It was also agreed the process was somewhat different for elementary students and secondary students.

Activity #4. Home Visits

The activity of teachers visiting the student and parent in the home was one of the activities having the highest degree of agreement among all participants. It was nearly unanimous that this activity was very successful. Parents noted the conversations were much more informal when the teacher came to the home. It made the teacher seem more like a friend. Parents agreed this visit helped the teacher understand the student better, and the teacher could comment about the family situation later in the year. Teachers were also in agreement that they saw the student in a different light after visiting the home. One teacher stated the home visit should be an optional activity for the parent, because one parent did not feel comfortable having the teacher in the home. One elementary teacher commented the student seemed surprised that the teacher really knew where the student lived. Several teachers commented it was enlightening for them to be on the other side

of the visiting situation. So often teachers had a difficult time understanding why parents should be apprehensive about coming to school for a conference; however, when the teacher had to go to the home of the student, at times the teacher was the one who was feeling a little threatened about going into an unfamiliar situation.

As the program was expanded to include all students during the third year, this activity was dropped because of the need to save time. Several members of the management team stated they had hoped that somehow the home visit could continue because of the increased communication and rapport which developed between the school and home as a result of this activity.

Activity #5. Planning Conference Conducted

The planning conference was also an activity which had near unanimous agreement concerning its success. Several parents summarized the effect it had on their family by saying the process of sitting down together to discuss goals and the activities needed to reach those goals became a way of life. After using the process in school, it carried over into family conferences at the home. Some parents mentioned the first conference was more difficult because it was new, and the parent and student did not know for sure what to expect. After the first planning conference, the student and parent were more prepared and played a more active role in the conference. Two parents had conflicting views on one aspect of the conference. One parent was of the opinion that too great a burden was placed on the parent to complete

each of the activities on the plan. Another parent stated she was not asked to do very much, and she would have been willing to arrange field trips for her students and other students who might have been interested in similar field trips.

The teachers who were interviewed all agreed the conference was a very big step in opening communication among parents, teachers, and students. Prior to the DEP program, at times, parent-teacher conferences had been held without the student. Teachers liked the concept of having students present at the planning conference as a full partner in the plans for the future. After the conference, one teacher stated there seemed to be a feeling of closeness between the members of the planning team because of the sharing which had taken place. Members of the management team stated this activity, the planning conference, was the most exciting and perhaps the most essential part of the DEP program. For the first time in the student's life in some cases, a group of adults was spending time sitting and discussing the goals of the student. The student felt they were all concerned and cared about him or her as an individual.

After the visitation by the State Advisory Council, it was commented in a letter about a conference which had taken place in the lower elementary grades in which the student was not involved. The Council recommended that every effort be made to include the student in the conference. The Council went on to comment that the greatest strength of the DEP program was the increased communication among parents, teachers, and students. From all the comments, it appeared this activity

was perhaps the most successful of all the activities of the DEP project.

Activity #6. Management Team Meetings

The management team was considered to be a success by the teachers, even though many of them were somewhat uncertain about what the management team had done or accomplished. The teachers said that with any program there was a need to have some person or group make the final decisions, and they seemed to like the idea of having other teachers on the management team. Over half of the teachers interviewed offered the comment they had been consulted by a member of the management team at some time to express an opinion concerning some part of the DEP program. The comments they had about the management team were positive in nature. On one of the surveys given to teachers, a person expressed the opinion there was a need to get new members on the management team, so the satisfaction with the representation must not have been unanimous.

The members of the management team were generally positive about the success of the management team also. Teachers who were on the management team said it took them some time to realize their opinions would be considered with the same weight as the administrators who were on the management team. It was a good tool for opening communication between teachers and administrators according to some members. The DEP program decisions were not made solely by an individual in an office, but were decided upon by a group which included teachers

who would also be affected by the decisions. It helped to bring different ideas and opinions together and to have constructive disagreements before a final decision was made that the management team would support and implement as a group. Some decisions made by the management team may have been more strongly influenced by the superintendent than by other members of the management team, according to some members of the team. The comment was made that the superintendent needed to have the last final authority because he was ultimately responsible to the board of education.

In general, the management team was perceived as a successful activity by the teachers and by the members of the management team. The State Advisory Council recommended the management team invite parents and students to attend meetings from time to time in order to get their opinions. They also agreed the management team was a strength of the program.

Activity #7. Inservice for Teachers

The teachers interviewed were of the opinion the quality of teacher inservice which was available in the school district had improved after the start of the DEP program. The inservice focused more on ways to help students and made the teachers feel more comfortable in their role of working with students and parents. There was agreement that some of the inservice was better than others, but it was also felt that perhaps different teachers liked or needed different kinds of inservice; what was good to one teacher might not have been as good for another.

Members of the management team also agreed the inservice was a success; however it was stated there was still a need to help teachers with the interpretation of profiles to parents and to use the profile to efficiently write plans. This thought was also reflected by the comments of the outside evaluator in his year-end report. He stated there was a need for staff inservice on the use of the profile, on conducting conferences, and on the role of the counselor. The recommendation was made by the State Advisory Council that the management team would need to look at methods of providing inservice for new staff members who came into the school district and did not have some of the specific skills needed to perform the duties of the DEP teacher. The inservice for teachers was considered a success with some changes still needed for the future.

Activity #8. Monthly Check-Off

The teachers who were interviewed could provide very little insight into the success of the monthly check-off. Over half of the teachers did not know what it was, while the others admitted they had heard of it. One said he assumed there was some type of review process, but had never known about it. Because the program was moving along well, he assumed the check-off must be successful also.

The members of the management team were more specific in their comments about the monthly check-off since they were directly involved in the process. They all agreed it was a useful part of the DEP program. They also agreed it was a frustrating part because it always seemed to

take longer than was planned. Several members commented it was a successful activity because it kept the group on target by asking the questions, "What are we doing?" "Where are we going?" In this way, the monthly check-off provided the management team a sense of direction.

Activity #9. Community Resource Book Developed

This activity was not considered a successful activity according to the comments of parents, teachers, and members of the management team. Most participants agreed the resource book was a good idea, but very few participants ever used the book. Most of the parents did not know the book was in existence, and some of the teachers were very vague about its contents or use. Two members of the management team stated the resource book might be more valuable as an orientation guide to a new coordinator.

It is interesting to note that a positive comment about the DEP program was made by members of the State Advisory Council after one of their visits. They commented that teachers in the program had made good use of community and areas resources in working with students. From listening to the teachers, it seems that most of the resources were arranged by using one of two sources. In some cases, the teacher or parent at the planning conference knew of someone to use without referring to the community resource book. The second alternative used by the teachers, if they did not know a person to use for a resource, was to ask the coordinator. The coordinator would then report

back to the teacher with the name and address of a possible resource. Because of these two techniques, it seems that many resources were used for the students without actually referring to the community resource book.

From the interviews, it would seem obvious that the development of the resource book was not a successful activity and the time spent in the development was not a very good investment.

Activity #10. Planned Activities Implemented

This was an aspect of the DEP program which was considered essential by the participants. This part of the program took many different forms, depending upon the interests and goals of the student as well as the time and commitment of parents and teachers. When students were asked to respond to the question, "What part of the DEP program has been the most successful?" they almost unanimously responded by relating one of their planned activities. Many of the specific activities students considered to be most successful were field trips to find out more about an area of interest or a trip to a campus the student was interested in attending after graduation. When students were asked about aspects of the DEP program which were not successful, again their frame of reference generally involved some specific planned activity which did not work out as had been planned, or in some cases the activity never happened even though it was planned.

Parents were very positive about this part of the DEP program. They were happy their children were having the opportunity for enrichment

activities that perhaps would not have been possible if they had not been in a special program. One parent was disappointed in the scope of the activities and stated his son did not really do anything that would not have been done by the family anyway. He did remark that he knew several other parents who had been in the program who were very happy with the results of the activities in which their children were involved. One parent commented that after her daughter went on one field trip, she no longer had an interest in a particular area, and the mother felt it was important for her daughter to find out what she was not interested in as well as what areas she did have an interest. One parent commented her children did many other activities which were never really documented by the DEP program, but the idea for the activity came from the planning conference. When the opportunity came along during the year to explore a certain area, the family made arrangements and just considered it a part of the DEP program. Another parent said her son was much more aware of things because of a field trip he had taken. Certain concepts were clearer in his mind than if he had simply read about them in a book.

One negative comment about the DEP activities came from the teacher surveys. Several teachers were worried that some students would suffer from being absent from class to take field trips. Parents did not agree this was a problem. The parents who were interviewed did not think their children lost any ground in the class by being gone. In fact, the information they picked up was more helpful than the facts they missed in class, according to one parent. One teacher said it

seemed to her the student would work harder in class when he or she returned from a field trip because the student knew the teacher was interested in the student. Another teacher remarked the field trip helped the student realize what requirements were needed for a certain career goal and helped the student select the right courses to be prepared better. The activity gave the student more information to help make better decisions.

In some cases, all of the planned activities did not happen. One teacher said the determining factor seemed to be the importance of the plans as perceived by the parents and the student. As one member of the management team commented, even if the student only completed one activity, the student was one step further than if there had not been a DEP program. Another member of the management team stated the most significant result of the activity was the realization by students that they could become initiators. They could set a goal, plan activities to reach that goal, and then carry out the activities. This was an enlightening experience for students in many cases.

From the comments by students, parents, and school personnel, it was found some student activities were not considered to be successful; however, a majority of the activities were successful, and the participants perceived the students gained from having the added experience.

Activity #11. Management Team Review of the Plan's Progress

Almost all of the teachers who were interviewed stated they were not aware this activity was taking place. Two of the teachers

said it made sense there would be some monitoring, because the school would want to be sure the plan was being worked out right.

Members of the management team thought they had gotten some good ideas about how to improve the format of the plans to make it easier for all teachers after reviewing the plans. They also expressed a need to have someone monitor the plans, because some students did not have any plans written until members of the management team approached the teacher and helped set up a new timeline for the specific teacher. The review was seen as a positive helping action when the teacher had a good relationship with the member of the management team who talked to the teacher; however, the review was seen as a threat when the teacher did not have such good rapport with the member of the management team. Several members of the management team expressed the opinion more time should have been spent on this activity and more follow-up should have been made with individual teachers who needed help.

From the comments of the members of the management team, the monitoring and reviewing of plans and the progress being made on plans was an important and necessary DEP activity. The members of the management team and the outside evaluator in his year-end report agreed an improvement in the review process would be beneficial. In general, the activity was considered a success.

Activity #12. Parent Advisory Council Meetings

The most common response by parents and teachers when asked about the parent advisory council was, "I don't really know what they

did." Some people did not know the parent advisory council existed. Some added the comment that they agreed it would be a good idea to have a council. Each year after the visitation by the members of the State Advisory Council, the recommendation was made there was a need to formalize the involvement of the parent advisory council and to structure the role of the group in the DEP program.

One member of the management team summed up the role of the parent advisory council by saying the members on the council enjoyed the meetings and the opportunity to get together to ask questions; however, the council did not really get much done. He stated if the management team did a better job of organizing and planning so the members of the council felt they were serving a need, the council could be useful to the DEP program.

From the comments, it would seem this activity was not successful.

Activity #13. Inservice for Parents

Over half of the parents questioned about the parent inservice answered they had not attended any of the sessions. Those who had attended liked the sessions and thought they had learned from the activity. They were of the opinion the inservice sessions would have been valuable to other parents also. One parent stated perhaps the setting was too formal for some parents to feel comfortable.

Teachers were not completely aware of the inservice meetings for parents and the teachers who attended expressed the same concern

for the small number of parents who attended. Several reasons were given to suggest why a greater number of parents did not attend. Some teachers felt the parents did not realize the value of the sessions. Some members of the management team thought there were too many other school events scheduled and parents were too busy, or perhaps the events were not publicized well enough. From the comments it appears the parent inservice activity was a partial success. Everyone who attended agreed the sessions were helpful and worthwhile. Everyone also agreed that to be an unqualified success, a greater number of parents should have been reached.

Activity #14. Activity Evaluation

Most parents and teachers had few strong feelings about the activity evaluation. Several parents were not aware of this activity. One parent said she appreciated the fact that the school personnel seemed to pay attention to the wishes of the parents. Some teachers commented they were tired of filling out forms because it seemed as though every time they did anything, there was another questionnaire to fill out. Most teachers were glad to have the chance to provide feedback about an inservice meeting or other activity. They agreed teachers generally expressed their true opinions on the forms and did not try to say what they thought someone wanted to hear.

The management team responded that they needed the input from teachers to know what was successful and what was not successful. They commented they received some good suggestions from the forms

filled out by teachers and parents. The results of the evaluation helped the management team keep moving in the right direction.

From the results of the interviews of the participants, it seems the activity evaluation was of value and considered successful mainly to the management team. The teachers and students benefited from the decisions the management team could make from the information provided through the evaluation. It would seem, indirectly, this activity was a success and a help to all participants in the DEP program.

Activity #15. Curriculum Planning Based Upon Student Needs

Parents responded to this question very favorably. Because of their children's involvement in the DEP program, most of the parents perceived that one of two changes took place. Some parents perceived a classroom teacher made more of an attempt to individualize the instruction to meet the interests or needs of their children, whether accomplished through special groupings based on interest or ability or by providing some extra enrichment materials for the students. Other parents perceived that because their children were in the DEP program, different decisions were made about what classes students would take. They said the courses were more appropriate and based upon the long-range goals of the student. One parent said she felt a teacher had allowed more flexibility so her son could get into a needed class. It seems the parents' perceptions of curriculum because of the DEP program was of increased individualization for their children.

In answering this question, the teachers tended to think of curriculum change in a broader sense, such as a new course being

added or a major change in content for a specific grade level. In this context, several teachers did not think any actual curricular changes took place as a result of the DEP program. Some other staff members disagreed with this point of view and gave examples of curricular changes they perceived as being the result of the DEP program. Three examples given were an added emphasis on career education in the lower elementary grades, an additional accelerated math class in the high school, and an added class on career decision making for eighth grade students. Several teachers also stressed the opinion students were selecting more appropriate classes to help meet long-range goals and teachers were more flexible to help meet the needs of individual students. Because of participation in the DEP program, certain students were allowed to take classes in areas which might have previously been closed to them according to some teachers.

Because of the perceptions of the parents and teachers which were expressed in the interviews, it was concluded this activity was successful.

To summarize the results of research question four, the fifteen activities are listed in Table 6 with the relative degree of success, as noted from interviews, year-end reports and survey information. From the information presented in Table 6, it can be concluded three activities were considered very successful, nine activities were considered successful, one activity was partially successful and two activities were not successful.

TABLE 6

Relative Degree of Success of the Fifteen Activities
as Noted from Interviews, Year-end Reports
and Survey Information

Activity	Summary of Comments
1. Students Tested to Identify Characteristics	Successful
2. Individual Student Characteristics Place on Profile	Successful with need for improvement
3. Student-Teacher Matching	Successful
4. Home Visits	Very successful
5. Planning Conference Conducted	Very successful
6. Management Team Meetings	Successful
7. Inservice for Teachers	Successful
8. Monthly Check-Off	Successful
9. Community Resource Book Developed	Not successful
10. Planned Activities Implemented	Very Successful
11. Management Team Review of the Plan's Progress	Successful
12. Parent Advisory Council Meetings	Not successful
13. Inservice for Parents	Partially successful
14. Activity Evaluation	Successful
15. Curriculum Planning Based upon Student Needs	Successful

CHAPTER VII

RESOURCES NEEDED TO IMPLEMENT DEP

Some special programs are started in school systems which require a great amount of time, people, and money for successful implementation. Almost any school program could be more successful if unlimited resources were available. The intent of this question was to determine the practicality of another school system adopting the DEP program. If the program needs a great amount of time, money, or other resources, the program may not be able to survive in a school district that starts the program, and it may not be feasible for other districts to try to adopt the program. The results of this research question should help document the amount of time and money needed to complete the activities of the DEP program. The fifth research question of this study is: "What were the time and resources expenditures of this program?"

In this chapter, recommendations in the literature concerning time and resources for special programs will be reviewed, the methods used to answer the research question will be described, and the results will be presented.

One common item in starting a new program of individualization, which was noted by several writers in the literature, is the importance of teacher time and teacher inservice. Teachers who are working with a teacher-advisor system must not perceive the program is an added

responsibility. Time must be built into the schedule for advisors to do their job.¹ Another time problem might be found when attempting to involve parents in writing a plan. It may cost extra money and extra time so the conference can be arranged for both teachers and parents to be available.²

The National Advisory Committee on the Handicapped stated in 1977 that the IEP process presented potential problems when implemented in a school system because it was new. Some staff members may contend they do not have time to become involved in preparing IEP's. IEP's may entail rather extensive administrative adjustments and will command special amounts of time. Teachers will be taking the lead in setting up the conference, arranging times and places, and making sure parents and appropriate staff are present. Children's schooling must not grind to an abrupt halt because the staff is buried in writing IEP's. Special backup help and support will be needed at certain times of the year when IEP's are written and revised. Clerical, secretarial, and professional help as well as facilities and materials must be available. There must be time set aside for teachers and other staff members to prepare and implement the IEP's. While the essence of the individualized program is its content rather than the mechanics of

¹Robert Larson and Ted Mable, "The Teacher-Advisor Role in an Open Secondary School," NASSP Bulletin, 59 (April, 1975), pp. 37-43.

²Fred P. Orelove, "Administering Education for the Severely Handicapped after PL 94-142," Phi Delta Kappan, 59 (June, 1978), pp. 701-702.

its design, all teachers, even the most experienced, will need appropriate inservice training and, if possible, access to model programs.³

METHODS

The participants of the program who were interviewed were asked to comment on their perceptions of the amount of time needed to implement the various aspects of the DEP program. Written records were also reviewed to note the average frequency of certain meetings, inservice sessions, and other activities. From the written records and the interviews, the results were compiled.

RESULTS

The results of the interviews revealed one fact: the amount of time needed to implement the activities of the DEP program varied widely. Below are listed the different groups in the program with the tasks they were involved in and the average time needed to perform the task, according to interviews and written records.

Student

Testing:	Two to three hours beyond the regular school testing each year
Home Visit:	Approximately one hour
Planning Conference:	One-half to one hour per semester
Implementing the Plan:	Variable from two hours to 40 hours per year

³J. Lloyd Trump, A School for Everyone (Reston, Virginia: The National Association of Secondary Schools Principals, 1977), p. 7.

Parent

Home Visit:	One hour
Planning Conference:	One-half to one hour per semester per student
Implementing the Plan:	Variable from no time taken to no limit on helping set up activities
Parent Advisory Council:	Three meetings two hours each per year (optional)
Parent Inservice Meetings:	Three to four meetings, two hours each per year (optional)

Teacher

Student Testing:	One to two hours beyond regular school testing per year per student
Sharing Profile:	Five to ten minutes per student per year
Student-Teacher Matching:	Two to four hours per year
Home Visit:	One hour per student per year
Planning Conference:	One-half to one hour per student per semester
Inservice for Teachers:	Two to three hours per month
Implementing Plans:	Two hours per month to three hours per week
Activity Evaluations:	Ten minutes per evaluation

Management Team

Management Team Meetings:	Three hours per week
Monthly Check-Off	Two hours per month
Review the Individual Plan's Progress:	Two hours per year
Review Possible Curriculum Changes:	Two hours per year

At the weekly management team meetings, the following items were discussed and decisions were arrived at by the group:

1. Establish student testing procedures
2. Develop profile and procedures for its use
3. Set up procedures for student-teacher matching
4. Provide format for home visits
5. Establish format for the IEP and procedures for developing the plans
6. Arrange inservice for teachers' areas of need
7. Develop format for community resource book and methods of collecting information
8. Organize plans for parent advisory council

9. Suggest follow-up for teachers who have not made progress on plans
10. Arrange inservice for parents' areas of need
11. Decide on the reactions of the program from the survey results of participants

In addition to the four groups which have been named, two people were hired to work directly with the DEP program: a coordinator was hired on a half-time basis to coordinate the program and to implement the decisions of the management team, and the second year of the program a full-time aide was hired to help with the clerical work. Their job descriptions are listed below, taken from minutes of management team meetings.

DEP Coordinator (20 hours per week, 12 months per year)

1. Record minutes of the management team meetings
2. Develop and distribute agenda for the meetings
3. Contact and set up communications with community resource people and develop community resource book
4. Assist teachers in setting up student interview schedules and in mechanics of the actual interview
5. Set up and maintain cumulative folders for program participants
6. Arrange monthly meetings with teachers to check on students' long- and short-range goals
7. Assist teachers in facilitating and implementing field trips and special programs for students
8. Help develop parent-child-teacher inservice programs
9. Develop an awareness of all educational resources available to facilitate the program
10. Meet with students quarterly to check on pupil progress and reactions to the program
11. Keep a log of the program activities
12. Be aware and sensitive to student needs, problems, and interests
13. Be sensitive to potential problems and seek means to correct them

DEP Aide (40 hours per week, 11 months per year)

1. Keep student profile information correct
2. Correct student tests (attitude, interest, etc.)
3. Facilitate the contacting of speakers
4. Keep community resource book up-to-date
5. Set up special interest field trips
6. Help teachers with parent-school communications
7. Take students on field trips
8. Help set up special learning centers
9. Set up a career day
10. Help teachers become aware of career information in library
11. Help teachers implement IEP's when needed

The amount of time needed to complete each of the activities varied with the individual. Many teachers and members of the management team commented the amount of time needed to perform some of the activities declined from the first year to the second year of the program. Because this had been an experimental program, the first year many of the processes were new to the participants. Some of the forms were refined for the second year of the program and participants became more familiar with the process and consequently the second year the process was not as time consuming.

The budget figures, taken from project records, for the 1977-78 program year and the 1978-1979 program year are shown in Table 7. The school district contribution, according to project records, is also noted.

To summarize, the DEP program was funded by a little over \$33,000 each year from Title IV-C funds and approximately \$12,190 in district funds. From interviews with school administrators, it was determined that a great part of the district contribution would have

TABLE 7
Cost of the DEP Program

	1977-1978 DEP	1978-1979 DEP	1978-1979 School District Contribution
Professional salaries	\$13,500	\$16,600	\$6,600
Aide salary	-	7,000	-
Fringe benefits	1,750	2,300	990
Purchase pupil services	2,500	-	-
Purchase professional & technical services	9,500	5,000	2,000
Supplies	2,315	800	950
Library materials	1,200	500	500
Travel expense	1,550	350	1,150
Other expenses	<u>750</u>	<u>500</u>	<u>-</u>
Total	\$33,065	\$33,050	\$12,190

been budgeted whether the DEP program was in operation or not. Most of the district contribution was in administrator time which was not extra pay, and inservice money which would have been budgeted even without the DEP program. Because of the DEP program, the inservice money was spent to help provide additional training for individualization of instruction.

The time expenditure varied, with the average student spending approximately ten hours per year on DEP activities. The teacher, working with an average of five students, spent of minimum of forty-five hours per year. A parent spent an average of ten hours per year on DEP activities. The members of the management team spent a minimum of 200 hours per year; in addition, most of the members also worked with a number of students. The time resources used to implement the DEP program are approximate, based upon the perceptions of the participants in their interviews.

From the findings of this research question, it would seem a school system which would like to implement a program such as DEP must be willing to invest time and money to begin implementation. After the initial thrust, many of the activities can be a part of the regular school activities if planned and organized properly.

CHAPTER VIII

DECISION MAKING IN DEP

An important part of any organization is the decision-making structure in existence. The method used to make decisions concerning a program may be a critical factor in the overall success of the program. Within any organization there are many different roles. Each person has a formal place in the decision-making process of the organization because of the role the person holds in the organization. Each person also holds an unofficial role in the decision-making process. This informal role may be of as much importance in understanding the overall decision making of the organization as knowing the official role.

The intent of this research question is to determine what the perceptions of the participants of the DEP program were concerning the decision-making process. It is interesting to note that at times the perceptions of a person about his or her own role are different than the perceptions of others in the organization. With good communication, the perceptions of participants should be fairly consistent concerning their own role and other's perceptions of their role. In this chapter, literature about decision making is reviewed. The methods used to answer the sixth research question and the results of the research question will be presented. The sixth research question of this study is:

How were decisions about the design of the program, its planning, its organization, and its implementation made?

Part of the difference of opinions concerning the role of different groups in decision making centers around varied opinions about the nature of man. McGregor's Theory Y assumed people have inner motivation based upon their own interests and goals and if the individual is motivated, he or she will work harder to achieve a goal than if force is applied externally.¹ This belief was held by the members of the management team. An attempt was made to obtain a wide range of information for decision-making purposes.

In his format for individualization, Newton utilized two alternative sources for information for the individualized curriculum, the teacher and the student. He did not mention parents as a source in his plan.² However, there have been many attempts to involve parents in the decision-making process in their children's education.

Some experts in educational administration point out that a change of focus to more individualized instruction will also change the location of more decisions from a centralized position to the position of teachers.³ The McCluer North High School project had a group of teachers who worked with the principal on program improvement

¹Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960), p. 47.

²Robert R. Newton, "Individualization: A New Definition," NASSP Bulletin, 62 (March, 1978), pp. 89-92.

³Max G. Abbott and Terry L. Eidell, "Administrative Implications of Curriculum Reform," Educational Technology, 10 (May, 1970), pp. 62-64.

and shared decision-making responsibilities.⁴ The transition from a traditional program to a program with individualized instruction at the Los Alamitos school district was completed by assisting teachers with individual students. With this program, teaching became a process of decision making, not material assigning.⁵

In 1962, the recommendation was made by the editors of the Association for Supervision and Curriculum Development Yearbook that parents and students be invited to parent-child-teacher conferences in order to involve the child as a responsible participant in the conference.⁶ Since that time, PL 94-142 has mandated certain aspects of the decision-making process when schools plan for the education of handicapped students. These aspects include parent rights to participate in the creation of an individualized educational plan (IEP). If the parents are dissatisfied with any stage of the IEP process, they can request a due process hearing. Many professional educators see this as a positive step in bringing parents into more active participation in the education of their children. Many aspects of PL 94-142 may become very attractive to parents of non-handicapped students. Since many parents want their feelings and concerns seriously considered

⁴Fred H. Wood, "Attitudes Toward a Personalized, Individualized High School Program," NASSP Bulletin, 60 (April, 1976), pp. 21-25.

⁵George Plumleigh, "Managing Independent Learning," Phi Delta Kappan, 56 (November, 1974), pp. 210-211.

⁶Arthur W. Combs (ed.), Perceiving, Behaving, and Becoming (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), p. 173.

as part of the educational plan for their children, the most attractive aspect may be the individualized educational program. IEP's make sense to parents, and parents of all children may desire IEP's for their children as well. PL 94-142 implies that both parents and children are valuable resources in the educative process, and it should be with the support and guidance of parents and participation of the learner that the plans are developed and implemented.⁷

METHODS

A random sample of students, parents, and teachers who were involved in the DEP program was interviewed. All members of the management team were interviewed. The forty-three participants who were interviewed were asked the following questions:

How were decisions about the DEP program made during the first two years?

Did you have a chance for input?

Did you like the results of the decisions which were made?

What role did each of the following groups have in the decision-making process concerning designing the program, planning the program, organizing the program, and implementing the program: (1) students, (2) teachers, (3) parents, (4) management team, (5) administrators, (6) coordinator, and (7) school board?

From the answers given to these questions, the results of the research question were compiled.

⁷Darrell L. Roubinek, "Parent Involvement: Implications of Public Law 94-142," Community Involvement in Educational Decision Making: Cooperation or Confrontation? (Lincoln: Nebraska Association for Supervision and Curriculum Development, 1978), pp. 27-31.

RESULTS

Prior to the implementation of the DEP program in the selected school district, several decision-making structures were in existence. The board of education was the elected body with the legal responsibility of carrying out the functions of the school district. The school district hired a superintendent and delegated the responsibility for the day-to-day decision making to the person in this position. Within the framework of the policies which had been established by the board of education, the superintendent was expected to carry out his duties. He had on staff three other administrators for the school district. The four administrators had established the practice of meeting on a weekly basis to jointly make decisions about recommendations to the board and on specific methods of implementing the policies.

In each building of the school district, the building principal was responsible for the decisions made which affected the day-to-day operations of the students and staff in the building. The junior-senior high school building had a group of teachers designated as department heads who met with the principal from time to time to provide input into the decision-making process. The elementary principal had two teachers each year who were designated as head teachers and were consulted from time to time to provide information for decisions that were made. Each principal met weekly with the entire faculty. Usually each meeting provided the opportunity for teachers to react to specific topics and to give recommendations to the principal for methods of

implementing certain school activities. The decision-making process was changed to a certain extent when the DEP program was implemented.

From the results of research question three, it has been determined that all the activities described in the DEP activity list were new to the school system. Several of these activities reflected directly on the decision-making process. The management team, parent advisory council and activity evaluations were direct attempts to alter the decision-making process for the participants of the program.

Students were asked in an interview if they had a chance for input into the decision-making process. All fifteen student responded positively by stating they did perceive they had a chance for input. The comments reflected their perspective on the DEP program. The comments were generally of the nature for them to state what their interests were, what kinds of activities they were interested in and to state their opinions were respected at the planning conference with teachers and parents. One student stated his mother had wanted him to include a specific activity in his plan, but he did not want the activity. His opinion was respected and the activity was not listed as a part of his plan. Another student commented he liked the idea his parents and advisor had accepted his interests without questioning his motives or attempting to change them.

When parents were asked how DEP decisions were made, most parents referred to their own children and the plan which had been developed. The parents generally stated that decisions were made cooperatively with parents, teachers, and students. Some parents thought of the

question in a larger context. Two of the parents mentioned the management team was involved in making decisions about the DEP program; one parent mentioned the coordinator as being important in the implementation of the program; and one parent was of the opinion the DEP program was the brainchild of the superintendent.

When teachers were asked about the decision-making process in the DEP program, all but one of the teachers mentioned the management team as being the prime source of decisions. The exception was a teacher who said she perceived the process as providing input to the coordinator so she could see that decisions were made.

When the members of the management team were asked to describe the decision-making process, they generally stated the management team took the information provided from teachers, students, and parents and tried to make the best decision to meet their needs while staying within the concept of what the DEP program was attempting to accomplish. Four members of the management team stated they perceived the administrators on the management team, and especially the superintendent, had more influence on certain decisions which were made than the other members of the management team.

Thirty-nine of the forty-three participants definitely indicated they had input into decision making. Thirty-three of the forty-three interviewed participants stated they were satisfied with the results of the decisions. The other ten participants stated there were some decisions with which they did not agree. Several mentioned the

the decision to include all students in the third year of the program was a decision they had not agreed with at the time the decision was made.

In discussing the role of different groups in the decision making, several people commented on one decision which parents, teachers, and students were all allowed to make; this was the decision to be in the program or not be in the program. Because the DEP program was a volunteer program during the first two years, a student, parent, or teacher had the option to refuse participation in the program.

The role of the teacher in the decision-making process was described by parents, teachers, and members of the management team. Most parents described the role of the teacher as an initiator of activities for the students who were advised by the teacher. When teachers were asked about their role in the decision-making process, they were of the opinion they were a source of input for the management team. They felt they could state their opinions to the coordinator or through a teacher representative on the management team. Several teachers mentioned they had the option of being in the program or not, and they had the option of what they did with their students. Two teachers perceived they had very little input into the actual organizing and planning of the program because many of the decisions had been made by the originators of the program before the teachers were asked to volunteer. According to the management team, teachers provided input to the management team through brainstorming at various inservice meetings and by making suggestions to members of the

management team.

Parents perceived the role of parents was involvement in decision making by providing input and by helping make decisions concerning the activities of their children. Two parents stated they had little involvement in the program at the time it was originated. According to one parent, the role in the decision-making process was up to the individual parent. She stated, "I felt the parents could be as involved as they wanted to be."

The teachers perceived the role of the parent in approximately the same manner as the parents perceived themselves. They could voice their opinions and they could provide input into decisions about their children, according to the teachers. The management team members generally stated parents did not have a prominent role in the decision making which took place when planning and organizing the DEP program. According to the management team, their involvement was more in the form of feedback after activities had taken place.

According to parents, teachers, and the members of the management team, the coordinator of the program played a very important part in the program. When asked to describe the coordinator's role in the decision-making process, it appeared many of the participants in reality were giving an evaluation of her performance. A few comments were made which described the coordinator's role as "she was one member of the management team," or "she helped provide realistic information for the management team to consider." Most of the comments were value judgments about the coordinator's role and all were very positive.

Parents stated she was the enthusiasm behind the success of the program. She was given credit for planning and organizing many of the activities teachers carried out. Teachers described her as a "prime mover" of the program. The management team described her role as a member of the management team who had an important role in decision making because she could determine what items should be on the agenda for discussion. Over half of the members of the management team stated she kept the group on track and helped the group remain realistic about decisions. It is perhaps difficult to separate the coordinator's role in the decision-making process which was planned by the management team from the role she developed because of her personality, energy, and enthusiasm.

Most parents were not aware of the role of the four school administrators in the DEP program. Two parents were of the opinion the superintendent had a major role in decision making, but the remainder were not aware nor were of the opinion the administrators supported the teachers and the coordinator. Six of the nine teachers interviewed stated administrators were the same as anyone else on the management team. One teacher stated the DEP program would not have been implemented without the support of the administrators. The members of the management team were divided on the subject of the role of the administrators in the decision-making process. Four members expressed the opinion they were equal members of the management team. The other four members qualified this response by saying in some way the administrators' roles were not exactly the same as the others

on the management team. One member stated they were all equal the first year, but the superintendent began to have more influence the second year. One member said the administrators had an "influential" vote on the management team while another stated the superintendent had a significant role in decision making. Two members expressed the opinion there should have been a clearer definition on decisions which were made by the members of the management team and decisions made by administrators.

Approximately half of the parents were unsure of the role of the management team. Those parents who did comment on the role of the management team stated they felt it coordinated the activities. The teachers gave the management team credit for the decisions which kept the program moving. The teachers generally expressed the opinion the management team represented them and that somebody had to have the final say on decisions. The members of the management team stated the group played a significant role in providing a direction for the process. They perceived they took input from various groups and then made the final decisions. A member of the management team stated one positive outcome was a greater understanding which developed between the elementary and secondary staff members.

Parents, teachers, and members of the management team were in agreement on their opinion of the role of students in the decision-making process. They all agreed students had a major role in deciding the contents of their own individual plans. Students were an indirect influence on the operation and planning of the program because the

purpose of the program was to help students. With regard to the actual, direct input into the decision making of the overall operation of the program, parents, teachers, and members of the management team agreed students had a very minimal role or no role at all. One member of the management team stated this might have been a weakness in the structure of the program. It would seem logical a program which promotes a student-centered approach to education should provide a vehicle for students to provide direct input into the decision-making process, according to one member of the management team.

Many of the interviewed participants were unsure of the role of the board of education in the decision-making process. Most of the comments could be summed up by the fact it was felt the board members supported the concept, ultimately had the final say, and approved the project.

In summary, several key findings about the decision-making roles were discovered. An attempt was made to involve a broad spectrum of people in the decision-making process of the DEP program. Everyone outside the management team perceived the management team made the decisions for the program. Within the management team, it was perceived the superintendent and to some extent the other administrators were influential in the decision-making process. It was generally agreed students did not have an active role in the decision-making processes at the program level, but perhaps more significantly, all fifteen students interviewed were satisfied with their role in the decision-making process and with the decisions which were made.

CHAPTER IX

EVALUATION OF THE DEP PROGRAM

A program is generally started by people who believe the program will work. A common purpose for such programs is to help solve problems which exist. That was the purpose of the DEP program. The originators of the program professed a belief in the evaluation process. One stated assumption was, "Evaluation of the learning process is an ongoing task and is essential for the effective education of a student." Built into the DEP program was an ongoing method of collecting information which could be used for decision making and judgments about the effectiveness of the program. The purpose of the seventh research question was to attempt to answer the question, "Was the DEP program effective?" and therefore indirectly answer the questions, "Should the program be continued in the present school system?" "Could the program be effective in other school systems?" The seventh and last research question of the study is:

After two years of operation, what was the judgment of the program's effectiveness and its value for institutionalization?

In this chapter, two sources of information are presented. The first part is a summary of the written records and documents which were generated by the DEP program during the first two years of operation. These records include: (1) program objectives as developed by the management team, (2) reports from evaluation visitations by State

Advisory Board members, and (3) survey results from participants. The second source of information reported are data collected by interviews of participants. Forty-three participants were asked the following questions:

1. How effective was the DEP program during the first two years?
2. Has the DEP program helped our school system? Explain.
3. Could a program like DEP be helpful to other school systems?
4. What suggestions would you give another school if it wanted to start a program like DEP?
5. What do you see happening with the DEP program in the future?
6. What are your recommendations for the DEP program?

The evidence is examined with the fundamental assumption that the true measure of success of a program can be found in student outcomes. As stated by Lake, most educational practices are intentionally introduced into an environment with the belief that the practice will help reach certain student outcomes. In some cases, actual effects are different from or contradictory to their intended purpose. The only way to assure a program is successful is to examine student outcomes.¹

¹Geraldine S. Lake, School Learning Climate and Student Achievement (Tallahassee, Florida: Site Specific Technical Assistance Center, Florida State University, 1980), p. 5.

PROGRAM OBJECTIVES

The management team, in the original application proposal for the DEP program, listed four objectives:

- Objective 1. Due to the DEP program, students will develop a more positive self-concept as a learner than a comparison group.
- Objective 2. Due to the DEP program, students will develop a more positive attitude toward school than a comparison group.
- Objective 3. Due to the DEP program, students will improve more in their academic achievement than a comparison group.
- Objective 4. Due to the DEP program, students will develop more favorable "friendliness feelings" than a comparison group.

To determine the success of the DEP program, the management team established a testing program to measure the changes taking place in the students who were in the program. The students who had volunteered to be in the program and a random sample of other students took the tests. A pre-test was given at the beginning of the school year, and a post-test was given at the end. The results were compared to determine which group had made the greatest gains.

Because the students who participated in the program during the first two years were volunteers, they were not necessarily a cross-section of the student body. During the third year of the DEP program, all students in the school system were involved. During the third year, students from neighboring school districts were used as a comparison group to study the impact of the DEP program.

To measure the progress toward meeting the objectives, the management team selected instruments to test the student outcomes.

The Self-Concept as a Learner Scale was selected to test the first objective and the Attitude Toward School Scale for the second. The Science Research Associates' Achievement Test had been in use for a number of years as a part of the school district's testing program. This test was used for the third objective. The Friendliness Rating Scale was used to test the fourth objective. For all tests, the raw scores were converted to percentile scores and are reported in Table 8.

As can be seen from the table, the DEP students moved in a positive direction for each of the objectives. The management team reported from these results that, in their opinion, the objectives had been met.

VISITATION REPORTS

Each project year, a team of evaluators made up of members of the State Advisory Council and State Department of Education visited the school district to make a report on the project. After their visit, the team submitted a letter with suggestions and recommendations. Some of the comments reflected on specific activities, while other comments reflected upon an evaluation of the entire program.

The first year report indicated that the team perceived a need to formalize many of the procedures and to make the operation more systematic. In many ways, this is only natural because the program had been in existence for a few months, and many of the procedures were in experimental stages. The evaluation team recognized the positive

TABLE 8
 Results on Selected Tests Used to
 Measure Objectives

	<u>Pre-test Percentile</u>	<u>Post-Test Percentile</u>
Objective #1: Self-Concept as a Learner		
DEP	71	80
Non-DEP	51	46
Objective #2: Attitude Toward School		
DEP	44	55
Non-DEP	44	43
Objective #3: Composite Achievement Test		
DEP	52	62
Non-DEP	66	68
Objective #4: Friendliness Feelings		
DEP	54	59
Non-DEP	51	50

contributions made by the management team. They liked the concept which was used for program decision making. They also cited the positive school, parent, and student relationships which had developed. The increased communication was a very positive aspect of the program. They summarized their findings by stating the DEP program was a commendable project which was striving to answer a number of problems education was attempting to resolve. They recommended the program be funded again.

The second year the visitation team also made a number of comments about the program. They noted that teachers had become more receptive to, and interested in, the uniqueness of individual students. They commented again the second year about the interaction and communication between students and teachers, teachers and parents, and between teachers and administrators, as the groups work together. They recommended funding for the third year because they felt the DEP program was helping students develop their potential, and it was also improving human relationships in many areas.

SURVEY RESULTS

At the end of the first year, each DEP family was asked to respond to a survey about the DEP program. Thirty-three of the thirty-five parents who responded said they wanted their child to be in the program again. Many parents and students remarked on the importance of the program in increasing their knowledge about future goals. Because they spent the time exploring and discussing their talents and

goals, they were more aware of what they wanted to do in the future. Another comment made by several people was the role of increased communications between school and home. Many parents felt good about the new interaction they had with their own child. Because of the involvement in the DEP program, they were more aware of, and could help with, their child's development.

INTERVIEWS OF PARTICIPANTS

When responding to the question, "How effective was the DEP program during the first two years?" the participants were almost unanimous in their judgment that the program had been very effective. Five of the forty-three participants qualified their response by stating the program had not been as effective for them or that it had gotten better the second year, but a summary of others interviewed showed the program was very effective. One mother of a junior high student gave the program credit for turning her son around. She said her son had been developing a defeatist attitude because he was having trouble with reading, and while working with his advisor in the DEP program, the advisor "seemed to switch things around."

The participants were in complete agreement on the question, "Has the DEP program helped our school system?" Everyone answered positively, some people saying it had definitely helped students, so therefore it helped the school system. Several students stated the DEP program had provided them with additional opportunities which had not been available before. One mother of several students in the school

system said because of the things she had seen happen to her children, she would be reluctant to leave the district until her youngest child had graduated from high school. Another parent stated the biggest advantage of the program was the fact that, "I know the teachers better, they care about my child, and I can talk with them." A teacher who had been in the school system for a number of years prior to the DEP program stated, "I think there is more communication between students and teachers and parents than there ever was before." One member of the management team commented if the program were to be dropped, he was sure there would be a group of parents who would demand it be continued.

Every participant who was interviewed was also in agreement on the question, "Could a program like DEP be helpful to other school systems?" All forty-three participants responded "yes." A few added it could be helpful if the people in the school system wanted that type of program. The participants were also asked to give suggestions to other schools considering initiation of similar programs. Two common suggestions surfaced from several sources. One suggestion was visitation of programs such as one discussed in this study so time would not be expended in "re-inventing the wheel." They could ask questions concerning what worked and what did not work from people who had been through it all once. The other suggestion was to start small with a volunteer group of parents, students, and teachers. After many of the details had been worked out, the program could then be expanded to serve others. Other suggestions included the ideas of selecting a good management team to start with and to be sure the teachers were

included in a good inservice program so they knew what would be expected of them.

When the participants were asked what their perceptions were about the future prospects for the DEP program, most stated they saw the program continuing about as it had operated in the third program year with all students and all staff members involved. A few people warned that it seemed some people were losing interest because the program was not as intense as it had been with only volunteer students and teachers. Some people were of the opinion the program could be discontinued if certain key people should leave the school system. On a positive note, one parent said she could see students graduating in five or six years who had been exposed to the program for a long period of time, and they would have a much better idea of what they would do when they graduated, as well as a much better attitude toward school. A member of the management team said what many others had talked about. He said it could be possible within a few years the program would become such an integral part of the regular school operations people would not know what the DEP program was.

When participants were asked to share their recommendations for the DEP program, a wide variety of responses resulted. Several students wanted to have the opportunity to talk to their teachers more often about their goals and activities. Some also wanted to have a broader variety of activities available to them. A few comments from parents and teachers opposed the recommendations of others. For example, some

recommended the program remain a small group volunteer program, while others recommended the program continue to serve all students.

Other comments by teachers and parents also are helpful in understanding the perceptions of the participants. One teacher felt a big responsibility when helping to plot the future for a student. She thought this was a very important and serious part of the DEP program. From the comments, many positive aspects of the program have been shared. Although many frustrations and problems were also found, one parent said, "I would recommend that people shouldn't over-react when something doesn't work. You have to sit back and try to look at the whole thing in perspective."

According to one educator, a positive school climate is a combination of two factors: satisfaction and productivity.² From the findings presented in this chapter, it would seem that both factors have been addressed by the DEP program. The participants were satisfied with their involvement in the program, and the program was productive because the student outcomes indicate organizational goals were achieved.

From the point of view of the people who participated in DEP, the program was a success; from the point of view of the visitation team members from the State Advisory Council, the program was a success; and from the tests of student outcomes, the program was a success. For the program to continue to be a success in the school district

²Edgar A. Kelley, Climate Development for Schools: Principles and Practices (Reston, Virginia: National Association of Secondary School Principals, 1980), p. 4.

where it started and for the program to be successful in other school systems, it must remain flexible. Several participants echoed the theme of flexibility and responsiveness to changing needs of the environment.

In evaluating funded programs, many different sets of criteria can be used to determine the success of a specific program. By comparing information about the DEP program with one set of criteria which has been used by the State Advisory Council, the program appears to be very successful. The areas of comparison are (1) the program activities are consistent with the objectives, (2) the program has information available to help disseminate to other schools, (3) the school intends to continue successful elements, even when funding is terminated, (4) documentation is maintained to describe the activities of the program, (5) the program is making progress toward achieving its objectives, (6) students appear satisfied with the program, (7) teachers appear satisfied with the program, (8) evaluation procedures are used which help determine the effectiveness of activities, (9) an advisory council has an active role in the program, (10) there is proper financial management of the program. From the information which has been provided in this chapter, the DEP program compares very favorably with this list.

CHAPTER X

SUMMARY AND RECOMMENDATIONS

Each chapter in this study is a self-contained chapter. One research question was answered in each chapter and included in each was a description of the methods used, a review of literature, the findings, and recommendations. A detailed summary of each chapter is not presented in this chapter, but rather a general listing of the successes, partial successes, and the concerns of the DEP program. General recommendations are made both to the school district which developed the DEP program and to all educators.

It should be noted the researcher was not an outside observer of the DEP program, but was involved in the school system in the role of secondary principal and as a member of the management team. This may be both a limitation of the study and a strength. Perhaps the researcher was not as objective as an outside person might have been, but on the other hand, perhaps the depth of analysis was greater because of the first-hand knowledge of the program from the initial stages.

SUCSESSES OF THE DEP PROGRAM

1. The school system which implemented the program should be commended for its attempt to attack a problem with a very complex and comprehensive program. The creative and workable way of combining many activities and, at the same time, maintaining the focus of helping individual students is a difficult task.

2. The increased communication among parents, students, teachers, and administrators was perceived as an important outcome by all groups of participants.

3. The home visits, as an important means of establishing good relationships, were supported by those who participated in the program.

4. The planning conference was the core activity of the program. The activity of bringing together a student, teacher, and the student's parents to talk about the student's strengths, interests and goals was perceived as a very successful part of the program. With the team planning specific activities for the year, the chances for success were very good.

5. Parents and students were of the opinion many more opportunities were made available to students because of their participation in the DEP program. The field trips and other activities provided a welcome addition to the regular classroom curriculum.

6. The DEP program was flexible enough to change specific activities several times during the first two years. By listening to teachers, students, and parents, planners made an attempt to refine the process to more nearly meet the needs of participants.

PARTIAL SUCCESSES OF THE DEP PROGRAM

1. A definite attempt was made to broaden the decision-making base in the school system when the DEP program was started. With the management team and with feedback from parents and students, most participants reported they were satisfied with their role in the

decision-making process. With the changed roles there were some frustrations on the part of some teachers and members of the management team. Ambiguity about the actual delegation of authority to make certain decisions could have been clarified to help the process.

2. The parent inservice program was meeting a need that was voiced by many participants. The programs offered were viewed as being worthwhile by the small numbers who attended. Perhaps some other format could be used to meet this need.

CONCERNS ABOUT THE DEP PROGRAM

1. Although a belief in involvement in decision making was voiced, parents and students had little formal roles in the decision making on a program level. Therefore, the DEP parent advisory council was not considered a success during the first two years of the program.

2. The development of the community resource book was a major investment of time and energy. For the degree of utilization, the time and energy spent in development of the community resource book might have been used more effectively on other tasks.

3. What will happen with the DEP program in years ahead? It might not be financially feasible to continue some parts of the program if certain funds are cut. If enough key people leave the system, or if people within the system do not support the ideas, the program might decline in impact.

RECOMMENDATIONS TO THE SCHOOL SYSTEM IMPLEMENTING DEP

1. The roles of the management team, building administrator, and teachers need to be reviewed and the decision-making authority of each group clarified.
2. The format of the management team should be changed to increase involvement of parents and students in its planning process.
3. A monitoring process should be established to ensure that each teacher is helping the assigned student develop and implement an appropriate educational plan.
4. The process of gathering information concerning the student, placing it on a profile, and using the profile to help write a plan should be made a more meaningful part of the planning process.
5. The parent advisory council role should be clarified and implemented.
6. The process of collecting information about community resources and making the information available to teachers, parents, and students should be streamlined so more efficient use of time is made.
7. A continuing program of teacher inservice should be implemented for all teachers as well as a specific plan to orient new teachers to the DEP program.
8. The management team should consider reinstatement and continuation of home visits. The visits were considered successful by the participants, and it might be possible to have all homes visited

at least prior to students starting in kindergarten and the seventh grade.

RECOMMENDATIONS TO ALL EDUCATORS

1. A basic tool to any individualized program is individualized planning for each student in a school system.

2. Developing Educational Plans (DEP) is not a specific program, but rather a process for implementing a set of beliefs about what schools should do for students. Any school can use any or all of the ideas in the program, if the people in the school have many of the same beliefs.

3. When making any change in a school system, the perceived ownership of the change is an important factor in the success of that change.

4. If a school system wishes to change, it must be willing to invest time and money for inservice and materials to make the change work.

5. If a new activity in a school system is an additional activity which teachers must do, the new activity will have little chance of succeeding. Teachers must perceive the activity is taking the place of some existing duties, and it will help meet a perceived need of the teachers.

6. Helping parents might be the most important thing schools can do to help students.

SUMMARY

After completing the study of the DEP program, a question which could be asked is, "So what? What can be gained from it all?" Schools are for students. Students are the consumers of the service educators provide and the worth of any program should be measured by the service provided to individual students. Because perfection is seldom fully realized, schools can always seek to be better. No matter how well the needs of students are being met, there is room for improvement. Working individually to help students learn and grow is more demanding of teachers and is more time-consuming than providing a mass education, identical for all students. To meet the needs of each student, schools should use an organized approach, such as the DEP program. Such a program can be humanistic through indepth attention to, and planning for, the needs and interests of each student. While not the ultimate in such efforts, the DEP program described in this study addressed these goals and more closely approximated their attainment than had been true for the programs it replaced. This quest for quality is an appropriate aim of education.

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APPENDIX A

1976 Ranking of Educational Needs

1976 Ranking of Educational Needs
by Patrons of the School District*

1. Develop student creative talents
2. Improve teacher-student relationships
3. Improve language arts
4. Gifted students
5. Assessing school needs and planning curricula
6. Help students select careers
7. Evaluation of teacher effectiveness
8. Student assessment and evaluation
9. School-community relationships
10. Direction of the schools
11. Budget and accounting
12. Curriculum of handicapped students
13. Use of computer
14. School board policy statements

* In 1976, the State Department of Education presented these fourteen items as the educational needs of the state. Groups of parents, teachers, students, and community members from the school district in which this study was conducted, ranked the fourteen educational needs in 1976. This is the composite ranking of the groups. The DEP program was developed to help meet the needs of four of the first five items on the list. "Improve language arts" was considered more narrow in scope than the other items and was not used as a basis for the DEP program.

APPENDIX B

Junior-Senior High School Course Offerings
1976-1977

Junior-Senior High School Course Offerings
1976-1977

Language Arts

English 7
English 8
English 9
English 10
Journalism
American Literature
Reading Skills
Broadcasting
Creative Writing
Vocational English
World Literature

Mathematics

Math 7
Math 8
Algebra
Computer Science
General Math
Advanced Algebra
Consumer Math
Math Analysis
Geometry

Science

Life Science 7
Earth Science 8
General Science 9
Physical Science 9
Biology
Aeronautics
Photography
Chemistry
Physics
Environmental Education

Social Science

Civics 7
Nebraska History 8
U.S. History 8
World Geography
World History
American History
Modern Problems

Business Education

Typing
Accounting
Business Law
Consumer Education
Advanced Typing
Shorthand
Office Practice
Advanced Accounting

Home Economics

Home Economics 7
Home Economics 8
Comprehensive Home
Economics
Crafts
Foods
Sewing
Adult Living

Industrial Arts

Industrial Arts 7
Industrial Art 8
Woodworking
Drafting
Cabinet Construction
Welding
Auto Mechanics
Construction Trades
Advanced Welding
Occupational Relations

Foreign Language

Spanish
Advanced Spanish

Physical Education

Physical Education 7
Physical Education 8
Physical Education
Health
Advanced Physical
Education

Art

Art 7
Art 8
Art
Advanced Art

Music

Junior High Band
High School Band
Junior High Choir
High School Choir

APPENDIX C

Results of Curriculum Directors' Discussion on Assumptions

Results of Curriculum Directors' Discussion on Assumptions

Activity	Assumptions																Total			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	A	B	C	D
1	A	C	A	C	C	B	B	A	B	A	A	C	C	A	B	A	7	4	5	0
2	A	A	A	C	C	A	B	A	A	A	A	C	A	A	A	12	1	3	0	
3	A	A	B	C	C	D	A	D	D	A	D	A	C	C	D	C	5	1	5	5
4	C	C	A	A	A	A	A	D	D	D	D	A	C	C	A	C	7	0	5	4
5	A	A	A	A	A	A	A	A	A	A	A	A	C	A	A	A	15	0	1	0
6	B	B	B	B	B	B	B	B	C	B	B	A	A	D	D	A	3	10	1	2
7	A	A	A	A	A	C	A	A	C	A	A	C	C	B		11	1	4	0	
8	C	C	C	C	C	C	C	A	C	C	D	A	C	C	C	A	3	0	12	1
9	A	A	A	B	A	A	C	A	A	A	A	C	D	A	A	12	1	2	1	
10	A	A	A	A	A	A	A	A	A	A	A	A	C	A	A	C	14	0	2	0
11	A	A	B	A	A	A	A	A	B	A	C	A	C	D	A	A	11	2	2	1
12	C	C	A	A	A	A	B	A	A	B	A	C	C	C	A	A	9	2	5	0
13	A	A	A	A	A	A	A	A	A	A	A	B	C	B	A	A	13	2	1	0
14	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	16	0	0	0
15	A	A	A	A	A	A	B	A	C	A	C	A	C	D	D	A	10	1	3	2

A's	11	10	11	9	10	10	8	12	7	11	9	12	3	5	9	11
B's	1	1	3	2	1	2	5	1	2	2	1	1	0	1	1	1
C's	3	4	1	4	4	2	2	0	4	1	2	2	12	5	2	3
D's	0	0	0	0	0	1	0	2	2	1	3	0	0	4	3	0