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ABSTRACT

This review analyzes literature dealing with attempts to modify traditional organizational features of educational systems. These attempts involve: (1) different approaches to instruction; (2) alterations in time scheduling; and (3) new organizational forms, such as the middle school. A 156-item bibliography of relevant literature is included. (RA)

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Alternative Organizational Forms

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ALTERNATIVE ORGANIZATIONAL FORMS

**Analysis of Literature
and
Selected Bibliography**

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

In mid-June 1970 the Clearinghouse received an urgent request from Central ERIC in the U.S. Office of Education to prepare selected bibliographies and brief analyses of literature on eleven critical topics related to school organization and administration.

The bibliographies and analyses were required by USOE's National Center for Educational Research and Development (formerly the Bureau of Research) in planning its new program of directed research and development. School organization and administration is one of four areas of education chosen by the center to receive concentrated research and development assistance. The others are reading, early childhood, and vocational education.

Through a joint effort the Clearinghouse staff completed the bibliographies and analyses for shipment to USOE by July 2, the deadline date.

The analysis and bibliography combined here focus on the following questions: (1) What distinctive patterns for organizing instruction at the classroom, building, and school system levels exist? (2) Is there evidence of effectiveness of these in inner-city, suburban, and rural settings? (3) Is there evidence on costs and advantages of such alternatives? (4) How might alternatives be developed and tested?

The literature cited in the bibliography and analyzed in the paper was drawn from a search of the two ERIC index catalogs, Research in Education and Current Index to Journals in Education, and from the following non-ERIC sources: Books in Print, Cumulative Book Index, Education Index, Public Affairs Information Service, Sociological Abstracts, Social Sciences and Humanities Index, and Book Review Digest. Although the urgency of the request precluded a full and comprehensive search and analysis of the literature, the reviews and bibliographies are intended to assess accurately some of the current developments and emerging trends on the topic.

Many of the documents cited in the bibliography can be ordered from the ERIC Document Reproduction Service. Instructions for ordering these documents are given at the end of the bibliography.

Philip K. Piele
Director

Analysis of Literature on
ALTERNATIVE ORGANIZATIONAL FORMS

Attempts to alter the traditional organizational features of educational systems have involved (1) different approaches to instruction, such as individualized instruction, team teaching, and nongraded schools; (2) alterations in time schedules, including flexible scheduling and extensions of the school year; and (3) new organizational forms, such as the middle school.

A review of the literature indicates that research findings have yet to demonstrate clearly the effectiveness of alternative organizational forms over traditional forms, even though participants have been favorably disposed to the new forms. It is apparent that a more firmly established research base is needed to establish the effectiveness of each of these forms.

The Extended School Year

The current status of actual and potential plans for the extended school year are summarized by Adams (1970). Wehmhoefer (1968) reviewed the literature on the staggered four-quarter system and discussed the advantages and disadvantages of this system.

Another analysis of the rescheduled school year (Varner 1968) was published by the NEA. The usual reasons cited for the extended school year are based on the need to economize, to improve teacher status, to deal with the teacher shortage, to improve and enrich education for all pupils, to achieve pupil acceleration, and to keep youth busy and off the streets during the summer months. Despite these claimed advantages, Varner stated that experimentation and adoption of extended

school year plans have not been widespread.

Bauman (1966) proposed that the school year be scheduled on a quarter system whereby only 75 percent of the students would be in school at the same time and the school year would be extended to eleven months. Three years later, Bauman (1969) reasserted his view that school systems could reduce their costs by adopting the four-quarter rotational school calendar.

Cuddy (1969) reported on the rescheduled school year in the Metropolitan School District of Warren Township, Indiana.

The school system of metropolitan Atlanta, in its second year of extended-year operation, is considered the closest to an approach that emphasizes improved education, instead of more efficient use of facilities or economy. A report by the Atlanta Public Schools (1968) describes the new program and contains reports to parents and pupils concerning the four-quarter instructional program. After the new program had been in use for three quarters, Carson and Bentley (1969) surveyed reactions of superintendents, Steering Committee members, teachers, principals, students, parents, and influential community leaders. Strong support for the program was found among all groups.

Middle Schools

Clinchy (1960b) described two middle schools designed to improve the transition of elementary pupils to a modern high school program featuring individualized, self-directed study and research. A "how-to" book by McCarthy (1967) presents some principles of organization and operation of a middle school. Popper (1967) analyzed the organization of the middle school. Murphy (1967) profiled eleven middle schools designed with a sense of innovation and adaptability, matching institutions to the needs and potentials of children.

To determine the current status of middle schools, Alexander (1968) secured detailed data from a 10 percent random sample of 110 middle schools stratified

by USOE regions. The study concluded that there is currently movement toward a different grade organization of the school ladder, but that the new middle school organizations in general fail to provide a program and instructional organization differing very much from those in the predecessor schools. Detailed descriptions of eight existing middle schools are appended.

Kindred (1968) devoted six chapters of a compendium to the consideration of major aspects of intermediate school operation. The Philadelphia School District (1968) reported on specifications and instructional space requirements for a middle school in that city.

Pansino (1969), indicating that the number of middle schools in the United States in 1966 was 499, pointed out the disadvantages of the junior high school in contrast to the advantages of the middle school.

Prompted by the growth in the number of middle schools in the past four years, the Educational Research Service (Stemnock 1969) prepared a detailed report on the characteristics of each individual middle school. Comments by principals of middle schools, an index to school systems with middle schools, a bibliography of fifteen books and pamphlets, and twenty-six articles are included.

A national survey by the American Association of School Administrators (1968) collected information regarding grade organization patterns in 449 of the 515 school districts enrolling 12,000 or more pupils. The survey repeated a similar one made in 1963. Of interest are the four percent rise in the 4-4-4 or 5-3-4 middle school plan and the six percent rise in the 6-2-4 plan since the 1963 study was completed. When instructional and grouping practices of the surveyed districts are considered, however, some of the middle schools in the data may not qualify as bona fide "middle schools." No real conclusion can be drawn from this study on the question of whether the junior high school is being replaced by the middle school.

Team Teaching

Team teaching is a much-discussed alternative form of organizing instruction at the classroom level. In an undated study, the Ontario Institute for Studies in Education attempted to blend educational change theory with empirical evidence. Two case studies that are composites of many field studies are used as examples. An outline of experimental approaches to planned change in school systems in Boston, Chicago, Michigan, New York, and Philadelphia, and a twenty-nine-item annotated bibliography are appended to the report.

A study by Wall and Reasoner (1962) describes and evaluates a summer academic program for grades one through three involving a team of three or four teachers and a teacher aide. Caton and others (1966) reported on an extended summer program conducted in 1965 and 1966 to provide teachers with training in team teaching, nongrading, and effective staff utilization as a means of improving pupil instruction. Evaluation findings indicated that participating teachers exhibited growth in these areas.

Davis (1966) in a book showing how to organize a team teaching program, described ten such programs in elementary and secondary schools in Ohio, Pennsylvania, California, Florida, Massachusetts, and Illinois. Franklin's book (1967) contains selected readings on a number of educational innovations, among them team teaching.

Wigderson (1968) defined team teaching and outlined concepts and problems associated with it. A twenty-two page bibliography contains entries dating from 1958 to mid-1968. Sowers (1968 a) viewed team teaching as offering the benefits of optimizing the distribution of scarce educational resources while moving toward the established goal of individualized instruction.

Nongraded Schools

Howard and Bardwell (1966) authored a book containing specific directions for establishing a nongraded school. Lewis (1966) reported on a demonstration summer program conducted to serve as a model for educators from approximately thirty-five public school systems whose interests lay in the development of a nongraded elementary school program. The program was concluded to be generally a success.

Miller and others (1967) presented useful strategies for implementing and evaluating the nongraded school.

Shinn (1967) compiled a bibliography of books and articles on nongraded elementary school systems. Another bibliography (McLoughlin 1967) is the outgrowth of an evaluation of the nongraded school in progress at St. John's University. This 372-item annotated bibliography lists journal articles, books, unpublished theses and dissertations, and brochures, handbooks, and guides developed by local school systems.

Splawn and Stoker (1967) presented a set of administrative guidelines proposed for the implementation of the nongraded system. Smith (1968) detailed the practical issues involved in converting from a traditional to a nongraded elementary school.

Steere (1967) compared the effectiveness of a nongraded high school with that of a traditionally graded high school in the same city. No significant differences between the two schools were found with respect to gain in reading comprehension, gain in mechanics of English, attitudes, or critical thinking ability. However, graded students gained significantly more in mathematical reasoning than nongraded students. The overall interaction effect between the schools and sex and between the schools and ability level was negligible.

Rogers and Breivogel (1968) discussed research findings applicable to the nongraded plan of school organization. In a review and critique of research literature, the authors noted conflicting findings and problems that make it

difficult to generalize results to other situations. The bibliography and selected references include thirty-seven books and seventy-five periodicals.

The nongraded plan of school organization put into effect at Sacramento's Will C. Wood Junior High School in 1964 was evaluated and compared with graded programs at other schools. The following results were noted: (1) The academic status of the two nongraded groups remained virtually the same, (2) the gains made by the graded pupils in the matched-pair group exceeded those made by the nongraded pupils, (3) attendance did not decrease as a result of the nongraded program, and (4) teachers generally agreed with the theory of the nongraded plan, feeling that it was a valuable addition to the junior high school (Delavan and Hartwig 1967).

An evaluation of the Amherst ungraded secondary schools assessed the degree to which the schools achieved objectives of the program (Frederickson and others 1968).

Individualized Instruction

Esbensen (1968) described a program of individualized instruction in the Duluth Public School System. A monograph by Sowers (1968c) contains a comprehensive proposal for elementary school organization. A bibliography of 22 items published between 1961 and 1967 is appended.

Simmons and Garvue (1969) reported findings from a study of the social and economic effects of adopting individually prescribed instruction programs by elementary and secondary schools in Florida. Difficulties envisioned by the communities are discussed and recommendations made. A 27-item bibliography is included.

Individually Prescribed Instruction (IPI) has been in operation in suburban Pennsylvania's Oakleaf Elementary School since 1964 (Neill and others 1968). Limited testing and general evaluations of teachers and administrators working

in IPI schools indicate a favorable improvement in student achievement. However, evidence on the effects of IPI is still fragmentary. Neill concluded that three to five years of perfecting IPI in demonstration projects similar to Oakleaf's, as well as a retraining program for administrators and teachers, will be required prior to extensive evaluative research.

A study designed to measure the effect of an IPI program on the cognitive achievement of fourth and fifth grades compared 141 IPI students and 198 non-IPI students (Lewy 1969). No significant differences between groups was established, indicating the IPI and non-IPI students achieve equally well in the areas tested. Nonsignificant trends suggest, however, that (1) IPI as a method has been most effective in the language area; (2) in mathematics, IPI students do not achieve as well as non-IPI students; (3) fifth grade girls in the upper intelligence levels tend to achieve better in non-IPI settings than their IPI counterparts; and (4) success of an IPI program depends on content, method of administration, student characteristics, and teacher role. A 27-item bibliography is appended.

Educational System for the Seventies (ES-70) is a research and demonstration program in which 19 local school districts, their respective state education departments, the U.S. Office of Education, and other interested organizations are cooperating to develop an improved secondary school curriculum. After examining the results of these research and demonstration activities and analyzing the experiences of the school districts involved, the ES-70 network will disseminate the findings for use by other educational systems across the nation.

Flexible Scheduling

Four studies conducted on junior and senior high schools that have used some form of modular scheduling suggest that a proper way to evaluate flexible scheduling includes observation of behavior, measurement of attitudes and opinions, and assessment of pupil achievement (Maxey 1968).

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ALTERNATIVE ORGANIZATIONAL FORMS

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