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ABSTRACT

The Life-Involvement Model (LIM) Project consisted of four major thrusts: a school-based operational program; a university-based, but field-centered, preservice teacher education program; a school-based in-service teacher education program; and curricular and instructional developmental work designed to support the above three operational programs and to move them forward in systematic and synergistic ways. The LIM is described in detail, emphasizing the major thrusts, district needs, research objectives, operating descriptions, and program effectiveness. (MJM)

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**FINAL REPORT
of the Life-Involvement Model (LIM) Project
for the 1973-74 Project Year**

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Program Description

A. Context or Setting

The LIM Project consists of four closely related thrusts, as follows:

1. A school-based operational program

We have focused our attention this year on a single elementary school (Longview) in Murray School District. This was our first year in the Murray District, having formerly worked in elementary and secondary schools primarily in the Salt Lake City School District.

Longview Elementary School is a self-contained, graded classroom building, located in an area of moderately priced single-family dwellings. The school population is stable, as is the teaching faculty of the school. The school can be characterized as a "good, traditional school" with regard to curriculum, instructional materials, organization, facilities (including the library), teacher and principal roles, instructional techniques, and learning and deportment expectations for children.

Longview was selected as a target school for the LIM Project by Murray District central office administrators, in consultation with the Project Director. The principal, Keith Jex, welcomed the opportunity of having the Project in his school, and provided the necessary leadership for selecting cooperating teachers. One teacher, Linda Peterson, was transferred from another District school to a sixth grade classroom at Longview in order to work in the program. A second teacher, Annette Barker, who teaches fifth grade and has been at the school for several years, also was asked to work in the program.

District-level administrators saw the LIM Project as a soundly-based, although highly innovative, program. They also recognized that the LIM needed field testing, and that the program and products of that testing could be used to bring program change to other District schools.

2. A university-based, but field-centered, pre-service teacher education program

Four LIM "interns" were brought to Longview at the beginning of Winter Quarter to work full-time in the two LIM classrooms during both Winter and Spring Quarters. The interns were teacher education students who had completed most of their undergraduate general and academic course requirements prior to entering the LIM

program. The time they spent in the LIM program (two academic quarters) is roughly equivalent to the time required to complete traditional course requirements for teacher certification in Utah.

Due to decreasing enrollments at Longview, an empty classroom was available as a home-base for the interns, and was used by them for preparation for teaching, for the study of teacher education materials, and for seminars. Experiences with children were provided in Ms. Barker's and Ms. Peterson's classrooms and in every other classroom in the school. Although somewhat of an oversimplification, it can be stated that the setting for the LIM internship program was much like the typical setting for a conventional student teaching program with respect to relationships with a given school and school district.

3. A school-based in-service teacher education program

The LIM pattern of education is to engage students in direct practice of the behaviors of a responsible life, and to allow learning-about-the-world to occur within those behaviors. This is equally true of pre-service and in-service teacher education. However, because of the simultaneous developmental work in which we planned to be engaged throughout the year, somewhat more input to the teachers and principal was provided before school started last autumn than would otherwise have been necessary.

A LIM program in areas other than reading and mathematics was implemented in the two self-contained classrooms during Autumn Quarter (prior to the arrival of the interns). This permitted the two cooperating teachers to engage in "direct practice of the behaviors" of a LIM teacher and to experience "learning-about-the-world" of a LIM teacher as it "occurs within those behaviors."

Until late spring, when planning began for next year, the principal's involvement with the LIM program was primarily at an "open inquiry" level of participation. However, Mr. Jex did coordinate efforts for other teachers in the school to inquire into the program in the two LIM classrooms when the teachers became motivated for such inquiry.

4. Curricular and instructional developmental work designed to support the above three operational programs and to move them forward in systematic and synergistic ways

Developmental research for the LIM requires periods of concentrated production as well as periods of field trial with intended users. Frequently a discovery in one area requires returning to a related area to revise what was thought to be a finished product. However, each new product or procedure and each revision brings the

Project staff closer to full implementation of the psychological facts that support the LIM. As we have been able to approach fuller implementation of the LIM, new problems have emerged, such as the following: (1) role expectations of top level administrators for building level administrators; (2) role expectations of principals, parents, and students for teachers; (3) role expectations among administrators, teachers, parents, and students themselves; (4) the amount, nature, and use of structure to expand freedom with responsible student behavior; (5) the relationship between school resources and community resources; and (6) methods and costs of innovation adoption.

The university setting provides an ideal climate for concentrated, systematic production. Longview Elementary School provided an equally ideal setting for field trial. The latter was true largely because, being a "good, traditional school," Longview was a realistic match with other essentially traditional schools in the state of Utah. To explain further, when one considers the nature of most school faculties and facilities in the state and the problems of generalizing the results of field work in one school to the total population of schools in the state, one realizes the need for a field site as nearly like the total population of schools as possible. In this respect Longview was a much better choice as a field site for the Project than would be a new open facility and an entire new staff specially selected for the LIM.

B. Needs

District needs perceived by top level administrators and met by the LIM Project included the following:

1. A career education program (provided through LIM Production Projects).
2. A solution to the loss of motivation among students (provided by the phenomenal approach of the LIM).
3. A reduction in the isolation of school life from real life and in the irrelevance felt by many students and critics (provided by LIM instructional vehicles that match pervasive forms of in-life behavior).
4. A solution for the self-concept problem among students that results from the traditional focus on information memorization rather than on the processes of inquiry, goal selection, and goal production. (This solution is available from the goal emphasis in the LIM on self-management behaviors, including self-evaluation.)

C. Objectives of the Research: A General Statement

1. The following process objectives are long-range goals. They have been stated at a level of generality that gives direction to specific year-by-year planning.

a. Central objectives for students:

- (1) To develop in every student an increased sense of responsibility for his own education and success in life.
- (2) To cultivate in every student the basic processes of self-responsibility, including the following: (a) rational decision-making and effective goal (task) attainment, and (b) the disposition and ability to learn deliberately to gain breadth of understanding of the total environment and to support the two basic self-management abilities identified above as rational decision-making and effective goal attainment.

b. Related objectives for the school system:

- (1) To develop a curriculum and program which achieve the goal of human abilities that are directly useful in the lives and careers of people.
- (2) To give the program greater meaning and usefulness to all students, and also to make the program particularly responsive to students who have motivational and achievement problems in the traditional system.
- (3) To achieve greater cost effectiveness through releasing the full potential of students for self-direction in learning and for teaching each other under teacher guidance, and by making maximum use of all community resources that have potential for education rather than by duplicating these resources in schools.
- (4) To assemble and use all existing materials that can be adapted to Life-Involvement education, including those produced by U-SAIL, Project PLAN, NWREL, and others.

2. The following process objectives also are long-range in nature and are intended to provide a larger view than can be obtained from specific year-by-year objectives. The eventual goal of the Project is a fully functioning LIM school. To achieve this goal, we intend to proceed through four major developmental stages (each of which will eventually be broken down into various sub-stages). These four major developmental stages are as follows:

- a. The planning of all aspects of the school and the production of instructional materials and management systems (approximately June 1, 1969, to approximately August 31, 1973).
- b. A pilot operation which will enable us to field test learner roles, teacher roles, and school organization at a school site that matches as closely as possible an entire "LIM School" (section d. below). The pilot operation will take place in grades 5 and 6 in an elementary school in the Murray School District (approximately September 1, 1973, to approximately May 31, 1974).
- c. A short stage of further planning, materials development, and training for the Project's developmental and teaching staffs, based on formative data gathered in the pilot operation--section b. above--(approximately June 1, 1974, to approximately August 31, 1974).
- d. An entire "LIM School" which will eventually grow in student enrollment and expand in age range to kindergarten through 12th grade, as it refines its procedures, develops new materials, and proves its effectiveness (approximately September 1, 1974, and onward).

The above process objectives, taken from the 1973-74 LIM Project Proposal, were modified to reflect a decreased funding level. Rather than promoting an alternative "LIM School," as these objectives imply, we are developing the transition moves necessary to implement the LIM in existing public schools. This is discussed in detail in a subsequent part of this Report.

D. Operating Description

1. Program Staff

The LIM Project Director spent approximately one-third of his time as an educational leader and in field research at Longview Elementary School, one-third in developmental work at the University of Utah, and one-third in Project management functions including especially planning, report writing, and budget management. The Project Co-Director, who worked half-time during the academic year, participated in management (especially planning), developmental work, publication efforts, and handled the rather large number of requests for information concerning the LIM performance-based teacher education program. The Director Emeritus, who worked half-time during the academic year, produced basic guideline material for developmental efforts and guided the student evaluation aspects of the Project. The Research

Assistant, who worked full-time at Longview Elementary School during the school year, provided classroom assistance to the two cooperating teachers, collected extensive impressionistic and anecdotal data, and coordinated the work of the pre-service teacher education interns. The half-time (academic year) Graduate Assistant for Project Evaluation selected and developed tests (in consultation with the other staff members listed above) and managed the total student testing program.

2. District Participation

The LIM Project staff's principal contact persons at the District level were Dr. Lee Burningham, Allen Bauer, and Dr. Nellie Higbee. Their primary functions were monitorial in nature.

3. Clientele

One classroom of fifth graders and one of sixth graders participated in the Project. Parents were introduced to the LIM program by the children during "teas" held in the autumn of 1973. In addition, the Project Director met with parents in March 1974 to explain the desired parental role in their children's Venture episodes. An opportunity also was provided at this meeting to respond to other parental questions and concerns.

Four pre-service teacher education interns were at Longview Elementary School for two quarters of full-time work (Winter and Spring Quarters, January to June, 1974). The interns worked primarily in the classrooms of the two cooperating teachers, but they also organized and conducted Venture experiences for each of the non-LIM classrooms at Longview.

4. Major Activities

- a. During Autumn Quarter, the major activity involved getting the LIM program into operation in areas other than reading, mathematics, and some of the language arts.
- b. During Winter and Spring Quarters, the focus was on conducting the pre-service teacher education program, with continuing refinement of the LIM classroom operation.
- c. During the entire July 1973 through June 1974 fiscal period, activity centered on further development of the teacher education program and the general and career education programs, with as much involvement as possible of professors from the Graduate School of Education at the University of Utah.

- d. During the academic year, emphasis also was on further development and implementation of a student testing program, including experimental and control groups of students.

5. Results

- a. LIM goals for students were greatly clarified and systematized (see "The Goals and Critical Features of a LIM Educational Program: A Succinct Statement" in Appendix I-A).
- b. Major progress was made in identifying "goal phenomena" for those areas of the seven transactional areas of life for which goal phenomena exist. Instrumental phenomena also were identified in several areas. These are important and essential components for revealing the potential LIM curriculum to elementary and secondary school students, teachers, and parents.
- c. The LIM record-keeping system was developed and field tested for the first time. It proved effective.
 - (1) A "LIM Student-Goal Contract" was developed that (a) facilitates student self-management of his goal commitments, (b) promotes teacher monitoring of student progress in the student's learning actions and educational planning, and (c) encourages student value clarification without violating the right of every student to personal privacy.
 - (2) A "LIM Personal Curriculum Record" was developed that facilitates student self-management of his curricular scope coverage, teacher monitoring of that coverage, and student/teacher planning of a continuous progress educational program.
 - (3) "LIM Self-Evaluation Records" were developed that facilitate student self-management of his learning actions and the quality of his efforts, plans, choices, etc., and teacher monitoring to help students mature their learning actions.
- d. The LIM instructional vehicles (formats for planning Ventures, Issue Projects, Production Projects, and Units) were refined so that (1) they are more consistent with the psychological facts that we have referred to as "natural critical learning actions and improving elements" and (2) they are more functional for student use in planning their learning episodes.
- e. We now are confident that it is not necessary or even desirable to pre-package the curriculum. The critical factors in a LIM educational program are (1) exposing students to the phenomena in each transactional area of life so that they

can exercise their own values in choosing their goals, and (2) helping students mature in their self-management abilities to venture, to choose their own goals, to produce those goals, and to engage in the functional learning that is necessary for producing those goals.

The verification of these two critical factors greatly increases the operational feasibility of the LIM over individualized teaching/learning programs that require pre-packaged modules such as Teaching-Learning Units (TLUs), UNIPACs, Learning Activity Packages (LAPs), Weber Individualized Learning Kits (WILKITS), etc.

- f. The form of the indexes has been identified for revealing the potential curriculum to both public school students and to teacher education students. We are confident that the materials for the Pre-Service and In-Service Teacher Education Programs can be synthesized during the next fiscal year and made available for use throughout the state.
- g. The design of the LIM Pre-Service Teacher Education Program has been tested and modified to a point of operational feasibility on a cost-effective basis.
- h. We have been able to demonstrate (1) that the key factor in the operation of a LIM program is the teacher's developing competence in performing a new role in which the student rather than the teacher is the "actor," (2) that the teacher's ability to verbalize abstract LIM concepts is not essential during the initial stages of classroom implementation, and (3) that the teacher's initial style of classroom operation is far less important than his simply wanting to improve his instructional program, even if it means trying something new.
- i. That in-service teacher education for implementing the LIM (1) requires that the principal of the school be an educational leader rather than simply an administrative facilitator, (2) must occur while the LIM is being implemented in the classrooms rather than through lengthy and, therefore, expensive workshops conducted on an extra-time, extra-pay basis, and, therefore, (3) is well within the existing financial resources of the Utah State Board and local school districts.
- j. Transition moves for implementing a LIM program in a traditional elementary school have been identified. These are explicated at several appropriate points throughout this Report.

Program Effectiveness

Evaluation of program effectiveness followed three major thrusts, as follows:

- (1) The external auditor, Dr. Curtis Van Alfen, met with the Project staff on a regular basis during the 1973-74 year, and will submit his report and evaluative comments in June 1974.
- (2) Testing data for the Longview Elementary School operation were collected at critical points during the 1973-74 year. These data were analyzed and are presented in Appendix II-G of this Report.
- (3) The Project staff's own internal evaluation was conducted on an on-going basis throughout the year. The report of this internal evaluation will form the body of the present section, and will be organized around each objective of the 1973-74 LIM Project.

It is important to note here that the guidelines for writing this section of the LIM Project Report only partially match the four closely related thrusts of the LIM Project (please see Program Description, Part A: Context or Setting, pp. 1-3, for a listing of these four thrusts). Wherever possible, however, the report will respond to the guideline questions.

In addition, major work was necessary during the 1973-74 year on Project objectives that were not funded, in order to achieve objectives that were funded. The reasons for this will become apparent in the body of the report.

- I. Section I (Funded @ \$6,473): To produce the LIM general education and career education curriculum scope and indexes.

This objective consists of four parts, each of which is revealed in the figure reproduced on the next page. The figure, titled "Goals of the Life-Involvement Model of Education," is a product of the 1973-74 LIM Project, and will be described below.

The seven transactional areas of life that make up the K-12 curriculum scope in its most general form are identified around the circumference of the figure. Phenomena in these seven areas are the substances upon which people act in order to produce consequences that they want. (You may recall that the LIM definition of behavior is an act upon a substance producing a consequence.) These "substances" are the targets of the first two sub-objectives for Section I.

The left-hand box in the figure contains a description of the five kinds of acts in which people naturally engage as they transact their daily life's business with the substances in the seven transactional areas. These five acts, in summary form, include (1) making goal decisions, (2) making and executing operational decisions, (3) learning in order to make and execute operational decisions, (4) venturing or open-ended inquiry, and (5) communicating while all of the above are occurring. The first four of these acts are the targets of the third sub-objective for Section I.

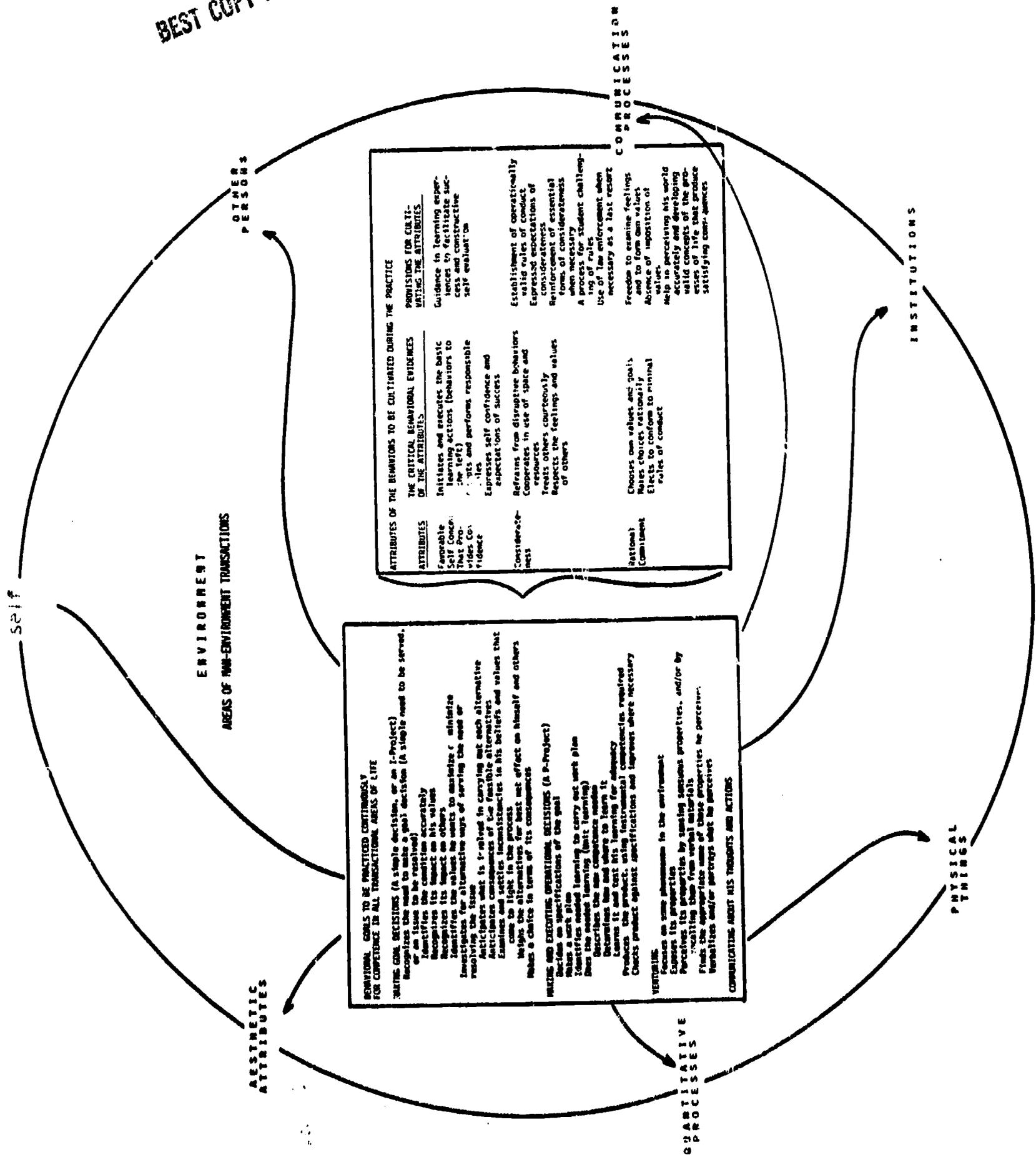
The box on the right lists the attributes that we wish to cultivate in the learner as he engages in the acts listed in the left-hand box. These attributes are partially dealt with in the last sub-objective for Section I.

The purpose of the objective stated for Section I is to develop basic and fully explicated descriptions and indexes for each of the above areas so that these products can then be translated into instructional systems, as indicated in Section II.

- A. Sub-Objective: To produce a LIM curriculum scope consisting of categories of holistic substances or goal phenomena.

The bases for work on this sub-objective are found in Part II, "Designing the Life-Involvement Curriculum," and in Part III, "A Life-Involvement K-12 Curriculum: The Scope Pattern Based on the Derivation Process Described in Part II." These are products of the 1972-73 LIM Project, and Part III also is the product called for by this sub-objective for the 1973-74 LIM Project. Our purpose, therefore, was not to "produce" a first draft, but rather to "produce" a more complete "scope of categories of goal phenomena."

In order to initiate this revision, a paper was written titled "The Goals and Critical Features of a LIM Educational Program: A Succinct Statement." A copy of this paper is provided in Appendix I-A.



The procedure for accomplishing this revision was dependent on (1) enlisting the aid of the General Education Division of the Utah State Board of Education and (2) using feedback from the next sub-objective as a method of validating and revising Part III.

As a result of a May 1974 workshop involving several members of the Utah State Board, we have concluded that it is not necessary to expand or revise Part III (cited above) at this time. However, we will continue to maintain consistency between Part III and the indexes discussed in the next sub-objective so that Part III can be expanded and revised at some future time.

B. Sub-Objective: To produce an index of goal phenomena and an index of instrumental phenomena.

The bases for working on this sub-objective are the same as for the last sub-objective. Working materials are contained in Appendix I-B, and serve to document our efforts to achieve this objective.

The procedures for achieving this sub-objective were to work with a task force from the Utah State Board. Meetings were held in September 1973, March 1974, and April 1974 for planning purposes. As a result, a one week half-day workshop was conducted during the week of May 20th, 1974. Those participating in the workshop were as follows:

Dr. Don Clark
Boone Colegrove
Avery Glenn
Dr. Dick Peterson
Charles Stubbs

We feel that the workshop was very successful. The index content identified in the workshop is contained in Appendix I-B, together with a letter to Morris Rowley expressing our thanks for the involvement of members of his division. The indexes will be used at Longview Elementary School during the next school year.

C. Sub-Objective: To produce an index of each of the four critical natural learning actions with elements that improve these four.

The basis for work on this objective is found on pp. 64-72 of Part I: "The Life-Involvement Model of Education (LIM): A System Description." This document contains the first draft of the indexes required for this objective.

The procedure for producing new indexes involved empirical validation in the field. This required achieving the sub-objectives for Section II. The results of field testing

the products of the Section II sub-objectives were then used to revise the four indexes of critical natural learning actions with the elements that improve them. The progression of indexes is provided in Appendix I-C as documentation for the work done in this area.

D. Sub-Objective: To produce an index of self-management behaviors.

The products for this sub-objective are discussed in Section II, and are found in Appendices II-A, II-B, and II-D.

- II. Section II (NOT FUNDED): To produce the LIM materials that direct students in the use of the general education and career education scope and indexes.

We have already stated in Section I that the procedures for achieving certain Section I sub-objectives required work on certain Section II sub-objectives (even though Section II was not funded). This was the case for Sub-Objectives II-A, II-B, and II-D, discussed below.

In addition, we discovered in our field work this year that there is no need now or in the foreseeable future for work on Sub-Objectives II-C, II-E, and II-F. We have reached a level of simplification and consistency with human "acts" that permits students to learn very quickly to construct their own learning instruments using formats that we have developed. Those of you who are familiar with "SPURS" (a Western States Small Schools Project) will recognize this discovery as a major breakthrough which also differentiates the LIM approach from all other "individualized learning package" programs.

Finally, work on Sub-Objective II-G was necessary (1) so that we could begin to obtain baseline data from students involved in the LIM, (2) so that we could begin identifying already available test instruments that might do justice to LIM goals, and (3) so that we could begin our own development of test instruments that are appropriate and relevant for evaluating student achievement of LIM goals.

The entire area of "evaluation" is filled with problems, perhaps even superstitions, and certainly ethical questions concerning the use of certain types of tests that potentially infringe on individual privacy. One of the major problems in evaluation centers around the use of norm-referenced achievement tests for evaluating the quality of instruction when such tests are almost totally insensitive for this evaluation purpose. Even so, in the 1973-74 LIM Project we played the evaluation game by the existing rules (wide-spread use of norm-referenced tests in school districts), and at the same time we worked to overcome the deficits that those rules impose on every innovative program that has been developed since the normative testing movement took hold. Further details on the LIM evaluation program are found in subsequent sections of this Report.

- A. Sub-Objective (NOT FUNDED): To produce a student-goal contract with space provided for students to record plans and accomplishments regarding short-range, intermediate-range, and long-range goals.

The basis for work on this sub-objective is found in those sections of Part I (cited earlier) that discuss values, value clarification, and commitment. In addition, the attribute of "rational commitment" presented in the figure provided earlier ("Goals of the Life-Involvement Model of Education") forms a basis for work on this sub-objective.

A "LIM Student-Goal Contract" was developed for use throughout the 1973-74 school year. We have found the instrument to be functional and, when matched

with appropriate teacher and student roles, capable of facilitating (1) student development of the rational commitment and self-confidence attributes that are LIM goals, (2) a record of student practice of the behavioral goals of the LIM, and (3) teacher monitoring of student work.

Impressionistic data and procedural information concerning the LIM Student Goal Contract have been summarized from a daily log kept by three Project staff members, and are provided in Appendix II-A together with a copy of the Contract.

- B. Sub-Objective (NOT FUNDED): To produce a continuous progress record-keeping system.

The basis for work on this objective is found in all four sub-objectives for the Section I objective.

1. A "LIM Personal Curriculum Record" (PCR).--An interim form of this document was used at Longview Elementary School for the first seven months of the 1973-74 school year. This PCR was 23 pages in length and included selected categories of goal phenomena for each transactional area. It also included separate areas for recording Ventures and Units together, and for recording both kinds of Projects together. The purpose of the interim PCR with the selected categories of goal phenomena was (1) to test the feasibility of using categories of goal phenomena rather than actual goal phenomena for revealing the potential curriculum to students, and (2) to provide a partial service of revealing the potential curriculum if the test in #1 above proved to be negative to some degree (as we expected it would).

In fact, the interim PCR did serve to partially expose the potential curriculum to the students, but the effort of deciding where to enter completed Ventures, Units, and Projects proved to be a greater hindrance than the benefits that were derived. In addition, when one considers the minimal record that is maintained of content coverage in the traditional academic subjects, a breakdown of more than seven areas seemed cumbersome and unnecessary. Also, we discovered that it was too difficult to get a meaningful picture of individual student scope coverage when the recordings were spread over 23 pages.

As a result, a one-page LIM PCR was developed with space provided to record phenomena in each of the seven transactional areas of life. No breakdown for Ventures, Issue Projects, Production Projects, and Units was provided because we recognized that this information was available from the LIM Student-Goal Contract.

The interim and final versions of the LIM PCR, together with a summary of impressionistic data and procedural information, are provided in Appendix II-B.

2. "LIM Self-Evaluation Records" (SERs). --Four LIM SERs proved to be necessary, one each for Ventures, Issue Projects, Production Projects, and Units. Copies are provided in Appendix II-B, together with a summary of impressionistic data and procedural information.

Considerable credit is due the two cooperating teachers at Longview Elementary School for their contributions to the development of the LIM SERs during three Saturday morning workshops which were held during the spring of 1974. It is significant to note that the LIM SERs were considered by the classroom teachers to be absolutely essential for helping children to conceptualize the behavioral goals of the LIM at increasing levels of maturity. However, preparation of the LIM SERs and especially of the explanatory papers came too late for adequate field testing during the 1973-74 year.

- C. Sub-Objective (NOT FUNDED): To produce preconstructed "training sets" of LIM instruments--Projects, Units, and Ventures--for introducing students to the various maturity levels of the natural critical learning actions and the elements that improve those learning actions.

Not needed.

- D. Sub-Objective (NOT FUNDED): To produce LIM instrument formats for use by students at each maturity level for planning their own learning actions.

The basis for work on this sub-objective is found in Section I, Sub-Objectives C and D, and in Section II, Sub-Objective B, Part 2.

At the beginning of the school year, students at Longview were provided with single sheets listing critical natural actions and improving elements for Ventures, Issue Projects, Production Projects, and Units, together with formats for each of these acts. The formats are the undated exhibits at the front of Appendix II-D. (The lists of critical natural actions and improving elements [please see Appendix I-C] were provided to students simply because we had not yet developed the LIM Self-Evaluation Records.)

By early December, all of the formats had been revised with considerable teacher involvement and student feedback. These formats also are provided in Appendix II-D (dated 12-5-73). This revision (1) brought the formats into greater consistency with the critical natural actions and improving elements, (2) provided much better guidance to the students in carrying out these acts, and (3) clarified and simplified the vocabulary involved.

Two problems remained. First, there were two formats each for Ventures and Units, one teacher constructed and one student constructed. This problem of dual formats was solved in a simple manner for Ventures. We simply discarded the teacher-constructed format and adopted for both teacher and student use the format that formerly was labeled "Student-Constructed LIM Venture." A similar solution, however, was not possible for the 12-5-73 versions of the LIM Unit.

The second problem was much more complex. The LIM Unit formats were not being used. The problem regarding non-use was finally identified and resolved as a result of work on the LIM Self-Evaluation Record (SER) for Units, and especially as a result of writing the explanatory paper for using the SER with Units. The new Unit format (dated 5-1-74) is provided in Appendix II-D. A comparison of this format with the ones dated 12-5-73 will reveal significant changes that, we believe, will result in much greater functionality of the LIM Unit format. And, in addition, the dual formats problem was solved, as the 5-1-74 LIM Unit format is appropriate for both teacher-constructed and student-constructed use.

- E. Sub-Objective (NOT FUNDED): To produce pre-constructed Projects and supporting Units for efficiently engaging students in career education experiences.

Not needed.

- F. Sub-Objective (NOT FUNDED): To produce Unit tests that are individually designed for each Decision-Execution Project.

Not needed.

- G. Sub-Objective (NOT FUNDED): To develop a testing program using tests that have been developed by others as well as tests that have been developed by the LIM Staff.

A partial basis for work on this sub-objective is found in Part VIII: "Evaluating a LIM Operation." During the 1973-74 Project year, the following tests were administered:

1. Student Activities Questionnaire. --This test was developed for Project IMplode, and appears to be consistent with LIM goals.
2. Children's Personality Questionnaire. --This test was recommended by Richard Keene, Educational Specialist in the Research and Innovation unit of the Utah State Board of Education.

3. Venture Processes Test. --This test was developed by the LIM Project staff, and was used for the first time during the 1973-74 year. It will serve as a prototype for future development of processes tests for Issue Projects, Production Projects, and LIM Units.
4. Iowa Test of Basic Skills. --This is a normed achievement test currently used each autumn to test fourth and sixth graders in the Murray School District. (It should be noted when examining the data that the reading and mathematics programs in the two LIM classrooms at Longview Elementary School are the same programs that were used throughout the school during 1973-74. Thus, the testing data for reading and mathematics reflects the results of conventional rather than LIM approaches.)

The above tests were given during the spring of 1974 to the two LIM classes at Longview Elementary School, two "non-LIM" (but certainly exposed to LIM) classes at Longview, two U-SAIL classes at Parkside Elementary School, and two conventional classes at McMillan Elementary School, all in the Murray School District.

Please see Appendix II-G for a complete report on this sub-objective.

III. Section III (Funded @ \$10,501): To produce a version of the LIM teacher education scope and indexes for use by pre-service and in-service teacher education students (interns).

Part VI, "A Life-Involvement Teacher Education Curriculum," was edited and duplicated during 1973-74 in quantity sufficient for use during the year. (A copy of Part VI is provided in Appendix III.) Part VI was used by a group of professors working with the Project to identify phenomena for constructing a set of teacher education Ventures for use by the 1974 group of interns. In addition, Part VI was used by the interns themselves in order to reveal holistic phenomena and sub-holistic phenomena in each of the twelve transactional areas of the teacher's environment. As a result of such usage, minor additions were identified.

Because Part VI does include an index of holistic phenomena (left-hand columns in each table), and an index of sub-holistic phenomena or instrumental phenomena (right-hand columns in each table), we decided not to produce separate indexes during 1973-74. In addition, we did not work on the section in Transaction Area III (Task Substances) that deals with symbol systems (pp. 616-617). Rather, we worked to be in a position by the end of the current Project year to clearly state the form that the indexes will take. Therefore, to facilitate the completion of a LIM Teacher Education Curriculum, the following actions were taken during 1973-74, with accompanying notations of the work yet to be completed.

A. A table of "LIM Teacher Behaviors with Goal Phenomena and Instrumental Phenomena Involved" was constructed in first draft form (Appendix III). It contains, in the following four major sections, all the competencies required to carry out a life-involvement educational program for students:

1. Class start-up and continuous operating behaviors.
2. Supporting evaluation behaviors.
3. Curriculum organizing behaviors.
4. Institutional behaviors.

The table format identifies the transactional areas with which each competence deals, the nature of the goal phenomena the teacher is to establish in the learning theater, the major instrumental phenomena with which both the learner and the teacher must be familiar so that the learner can participate in the learning activities, and the additional instrumental phenomena the teacher must master to set up the learning experiences. The table is in expandable form so that revisions and extensions may easily be made as an outgrowth of use.

As pre-constructed LIM Units are developed for the phenomena, they will be referred to by code numbers in the table. (If the card form described below is finally adopted, code numbers will not be needed.)

B. On the basis of insights obtained from constructing the table described above, it would seem useful to prepare a 3x5 file card for each goal phenomenon and for each instrumental phenomenon. Each file card would contain the following information:

1. Name of the phenomenon.
2. Definition of the phenomenon.
3. Critical properties for its use in learning experiences.
4. One or more selected references for study of the phenomenon by a teacher in training or in service.

A few cards have already been constructed, as shown in Appendix III. If this line of effort is pursued, a full set of such cards will be prepared which would then constitute the teacher education program. Any teacher in service could then select any phenomenon or set of phenomena to work on in an effort to upgrade his/her competencies. Similarly, a pre-service program could use the cards as the basic program to be studied by the prospective teachers as they participate in actual classrooms under faculty guidance.

The completion of this Project objective now requires (1) the final refinement (for this stage of development) of the lists of phenomena in the table (through empirical checking with classroom experience and the clarifying effect of writing definitions and critical properties), (2) the selection of reference materials, and (3) the printing of the completed items in card or list form for dissemination.

The shift in emphasis from production to clarification for the Section III objective served to free resources for essential work on objectives that were not funded, and to decrease 1973-74 expenditures so that carry-over funds would be available. These carry-over funds, and additional funding which will be requested, will be used to complete this objective during the 1974-75 LIM Project.

IV. Section IV (Funded @ \$24,814): To produce the LIM materials that direct teacher education students in the use of the teacher education curriculum scope and indexes.

- A. Sub-Objective: To produce a teacher education student-goal contract, with space provided for teacher education interns to record their plans and accomplishments regarding short-range, intermediate range, and long-range goals.

The form of the "Teacher Education LIM Student-Goal Contract" is very much like that for public school students. Four interns at Longview Elementary School used the Contract during Winter and Spring Quarters, 1974. The Contract proved to be very useful for planning purposes and for a record of inquiry and project activities.

A copy of the "Teacher Education LIM Student-Goal Contract" together with a summary of impressionistic data and procedural information are provided in Appendix IV-A.

- B. Sub-Objective: To produce a continuous progress record-keeping system for teacher education.

Any discussion of the work done on this objective would parallel very closely the discussion of work done on the Section II-B objective, and therefore it will not be repeated here. Copies of the interim and final versions of the "Teacher Education LIM Personal Curriculum Record" are provided in Appendix IV-B together with a summary of impressionistic data and procedural information.

The "Teacher Education LIM Self-Evaluation Records" are identical to the four SERs developed for public school students (see Appendix II-B).

- C. Sub-Objective: To produce pre-constructed Ventures for efficiently initiating teacher education student familiarity with the holistic substances that make up the teaching-learning environment.

Thirty-four teacher education Ventures were developed during a one-week half-day workshop in December 1973 that involved ten professors, most of whom are members of the Department of Education at the University of Utah. Holistic phenomena (goal phenomena) and instrumental phenomena were selected from the twelve transactional areas of the teacher's environment prior to the workshop itself.

The first morning session of the workshop was spent discussing the philosophical and psychological bases for the LIM. This type of discussion could easily have continued all week, but instead the workshop participants were asked to temporarily set aside their questions and "go to work." As a result of this "product orientation" at the workshop, the thirty-four Ventures mentioned above were produced, concepts about the LIM

were clarified, and, more importantly, the professors experienced and verbalized positively about "learning while doing."

The teacher education Ventures were used immediately by the four interns at Longview Elementary School during Winter and Spring Quarters, 1974. Copies of the Ventures are provided in Appendix IV-C together with a summary of impressionistic data and procedural information. We do not anticipate the need to develop any additional pre-constructed teacher education Ventures because the interns (as is the case with public school students) must learn to design their own venturing experiences with the help of the Venture format and consultation with a professor.

- D. Sub-Objective: To pre-construct Decision-Execution Carrier Projects for efficiently initiating teacher education student engagement in the behaviors that constitute the role of a LIM teacher.

At the present time, it appears that the only pre-constructed Decision-Execution Carrier Projects (or Production Projects, as we now call them) that are needed are for the production of Ventures, the two kinds of Projects, Units, and for several goals for which the LIM curriculum indexes and the record-keeping systems are instrumental. All other Production Projects would be self-constructed by the teacher education interns themselves. This, of course, would be consistent with the psychology and philosophy of the LIM.

However, the problem of deciding which teacher education Production Projects should be pre-constructed is clouded by the fact that we do not as yet have experience with a fully operating LIM program in the public schools. And even if we did, realistically we could not prepare interns only for the LIM as opposed to the traditional classrooms and role expectations that they probably would encounter when employed.* In a very real sense, the entire field experience of an intern is one large Production Project which can be divided into a whole series of smaller Production Projects. Given our current transitional stance, in which the LIM is being applied at the elementary level to all areas of the curriculum except the formal reading and mathematics programs, we have required that interns take the traditional language arts/reading and mathematics methods courses at the University of Utah prior to entering our program. However, these courses simply have been ineffective in producing beginning interns for the LIM program who possessed competence in utilizing existing public school resources for teaching "real children" reading and mathematics. As a result, it was impossible (due to

*The problems being described here apply also to Section V of this Report, and therefore they will not be repeated there.

initial anxiety felt by the interns toward teaching reading and mathematics) for the interns to have a conceptually isolated experience with the LIM at the beginning of their program with us. And, of course, research on concept formation shows that positive instances of a phenomenon should not be mixed with negative instances at the beginning of concept formation.

Therefore, our decision concerning what teacher education Production Projects to pre-construct, beyond those identified above, must remain tentative. Carry-over funds from the 1973-74 LIM Project and additional funding, which will be requested, will be used to complete this objective during the 1974-75 LIM Project. A copy of one Production Project that has been completed is provided in Appendix IV-D.

E. and F. Sub-Objectives: To produce pre-constructed LIM Units . . .

Carry-over funds from the 1973-74 LIM Project and additional funding, which will be requested, will be used to complete these two sub-objectives in the form indicated in our discussion of the Section III objective.

G. Sub-Objective: To develop a testing design for the LIM Teacher Education Program.

We have been unable to locate any cognitive or affective norm-referenced tests that are relevant to the LIM Teacher Education Program. A conceptual test was developed and administered to the four 1974 LIM interns. The test and test results are provided in Appendix IV-G.

V. Section V (Funded @ \$19,447): To plan and conduct a LIM Pre-Service Teacher Education Program.

The essential nature of the LIM Pre-Service Teacher Education Program was described in an October 1973 document by Dr. Philip Kapfer titled "Educational Technology and Individualized Teaching in Higher Education: The Life-Involvement Model of Curriculum and Instruction (LIM)." The program is described in four phases, as follows: (1) Pre-Teaching Orientation, (2) Classroom Entry, (3) Withdraw and Review, and (4) Classroom Re-Entry. A copy of this document is provided in Appendix V.

The above document was revised in May 1974 on the basis of experience during the 1973-74 year. A copy of the revision is provided in Appendix V under the title, "A PBTE Program Based on the Life-Involvement Model (LIM)."

In addition, a "LIM Teaching Analysis Record" was developed during 1973-74 for the use of the 1974 pre-service teacher education interns and other LIM teachers. A copy is provided in Appendix V.

VI. Section VI (Funded @ \$2,807): To institutionalize the LIM Pre-Service Teacher Education Program as a regular option within the Department of Education at the University of Utah.

A. History of Involvement of the Department of Education with the LIM Project

The obvious means for institutionalizing the LIM program within the Department of Education is to obtain the involvement and, subsequently, the commitment of members of the Department for the LIM. Among the general ways in which the Department of Education has been involved with the LIM Project over the years are the following:

1. The LIM Project took shape in late 1968 under the auspices of an "Inter-Departmental Committee for the Development of a Pilot Teacher Education Program," representing the Departments of Education, Educational Psychology, and Educational Administration. The Committee was co-chaired by Dr. Stanley B. Brown (then Chairman of the Department of Education) and Dr. Frank Jex (Professor of Educational Psychology). Other members of the Department of Education on the Committee were Drs. Mary Eggert, Larry Leslie, Walter McPhie, and Janyce Taylor.
2. On February 13, 1969, Dr. Walter McPhie presented a resumé at a Department of Education faculty meeting of the proposed LIM "Pilot Experimental Teacher Education Program." Initial LIM plans and guidelines, already endorsed by the Secondary Division of the Department of Education, were distributed, and approval of these materials by the total Department of Education faculty was obtained.
3. The Department of Education gave its approval during the years of 1969 through 1974 for using Department students as LIM teacher education interns.
4. The Department of Education gave its approval during the years of 1969 through 1974 for using Department course numbers as a means of giving LIM interns course credit leading to certification by the Utah State Board of Education.
5. The Department of Education granted academic rank to Dr. Philip Kapfer when he joined the University of Utah faculty in 1970 to collaborate with Dr. Asahel Woodruff on the LIM Project.
6. The Department of Education invited or granted meeting time during the 1969 through 1974 years for several brief reports and one major presentation on aspects of the LIM. These reports and presentations were provided by Dr. Woodruff and Dr. Philip Kapfer.

More specific aspects of the process of involving Department of Education faculty members in the development of the LIM Pre-Service Teacher Education Program began when the Project was initiated several years ago, as follows:

1. Dr. Janyce L. Taylor worked with Dr. Woodruff during 1968 on the early development of LIM materials prior to the actual inauguration of the LIM Project on a pilot basis in late 1968.
2. Dr. Walter McPhie worked with Dr. Woodruff during the first funded year of the LIM Project (1969-70).
3. Dr. Jon Davis worked with Dr. Woodruff and Dr. Philip Kapfer during the second year of the LIM Project (1970-71).
4. Department of Education faculty members were involved in the Project's "Evaluation Panel" during the 1972-73 Project year. The Evaluation Panel was initiated by Dr. Philip Kapfer, then Associate Director of the LIM Project, as a body whose activities and responsibilities would include the following: (a) give guidance in the development and application of the LIM model; (b) assist with securing adequate involvement in the LIM Project of appropriate key people in a variety of educational areas, agencies, and organizations; (c) disseminate information about the LIM within each panel member's sphere of influence; (d) provide input concerning ways to move the LIM program from pilot status to a regular alternative within the Graduate School of Education, and (e) generate realistic means of moving toward the establishment of a "LIM K-12 School" in the community of Salt Lake City or its suburbs.

The Panel met regularly during the 1972-73 academic year on approximately a monthly basis. Its membership included representatives from the Salt Lake City School District, the Utah State Board of Education, the Utah Education Association, the Utah TEPS Commission, the Northwest Regional Educational Laboratory, the Western States Small Schools Project, and, from the University of Utah's Graduate School of Education, the Departments of Education, Educational Administration, Special Education, and the Bureau of Educational Research. Dr. Walter McPhie and Dr. Earl Harmer attended a number of the Evaluation Panel meetings as representatives of the Department of Education.

5. Involvement of Department of Education faculty members in the 1973-74 LIM Project was extensive. The details and documentation of this involvement are provided in Appendix IV-C and in Appendix VI. To summarize briefly, however, the 1973-74 involvement of Department of Education faculty members (and others) included the following:
 - a. A two-day Conference on the LIM Pre-Service Teacher Education Program was conducted on May 31st and June 1st, 1973, by Dr. Woodruff and Dr. Philip Kapfer. Members of the Department of Education who attended were Drs. Jon Davis, Earl Harmer, Sue Harry, Walter McPhie, Merva Morris, and James Morton. Dr. Fred Buchanan (Department of Educational Administration)

also attended. The purposes of the Conference were to examine and make recommendations concerning the priorities for sequence in the LIM teacher education curriculum content. These purposes were accomplished, and members of the Department of Education who attended the Conference evinced support for the program. Conference attendees were paid an honorarium out of LIM Project funds for attending.

- b. Early in the summer of 1973, copies of the 1973-74 LIM Project Proposal were sent to all members of the Department of Education.
- c. On September 14, 1973, a memorandum was sent to all members of the Department of Education apprising them of the levels and priorities of funding which had been received for the 1973-74 LIM Project. Operational plans for the LIM Project for the 1973-74 year were outlined. Possible areas of involvement for Department of Education faculty were detailed, and an invitation to participate in the Project was tendered.
- d. On October 10, 1973, an "information meeting" was held for members of the Department of Education concerning possible consultant work for them with the LIM Project. From this meeting, a "LIM Teacher Education Task Force" was organized, composed of six members of the Department of Education (Drs. Earl Harmer, Sue Harry, Ladd Holt, Florence Krall, James Morton, and Don Uhlenberg). Others from the Graduate School of Education who participated included Dr. Robert Erdman (Chairman, Department of Special Education), Mary Buchanan (Department of Special Education), and Drs. Fred Buchanan and James Duane (Department of Educational Administration).
- e. In December 1973, six half-day workshops were held for the purpose of producing Ventures for the LIM Teacher Education Program. The ten people listed above participated on a \$100 per day honorarium basis (with the exception of the Chairman of the Department of Special Education, who elected to work without a consultant fee). The products of the workshops are included in Appendix IV-C, and include thirty-four LIM Teacher Education Ventures which were used by the LIM teacher education interns during Winter and Spring Quarters, 1974.
- f. All of the participants in the December 1973 workshops were invited to visit Longview Elementary School to see the LIM program in operation in the two cooperating classrooms. At least five of these professors visited Longview. In addition, one member of the Department of Education who did not participate in the workshops was singled out with an invitation to visit Longview due to his influential status in the Department and his past opposition to the LIM program. In all cases, including the latter, these visitors were very favorably impressed with what they saw in the LIM classrooms at Longview. They found much at the operational level of the LIM which matched their own concepts of an ideal elementary school.

- g. On February 28, 1974, a memorandum and the LIM Project's "Interim Report" were sent to the above ten people. They were asked to note areas within the Report to which they felt they could contribute as consultants. Performance contracts were subsequently negotiated with Drs. Earl Harmer, Sue Harry, and Don Uhlenberg to supply needed services for the Project. Only the contract with Dr. Uhlenberg was implemented, however, because of the need to earmark funds for the priorities of the 1974-75 carry-over budget.

B. Outlook for Institutionalization of the LIM Pre-Service Teacher Education Program Within the Department of Education at the University of Utah

This Report would be less than candid if it did not recognize the fact that a number of faculty members in the Department of Education are not favorably disposed at this time to institutionalizing the LIM program within the Department. There is apparently a long standing "unwritten policy," which surfaced with clarity only in April 1974, that unless a pilot program such as the LIM is developed totally within the Department of Education, it probably will not be institutionalized within the Department.

Thus, in spite of the serious and long-range involvement of the Department of Education in the LIM Project, as detailed above, it must be recognized that the LIM Project did not actually have its genesis solely within the Department and, therefore, it has not been looked upon as a "Department program." In addition to the genesis problem for the LIM program, however, it also appears likely that Department members are experiencing growing dissatisfaction with the general policy within the Department of providing an "umbrella" under which alternative teacher education programs (including and in addition to the LIM) have been permitted to operate in the past. As a result of the above, the LIM Project's Teacher Education Program will focus next year on operationalizing the in-service phase rather than the pre-service phase.

In order to present an evenhanded view, however, it must be added that if the Graduate School of Education should be reorganized at some time in the future along programmatic lines rather than departmental lines, and/or if the Dean's stated position should change regarding the need for all pre-service teacher education programs to originate and operate within the Department of Education, the LIM Pre-Service Teacher Education Program could readily receive sufficient support from faculty members in the Graduate School of Education to be institutionalized and operated by them.

VII. Section VII (Funded @ \$4,842): To produce the design for a LIM In-Service Teacher Education Program.

We have engaged in an in-service teacher education program this year at Longview Elementary School. Several of the basic and essential behaviors of a LIM teacher are now being engaged in by several teachers. They have formed concepts concerning these behaviors and the various phenomena involved in these behaviors. Concept formation begins with perception, and therefore it is necessary to implement selected LIM teacher behaviors first so that the perception and subsequent concept formation can occur. In other words, behavior must be on-going before it can be shaped effectively.

The three LIM staff members at Longview (the two cooperating teachers and the Research Assistant) have been provided with verbal labels for their concepts concerning the LIM and can use these labels quite well in communicating about the current state of the program. We reached several points during the school year at which additional behaviors were implemented and corresponding concepts formed. In addition, various moves were made to involve other teachers at Longview Elementary School in the LIM program. For example, all of the teachers in the school visited the two LIM classes. Released time for these visitations was provided by Principal Keith Jex and by Kay Lee Schatten (Research Assistant) who covered the teachers' classes while they were visiting the LIM classes. Considerable resources were shifted from other sections of the Project to Section VII in order to accomplish the above.

A copy of the initial in-service workshop program (August 1973) for the cooperating teachers at Longview Elementary School is provided in Appendix VII. It should be noted, however, that this workshop was designed to help Mrs. Peterson and Miss Barker not only conduct LIM classrooms, but also to participate with other LIM staff members in developmental research. Thus, the workshop went well beyond that which would actually have been necessary for initial classroom implementation of the LIM program.

Carry-over funds from the 1973-74 LIM Project budget and additional funding, which will be requested, will be used to complete this objective in 1974-75. The anticipated product will be a description of an in-service program that can be operated by a school district and/or by the Utah State Board within existing funds and arrangements that are commonly available for in-service teacher education programs.

VIII. Section VIII (NOT FUNDED): To produce plans and make necessary arrangements for field "test sites" in the Murray School District for 1973-74.

Although this objective was not funded, the LIM Project staff obviously had to invest time and financial resources on it. However, because of the reduced level of funding, the activities described in the original proposal were limited to one elementary school and to two classrooms within that school. In addition, except for an open invitation to visit the LIM classrooms at any time, contacts with Murray District Office personnel were restricted to essential matters. This was, of course, an unfortunate but inescapable consequence of the lack of funding for Section VIII of the 1973-74 Project Proposal and, therefore, the lack of staff time for conducting liaison work.

Time was given, however, to insuring the support of parents of the fifth and sixth grade children in the LIM classrooms. Each team of children planned and conducted a "tea" and a program about the LIM for their parents. As a result, we did not experience any negative parental reactions to the LIM Project. A second program for parents was conducted in March by the Project Director, and included, among other activities, a presentation on "Choosing What Your Children See and Do," with particular application to the parents' role in their child's "Venture" experiences. A copy of the materials used in the presentation is provided in Appendix VIII. There was good attendance at the March meeting, in spite of several conflicting events in the Murray community the same evening.

IX. Section IX (NOT FUNDED): To produce plans and make necessary arrangements for a fully operational "LIM In-Field Training and Development Center," with the first module of students admitted at the beginning of the 1974-75 school year.

Although this objective was not funded, effort had to be expended on it. The above objective reflects the position that a fully operating LIM school should be an alternative school rather than a "school-within-a-school." This position is still held, at least for the long haul, and the Project staff remains completely open to joining forces with a school district in which circumstances would permit hard money funding of such an alternative school (with volunteer parents and children, and carefully selected teachers).

However, it is undoubtedly much more feasible (and generalizable to the total population of public schools) to move through a series of transition steps in an existing school which would lead to one or another alternative design for a "fully operating LIM school." This was the direction taken during the 1973-74 year at Longview Elementary School.

As spring approached, the Longview principal, the cooperating teachers, and the Project staff met to examine the issue, "What should be done about the LIM Project in Murray District?" The values involved were identified, and alternatives were proposed. The results of this discussion were summarized, and a copy of that summary is provided in Appendix IX.* This summary was then discussed with the Murray district-level leadership, and support was given to continuing our planning efforts.

The cooperating teachers then began to talk informally with other intermediate level teachers about these alternatives as well as an additional alternative discovered during a visit to an innovative school in Granite District. These informal conversations were followed by a meeting with all interested teachers at Longview, which also was attended by two District-level persons.

The following day, separate meetings were held for intermediate level and primary level teachers. The intermediate level teachers decided on an alternative not listed in the Appendix IX summary sheet. The alternative selected includes the following essential elements--each teacher will teach "basics" (primarily reading, mathematics, and some language arts) during the mornings, and then will specialize during the afternoons as a "resource teacher" in one or two transactional areas of life.

During the meeting of primary teachers, a group decision was made not to move toward the LIM as a group. This decision was anticipated because no informal preparation for the group decision preceded the meeting (as had been the case with the intermediate level group). However, at this writing, the primary group consensus is softening, and

*The reader is referred to the LIM Project document, "An Operating Design for a LIM In-Field Training and Development Center (May 15, 1973)," for an interpretation of terms used in this summary.

individual teachers are expressing interest in trying the LIM on a self-contained classroom basis.

The issue that now confronts the Murray District as well as the Utah State Board is "What should be done about funding the efforts that are now being made at Longview Elementary School for moving toward the LIM?" Quite obviously, if implementation of the LIM, apart from developmental work, requires external funding, generalizability throughout the state is brought into question. On the other hand, evaluation in excess of usual District testing programs (which are inappropriate for evaluating the effectiveness of instruction) is hardly the responsibility of the District--or at least within the District's existing financial resources.

It is the belief of the LIM Project Director that in-service training of the teachers at Longview can be accomplished by the Principal, with "free" consultant help from the LIM Project Director as part of the Director's University salary (and therefore at no additional cost to the Murray District). This could be accomplished by releasing Longview teachers from some pre-school District-level demands. On the other hand, extra pay for extra time is appealing to underpaid teachers, and thus it contributes to high morale.

Thus, a value judgment must be made. In order to isolate the factors involved in this issue, a small grant will be requested from the Utah State Board for a "Longview LIM Implementation Project" as a proposal separate from other LIM funds to be requested. So that the issue is clear, it should be noted that the LIM will move forward at Longview with or without external funding of the implementation sort. In addition, evaluation efforts will be isolated financially from in-service teacher education efforts so that funding can occur for one or both of these areas. It should be noted, further, that adequate evaluation will require additional developmental efforts if we expect to really measure for LIM goals rather than for traditional educational goals.

X. Dissemination of Information About the LIM Project (NOT FUNDED)

Because the proposal for the 1973-74 LIM Project was written in as conservative a manner as possible, no funds were requested for dissemination functions. As has been pointed out in previous sections of this Report, however, during the 1973-74 Project year it has proven wise and even essential to perform a number of types of Project activities that were not explicitly funded. This was true also in the area of dissemination, in which the following several types of activities were conducted.

A. Major Addresses

Presentations during the 1973-74 Project year on various aspects of the LIM Project were made by Project staff members at the following regional, national, and international meetings:

1. Lutheran Principals Conference
Colorado-Utah District of the Lutheran Church-Missouri Synod
Arvada, Colorado
(by Dr. Philip G. Kapfer)
2. Fourth National Educational Technology Conference
San Francisco, California
(by Dr. Philip G. Kapfer and Dr. Miriam B. Kapfer)
3. Second Brazilian National Conference of Educational Technology Applied to
Higher Education (II CONTECE)
Sao Paulo, Brasil
(by Dr. Philip G. Kapfer)

B. Correspondence

Correspondence related to the dissemination of information about the 1973-74 LIM Project took four general forms, as follows:

1. A general information letter dated September 5, 1973 (please see Appendix X), was sent to 14 local and regional educational leaders, who by virtue of their previous interest in LIM concepts or LIM-type programs had indicated a wish to keep abreast of developments in the LIM Project at the University of Utah. Together with the letter was enclosed a copy of the 1973-74 LIM Project Proposal, with a notation as to which sections of the Proposal had actually been funded for the 1973-74 year.

2. Three memoranda, dated February 27 and 28, 1974 (please see Appendix X), together with copies of the "Interim Report" for the 1973-74 Project year, were sent (a) to the LIM Project staff, (b) to ten faculty members in the Graduate School of Education who had done work during 1973-74 as consultants to the LIM Project, and (c) to 36 "Friends of the LIM Project," both local and national. Each memorandum is self-explanatory as to the purpose for supplying the "Interim Report" to each of the three groups of recipients.
3. A memorandum dated March 18, 1974, together with a 43-page summary of a SPURS Conference questionnaire prepared by Dr. Miriam B. Kapfer (please see Appendix X), were sent to 11 key people (both in Utah and out of state) who are currently concerned with the operational problems related to establishing a LIM "school within a school." This memorandum and the attached 43-page document are self-explanatory upon examination.
4. A "form letter" together with an eight-page "LIM Publications List" (please see Appendix X) were sent in response to approximately 55 personal, telephone, and letter inquiries concerning the LIM Project itself, selected LIM publications, more general PBTE (or CBTE) programs, and more general individualized instructional programs and curricular products. The content of the "form letter" was, of course, individualized and extended whenever inquiries required the provision of information not in the basic letter itself. The LIM Publications List was prepared specifically for the purpose outlined above, and it proved to be an extremely useful and efficient way of handling a large number of inquiries throughout the 1973-74 year.

C. Visitors

Among the very positive but also very time consuming events in the life of a successful project is the periodic arrival of "visiting firemen." The staff of the LIM Project was pleased to welcome and work with (typically for one to two days each) visitors having a variety of professional backgrounds and interests during the 1973-74 Project year. Among these were the following (listed alphabetically):

1. Dr. George Carmignani
Assistant Professor
Center for Safety and Driver Education
Appalachian State University
Boone, North Carolina
2. Dr. Nick Cowell
Rural Education Division
Northwest Regional Educational Laboratory
Portland, Oregon

3. Professor D. S. Levis
Assistant Director, Teacher Education Program
MacQuarie University
North Ryde, New South Wales, AUSTRALIA
4. Ms. Kay Packard
Department of Education
University of Arizona
Tucson, Arizona
5. Mr. Mike Pearson
College of Education
Texas A and M University
College Station, Texas
6. Dr. Russell G. Peckens
Director, Office of Educational Tests and Measurements
College of Education
University of Guam
Agana, GUAM
7. Dr. W. S. Peruniak
Associate Dean, McArthur College of Education
Queen's University
Kingston, Ontario, CANADA
8. Dr. Robert Peterson
Director, Experience-Based Career Education Program
Far West Laboratory for Educational Research and Development
Oakland, California
9. Ms. Sally Shoemaker
School District Home Economics Consultant, on special assignment to work on
curriculum innovation
Odenton, Maryland
10. Dr. Peggy Ann Steig
Associate Professor
Department of Health, Physical Education, Recreation, and Athletics
Eastern Michigan University
Ypsilanti, Michigan

Somewhat more can be added concerning the visits of several of the persons listed above. For example, we have had a long-standing relationship with the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon. Mr. Rowan Stutz, currently the Director of the NWREL Rural Education Division, was the Administrator of the Research and Innovation Division of the Utah State Board when the LIM Project was initially funded in 1969. As a result of Mr. Stutz's efforts, a major part of the support for the LIM Project during 1972-73 came from NWREL. The Rural Education Division of NWREL has adopted the LIM for its program development work. Dr. Nick Cowell's visit (together with two colleagues) was part of our effort to keep in close contact. In addition, Dr. Asahel Woodruff will be going to NWREL in July 1974 to work with the staff of the Rural Education Division.

Mr. Mike Pearson was sponsored by a career education project in Texas to work with the LIM Project staff during the entire 1973 Summer Quarter. As a result of earlier contacts with Dr. Asahel Woodruff, the Texas group is using the LIM as its basis for developing a career education program.

Dr. W. S. Peruniak became actively interested in the LIM Project by means of Project publications and correspondence with the Project staff during the 1972-73 year. As an Associate Dean at Queen's University, Dr. Peruniak visited the Project during Autumn Quarter 1973, and subsequently arranged for three professors, two principals (one each from public and parochial schools), and two teachers (one each from public and parochial schools) to spend a week with the Project staff during February 1974. Their current aim is to establish a field-based LIM teacher education program and to collaborate with us in further research on the LIM. They are a dedicated and hard-working group, and we are experiencing a useful and continuing relationship with them. The seven educators who worked with us during the week in February 1974 are as follows (listed alphabetically):

1. Dr. Don Campbell
McArthur College of Education
Queen's University
Kingston, Ontario, CANADA
2. Mr. Tom Clifford
Principal, John XXIII School
Kingston, Ontario, CANADA
3. Dr. Clair Dailey
McArthur College of Education
Queen's University
Kingston, Ontario, CANADA
4. Mr. Jan Hartgerink
Centennial Public School
Kingston, Ontario, CANADA

5. Ms. Peggy Palmer
John XXIII School
Kingston, Ontario, CANADA
6. Mr. Gary A. Smith
Principal, Centennial Public School
Kingston, Ontario, CANADA
7. Dr. Gar White
McArthur College of Education
Queen's University
Kingston, Ontario, CANADA