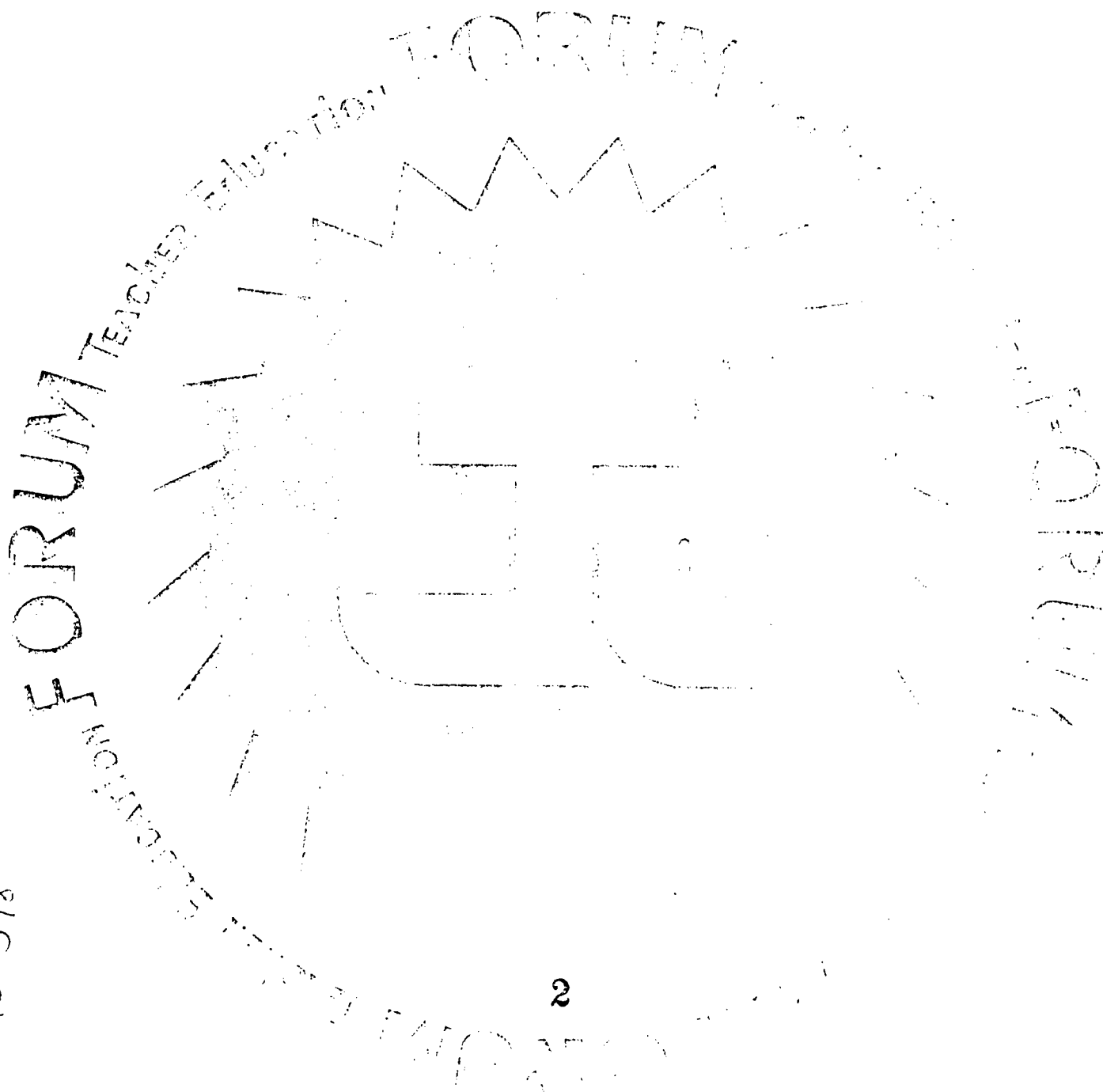ABSTRACT

Presented in this paper is a selection of qualitative indices for four educational innovations (cultural pluralism, individualized instruction, open classroom, and team teaching) prepared by participants of a continuing action lab of the Association for Supervision and Curriculum Development. Participants estimated that over 65 percent of the curricular and organizational innovations in elementary schools today are falling short of their educational potential. They realized that innovation involves not only instructional materials, equipment, time redistribution, and structure reorganization, but that it involves changes in the behaviors of teachers and pupils. Participants were asked to consider specific teacher and pupil behaviors that should accompany particular innovations and to prepare priority indices for teacher and pupil observable behaviors. These indices were to represent only behaviors that would merit inclusion on a checklist for evaluating the actual classroom success of innovations. The indices were consolidated and converted into a scale conducive to rapid, brief responses that could be used in an informal, self-evaluative manner. For each innovation, indices are provided for teacher and pupil observable behaviors relative to an evaluative rating continuum from one to five (from many observations of desirable indices to many observations of less desirable indices). A brief synthesis of the thinking of the action lab members is offered by way of eight recommendations for change for the consideration of school faculties, curriculum and organization supervisors, teacher educators, and consultants. (MM)

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TEACHER EDUCATION FORUM

The *Forum Series* is basically a collection of papers dealing with all phases of teacher education including inservice training and graduate study. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The *Forum Series* represents a wide variety of content: position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average ten to thirty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion. Manuscripts should be submitted to William E. Blanton, editor. Editorial decisions are made as soon as possible; accepted papers usually appear in print within two to four months.

WILLIAM E. BLANTON, editor
Indiana University

QUALITATIVE INDICES FOR

SELECTED EDUCATIONAL INNOVATIONS

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PRELUDE TO INDICES

For three consecutive years (1972-74) a continuing Association for
Supervision and Curriculum Development (ASCD) action lab met to share in
a "Cooperative Adventure Facilitation Elementary School Change." In the
first, second, and third years, 40, 78, and 56 educators respectively
at***nded the lab sessions. Continuity was provided by 13 people who
?   *ate*   * * *ne sessions and 45 people who participated in two

‐ people shared an uneasiness concerning
·r and organizational innovations claimed
ferences to partially used, only dimly
in Behind the Classroom Door (Goodlad
that uneasiness. Through "homework"
as   comp.   val at the ASCD national conferences,
through l. ·resent   u.h intensive small group interaction,
considerable concern . ·   question, "What should my school's
innovation look like when i. is 100% successful?"

So that participants could generate data with personal meaning (as
opposed to data extracted from someone else's research report) a survey
was completed by the 40 members of the 1972 lab and submitted to the lab
staff for pre-meeting compilation. Participants were asked how many elemen-
tary schools'they had visited in the two previous years to observe and study
the implementation of innovative curricula and the implementation of an
organizational change.

The data revealed that ASCD change agents do make site visits to in-
novating schools to scout and assess new educational approaches. Schools
pioneering the use of new developments do find themselves in the role of
a demonstration center. Descriptions of site visit observations of the on-
going change efforts of others, unfortunately, are in harmony with change
process pitfalls, cautions, issues, or shortcomings mentioned by such com-
mentators on innovation as Havelock (1970), Gross and Giaquinta (1968),
Hartman (1970), Polemni (1969), and Smith and Keith (1971). Lab participants
tended to think that over 65% of both curricular and organizational in-
novations were falling short of their educational potential. Spirited lab
discussions were held annually on topic; such as processes, activities, and
techniques available to the teachers, curriculum specialists, and admin-
istrators who are dedicated to the movement of selected innovations into the
"complete implementation" stage.

Some questions raised in these discussions were: "Are unique instruc-
tional behaviors distinguishable in a room where an innovation has been imple-
mented at a very high quality level?", "What are several observable behaviors

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or indices associated with some of today's most publicized innovations?",
"What specific behaviors can teachers generate for themselves and their
pupils under innovative conditions?", "What indices lab members feel
are important?", and "Who should generate behavioral ____s?" The ques-
tions led to a difficult, time consuming "homework" t for the 56 partic-
ipants in the 1974 lab.

Instructions for Writing Indices

Participants were given the following background and instructions
before preparing indices:

> We often read (and sometimes personally observe) that
> many school innovations exist only on paper--are more pur-
> ported than real. Innovations probably are summated only
> when teacher behavior and pupil behavior are consistent with
> the philosophy and methodology of the developers of the in-
> novation. Teacher behavior, administrator behavior, and pupil
> behavior must change in some way as major innovations are in-
> troduced in schools. Changing one's behavior is not an easy
> task. Furthermore, we often do not visualize the new behavior
> toward which we are to strive. We do not attempt to imagine
> what we will look or sound like if we elect to practice a new
> instructional or management technique.

> It might be very useful for each of us to have a pragmatic
> checklist of key teacher behaviors and key pupil behaviors that
> we could actually practice or observe in a school where a selec-
> ted innovation is functioning at 100% effectiveness. These
> observable classroom behaviors could be called INDICES. The
> INDICES, in turn, could be used as some of the criteria for de-
> scribing whether or not the program is being implemented satisfac-
> torily.

> Listed are the most common innovations championed by the
> 1972 and 1973 action lab participants. You are asked to think
> carefully about specific teacher behavior and specific pupil
> behavior that you feel should accompany each innovation. Please
> create two priority indices for the teacher and two priority
> indices for the pupils that could be observed by a sophisticated
> visitor to the school/classroom. These should be indices repre-
> senting very important behaviors that you feel merit inclusion
> on any checklist that might be developed to aid in evaluating
> the actual success of the innovation.

Resultant Indices

The 1974 action labbers conscientiously returned a provocative
assortment of specific and less specific indices. Lab staff members re-
vised the wording in the interests of brevity while retaining the content
and intent. Indices very similar in wording were combined. For those
innovators who might like to use the indices in an informal, self-evalua-
tive sense, they were converted into a scale conducive to rapid, brief
response.

A selection of indices pertinent to these popular innovations follows:

(a) cultural pluralism in the classroom

(b) individualized learning programs

(c) the open classroom

(d) team teaching

Respondents seemed to have difficulty identifying behavioral expectancies for culturally pluralistic curricular thrusts, so fewer indices were received for that section. The somewhat overlapping features of certain innovations necessitated the arbitrary placement of a particular index under only one category of innovation. Readers are encouraged to regroup indices to fit their own home conditions.*

<u>A Start Towards Sets of Qualitative Indices For Use
in Local Assessment of Selected Educational Innovations</u>

<u>Example Evaluative Continuum:</u>

1	2	3	4	5

(+) many observations   (-) many observations of
   of desirable indices   less desirable indices

<u>Suppose</u>: You are observing in a classroom where a new PROCESS-INQUIRY SCIENCE PROGRAM has been introduced. Relative to <u>teacher behavior</u> in this classroom, the following two indices might be applicable.

In talking with pupils the teacher routinely:
  <u>*4</u>
      (+) raises provocative questions for students to ponder
       and expects multiple, divergent answers
      (-) asks questions calling for specific, convergent
       responses from pupils yielding up the teacher's pre-
       determined "correct" answer

*(a respondent who places a "4" in the blank is saying that more
  instances of the less desirable (-) index were observed in the
  room than were instances of the desirable (+) index)

NOW: referring to the example continuum above, please put the *number* in the blank contiguous with each pair of indices that best expresses what you observed in the innovative classroom/school. The *low* numbers indicate that you saw many instances of *desirable* indices in use.

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*The indices given here represent only a small number of those actually received. Interested readers may obtain a complete list by writing the author, School of Education, Indiana University, Bloomington, Indiana 47401.

Instructional Programs Emphasizing Cultural Pluralism in the Classroom

(+) <u>1</u>   2   3   4   <u>5</u> (-)

Pupil Indices:

1. Pupils:
    (+) receive instruction from materials and persons which aid in
    ____ understanding but which do not force conformity of conclusions
    (-) receive instruction from people and materials which espouse
    one set of cultural values exclusively

2. From frequently asked questions, students:
    (+) probe to understand the special actions of other ethnic
    ____ groups
    (-) probe to secure answers which make them comfortable

3. During recess and after school, pupils:
    (+) seek out friends from variant cultural groups for play
    ____ (-) seek out friends from their own ethnic group for play

4. Student groups in class and in free activities are in combinations
   which are:
    (+) functionally structured and include a mixture of ethnic and
    ____ cultural groups
    (-) sex and culturally biased

5. Through question and discussion concerning classwork students:
    (+) learn to accept values and different reactions from others
    ____ of various cultural backgrounds to a statement or issue
    (-) learn only one acceptable reaction to a statement or issue
    and ridicule opinions of others

6. During any school day pupils will:
    (+) freely express themselves in their mother tongue and make
    ____ progress in the knowledge of their own language
    (-) use only English (the language of the school) to express
    themselves and learn to reject their mother tongue

7. Students are encouraged to draw extensively on their community as a
   learning aid:
    (+) students bring in people and objects and/or go on field trips
    ____ individually and/or in groups
    (-) students are bound in by the walls of the classroom

8. During oral reading, each pupil is given the opportunity to:
    (+) use his own dialect
    ____ (-) use only his best approximation of the teacher's conception
    of standard English

Teacher Indices:

1. Teachers display considerable awareness of cultural idiosyncrasies by:
    (+) demonstrating a basic sensitivity to the values and beliefs
    ____ of others
    (-) consciously or unconsciously playing up fears by mentioning
    myths still believed about minority groups

2. In the instructional program emphasizing multi-cultural experiences, the teacher:

        (+) accepts the idea of cultural pluralism and uses materials
        _____   which aid the pupil in understanding and relating to others
        (-) adheres to the premise that cultures should be absorbed

3. Teachers communicate:

        (+) by example, verbally and non-verbally, their respect for
        _____   all ethnic and cultural groups
        (-) by example, verbally and non-verbally, their restricted views
        regarding ethnic and cultural groups other than their own

4. Instructors:

        (+) emphasize common elements and dynamics of all cultures,
        _____   using illustrations and examples from many
        (-) talk one way in class and another outside; summarize dis-
        cussions by revealing the supposed superiority of one point
        of view

5. During a typical school day the teacher will:

        (+) speak to the children in their native language
        _____ (-) use only English to communicate with the students

6. At regular intervals the teacher will:

        (+) conduct activities related to the students' home culture
        _____ (-) ignore the students' cultural assets

7. The teachers plan the curriculum to:

        (+) include many varied experiences (field trips, speakers, films,
        role-playing, discussion, etc.) which expose students to a
        _____   variety of cultural experiences, contributions, and problems
        (-) include only the music and art of other cultures with no evi-
        dence of the students examining the value systems, political
        structures, current problems, etc. of groups other than the
        dominant one

8. The teacher:

        (+) frequently provides opportunities for pupils to role-play
        situations involving people of different cultures
        _____ (-) seldom makes such provision

Individualized Learning Programs

(+) 1_____ 2_____ 3_____ 4_____ 5 (-)

Pupil Indices:

1. Pupils demonstrate their awareness of the overall plans for instruc-
tion as evidenced by:

        (+) their ability to consistently find additional, appropriate
        materials and tests, and assume responsibility for their
        _____   own conduct
        (-) loss of interest when one task is completed and evident frus-
        tration at not knowing what to do next, waiting for the
        teacher to make decisions

2. Pupils demonstrate their familiarity with a variety of learning materials by:
- (+) being able to independently find, set up, and operate A-V equipment and instructional aids
- ____ (-) relying upon the teacher to do the finding, setting up, and operation

3. In classroom activity students are seen:
- (+) engaged in different tasks, working independently with a minimum of direction from the teacher
- ____ (-) performing identical tasks or waiting for directions from the teacher

4. Student assignments contain:
- (+) alternative activities to accomplish the learning task based on an assessment of individual needs
- ____ (-) specific activities identical for all students based on administrative selection

5. In completing an independent study the pupil:
- (+) selects the learning objective and the means of achieving it
- ____ (-) selects the means of achieving the learning objective diagnosed and prescribed by the teacher

6. At the conclusion of a learning activity or upon reaching an objective the student:
- (+) takes a post-test to demonstrate mastery before proceeding to the next objective
- ____ (-) proceeds to the next activity

7. Conferences on progress can be observed at any given time:
- (+) conferences are recorded and teacher prescriptions made
- ____ (-) conferences are not recorded, and pupil is not given a prescription

8. Students show confidence in selecting materials by:
- (+) selecting materials which are of value and interest
- ____ (-) depending on the instructor to select interest areas and materials

Teacher Indices:

1. Teachers:
- (+) make use of extensive records to track student growth
- ____ (-) organize thoughts and perceptions of student growth just prior to conference or to preparing report cards

2. The teacher may use the games approach:
- (+) to diminish her or his role and maximize the learner's opportunity to see the consequence of his action
- ____ (-) to maximize the pleasure of learning what success is really like

3. In presenting material to his or her class, the teacher:
- (+) clusters students in small groups according to needs and
- ____ learns with the students

(-) lectures in the same manner to the total group with little or no student involvement

4. During a class period the teacher spends most of her/his time:
(+) managing the learning activities of all the individual students
_____
(-) providing the students with information

5. When speaking to a child the teacher:
(+) maintains eye contact and devotes 100% attention
_____ (-) is often seen to be interested in many other things and students

6. Teacher arranges room so that:
(+) materials of diverse levels and in varying quantities are
_____ accessible for individual use and return
(-) learning objectives and the media necessary are directed to groups not individuals

7. Visual evidence of student achievement is displayed by:
(+) visible record keeping such as graphs or listing of instructional organization showing individual patterns of involvement
_____ and accomplishment
(-) charts or records on display where each child's progress is noted in relation to other children's progress

8. The teacher:
(+) responds to emotional attitudes as well as academic require-
_____ ments of the children
(-) tries to ignore emotional attitudes and reactions of the children

The Open Classroom

(+) 1   2   3   4   5 (-)

Pupil Indices:

1. The student:
(+) through frequent individual conferences helps plan a portion
_____ of his program
(-) receives the same program direction from the teacher that every other child in the class receives

2. Children who finish major tasks early:
_____ (+) choose secondary tasks arranged by the teacher for this purpose
(-) move around the room hoping to look busy

3. Children are observed at different times of the day:
(+) moving freely from resource areas and labs to other learning
_____ stations and seem to be actively engaged solving a problem or observing and investigating a situation, interacting with a variety of students
(-) in a defined area with one teacher all working on a single problem using the same resources

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4. When learning from his own interests, the child uses classroom
   learning materials:
             (+) which represent his choices among a large variety of materials
   _____ (-) which have been prepared by the teacher for all children
                 in the class as a group

5. Given flexibly structured materials (e.g. magnets, sand, wood,
   "junk") the child will:
             (+) show the ability to invent, improvise, modify their use, de-
   _____ pending upon the questions the materials suggest to him
             (-) show no evidence of creative planning, using the materials
                 only in a conventional manner

6. The amount of work accomplished on any given day:
             (+) is recorded and evaluated
   _____ (-) is immaterial because the child may have done more yesterday
                 or will do more tomorrow

7. In seeking solutions to problems of any kind:
             (+) students freely approach another person in the room
   _____ (another student or an adult)
             (-) students always ask the teacher first

8. Students:
             (+) appear to be well acquainted with procedures and materials
   _____ provided, and work with purpose and self direction
             (-) appear to need frequent adult intervention in order to use
                 materials effectively and to control behavior

Teacher Indices:

1. In arranging the classroom environment, the teacher:
             (+) has several areas of interest about the classroom to which
   _____ the children may move to support their learnings
             (-) provides no areas which are conducive to small group or
                 individual exploration, concerning himself primarily with the
                 smooth running of his day

2. As the class activities are in session, the teacher:
             (+) roams to the groups and individuals as a check, guide, and
   _____ support
             (-) leaves the students on their own and observes only

3. Teacher sets flexible time limits:
             (+) allows individual pupils to pursue one topic
   _____ (-) places time limits on activities

4. The teacher uses oral and written messages:
             (+) to communicate individually with pupils singly or in
   _____ small groups
             (-) to communicate "to whom it may concern" so that no one will
                 feel left out

5. Scheduling of activities, times, etc.:
             (+) is done jointly by classroom and interest area teachers,
   _____ as well as students
             (-) is done by the administrator

6. The teacher is:
      (+) a facilitator of learning, interacting with the child and his
          real world, understanding that knowledge is unique to each indi-
  _____ vidual and that the child learns best from direct, personal
          exploration of his environment
      (-) a transmitter of knowledge requiring children to submit to
          adult authority, and to master a specified predetermined
          curriculum

7. In the questioning process:
      (+) the great majority of questions come from the students
  _____ (-) the teacher seems to raise most of the questions

8. The teacher is most frequently observed:
      (+) moving from individuals and groups as students request his
          assistance in locating information, materials, and resource
  _____ people
      (-) in a leadership role directing individuals or groups of
          students and making most of the suggestions himself rather
          than soliciting solutions from the students

Team Teaching

(+) 1_____2_____3_____4_____5 (-)

Pupil Indices:

1. Students in a team situation:
      (+) learn through several teaching styles
  _____ (-) learn by one teaching style

2. The student is exposed to several teachers' personalities and approaches
to education:
      (+) there is an opportunity to match students and teachers with
  _____ positive responses to each other
      (-) there is no observable evidence that an effort has been made
          to match students and teachers

3. Pupils participating in a team environment:
      (+) will identify effectively with all members of the team
  _____ (-) will feel dependent upon a particular team member

4. Students will generally appear to:
      (+) move fluidly from large group to small group and occasionally
  _____ to individual instruction
      (-) be operating in a rather fixed environment

5. Through interdisciplinary teaming:
      (+) students can recognize the relationship between areas of
  _____ study
      (-) students study each subject separately

6. Students in teamed classes:
      (+) know each other well and work together
  _____ (-) see themselves as separate classes brought together on
          special occasions

7. Pupils feel more at ease working with a congenial teaching team mainly because:
    - (+) they meet a common philosophy about discipline, and freedom to express controversial views
    - ___ (-) when their homeroom teacher is absent, there is someone familiar present

8. Through team teaching the pupils can:
    - (+) meet with other students to discuss and evaluate a learning experience
    - ___ (-) organize their own learning experiences without conference with others, or work together only to find answers in a rote format

Teacher Indices:

1. Teachers show their degree of responsibility and initiative at planning meetings by:
    - (+) active contribution of ideas, volunteering for a share of work, being open to other ideas
    - ___ (-) passive receiving of others' ideas, not being willing to pick up a share of the work, being closed to other ideas

2. Communication among teachers:
    - (+) is frequent and informal, planning and assessment is open and non-threatening
    - ___ (-) is limited to specific planning sessions making teachers lead non-personal lives in the school setting

3. In responding to students:
    - (+) teachers appear to know all children and their individual needs
    - ___ (-) refer some children to their teacher or group

4. Teachers work:
    - (+) cooperatively in planning, implementing, directing, and evaluating students' learning activities
    - ___ (-) alone in providing for students' learning activities, giving relieved time to other members of the team, and discarding the principles of cross-disciplining

5. The teacher has:
    - (+) free time to observe pupils, record behaviors and discuss them with the team members
    - ___ (-) no time for pupil observation

6. The teacher makes his/her own short term lesson plans:
    - (+) as an extension of the team's long-range and intermediate-range plans
    - ___ (-) without relating them to the team's long-range plans

7. Students are in teaching-learning groups:
    - (+) that vary in size, composition and number of teachers as the situation demands
    - ___ (-) turn teaching is observed rather than team teaching

8. Teacher in a leadership role:
    (+) changes strategy for different units and subjects depending
    ___ upon his particular strengths and interests
    (-) tends to dominate the team and is the same person regardless
        of the subject being explored

Recommendations for Faculties
Adopting New Programs

Not only should instructional materials and equipment, time dis-
tribution, or organizational structure be different when a major educa-
tional change is installed, but instructors should also behave differently
and so should their pupils. Change is not purchased casually in boxes, kits,
rolling labs, video tapes, open space, store front settings, or individu-
alized software. Frequent references in educational literature to curricu-
lar white elephants and skeletons of organizational rearrangements haunting
school corridors and closets support this contention. Change is achieved
by principals who demonstrate instructional leadership in ways different
today from yesterday; by teachers who truly vary the learning environment,
patterns of instruction, and teaching behavior; and by pupils who master
something more and/or something different via appropriate modes of individual
and group learning. As a brief synthesis of the thinking of the action lab
members, the following recommendations for change are offered for the con-
sideration of school faculties, curriculum and organization supervisors,
School of Education professors, and other consultants.

A. Adopt a new program for you school only if there are provisions for
    inservice preparation before it becomes operable *and* provisions for
    continuing inservice preparation during at least the first year of
    usage. Quality usage is more apt to depend on post-installation of
    group planning, self planning, and continuous evaluation.

B. Spend more time analyzing the philosophy, objectives, implied modes
    of learning, and teaching techniques associated with the innovation
    than you spend manipulating the equipment, reading the materials, or
    mastering the content. It is new "doing," not new "stuff" that you
    seek.

C. As a faculty, openly discuss how a skilled teacher should function in
    the classroom if the new program is used. Draw contrasts between cur-
    rent patterns of teacher behavior and desired new patterns. Set per-
    sonal change goals.

D. Glimpses of the ideal are essential if individual behavior is to be
    shaped slowly to more productive ends. Insist that exemplary models of
    highly effective use of the new program be presented and analyzed
    repeatedly in inservice sessions. This means that outstanding films,
    video tapes, tape recordings, or live demonstrations must be purchased,
    rented, or created.

E. Form groups of teachers and administrators to generate acceptable sets
    of behavioral indices for faculty members and students who are utilizing
    the innovative approach. Strive for school concensus concerning the
    priority to be placed on the most critical indices. Consider involving
    student representatives and parent representatives in some of these
    sessions.

F. Use the indices as bench marks for continuous self-evaluation. In addition, ask your team teaching partner, another faculty member with whom you can comfortably share triumphs and tragedies, your student teacher, or a non-threatening outsider to rate you periodically against achievement of the indices. Monitor your own performance in a systematic manner.

G. Make pupil achievement of pupil indices a key element in the evaluation of individual pupil progress. The indices are likely to have more application to a lifetime of problem solving and coping than do standardized tests, oral responses, and homework papers.

H. Try writing a few behavioral indices for the latest innovation you have adopted. It is a difficult task but a rewarding one for educators who want to breathe robust life into the diverse and exciting learning opportunities of the 1970's. (Try rewording the ones in this article to fit your own teaching situation!)

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