Outcome:
The Unit's plans submitted by the resource teacher are constructively critized by Unit members.

Self-Assessment
NEVER    SOMETIMES    ALWAYS

---1.

There are no outcomes.

At a time of beginning:

Tips:

Tips (continued)

APPENDIX M (continued)
Teacher performance in the learning environment is constructively criticized by Unit members using both planned and informal observations.

**Self-Assessment**

<table>
<thead>
<tr>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>ALWAYS</th>
</tr>
</thead>
</table>

**At Time of Beginning IGE**

**Starting Date:**

**Target Completion Date:**

**Achieved:**

---

**ACTIVITIES:**

1. Have the League Facilitator assist you with the achievement.
2. Conduct a telephone conference with members of another Unit.
3. Examine materials pertinent to the outcome.
4. Have your Unit members assist you with the achievement.
5. Complete this objective.

---

**APPENDIX M (Continued)**

**Tips:**

1. The self-improvement cycle relates to implementation of IGE as well as to general pedagogical procedures, and should be encouraged as a means for teachers to improve themselves.
2. A sufficient number of formal observations during the school year will subsequently result in many informal observations.
3. The observer in most cases learns as much if not more than the person being observed. A result of planned observations will carry over to informal observations.
4. A formal, planned observation is a 5-step process for self-improvement, viz.,
   a) pre-observation conference
   b) observation session
   c) data organization and analysis
   d) post-observation conference
   e) post-observation conference and analysis

---

**NAMES:**

---

**Monitored by:**

---

---

**Outcome:**
5. Unit teachers could form a task group to implement a formal cycle for self-improvement of teacher performance in the learning environment.

6. Each member of the unit should be equally involved as an observer and the one being observed.

7. At times, members of other units and the principal should be encouraged to be observers in a formal self-improvement cycle.

8. In a planned observation, your League Facilitator should be encouraged to participate as an observer to participate in the learning environment.
BACKGROUND:

Bethlehem Elementary School is a campus style school located in the western section of Henrico County, Virginia. The school opened in September, 1958. The physical structure is so designed that it has 29 teaching stations, a media center, a multi-purpose room, cafeteria and administrative suite.

The staff is composed of a principal, an administrative intern, a resource teacher, a secretary, a clinic attendant, a media specialist, 24 full time teachers, four part-time itinerate specialists and several paraprofessionals.

The school population is varied in our school zone with a number of different races represented. The school enrollment is approximately 600 in levels K through 6. This represents a pupil-teacher ratio of 1:26.

PHILOSOPHY:

The educational program of Bethlehem Elementary School is based upon the philosophy that each student must be provided learning experiences that are commensurate with his age, ability, interest and development; and with the demands placed on him by the society in which he lives. This philosophy allows us to create stimulating environments so that each child will experience success at the various levels where he is walking and also instill in him the desire for learning which comes from real and definite needs.
INDIVIDUALIZATION:

Individualization is the approach of considering each child as having his own rate and way of learning and adapting an instructional program to meet his individual needs.

I. G. E.:

Individualized Guided Education is an in-service program to assist teachers with individualizing their instructional program and with implementing a self improvement process.

TEAMING:

Teaming is a teaching method involving large group instruction, group discussion, and independent study that has as its primary objective the meeting of student individual differences by using the special abilities of the teachers involved.

MULTI-AGING:

Multi-aging is the combining of children of at least 2 age levels in the same group for the purpose of meeting common needs.

EXTENSION CENTERS:

An extension center is a fascinating room in which bite size experiences using the discovery or pupil involvement approach are set up with adult guidance available.

AN INDIVIDUALIZED PROGRAM
We believe we have full responsibility to help each child acquire competence in using the fundamental learning skills and the basic knowledge, attitudes, values and aesthetic appreciations needed for participation in today's society. The curriculum is designed to enable us to help children meet these goals and has the following components.

Science, Social Studies and Language Arts are an important part of our curriculum which are covered in the use of units of study, seminars, learning centers, and extension centers.

Special Interest Groups - Children are given opportunities to pursue areas of interest including sewing, auto mechanics, art, physical fitness and typing.

Music, art and physical education - Specialists offer a balanced program of physical fitness and fine arts.
Children's Book Week Celebrated

Children's Book Week was celebrated at Bethlehem with a variety of activities in the classrooms. Among these was the gigantic bookworm that covered two walls in G-12. Its segments consisted of colored discs containing book titles that the children had read. Mrs. Josephson's language group made very special books for Mrs. Babank's class. They presented each first-grader with an easy-to-read book about him-or herself! How excited they were to have a book "All About Me!" Creative book jackets and shadow boxes of favorite titles were displayed in the library by Unit III.

The library aides decorated the library for the week, published a newspaper about Book Week activities and sponsored a contest for the school. Units I and II made original book marks for the contest. Commercials adapted to advertise Children's Book Week were composed and illustrated by Units III and IV. Each winner received a paperback book.

The winners were: Unit I Joe Slaughter
                   Unit II Rodney Person
                   Unit III Phillip Harik
                   Unit IV Laura Hawkins

Association for Individually Guided Education National Conference Held

Our principal, along with the principal of our sister IGE school, was fortunate to be able to attend the I GE 1975 conference in Denver, Colorado, November 16-19. This conference was designed to provide the latest information and most interesting activities of IGE schools throughout the United States.

Over 130 of IGE's foremost educators presented a variety of sessions focused on current topics of today's educational scene. There were exhibits by commercial publishers of resources especially suited for individualizing instruction and the opportunity was provided for small discussion groups to share ideas.
activities in the classrooms. Among these was the gigantic bookworm that covered two walls in 1-12. Its segments consisted of colored discs containing book titles that the children had read. Mrs. Josephson's language group made very special books for Mrs. Dubank's class. They presented each first-grader with an easy-to-read book about him-or herself! How excited they were to have a book "All About Me!" Creative book jackets and shadow boxes of favorite titles were displayed in the library by Unit III.

The library aides decorated the library for the week, published a newspaper about Book Week activities and sponsored a contest for the school. Units I and II made original book marks for the contest. Commercials adapted to advertise Children's Book Week were composed and illustrated by Units III and IV. Each winner received a paperback book.

The winners were:

- Unit I: Joe Slaughter
- Unit II: Rodney Person
- Unit III: Phillip Harik
- Unit IV: Laura Hawkins

Association for Individually Guided Education National Conference Held

Our principal, along with the principal of our sister IGE school, was fortunate to be able to attend the A I G E 1975 conference in Denver, Colorado, November 16-19. This conference was designed to provide the latest information and most interesting activities of IGE schools throughout the United States.

Over 130 of IGE's foremost educators presented a variety of sessions focused on current topics of today's educational scene. There were exhibits by commercial publishers of resources especially suited for individualizing instruction and the opportunity was provided for small discussion groups to share ideas.

Bethlehem's IGE Parent Advisory Council to Meet

The first meeting of the IGE Parent Advisory Council for the 1975-76 school year will be held in early December. We have had several parents show an interest in participating in this advisory group but we need a few more parents to help make this group complete. The main objective of the council is to provide parent input into our educational program at Bethlehem so that we can provide a program that fits the needs of our community.

If you are interested in being a part of this group, please call the school office at 288-8610 and give your name and telephone number. We look forward to hearing from you.

S.C.A. News

(194)

201
The Bethlehem SCA held its first meeting on November 21, 1975. The council decided to use the money from last year's aluminum drive to buy special physical education equipment. This is a gift to the school that each student will be able to use. The SCA will sponsor a "Food Drive" for Christmas. Each homeroom will decorate a box and will collect food which will be given to the Handico Christmas Mother. The council also decided to sponsor another aluminum drive after the Christmas holidays. Please save your aluminum at home and then start bringing it in after the holidays.

P-SCA Christmas Program

Our music teacher, Mrs. Chris Sousa, is busy these days getting the children in Units I and II ready for the Christmas program. Each year we are fortunate to have an excellent Christmas program presented to the P-SCA with many of our children participating and we look forward to another such program this year on December 18, 1975 at 7:30 p.m. This is a big occasion for our younger children and we hope to have a large group at the P-TA meeting on this night to see their fine performance.

School Lunch Visitation

We realize the desire of some parents to have lunch with their children at school and we welcome your visits on a limited basis. However, due to the high cost of food, we do ask your help in notifying the office a day in advance, if possible, if you plan to visit for lunch.

We must discourage your visits on our "special turkey days" at Thanksgiving, Christmas, and Easter due to the fact that student participation in the school lunch increases considerably on these days and likewise costs increase.

We are all feeling the pressures of rising cost of food and our school lunch program is no exception. We appreciate your understanding and cooperation in this matter, and if you have questions please feel free to call.

Reminder

Our Thanksgiving holidays begin at the end of the school day, Wednesday, November 26 and go through November 30, 1975.

Christmas holidays begin at the close of the school day December 19, 1975 and extend through January 4, 1976.

WE WISH FOR EACH OF YOU A VERY RESTFUL AND HAPPY THANKSGIVING HOLIDAY.
BETHLEHEM EXPRESS

HAPPYGRAM

I am pleased to say that ....

Happily,
Appendix Q

HAPPY BIRTHDAY
ON YOUR SPECIAL DAY
WE'VE COME TO SAY
HAPPY BIRTHDAY
BECAUSE YOU MAKE
OUR SCHOOL EACH
DAY
A NICE PLACE TO
WORK AND PLAY

(196)*
205
## PARENT CONTACTS

### Telephone Calls

<table>
<thead>
<tr>
<th>Name</th>
<th>Brief Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Conferences

<table>
<thead>
<tr>
<th>Name</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX S

Early Elementary Form

THE SELF-CONCEPT AND MOTIVATION INVENTORY:
WHAT FACE WOULD YOU WEAR?

SCAMIN

by

Norman J. Milchus

George A. Farrah

and

William Reitz

Person-O-Metrics, Inc.
Evaluation & Development Services
20504 Williamsburg Road
Dearborn Hgts, Michigan 48127
Copyright 1968

* (198)

207
### APPENDIX I

**PHYSICAL FITNESS STANDARD**

<table>
<thead>
<tr>
<th>Event</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball Throw-Boys</td>
<td>122'</td>
<td>136'</td>
<td>150'</td>
<td>175'</td>
</tr>
<tr>
<td>Softball Throw-Girls</td>
<td>71'</td>
<td>81'</td>
<td>90'</td>
<td>94'</td>
</tr>
<tr>
<td>Pull-ups-Boys</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Arm Hang-Girls</td>
<td>21 sec.</td>
<td>20 sec.</td>
<td>19 sec.</td>
<td>18 sec.</td>
</tr>
<tr>
<td>Sit-ups-Boys</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Sit-ups-Girls</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Shuttle Run-Boys</td>
<td>10.4 sec.</td>
<td>10.3 sec.</td>
<td>10.0 sec.</td>
<td>9.9 sec.</td>
</tr>
<tr>
<td>Shuttle Run-Girls</td>
<td>10.8 sec.</td>
<td>10.6 sec.</td>
<td>10.5 sec.</td>
<td>10.5 sec.</td>
</tr>
<tr>
<td>Broad Jump-Boys</td>
<td>5'8&quot;</td>
<td>5'10&quot;</td>
<td>6'2&quot;</td>
<td>6'9&quot;</td>
</tr>
<tr>
<td>Broad Jump-Girls</td>
<td>5'4&quot;</td>
<td>5'8&quot;</td>
<td>5'9&quot;</td>
<td>5'10&quot;</td>
</tr>
<tr>
<td>50 Yard Dash-Boys</td>
<td>7.4 sec.</td>
<td>7.4 sec.</td>
<td>7.0 sec.</td>
<td>6.9 sec.</td>
</tr>
<tr>
<td>50 Yard Dash-Girls</td>
<td>7.5 sec.</td>
<td>7.5 sec.</td>
<td>7.5 sec.</td>
<td>7.5 sec.</td>
</tr>
<tr>
<td>600 Yd. Run-Walk-Boys</td>
<td>2 min.</td>
<td>2 min.</td>
<td>2 min.</td>
<td>1 min.</td>
</tr>
<tr>
<td></td>
<td>12 sec.</td>
<td>8 sec.</td>
<td>2 sec.</td>
<td>53 sec.</td>
</tr>
<tr>
<td>600 Yd. Run-Walk-Girls</td>
<td>2 min.</td>
<td>2 min.</td>
<td>2 min.</td>
<td>2 min.</td>
</tr>
<tr>
<td></td>
<td>20 sec.</td>
<td>24 sec.</td>
<td>24 sec.</td>
<td>23 sec.</td>
</tr>
</tbody>
</table>

208

(199)
### APPENDIX T (Continued)

#### Gold Seal Award

<table>
<thead>
<tr>
<th>Event</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball Throw-Boys</td>
<td>118'</td>
<td>129'</td>
<td>115'</td>
<td>168'</td>
</tr>
<tr>
<td>Softball Throw-Girls</td>
<td>69'</td>
<td>77'</td>
<td>85'</td>
<td>90'</td>
</tr>
<tr>
<td>Pull-ups-Boys</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Arm Hang-Girls</td>
<td>18 sec.</td>
<td>17 sec.</td>
<td>15 sec.</td>
<td>15 sec.</td>
</tr>
<tr>
<td>Sit-ups-Boys</td>
<td>76</td>
<td>83</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Sit-ups-Girls</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Shuttle Run-Boys</td>
<td>10.3 sec.</td>
<td>10.3 sec.</td>
<td>10.2 sec.</td>
<td>10.0 sec.</td>
</tr>
<tr>
<td>Shuttle Run-Girls</td>
<td>11.0 sec.</td>
<td>10.9 sec.</td>
<td>10.8 sec.</td>
<td>10.6 sec.</td>
</tr>
<tr>
<td>Broad Jump-Boys</td>
<td>5'7&quot;</td>
<td>5'9&quot;</td>
<td>6'1&quot;</td>
<td>6'7&quot;</td>
</tr>
<tr>
<td>Broad Jump-Girls</td>
<td>5'2&quot;</td>
<td>5'6&quot;</td>
<td>5'8&quot;</td>
<td>5'8&quot;</td>
</tr>
<tr>
<td>50 Yard Dash-Boys</td>
<td>7.5 sec.</td>
<td>7.5 sec.</td>
<td>7.2 sec.</td>
<td>7.0 sec.</td>
</tr>
<tr>
<td>50 Yard Dash-Girls</td>
<td>7.7 sec.</td>
<td>7.7 sec.</td>
<td>7.6 sec.</td>
<td>7.6 sec.</td>
</tr>
<tr>
<td>600 Yd. Run-Walk-Boys</td>
<td>2 min.</td>
<td>2 min.</td>
<td>2 min.</td>
<td>1 min.</td>
</tr>
<tr>
<td>600 Yd. Run-Walk-Girls</td>
<td>15 sec.</td>
<td>11 sec.</td>
<td>5 sec.</td>
<td>55 sec.</td>
</tr>
<tr>
<td></td>
<td>2 min.</td>
<td>2 min.</td>
<td>2 min.</td>
<td>2 min.</td>
</tr>
<tr>
<td></td>
<td>26 sec.</td>
<td>26 sec.</td>
<td>27 sec.</td>
<td>29 sec.</td>
</tr>
</tbody>
</table>
APPENDIX T (Continued)

Achievement Award

<table>
<thead>
<tr>
<th>Event</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball Throw-Boys</td>
<td>96'</td>
<td>111'</td>
<td>120'</td>
<td>110'</td>
</tr>
<tr>
<td>Softball Throw-Girls</td>
<td>50'</td>
<td>59'</td>
<td>64'</td>
<td>70'</td>
</tr>
<tr>
<td>Pull-ups-Boys</td>
<td>2 sec.</td>
<td>2 sec.</td>
<td>2 sec.</td>
<td>3 sec.</td>
</tr>
<tr>
<td>Arm Hang-Girls</td>
<td>7 sec.</td>
<td>8 sec.</td>
<td>6 sec.</td>
<td>7 sec.</td>
</tr>
<tr>
<td>Sit-ups-Boys</td>
<td>61</td>
<td>46</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>Sit-ups-Girls</td>
<td>31</td>
<td>30</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>Shuttle Run-Boys</td>
<td>11.2 sec.</td>
<td>11.1 sec.</td>
<td>11.0 sec.</td>
<td>10.6 sec.</td>
</tr>
<tr>
<td>Shuttle Run-Girls</td>
<td>11.9 sec.</td>
<td>11.7 sec.</td>
<td>11.6 sec.</td>
<td>11.4 sec.</td>
</tr>
<tr>
<td>Broad Jump-Boys</td>
<td>5'0&quot;</td>
<td>5'2&quot;</td>
<td>5'2&quot;</td>
<td>5'10&quot;</td>
</tr>
<tr>
<td>Broad Jump-Girls</td>
<td>4'7&quot;</td>
<td>4'10&quot;</td>
<td>5'0&quot;</td>
<td>5'0&quot;</td>
</tr>
<tr>
<td>50 Yard Dash-Boys</td>
<td>8.2 sec.</td>
<td>8.0 sec.</td>
<td>7.8 sec.</td>
<td>7.5 sec.</td>
</tr>
<tr>
<td>50 Yard Dash-Girls</td>
<td>8.5 sec.</td>
<td>8.4 sec.</td>
<td>8.2 sec.</td>
<td>8.1 sec.</td>
</tr>
<tr>
<td>600 Yd. Run-Walk-Boys</td>
<td>2 min.</td>
<td>2 min.</td>
<td>2 min.</td>
<td>2 min.</td>
</tr>
<tr>
<td>600 Yd. Run-Walk-Girls</td>
<td>48 sec.</td>
<td>49 sec.</td>
<td>52 sec.</td>
<td>46 sec.</td>
</tr>
</tbody>
</table>
I. Definition

A Learning Module is a self-directed, internally-motivating, systematic, instructionally valid lesson designed for one child, one session, and related to one specific objective.

II. Format for a Learning Module

- Behavior Objective
- Materials
- Special Information or Instructions
- Pre-Test (written to the child corrective feedback)
- Treatment I:
  - Initiate Information
  - Follow with recall type questions
  - Provide corrective feedback
- Treatment II:
  - Include understanding type questions
  - Provide corrective feedback
- Treatment III:
  - Stress application
  - May include a game or manipulative-type experience
- Post-Test
  - Determines whether or not the objective is attained
  - The pre-test and post-test should be of equal difficulty
APPENDIX V

IGE UNIT OBSERVATIONS

SCHOOL ___________________ DATE __________ UNIT OBSERVED ________

All observations are to be made on the basis of a collective judgment about the unit organization as a whole, not individual teachers within a unit. The observational scale is numbered from 1 to 5. 1 is the lowest rating and 5 the highest.

1. Units are organized in a manner which provides for specialized teacher roles in the division of labor.
   1  2  3  4  5

2. Small group learning activities are utilized by the unit team.
   1  2  3  4  5

3. There is widespread participation by all unit team members in the instructional decision-making process.
   1  2  3  4  5

4. Students’ individual learning styles are considered in planning and carrying-out learning activities.
   1  2  3  4  5

5. Units carry out more than one instructional activity at a time.
   1  2  3  4  5

6. Utilization of multiple-teaching stations are evident within the unit.
   1  2  3  4  5

7. Unit teachers set individual learning goals for students.
   1  2  3  4  5

8. Unit teachers use praise as a major motivator for the individual student.
   1  2  3  4  5

9. Individual student profiles are maintained as a part of a reading management system.
   1  2  3  4  5

(203)  
212
APPENDIX V (Continued)

10. Individual student profiles are maintained as a part of the IMS math program.

12. Performance objectives and learning activities are selected for students according to diagnosed needs in mathematics.

13. Unit teachers stress positive inter-personal relations with students.

14. Unit organization reflects the concept of multi-age grouping.

15. Student evaluation techniques are based upon individual performance criteria in addition to more traditional techniques.

16. Student self-direction is encouraged whenever appropriate.

17. Positive student-to-student working relations are planned for and encouraged.

18. Unit teachers attempt to work closely with parents concerning a child's educational progress.
APPENDIX W

THE TEACHER PERCEPTUAL AND OPINIONNAIRE FORM

PART I

We are concerned with how things get done in this school, who makes decisions and in general how you see the administrative staff's role in regard to the functioning of the school.

INSTRUCTIONS: Below are some questions about how administrators and teachers work in a school. Please choose the answer that describes the way things are usually done in this school.

1. Does the administration talk about administrative procedures at faculty meetings or about educational problems?
   ____1. Talk about administrative procedures.
   ____2. Talks about administrative procedures, but sometimes educational problem.
   ____3. Talks mostly about educational problems.

2. Does the administration provide for and make use of a professional library which relates instruction to new ideas, practices and procedures?
   ____1. He rarely provides or makes use of a professional library.
   ____2. He provides a professional library and occasionally makes use of new ideas, practices and procedures.
   ____3. He provides and makes specific use of the professional library for new ideas, practices and procedures.

3. Does the administration arrange times for you to meet with staff members on mutual problems?
   ____1. They rarely arrange time.
   ____2. They sometimes arrange time.
   ____3. They always arrange time.

4. Does the administration take or send teachers to visit schools where they are practicing new methods, practices and procedures?
   ____1. They rarely take or send us.
   ____2. They sometimes take or send us.
They almost always take us, when possible.

5. Does the administration help provide the necessary resources you need to achieve your educational goals or are you left to your own devices?
   ____1. I hardly ever get any help.
   ____2. I get some help, but not as much as I need.
   ____3. I get all the help I need.

6. Does the administration show that they are knowledgeable about changes in educational practices by their participation in staff meetings, task groups or individual conferences?
   ____1. The administration lacks familiarity with changes in educational practices.
   ____2. The administration occasionally shows familiarity with educational practices by references to new developments.
   ____3. The administration almost always shows familiarity by references and application of new developments.

7. Does the administration show interest in new developments in education by their support for teachers use of new ideas, methods or procedures?
   ____1. The administration rarely supports new ideas, methods or procedures.
   ____2. The administration sometimes supports new ideas, methods or procedures.
   ____3. The administration almost always supports new ideas, methods or procedures.

8. Does the administration aid in the promotion of new ideas, methods and procedures by using outside resource people or being a teacher of teachers?
   ____1. The administration rarely uses outside resources or takes responsibility for teaching.
   ____2. The administration sometimes uses outside resources and takes responsibility for teaching.
   ____3. The administration almost always uses outside resources and takes responsibility by being a teacher of teachers.
9. How much direction does the administration give at faculty meetings?
   ___1. The administration urges the faculty to accept their point of view.
   ___2. The administration expresses their point of view, but does not impose it on the faculty.
   ___3. The administration lets a point of view emerge from the faculty.

10. After the faculty has identified a problem area they want to work on, who usually decides how to proceed?
    ___1. The administration decides and tells us.
    ___2. The administration listens to our ideas about it, and they decide.
    ___3. The administration talks it over with us and helps us decide.

11. What kind of help does the administration give a team or group working on a particular problem?
    ___1. The administration tells the group what to do and how to do it.
    ___2. The administration tells the group what to do, but lets the group decide how to do it.
    ___3. The administration leaves it all up to the group.

12. Does the administration encourage orderly rooms and adherence to time schedules?
    ___1. The administration cares very much about order and adherence to time schedules.
    ___2. The administration sometimes cares about order and adherence to time schedules.
    ___3. The administration rarely concerns themselves about order and time schedules.

13. In a discussion about the use of new materials, new organizational plans or new methods for teachers, who makes the decisions?
    ___1. We usually do it the way the administration decides.
2. The administrators and teachers decide together.

3. The administration expects the teachers to decide, but they give advice if we ask.

4. The teachers usually make the decisions and tell the administrators.

14. Does the administration make the school a place where you can not only teach effectively, but also enjoy some personal satisfactions? (Such as faculty parties, a pleasant faculty lounge)

1. Almost always tries to make the school enjoyable.

2. Sometimes tries to make the school enjoyable.

3. Practically never tries to make the school enjoyable.

15. Does the administration show that they dislike teachers in the school or not?

1. Shows dislike for none of the teachers.

2. Shows dislike for a few teachers.

3. Shows dislike for some teachers.

4. Shows dislike for most teachers.

16. Does the administration make contacts with you in a way which makes you nervous and uncomfortable, or do they make contact in a helpful manner?

1. Just about always helpful.

2. Often helpful, but occasionally makes me uncomfortable.

3. Often makes me feel nervous and uncomfortable but not always.

4. Just about always makes me nervous and uncomfortable.

17. In this school are you supposed to use the administration's ideas, or your own ideas?

1. The administration makes available primarily their ideas as resources.

2. The administration makes available their ideas, but sometimes considers ideas of teachers.

3. The administration almost always considers teacher's ideas.
APPENDIX X

In-Service Evaluation

Questionnaire

Directions: PART I

Listed below are five general objectives of in-service programs recognized in business, education, and other professional fields. In column 1, please rate each classification, according to the following scale, as to its importance in in-service programs for educators. (Ratings may be used more than once)

1--Of little importance in in-service programs for educators.
2--Somewhat important in in-service programs for educators.
3--Important in in-service programs for educators.
4--Extremely important in in-service programs for educators.

In column 2, please check the two classifications of in-service objectives which most closely characterize the in-service programs.

(1) (2)

_____ _____ 1. Expansion of Knowledge-To inform, to present ideas, or to disseminate information.

_____ _____ 2. Improving Competencies-To direct and apply knowledge and information in ways which enable a person to develop or utilize ideas and information at a skilled level.

_____ _____ 3. Problem-Solving -Activities aimed at sharing knowledge and experience in the context of developing strategies which possibly may solve a specific identified problem.

_____ _____ 4. Evaluation -Opportunities to critically and objectively assess a program, method or process which would lead toward group consensus regarding changes in such programs, methods, or processes.
APPENDIX X (Continued)

5. Organizational Communications

-Opportunities to relate and share ideas and experiences with colleagues in similar work assignments, to increase motivations, to identify organizational goals, to improve human relations.

PART II

Directions:

Please circle the number on the scale below each question or statement which most closely represents your response to the statement or question.

1. To what degree would you evaluate the amount of planning which went into organizing in-service meetings?

1. Very Little Planning
2. 3. 4. Great Deal of Planning

2. From an organizational standpoint, did the in-service programs proceed smoothly?

1. It was Very Awkward
2. 3. 4. It Proceeded Very Smoothly

3. To what degree did those making presentations (if any) to the in-service group appear to be well planned and prepared?

1. Not Well Planned or Prepared
2. 3. 4. Extremely Well Prepared or Planned

4. How much new information did you learn from the in-service meetings?

1. Not Very Much
2. 3. 4. A Great Deal

5. To what degree were new and/or innovative instructional methods discussed or demonstrated at the in-service meetings?

1. Not Very Much
2. 3. 4. A Great Deal

(10) 219
APPENDIX X (Continued)

6. To what degree were the physical arrangements for the in-service meetings satisfactory?

1 2 3 4 5
Not Very Satisfactory
Very Satisfactory

7. To what degree did the in-service provide opportunities for you to be involved or contribute to the session?

1 2 3 4 5
Very Little A Great Deal

8. Were the in-service activities related to projects of interest or need to teachers in your area of assignment as a whole, realizing that any particular activity may be repetitive or not a major area of concern to a particular individual within that teaching area?

1 2 3 4 5
Very Little A Great Deal

9. To what degree did the in-service meetings provide information and/or perspectives which may have some influence upon your teaching objectives or methodology in the future?

1 2 3 4 5
Very Little A Great Deal

10. To what degree would you say the in-services were a worthwhile educational experience for you as a professional educator?

1 2 3 4 5
Not Worthwhile Very Worthwhile
At All
BIBLIOGRAPHY

Campbell, David, A Practical Guide to the Open Classroom, The Book Center, PA.


Morton, Richard J., Innovation Without Renovation In the Elementary School, Citation Press, NY, 1977.


