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Date June 11, 1971

IMPLEMENTATION AND EVALUATION OF THE FORT BENTON

TRANSITIONAL CLASSROOM FOR GRADES

SEVEN, EIGHT AND NINE

by

PALMER RAYMOND GRANDE

A professional paper submitted to the Graduate Faculty in partial  
fulfillment of the requirements for the degree

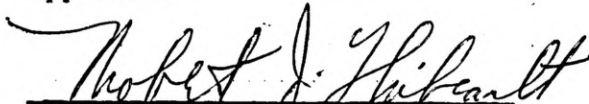
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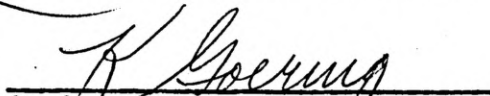
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## ABSTRACT

Funded by an ESEA Title I grant, the Fort Benton Junior High Transitional Classroom was implemented on an experimental basis for the 1970-71 school term. It included twenty students from grades seven, eight and nine who had been identified as non-committed learners with a basic reading problem. The staff consisted of one instructor, one adult half-time aide, and one part-time student aide.

The experiment attempted to determine methods of student involvement that would increase student academic achievement, as well as develop a more positive attitude toward school. Some of the methods utilized were individualized instruction, small group activities, group counseling, field trips, self-analysis, nongraded classes, and parent-teacher conferences to replace the traditional report cards. Grades were recorded on a "pass" basis.

The results of the experiment, as derived from evaluation instruments, indicated definitely a positive change in academic achievement and attitude towards school. School attendance by the twenty students increased in comparison to their 1969-70 attendance records.

Listed are several of the important conclusions as compiled from results of the various evaluation instruments.

1. The overall evaluation of the experiment was positive.
2. No adverse stigma was attached to the transitional students by students in the traditional classes.
3. Students and parents both indicated strongly their desire for a report card. However, students (56%) prefer letter grades, while parents (64%) would prefer a general statement concerning each subject area.
4. The self-evaluation reports were of no value with this group.
5. The parent-teacher conferences are valuable. However, students apparently wish to be included.
6. Parents (87%) and students (61%) feel the students learned more this year than in previous years.
7. Students prefer group activities and individualized instruction as learning situations.
8. Staff members who teach traditional 7th and 8th grade classes are convinced that their classes are advanced from previous years; and that student conduct is much improved over previous years.

## CHAPTER I

### DESCRIPTION OF THE PROJECT

#### Introduction

"There can be no argument that the single most important contribution which a school can make to its students is to develop in them the capacity to continue learning throughout their lives." (Brown, 1968:29) In this experiment at Fort Benton, we placed in a self-contained classroom a maximum of twenty students from grades seven, eight and nine. These were students we had identified as non-committed learners. The transitional class was nongraded, and instruction was individualized. The project was funded through ESEA Title I.

#### Statement of Problem

The problem of this study was to attempt to identify innovations which can be used to modify the present school behavior of these students from a generally negative attitude to positive. "It is necessary to create an environment in which the learner is motivated to become involved in the process." (Postlethwait, 1969:2) If we can get the student involved, he may eventually be guided toward becoming a lifelong learner and consequently not a victim of underemployment.

#### Purpose of the Study

The purpose of this study was to attempt to prove that these students could achieve at a more rapid pace than they would in the traditional classroom. Also we attempted to prove that these students could be

converted from non-committed learners to achievers. The importance of this study is indicated by the mere fact that the secondary schools in our nation have a 25% annual dropout rate. The schools must exert every effort to develop each individual into a contributor to society.

#### General Questions to be Answered

Following is a list of questions to which we hoped to find at least a partial answer:

1. Will the transitional room make obsolete the following terms in the Fort Benton Junior High School?
  - a. F grade or failure
  - b. retention
  - c. non-achiever
  - d. social promotion
2. Will the transitional room develop in Fort Benton Junior High School a positive modification of student discipline?
3. What stigmas will be attached to the individual in the transitional room?
4. Will the transitional room give the individual adequate opportunities for self-exploration and self-evaluation so that he will enter senior high school with a desire to further his individual interests?
5. Will the transitional classroom instruction be more relevant to the needs of those students involved?

6. Will the transitional room aid the traditional instruction?

General Procedure

Implementation. The criteria used for identifying the students involved was: grade level, I. Q. score, standardized achievement test scores, cumulative grade point average, teacher recommendations, school counselor recommendation, student attitude, teacher-group analysis of preceding recommendations, parent-counselor-principal conference, and parent recommendation (final decision). A large, traditional classroom was converted into the transitional room. An initial budget of \$6,000.00 was authorized for equipment and materials by ESEA Title I. The local school district financed the cost of room remodeling. The original and flexible room arrangement followed the guidelines of the Engineered Classroom of California. The students attended the traditional classes of industrial arts, home economics and music, each one-semester courses. The core curriculum of mathematics, science, social studies and English was centered in the transitional room. One teacher was assigned to the room with high school student aides also assigned throughout the school day.

Evaluation. Recently, a student defined "school" as "a tool--a source of channels conducive to self-discovery. Each individual will be affected differently by its courses, connections, and methods. Some will find everything, and to some it will be a waste. Much depends on the school's merit and the student's desire and suitability to its characteristics." (Brogden, 1970:1)

"In a manner of speaking, tests could be described almost identically to the school in which testing is used as a tool. Testing in the school systems is becoming more and more important--not just to evaluate student progress, but also to place students in particular programs of the school."

(Brogden, 1970:1)

Tests used were as follows:

1. teacher-made: objective, subjective, seminar
2. standardized
3. nongraded school system testing: academic, attitude, concept

Overall evaluation as to success or failure of the experiment will of necessity have to be subjective as indicated by the items of limitation.

#### Limitations

The evaluation of the experiment was restricted by the following limitations:

1. Twenty students in one room in one school is a small sample.
2. There was no control group in traditional classes for comparison.
3. There were very few research statistics available on individualized instruction.
4. As yet, there has not been developed an instrument to determine an individual's progress under individualized instruction in comparison to traditional methods.
5. Research now available asserts that the effects of individualized instruction on students will not be entirely valid for at least

three years after implementation.

6. The lack of terminology to properly communicate in reference to individualized instruction makes research and recording difficult.

### Definition of Terms

For the purposes of this study, the following definitions of terms will be applicable.

achiever--a student who is achieving at a rate comparable to his abilities

core curriculum--mathematics, English, science, social studies

dropout--a student who has terminated his formal education before receiving a high school diploma

individualized instruction--instruction that is student paced and partially student planned

non-achiever--a student who is showing no progress in his learning

non-committed learner--a student who is non-committed in reference to the conventional concept of what school learning should be

nongraded room--no distinction between students in grades seven, eight and nine

self-contained classroom--students will be centered in one room under the supervision of one teacher

social promotion--promoting a student to the next higher grade even though his work is completely unsatisfactory

traditional classroom--merely refers to the departmentalized

instruction of the students in grades seven, eight and nine in Fort Benton transitional room--referred to the experimental room in Fort Benton Junior High School

### Summary

In an attempt to involve the non-committed learner in his own learning process, Fort Benton Junior High School placed twenty students from grades seven, eight and nine into a transitional room. Instruction in this room was individualized in the core curriculum and departmentalized in the traditional classes.

The experiment attempted to determine methods of student involvement that will increase the student's achievement. The problem, as it now exists, is what can be done to motivate the non-committed learner.

Many questions we now have may be answerable through this type of instruction. Overall, the transitional room must be of significant value to the student.

The project was funded through a federal grant. An existing classroom was utilized, through remodeling, for the experiment. Evaluation of the project will be difficult, as we do not yet have valid means of comparing individualized instruction with traditional instruction. Testing of various types will be a dominant factor.

Limitations on the experiment reflect the newness of its importance. There is very little documented research available concerning the results of individualized instruction. It will be years before data and statistics can be interpreted with any degree of validity.

## CHAPTER II

### REVIEW OF LITERATURE

Public school educators today have a growing concern about the ever-increasing number of inattentive, failure-prone, hyperactive children who cannot be contained within the usual classroom structure. Often all traditional techniques have been exhausted, and both teachers and administrators have been unable to find a suitable solution.

It is apparent that many of these students have the potential to achieve in school if some appropriate program could be developed for them. Many new terms have been introduced to describe these students, but these have not contributed towards a solution to their problem. Repeated student and parent conferences, transfers to other classrooms or schools, intervention from outside agencies, suspension, expulsion, and home instruction have all been utilized with little or no noticeable effect. At the same time it has not always been feasible to leave the disordered student in the regular classroom.

More and more schools are experimenting with individualized instruction and interpreting results in an attempt to improve the achievement of all students and, in particular, the educationally handicapped. Very few are individualizing instruction in the total school. The logical approach to implementing this program appears to be by piecemeal. Changing attitudes of students, parents, communities, and school personnel is, at best, difficult and slow.

Traditionally, instruction has been oriented toward a group or class. Common assignments are given to all members of the group, and if individual projects are assigned, all students are expected to complete their projects on the same specified date.

Individualized instruction is oriented toward the child. Appropriate learning experiences are assigned to each student. To determine what is appropriate for each learner, some type of diagnostic procedure is used. Once these learning experiences are identified, instruction is mainly self-directed, self-administered, and scheduled within the school's broad time constraints, at a time convenient to the learner. "The two basic issues in individualized instruction are who determines the objectives of instruction and the means or media to attain them." (Edling, 1970:3)

Individualized instruction was not initiated in the post-sputnik era. The Oxford Tutorial program was developed well before the turn of the Sixteenth Century. "The Oxford system was not only the first venture in independent learning; it is still the most intensely individualized prototype ever developed. Credits and hours are unheard of at Oxford and no courses are required. The Bachelor of Arts degree is granted on the basis of a series of examinations, plus a minimum term of residence." (Brown, 1968:23)

From Oxford, the idea of "electives" spread to Harvard in 1869, which was the first implementation in American schools of student curriculum freedom and educational choice. From this embryo, independent study in undergraduate work began to make large-scale headway in the decade

between 1920 and 1930. During this period more than 75 colleges and universities adopted some type of plan for individualized independent learning. However, only recently has individualized instruction begun to play a significant role in secondary and elementary schools.

To refer to individualized instruction as a single, uniform procedure is incorrect. The single criteria for individualized instruction is simply individual pacing. There are many, yet effective, approaches to such a program. However, all forms of instruction can be identified in one of the four general types as follows:

A. Individually Diagnosed and Prescribed

The school determines the program for the individual by first making a student diagnosis and then assigning the student to the media and materials best suited for his learning environment.

B. Self-Directed

The school determines the curriculum goals, but the student prescribes his own activities to fully develop his individuality.

C. Personalized

The learner identifies his own personal objectives; but once selected, the student follows a directed program with specified materials.

D. Independent Study

The learner simply determines both his learning objectives and the means to attain them.

Type A and C instruction are identified primarily with learners of average ability, and Type B and D more frequently for above average learners. Most schools which have made or are making attempts to individualize their programs employ variations of each type.

It is evident that specific objectives for each individual must be clearly stated in an individualized program. "An objective is an intent communicated by a statement describing a proposed change in a learner-- a statement of what the learner is to be like when he has successfully completed a learning experience." (Mager, 1962:3)

From a sampling of 46 schools out of a total of 621 identified in 46 states as having individualized instruction, the following statistics were tabulated: (Edling, 1970:13-20)

1. The largest percentage (50%) report that their objectives are traditional in terms of skills and subject matter content.
2. A smaller proportion of schools (less than 24%) were placing primary emphasis on the optimum development of each individual, and placing less stress on skills and traditional subject matter content.
3. Nearly 20 percent of the schools visited placed primary emphasis on developing independent, lifelong learners.
4. The remaining schools (6%) were emphasizing increased relevancy. Their objective was to provide secondary school students with the type of experiences they will need to bridge the gap between

high school and college, or between formal education and "real" life.

Schools implementing individualized instruction have encountered many problems. The researcher has listed several below in their apparent order of decreasing severity.

1. The primary concern is with teachers. Many teachers believe unreasonable demands are being placed upon them, and they are not being provided with sufficient training and support. Some reflect an inability to relate to individuals and are hesitant in giving up the security of a teacher-dominated classroom.
2. The attitude of parents has proven difficult. Many times it is a matter of mere apathy, and other times real resistance. They question the student having a choice in his learning experiences, the appearance of relaxed discipline, and student mobility.
3. Students have caused many problems in the transition of programs. In the beginning, they displayed an inability to use their own structured time wisely, and consequently created discipline problems. However, after a period of time, student reaction to this type instruction appears to be positive. Many schools report increased attendance, fewer discipline problems, and a lower dropout rate.
4. All sources of review emphasize the problem relating to the availability of instructional materials that are appropriate for

self-instructional situations. The materials that are available are often directed on a course of commercial profit rather than on research that would benefit the students. Teacher-made materials appear to be the best source. Also, mechanical difficulty with the hardware causes some problems.

5. Lack of finances, in the early stages, is a problem. Although there are those who propose that individualized instruction is more economical than traditional instruction, the trend seems to indicate at least a large initial outlay. This is often difficult to justify to an administrator or board of education.
6. Schools have reported problems with state departments and accrediting associations. They are reluctant to accept anything other than credits based on the Carnegie Unit.

In this review, the problem of evaluation is being treated in a separate paragraph because of its paramount importance. Authors are in complete agreement that existing standardized achievement tests are invalid as a measure of behavioral objectives. Therefore, these tests are administered more as a comparative check on general academic growth, rather than a diagnostic procedure, or as a means to evaluate the achievement of overall program objectives. The trend is more toward the use of teacher-made and teacher-administered tests. Also used are evaluation devices developed by publishers to accompany their materials. Many are using the basic evaluation procedure of teacher subjective judgment. Nearly all

schools are using the traditional report card in conjunction with parent-teacher conferences to report student progress. Time has not permitted, as yet, the development of evaluating and reporting devices.

In reviewing the available literature, the researcher submits the following observations:

1. Individualized instruction is student oriented.
2. Its broad objectives include developing individuals who can select and direct their own education and continue learning during their life span.
3. Individualized procedures are essential for achieving new kinds of specific behavioral objectives.
4. There is evidence that communities, teachers, and students have difficulty in adjusting to this type of instruction.
5. The large majority of students interviewed prefer this program once they have given it sufficient time for trial.
6. There is evidence that disciplinary problems and truancy lessen with this instruction.
7. There is little evidence to indicate that individualized instruction will achieve existing skill and content objectives more effectively than traditional procedures.
8. Additional planning time and training is required by teachers who plan to implement this type instruction.
9. There is a division of concensus on the comparative cost of

individualized and traditional instruction.

10. The non-availability of instructional materials appears to be a major problem.
11. New methods of evaluating and reporting student progress will be necessary.
12. There is evidence that the educationally handicapped students in the Engineered Classroom of Santa Monica outdistanced their counterparts in the traditional classrooms and approached or exceeded the "normal" students both academically and behaviorally.
13. According to the Behavioral Research Laboratories, research, both government-sponsored and private, clearly indicates that teachers and students who are in a classroom using programmed instruction overwhelmingly prefer it to the traditional classroom.

## CHAPTER III

### PROCEDURES

#### Introduction

The problem of this study was to investigate whether, by change of classroom environment and teaching methods, the attitudes and behavior of slow learners can be positively modified; and, as a result, increase individual student achievement. This chapter deals with the methods of student selection, instruction, and individual evaluation. As stated in the limitations, Chapter I, no control group was available for this study. Therefore, this experiment will be classified as active research, with little comparative statistical information involved.

#### Population and Sample

The sample included the 20 students from grades seven, eight and nine who had been identified as non-committed learners. The students were selected by using the following criteria for each individual:

1. grade level
2. I. Q. score
3. standardized achievement test scores
4. cumulative grade point average
5. individual teacher recommendations
6. school counselor recommendations
7. teacher-group analysis of preceding recommendations
8. parent-counselor-principal conference

## 9. student-principal conference

The sample included a maximum of twenty students but could have been less.

Definition of Categories

The investigation included the following situations:

1. The classroom was nongraded. Each student began work on a level determined through diagnostic testing. Each student will enter senior high school on the recommendation of the transitional classroom teacher.
2. There were no formal report cards and no letter grades. Student progress was reported each six weeks to the parents through a parent-teacher conference. Completion of satisfactory work was recorded on each student's permanent record on a "pass" basis upon the recommendation of the instructor.
3. Instruction in the transitional curriculum (science, social studies, arithmetic, English) was individualized. The students attended traditional classes of home economics, industrial arts, music and physical education. In the latter, "pass" grades for each student were transmitted to the transitional instructor by the traditional instructor upon satisfactory completion by the individual student.
4. The students were subjected to group guidance on a weekly basis. This was administered by the school counselors.

Evaluations

1. Formal group testing included the Metropolitan Achievement Test and California Test of Personality. The achievement test was administered in September and May; the personality test was administered only once.
2. Other instructor evaluation included the students' comparative attendance pattern and student attitude test as provided by ESEA Title I.
3. Student self-evaluation played a dominant role in the overall evaluation program. From a group of self-concepts, the students, as a group, chose one category initially for self-evaluation. Periodically, the student group added a category so that eventually each student was evaluating himself in all areas. The student evaluated himself weekly and maintained a cumulative record for the school year. The students, as a group, devised their own instruments for evaluation.
4. The self-concepts for evaluation were:
  - a. attitude toward school
  - b. family relations
  - c. individual effort in school
  - d. peer relations
  - e. self-control
  - f. student-teacher relations

5. Since no control group was available for this investigation, there is no statistical evidence regarding the final evaluation of the experiment. The evaluation consisted of subjective opinions gathered from apparent evidence of change or lack of change in student attitude, behavior, and achievement. The evaluation consisted of opinions as regards to these questions:
- a. Will the transitional room make obsolete the following terms in the Fort Benton Junior High School?
    - (1) F grade or failure
    - (2) retention
    - (3) non-achiever
    - (4) social promotion
  - b. Will the transitional room develop in Fort Benton Junior High School a positive modification of student discipline?
  - c. What stigmas will be attached to the individual in the transitional room?
  - d. Will the transitional room give the individual adequate opportunities for self-exploration and self-evaluation so that he will enter senior high school with a desire to further his individual interests?
  - e. Will the transitional classroom instruction be more relevant to the needs of those students involved?
  - f. Will the transitional room aid the traditional instruction?

Summary

A population of twenty students from grades seven, eight and nine was placed in a self-contained classroom utilizing individual instruction. These students had been identified as non-committed learners. The investigation attempted to identify changes in student attitude, behavior, and achievement.

Since no control group was available, there can be no scientific comparative statistics involved. Students evaluated themselves in self-concepts.

The students were placed in subject areas according to results from diagnostic testing rather than grade level. Academic achievement was reported to parents through parent-teacher conferences and recorded on permanent records on a "pass" basis upon recommendation of the instructor.

The project was partially funded through ESEA Title I. The overall evaluation of the experiment was subjective as determined by school officials, parents and students. The experiment continued throughout the 1970-71 school year.

## CHAPTER IV

### RESULTS AND CONCLUSIONS

The researcher recorded the results, answered the questions, and stated his conclusions as listed under Evaluations in Chapter III.

Results of the California Test of Personality are confidential and were used by the counselor, the instructor, and the junior high principal in attempting to evaluate each student.

The Metropolitan Achievement Test was administered to the students in September, 1970, and May, 1971. The results were as follows:

1. The students showed a cumulative positive gain (grade equivalency) in eight of the ten categories tested.
2. The students' cumulative results (grade equivalency) by category were:
  - a. word knowledge . . . . . + 4 months
  - b. reading . . . . . + 4 months
  - c. spelling . . . . . + 3 months
  - d. language . . . . . + 8 months
  - e. language study skills . . . . . + 5 months
  - f. arithmetic computation . . . . . + 1 year
  - g. arithmetic problem solving . . . . . + 7 months
  - h. social studies information . . . . . - 2 months
  - i. social studies skills . . . . . + 1 year, 1 month
  - j. science . . . . . - 2 months

3. Results from the comparative attendance patterns for the cumulative group showed an increase of 21-1/2 days attendance for the school year 1970-71 compared to the school year 1969-70.
4. Results from the student attitude test of ESEA Title I are subjective. The students' cumulative change in attitude is positive.
5. The student self-evaluation program proved ineffective and was dropped at mid-year.
6. The researcher is re-stating from Chapter III the questions to which he attempted to find answers. The researcher's conclusion follows each question.
  - a. Will the transitional room make obsolete the following terms in the Fort Benton Junior High School:
    - (1) F grade or failure? This grade is still necessary to denote lack of effort on the part of some students in the traditional classes in some subject areas.
    - (2) retention? There has been no indication of a student being recommended for retention.
    - (3) non-achiever? Results from the overall evaluation show some students in the transitional room still in this category.
    - (4) social promotion? No teacher in the traditional classes has made any recommendations in this category.
  - b. Will the transitional room develop in Fort Benton Junior High School a positive modification of student discipline?

Yes, 90% of the teachers who teach junior high classes reported better student conduct this year as compared to previous years.

- c. What stigmas will be attached to the individual in the transitional room? Indications are that no stigmas are attached. From the evaluative instruments, 93% of the parents reported that their child had never commented about any type of stigma; and 67% of the students reported they had never noticed.
- d. Will the transitional room give the individual adequate opportunities for self-exploration and self-evaluation so that he will enter senior high school with a desire to further his individual interests? After one year of the experiment, the researcher subjectively concludes that the answer to this question is positive. The main basis for this conclusion derives from the fact that a minimum of 80% of the students will return, by choice, to the transitional room for the 1971-72 school term.
- e. Will the transitional classroom instruction be more relevant to the needs of those students involved? Again, indications point to a positive answer. From the student evaluation instrument, 77% reported they preferred individualized instruction and group activities. Also 61% of the students

reported that they had learned more and will remember longer than in previous years.

- f. Will the transitional room aid the traditional instruction? Of those teachers involved in junior high classes, 90% reported advanced academic achievement over previous years.

#### Summary

A comprehensive evaluation of the experiment by the researcher was conducted and compiled in booklet form for ESEA Title I, administration, Board of Trustees, and junior high principal. This included instruments of evaluation for students, internal staff, external staff and administrators, and parents. It also included subjective review by the transitional room instructor and the two school counselors. Also included were statements of philosophy, objectives, conclusions, and recommendations.

The overall evaluation by each group, and cumulative, was positive. Most of the questions asked by the researcher at the beginning of the experiment were answered positively with a sound basis for his conclusions. The experiment has been approved by ESEA Title I for the 1971-72 school year. The Board of Trustees of School District #1, Fort Benton, are encouraged by the results of the experiment and anxious to see it continued. The administrators and staff of Fort Benton Schools are likewise positive in their philosophy concerning the experiment.

**APPENDICES**

APPENDIX A

PARENT EVALUATION

Please mark the one answer that best describes the statement for you.

1. Our student is in the transitional room because:

- he wanted to be.
- We (I) insisted he be.
- the school recommended he be.

2. In regards to students in the regular classes, our student:

- feels they tease him.
- feels they envy him.
- feels they are indifferent towards him.
- has never commented about any of the above statements.

3. Concerning grades, we:

- would rather our student received a report card with letter grades (A-B-C-D-F) for each subject area.
- prefer the present "pass" system.
- would rather our student received a report card without letter grades but with a general statement on how he is progressing in each subject area.

4. We (I) attended parent-teacher conferences with Mr. Lulf:

- regularly.
- semi-regularly.

- very little.
- none.
5. We (I) visited the transitional classroom:
- none.
- once or twice.
- more than 3 times.
6. We (I) would describe parent-teacher conferences for the transitional room as:
- constructive and worthwhile.
- okay.
- of little value.
- of no value.
7. In comparison to previous years, we (I) feel our student has progressed academically:
- less.
- more.
- no noticeable difference.
8. Our (My) student's homework assigned appears to have been:
- none.
- a little.
- a lot.
9. We (I) feel our student's attitude towards school this year is:
- more positive than previous years.

more negative than previous years.

not noticeably different.

10. If possible, next year we would prefer to have our student:

placed in regular classes.

continue in the transitional room.

placed according to recommendation of school officials.

(You may not need to answer #11)

11. If you answered "placed in regular classes" to statement #10, your reasoning was because of your student's:

age.

grade level.

lack of overall academic progress this 1970-71 school year.

dislike for his teacher.

peer group.

sex.

negative attitude toward the transitional room in general.

lack of academic progress in some specific subject areas.

12. Please make any suggestions or comments you wish on any aspect of this project.

APPENDIX B

EXTERNAL STAFF AND ADMINISTRATORS EVALUATION

All statements refer to transitional room unless otherwise stated. Only one answer please.

1. Regarding the transitional room in general:

I am quite unaware of its existence, the students in it, and its function.

I am quite aware of its existence, students, and function.

I am really not too concerned about it one way or another.

2. I have visited the class:

once.

twice.

more than three times.

none.

3. In general, relations (transitional room procedures) between Mr. Lulf and me have been:

mutually pleasant.

mutually unpleasant.

okay, but this area needs discussion and improvement.

4. My biggest complaint concerning the room is:

none.

the fact they borrow materials and fail to return them.

the students' behavior around school in general.

- the fact that students are partially in classes that are self-contained and some departmentalized.
5. Because of the transitional room, I feel the student conduct in the regular classes (grades 7 and 8) is:
- better than previous years.
  - worse than previous years.
  - no noticeable difference.
  - I have no basis for an opinion.
6. Because of the transitional room, I feel the academic achievement in the regular classes (grades 7 and 8) is:
- advanced from previous years.
  - retarded from previous years.
  - no noticeable difference.
  - I have no basis for an opinion.
7. Because of the transitional room, I feel the grading term "F" in the regular classes (grades 7 and 8) is obsolete.
- True.
  - False.
  - Academically true, but use of the term to denote lack of effort is still necessary.
8. Comments (not including your own opinion) I have heard from all sources would indicate the experiment with the transitional room has proven:
- unsuccessful.

successful.

undecided.

I have heard no comments.

9. My own opinion, based on what contacts I have had concerning the room, is that the experiment has proven:

unsuccessful and should be terminated.

successful and should be continued.

undecided.

I have no basis for an opinion.

10. The basic objective of the experiment was to improve the attitudes of the students toward school in general. I feel this objective has been met:

positive to a lesser degree.

positive to a large degree.

negative to a large degree.

negative to a lesser degree.

I have no basis for an opinion.

to no noticeable difference.

## APPENDIX C

### INTERNAL STAFF EVALUATION

All statements refer to transitional room unless otherwise stated. Only one answer please.

1. I have worked with the students:
  - within room #31.
  - in regular scheduled classes outside room #31.
  - in special classes outside room #31.
2. In general, my own specific experience was:
  - rewarding and constructive.
  - unrewarding and unconstructive.
  - somewhere in between first two answers.
  - a total flop.
3. My biggest problem was:
  - lack of time.
  - lack of instructional materials.
  - lack of student motivation.
4. I feel the student attitude, as a group, towards school:
  - improved throughout the school year.
  - regressed throughout the school year.
  - showed no appreciable difference.
5. In regard to student conduct, I feel the students, as a group:
  - are generally well-behaved.

- are generally ill-behaved.
- behave very well, with 2 or 3 exceptions.
6. In regards to grading system, I:
- prefer the present "pass" system in use.
- would prefer traditional report cards (A-B-C-D-F).
- would prefer a report card with a general statement of student progress in each subject area.
7. I feel the group counseling sessions:
- were of value to the students.
- were of no value to the students.
- were such that I had no opportunity to observe.
8. I feel the parent-teacher conferences:
- were of some value.
- were of no value.
- were of great value.
- were such I could not observe.
9. If possible, I believe the transitional room should, in the future, include students:
- in grades 7 only.
- in grades 7 and 8 only.
- in grades 7, 8 and 9.
10. Taking everything into consideration, I feel the transitional room experiment has proven:

- successful.
- unsuccessful.
- I don't know.

APPENDIX D

STUDENT EVALUATION

Please mark only one answer for each question. Mark the one most suitable for you.

1. I am in this class because:

I wanted to be.

I did not want to be, but my parents insisted.

I didn't really care, and I wanted to please my parents.

2. Because I am in this class, students in the regular classes tend to:

stay away from me.

tease me.

envy me.

I haven't really noticed.

3. If I am in this class next year, I would like to have physical education, industrial arts, and home ec:

in the regular classes, like this year.

the same manner as we are having music now.

4. In this class, I learn easiest when I work:

by myself.

in a small group.

in a large group.

5. I enjoy studying most from:

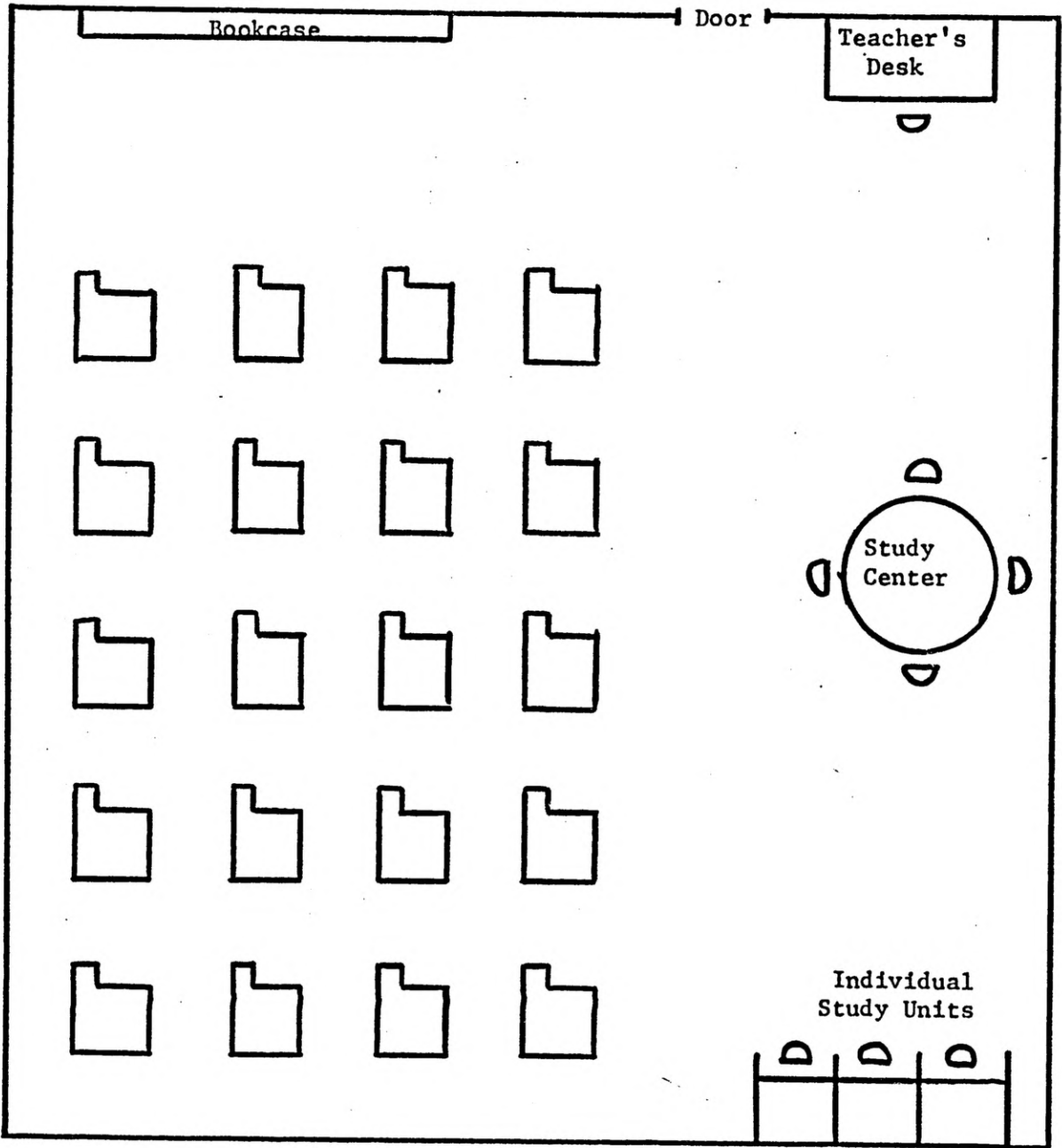
textbooks.

- group activities.
  - individualized units where I can work at my own pace.
6. Concerning grades, I:
- would rather receive a report card with letter grades (A-B-C-D-F) for each subject.
  - like the present "pass" system.
  - would rather receive a report card without letter grades but with a general statement on how I am progressing in each subject.
7. In regard to parent-teacher conferences, I:
- think they are okay as they are.
  - would like to be present at them.
  - think they have no value.
8. Having been a member of this class, I think:
- I would have learned more in the regular classes.
  - I learned more in this class than I would have in the regular classes.
  - I would have learned the same in either situation.
9. I think the rules of conduct in this class should be:
- more strict.
  - less strict.
  - left the way they are.
10. I think my parents believe this class is:

- bad, and I have learned little.
  - okay, and they don't care one way or the other.
  - good, and I have learned many things.
11. In this class, our homework assigned has been:
- a lot.
  - not much.
  - none.
12. In regard to field trips, I would like to have:
- less.
  - more.
  - none.
13. When I take an achievement test, I:
- do the best I can.
  - do the least I can.
  - don't really care.
14. If a friend asked me about the possibility of him being moved into this class, I would tell him:
- to stay out, if possible.
  - to move in, if possible.
  - to make up his own mind.
15. Next year I would like to:
- be scheduled into regular classes.
  - remain in this class.

- leave the decision to my parents.
16. I believe Mrs. Van Cleave, in relation to the entire class, has been:
- helpful in our learning.
- not helpful in our learning.
- I don't know.
17. If possible, I would like this class to include:
- more bookwork.
- more individual activities.
- more group activities.
- none of the above.
18. I am in favor of music class as it is now rather than the regular music:
- Yes.
- No.
19. In comparison to last year:
- I like school more.
- I like school less.
- I see no difference.
20. Taking everything into consideration and the fact I was in this class, I believe:
- I learned more and will remember longer than in other years.
- I learned less.
- I see no difference.

APPENDIX E  
JUNIOR HIGH CLASSROOM



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