

**A PROPOSED REORGANIZATIONAL PLAN FOR  
BARKLEY SCHOOL**

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**WILMOTH C. WALLACE**

A PROPOSED REORGANIZATIONAL PLAN  
FOR  
BARKLEY SCHOOL

A Field Study  
Presented to  
the Faculty of the Graduate School  
Austin Peay State University

In Partial Fulfillment  
of the Requirements for the Degree  
Educational Specialist


by  
Wilmoth C. Wallace

May 1976




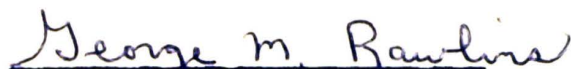
To the Graduate Council:

I am submitting herewith a Field Study written by Wilmoth Corbin Wallace entitled "A Proposed Reorganizational Plan For Barkley School." I recommend that it be accepted in partial fulfillment of the requirement for the Specialist in Education degree.

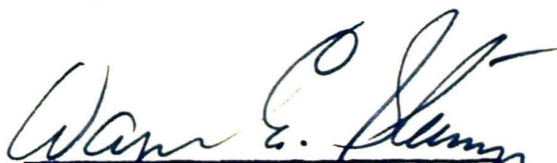
  
Major Professor

We have read this field study  
and recommend its acceptance:

  
Second Committee Member

  
Third Committee Member

Accepted for the Graduate Council:

  
Dean of the Graduate School

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## Chapter 1

### INTRODUCTION

During the 1976-1977 school year, Fort Campbell, Kentucky anticipates completion of thirteen hundred new family living quarters. Military authorities project an increase of approximately one thousand five hundred school age children on post as a result of this construction. These students must be served by the school system. This projected increase necessitates major changes in organization of existing schools as well as construction of new facilities.

Barkley Middle School currently serves students in kindergarten and grade six. It is to be reorganized to serve students generally in the age range from five through ten inclusive - the equivalent of kindergarten through grade five. Enrollment is projected to increase from about 375 students to about 510 students.

The school is committed, as a part of this reorganization, to implementing a process of individualizing instruction. The model selected as a guide for this process is IGE, Individually Guided Education, as developed by the Institute for Development of Educational Activities.<sup>1</sup>

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<sup>1</sup>There are a variety of materials published by the Institute for Development of Educational Activities, Dayton, Ohio.

## PURPOSE OF THE STUDY

The study was designed to serve a real and pressing need at Barkley School. The reorganization of the school, the increased enrollment, and the emphasis upon individualized instruction were fixed parameters. Thus this study enabled this writer to plan for effecting these changes in an effective and efficient manner during the 1976-1977 school year.

## STATEMENT OF THE PROBLEM

This study was concerned with formulating a plan to reorganize Barkley Middle School as an elementary school, kindergarten through grade five, with emphasis upon an individualized approach to instruction. The plan includes recommendations for organizational structure, curriculum, faculty, faculty in-service, and scheduling; and was designed for implementation during the 1976-1977 school year.

## BASIC ASSUMPTIONS

In conducting the study, the following basic assumptions were made.

1. That based upon projections by military authorities, and zoning of students by the school board, enrollment would be five hundred ten students distributed as follows:



Kindergarten	- -	120	students
First Grade	- -	90	students
Second Grade	- -	90	students
Third Grade	- -	90	students
Fourth Grade	- -	60	students
Fifth Grade	- -	60	students

2. That all students would live within walking distance of school and that no transportation would be provided by the school system.

3. That physical plant, including instructional areas and support facilities, was adequate to support the program proposed for this five hundred ten students.

4. That all present professional personnel, including eighteen full-time and three part-time personnel would remain with the school as reorganized; and that five new faculty would be added.

5. That all present non-professional personnel, including one secretary, one teacher assistant, three custodians, and four cafeteria personnel, would remain with the school as reorganized; and that one cook-helper and three teacher assistants would be added.

6. That, since the budget for instructional materials is based upon number of students enrolled, the funding for 1976-77 would be increased proportional to increase in enrollment.

7. That, since all presently adopted curriculum materials would continue in use, no major expenditures above normal would be required.

8. That library holdings were adequate, both as to kind and quantity, to meet the needs of proposed enrollment.

9. That, a sizable quantity of materials would be required to supplement holdings of the Learning Resource Center; however, funding mentioned in item six above was assumed to be adequate to secure materials required.

10. That, large-scale efforts to develop community awareness and support would be required.

#### DEFINITION OF TERMS

Assessment--The act of obtaining information about the individual pupil regarding current achievement, learning style and attitudes, and predictions of rate of learning for the purpose of planning subsequent learning programs.

Four types of assessment are used in IGE:

Paper and pencil tests

Performance tests

Observation

Work samples

Individualized Learning--A learning experience which is tailored to the individual child--should not be confused with independent study which presupposes each child doing a different thing at any given time, or tutorial situations which require a constant one-to-one relationship between the adult and child.

Individually Guided Education--An educational process which uses clearly stated (usually locally adapted) discrete learning objectives, individually tailored learning activities, and an ongoing system of assessment that monitors the performance of pupils.

IGE Learning Program--The combination of teacher/learner activities, materials, mode, time, space, and equipment that is tailored to meet any given learning objective for each individual pupil.

IGE Planning System--A sequence of unit meetings and teacher activities designed to create and implement the learning programs of pupils. The four types of meetings are:

1. Goal-Setting Meeting

In the Goal-Setting Meeting, decisions are made to determine the broad instructional goals, the appropriate content to meet those goals, and the appropriate teacher to do the preliminary research and planning. A critique of the previous program also is conducted. After the Goal-Setting Meeting, the assigned teacher researches and organizes the content, reviews available teacher materials, develops teaching strategies, proposes grouping criteria, and creates an assessment plan.

2. Design Meeting

In the Design Meeting, the assigned teacher presents his/her plan to the other unit members. The plan is critiqued and modified until it is acceptable to all.



Then, teachers are assigned to specific planning tasks, a schedule outline is developed and an assessment plan approved. After the Design Meeting, the pupils are preassessed.

### 3. Grouping-and-Scheduling Meeting

In the Grouping-and-Scheduling Meeting, the pupils are grouped according to the preassessment information based on the grouping criteria. Then, a detailed outline for the unit's activities is developed. After the Grouping-and-Scheduling Meeting, the teachers finalize the design of the individual learning programs. Then, the Unit begins instructional activities.

Learning Mode--The number of people in any given learning situation. The four learning modes are: (1) independent mode (pupil working alone); (2) one-to-one mode (pupil working with another pupil, a teacher, assistant or other adult); (3) small-group mode (usually four to eleven pupils working together); (4) large-group mode (usually forty or more pupils).

Learning Style--A combination of characteristics of the individual child which enables him/her to learn best. Learning style is a complex phenomenon which is assessed primarily by determining what factors have worked before for a particular child. Therefore, knowing "how" a child has learned becomes fully as important as knowing that he/she has, in fact, learned.

Multiunit Elementary School--A school divided into instructional units. The units consist of a unit leader, teachers, assistants, and 75-150 pupils. In the IGE System, the unit will have a multi-aged pupil population, a non-graded approach to curriculum design, and learning programs designed for individual pupils.

Objectives, Affective--Objectives which emphasize a feeling, tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to special phenomena to complex but internally consistent qualities of character and conscience. Many such objectives are expressed as interest, attitudes, appreciations, values, and emotional sets or biases.

Objectives, Cognitive--Objectives which emphasize remembering or reproducing something which has presumably been learned, as well as objectives which require the student to determine the essential problem and then reorder given material or combine it with ideas, methods, or procedures previously learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.

Objectives, Learning--A statement of what behavior the pupil will demonstrate and how he/she will demonstrate it when he/she has completed the learning program.

Objectives, Psychomotor--Objectives which emphasize some muscular or motor skill, some manipulation of material and objects, or some act which requires a neuromuscular coordination. The psychomotor objectives are most frequently related to handwriting, physical education, art, and music activities.<sup>2</sup>

### LIMITATIONS

The study was limited to those aspects of the problem enumerated in the problem statement. The plan as developed was intended specifically for application to, and implementation at, Barkley School. While the plan may be of value, in general terms, to other institutions desiring to achieve similar goals, the present study is limited to the reorganization of a specific school, at a specific point-in-time, within a specific set of parameters.

The study was limited to:

1. formulating an organizational structure for an elementary school which facilitates individualized instruction.
2. summarizing the principal curricular areas and identifying basal material for each.

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<sup>2</sup>Samuel G. Sava, Unit Operations and Roles, (Dayton, Ohio: Institute for Development of Educational Activities, Inc., 1971), pp. 83-87.



3. developing faculty selection and assignment procedures.
4. developing schedules for implementing the overall plans.
5. planning in-service programs for faculty.

## METHODS AND PROCEDURES

The primary purpose of this study was to develop a plan for reorganization of Barkley School to serve children in the age range of five to ten years with an instructional process emphasizing individually guided education. The plan was developed for implementation during the 1976-1977 school year. The scope of the plan was delineated by certain fixed parameters as indicated in this document under Purposes of The Study, and by the statement of Basic Assumptions and Limitations.

Methods and procedures utilized in developing the plan for reorganization of Barkley School are summarized below.

### Review of Related Literature

An intensive review was made of literature and other materials, related to individually guided education.

Many individualized instructional materials and organizational patterns have been developed in a number of schools. IGE has developed a system for storage and retrieval of data and documents pertaining to personnel, hardware, curricular materials, and other areas relevant to IGE programs. These materials are available to assist in planning and implementing new IGE programs. A reasonable sampling of these

materials was reviewed and considered in conducting this study.

### Visits To Other Schools

A number of visits were made to other schools having viable Individually Guided Education (IGE) programs. These visits included three elementary schools at Fort Campbell; schools in Hardin County, Ohio County, and Elizabethtown, Kentucky; and one school system in Wisconsin. In addition to the writer, selected faculty and members of the Fort Campbell supervisory staff participated in these visits.

Although not a visit, much valuable information and assistance was gained through correspondence with other schools which have established IGE programs. Thirty-six such schools in sixteen states were contacted by mail. These schools offered many suggestions regarding staffing patterns, scheduling, and other areas germane to this study.

### Participation in 'Clinical' Situation Pertaining to IGE

In conducting this study the writer has participated in two IGE clinical workshops. Six faculty members serving as unit leaders, have participated in one clinical workshop, and two faculty members along with parents and students have participated in another.

A two-week workshop attended by the writer and by the six faculty members, developed the planning and implementation techniques required by an IGE program. Participants operated in a fairly normal environment while under the constant scrutiny of others. By taking

turns planning, teaching, and assessing themselves and others, participants came to grips with some of the concerns inherent in teaming, grouping, and teaching for specific outcomes. Video tape allowed participants to see themselves and critique their efforts.

The second workshop attended by this writer, faculty, parents and students was of three days duration. The purpose was to understand the rationale for developing goals and direction for school staff in six educational areas: (1) How Students Learn, (2) Parent Involvement, (3) Curriculum, (4) School Organization, (5) School and Community, and (6) Teacher Advisor Concept.

Additional workshops of these kinds are included in the plan for faculty in-service during the 1976-77 fiscal year.

### Consultants

During conduct of this study the writer was privileged to have an opportunity to work with a number of consultants. Many of these consultants were provided by the IGE League, primarily from member schools with operational IGE programs.

Other consultants were utilized from within the Fort Campbell School System. For example, if a teacher within the system was identified as being extremely creative in developing learning centers, she/he was utilized in developing plans for learning centers. Local consultants were utilized in a variety of areas, e.g., reading, mathematics, learning objectives, assessment, and other areas.



### Group Planning Sessions

In order to facilitate both planning and implementation of this study as a workable model for Barkley School, an effort was made to involve those to be affected by the proposed plan in all phases of development. Thus a multiplicity of group planning sessions were held involving various combinations of faculty, students, parents and other community representatives, supervisory and administrative staff, and consultants.

### ORGANIZATION OF THE STUDY

This study is presented in four chapters.

Chapter 1 contains (1) the introduction, (2) the purpose of the study, (3) a statement of the problem, (4) basic assumptions of the study, (5) definition of terms, (6) limitations of the study, (7) a summary of the methods and procedures employed, and (8) a summary of the organization of the study.

Chapter 2 contains a review of the literature relative to Individually Guided Education.

Chapter 3 consists of a detailed presentation of the plans which were developed for reorganizing Barkley Middle School, as an elementary school, kindergarten through grade five, with emphasis upon the individualized approach to instruction.

Chapter 4 presents a summary of the plan and conclusions.

## Chapter 2

### REVIEW OF RELATED LITERATURE

This chapter presents a review of selected literature relevant to the study. There is a paucity of literature regarding Individually Guided Education (IGE) as an entity, except for those publications developed by or in cooperation with the Institute for Development of Educational Activities (IDEA). Therefore, the first section of this chapter is devoted to review of literature related to IGE. Subsequent sections consider (1) organizational structure, (2) curriculum, (3) faculty, (4) scheduling, and (5) in-service as they relate to IGE and Multiunit school.

### INDIVIDUALLY GUIDED EDUCATION

In a recent educational publication, Rogers, as guest editor, deplores the existing climate in which American education is responding to a variety of political, social, and economic pressures that in many cases have little to do with what is best or right for children. He suggests that educators, more than other professionals, tend to ignore the collective insights of research and experience in our work.<sup>3</sup>

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<sup>3</sup>Vincent Rogers, "A Treatment of Elementary Education Based on Research and Experience," Phi Delta Kappan, January, 1976, p. 297.

Rogers continues, saying by way of example, that:

...even the most naive among us must recognize that children learn to read in a great variety of ways; that concrete experience is of vital importance to young learners; that rote memorization of grammar rules has little relationship to one's writing ability; that children learn better when they have some choice about what and how they learn; that success breeds success, repeated failure breeds further failure; that wholistic learning is superior to fragmented, piecemeal learning; and, most important of all, that children differ in all sorts of ways from one another and cannot be taught effectively en masse, or held to arbitrary, adult-defined grade-level standards.

There is, then, a body of knowledge that can and should guide us as we plan educational programs for children. That knowledge is largely apolitical and ought to serve as a bastion against those who would change the schools out of vested interest, fear, or prejudice.<sup>4</sup>

The IGE program is based upon such a body of knowledge to guide us in planning educational programs for children.

#### Development of IGE

The origin of IGE is traced back to 1964-65 at the Wisconsin Research and Development Center for Cognitive Learning. Under the direction of Herbert J. Klausmeier, the Wisconsin Center, 13 public school systems and the Wisconsin Department of Public Instruction initiated Project MODELS (Maximizing Opportunities for Development and Experimentation in Learning in the Schools). Their aim was to initiate a new type of organization to deal with mutual concerns regarding the development of exemplary instructional systems and sophisticated experimentation.

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<sup>4</sup>Ibid. p. 297



After several years of productive work, experimentation, and development, the Wisconsin Center and IDEA combined their ideas and efforts in 1969. They expressed the belief that there was a way to manage available educational resources to approach each child individually and still provide an education for all -- a way to teach children one at a time, together.

The result of more than a decade of research and development is ICE and the Multiunit School (MS). ICE deliberately attempted to retain the best practices of the past decades and to substitute new ones where needed; while MS is a new form of elementary school organization in which new arrangements replace age-graded, self contained classrooms.

After several years' experience, Wisconsin's State Superintendent William C. Kahl indicated that Multiunit Schools showed the greatest promise as a facilitative environment for improving learning opportunities at the elementary school level. And that within the unit structure provided, both the instructional and learning components supported effective use of time, talent, and effort. He concluded that provision was made for differentiation of roles and that opportunity was provided for planning, sharing and evaluation. Finally, he noted that provision was inherent in the design to encourage cooperative effort in teacher education and research at the local level.



The United States Department of Health, Education and Welfare selected the Multiunit School for nationwide installation during the 1971-72 school year. And by 1972-73 more than 550 schools nationwide had implemented IGE and MS.<sup>5</sup>

### Overview of IGE

IGE is a comprehensive design for elementary education that provides a realistic alternative to the age graded, self contained classroom and the traditional form of organization that makes children adapt to the system instead of adapting the system to meet the needs of each individual child.

Most teachers recognize individual differences among children; however, students, by and large have been forced to fit into an existing system without regard for their individual differences. IGE offers a solution to this problem through encouraging instructional programs for each individual student. This solution requires:

1. Planning instructional programs which allow each student to progress at his/her own rate.
2. Providing instructional materials such as textbooks, audio-visual materials, and demonstrations which can accommodate individual learning styles.

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<sup>5</sup>National School Public Relations Association, Individually Guided Education and The Multiunit School, (Arlington, Va.: National School Public Relations Association, 1972.) pp. 1-3 Passim.

3. Organizing modes of instruction to suit each child's best learning style. These modes of instruction include such variations as large-group instruction, small-group instruction, independent study, and one-to-one instruction.
4. Matching teachers and students in various combinations so that each student has the help of the teacher who best suits him/her for each specific learning task.

In IGE, the self-contained classroom is eliminated. It is replaced with an instructional unit composed of a unit leader, three to five teachers, additional supportive staff, and a group of children. With this arrangement, a number of non-traditional practices may be implemented. Some of these are:

1. Non-graded instruction, in which every student either works independently or is grouped and regrouped with others according to his/her progress toward or interest in attaining instructional objectives regardless of age or years in school.
2. Team teaching, in which groups of teachers assess pupil progress, devise instructional strategies to solve individual problems, divide teaching assignments according to specific abilities and interest of each individual member of the team, and help one another grow professionally.

3. Continuous progress, in which every student advances as quickly as he/she can or as slowly as he/she must depending only on individual ability.
4. Peer-group instruction, in which students of different ages work together in either small groups or in pairs to solve common problems.
5. Differentiated staffing, in which outstanding teachers serve as unit leaders of a team in order to direct the education of children and to provide leadership and assistance to other teachers.

IGE is a comprehensive form of education and instruction designed to produce higher levels of educational achievement by providing for differences among students in rates of learning, learning styles and other characteristics. It is more than just an instructional program for IGE has many related parts which must function smoothly and in concert. There are seven major components of IGE:

1. An organization for instruction, a related administrative organization at the building level and another arrangement at the central office level. This new type of organization, called the multiunit organization, is designed to provide for educational and instructional decision making at several different levels; to open communication among students, teachers and principals; and to institute accountability by educational personnel at various levels.

2. A model of instructional programming for the individual student. This is designed to aid teachers in planning and carrying out an instructional program for each student that takes into account his objectives, rate of learning, level of motivation, etc. It also provides the structure for developers to prepare curriculum materials for IGE schools.
3. A model for developing measurement tools and evaluation procedures. The model includes preassessment of children's readiness; assessment of progress, and of final achievement with criterion-referenced tests; feedback to the teacher and the child; and evaluation of the IGE design and its components. This model is used by teachers, mainly in selecting and using assessment tools and by curriculum developers in preparing instructional packages.
4. Curriculum materials, related statements of instructional objectives, and criterion-referenced tests and observation schedules. There is presently a shortage of materials suitable for IGE practices, and most schools adopt and adapt materials that suit the characteristics of their students. The Wisconsin center is developing materials for reading, prereading, mathematics, environmental education and motivation in line with the models of instructional programming and assessment mentioned.



5. A program of home-school communications that reinforces the school's efforts by generating the interest and encouragement of parents and other adults whose attitudes influence pupil motivation and learning. Both the Wisconsin center and I/D/E/A stress that the initial impetus for adoption of IGE should come from a school system's teaching staff. And both organizations insist that schools and school districts involve parents in discussing, initiating and implementing IGE.
6. Facilitative environments in school buildings, school system central offices, state education agencies and teacher education institutions. The Wisconsin center believes that the key to successful implementation of IGE is close cooperation among the IGE schools of the district, the school district central office and the state education agency.
7. Continuing research and development to generate knowledge and to produce tested materials and procedures. A major feature of the IGE system is that it is not rigid. Instead, it is still being refined based on the experiences of the people involved. In addition, each multiunit school has to try new things, evaluate them and engage in practical research to design, implement and evaluate instructional programs for individual students. There is continuing assistance to IGE schools through research and development

by I/D/E/A and the Wisconsin center as well.<sup>6</sup>

### ORGANIZATIONAL STRUCTURE

IDEA recommends three distinct levels of operation within the organizational structure of IGE. The first of these levels, the instructional and research units (I & R units), is the organization for instruction which replaces the traditional age-graded, self-contained classroom. The second level, the instructional and improvement committee (IIC), is a coordinating level for the total IGE program within the school. While the third level, the systemwide policy committee (SPC), functions at the system level.<sup>7</sup>

The first two levels, which operate within the elementary school unit, are of particular importance to this study. The third, at the system level, is beyond the scope of this study.

Each I & R unit is composed of a unit leader, three to five teachers, additional supportive staff, and from seventy-five to one hundred fifty students. Primary function of each unit is planning and carrying out the instructional program for each child in the unit. The unit staff assesses each child's level of achievement, learning style, and motivation level by using various kinds of tests, by observing each student and by examining work samples from each student. The staff

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<sup>6</sup>Ibid. pp. 3-10, Passin.

<sup>7</sup>National School Public Relations Association, Individually Guided Education and the Multiunit School, (Arlington, Va.: National School Public Relations Association, 1972.) pp. 10-11.

then work out specific instructional objectives for each child to complete over a short period of time. After working out an instructional program for each child and implementing it, there is continuous assessment and reassessment to determine if the objectives are being attained. Appropriate new objectives are then established for each student.

The I & R unit is also responsible for researching new ways to teach children and to assess children's learning levels. Through experimentation and observation, unit teachers develop new ways of teaching. These new teaching techniques are then shared with other teachers and other units by the unit leaders and by the principal.

The IIC committee is composed of the principal and all of the unit leaders in the school's program. The IIC has four main functions:

1. To formulate the educational objectives and outline the educational program for the school.
2. To interpret and implement the systemwide policies that affect the educational program in the school.
3. To coordinate the activities of all of the I & R units to insure the necessary continuity in all curricular areas.
4. To arrange for the use of facilities, time, materials and other items that the individual units do not manage independently.<sup>8</sup>

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<sup>8</sup>Ibid., p. 11



This organizational pattern, based upon multiple units, requires implementation of a variety of non-traditional practices as previously referenced. Therefore it seemed appropriate to review selected literature related to these practices in order to ascertain what benefits, if any, might accrue as a result of each.

### Non-Graded Programs

Shuster suggests that nongrading refers to much more than just eliminating grade level lines and the grade level structure of a school's program, but requires replacing it with a plan for continuous progress. In this plan, he says, the learners advance at whatever rates they are capable of mastering the learning materials in the curriculum.<sup>9</sup>

He continues by saying that the general purpose of nongrading is to make provision for individual differences among learners. There are many differences manifested in many ways among children of the same chronological age. At the same time there are differences within any given individual in terms of maturity and learning rate from one curricular area to another. Thus nongrading needs to provide for intra-individual differences as well as inter-individual differences. The basic reason underlying the development of nongrading as an organizational approach to instruction has to do, he says, with the

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<sup>9</sup>Albert H. Shuster, "Theory and Philosophy of The Elementary School", Individualized Instruction: A Book of Readings, E. Gene Talbert and Larry E. Frase, eds., (Columbus, Ohio: Charles E. Merrill Publishing Company, 1972), p. 17.



increasing recognition of individual differences.<sup>10</sup>

The enormous magnitude of individual differences among members of a class and even within a given individual is recognized by most, if not all, teachers. Talbert and Frase estimate that, "at fourth grade and above, the number associated with the grade level is a conservative estimate of the achievement range in years."<sup>11</sup>

These authors contend that,

Our national ideals demand that every child should have an opportunity to realize his potential. Conformity to group standards is out of step with such a purpose. We are accountable to our society to strive for these ideals in the fullest measure possible. At the present time, the only feasible means of approaching this goal is individualized instruction.<sup>12</sup>

Gronlund discusses some of the more widely used organizational structures for adapting schools to individual differences. He concludes that of these various approaches, "the nongraded school provides the most suitable organizational structure for a comprehensive program of individualized instruction."<sup>13</sup>

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<sup>10</sup> Ibid., p. 18

<sup>11</sup> E. Gene Talbert and Larry E. Frase, eds., Individualized Instruction: A Book of Readings, (Columbus, Ohio: Charles E. Merrill, Co., 1972), p.v.

<sup>12</sup> Ibid. pp. 1-2

<sup>13</sup> Norman E. Gronlund, Individualized Classroom Instruction, (New York: McMillan Publishing Co., Inc., 1974), p.2.

Finally, Martin and Pavan report that recent research on non-graded programs has shown positive achievement results. They find that, "(g)enerally, students in nongraded programs have been doing as well as or better than their peers in graded programs - usually better ..."<sup>14</sup>

Reporting on a comprehensive review of research on nongrading from 1968 to 1973, they concluded that, "there should no longer be concern that placing students in nongraded programs will be detrimental to their academic achievement." And in addition to academic achievement, these authors see in nongraded programs, a means of fostering positive attitudes in students.<sup>15</sup>

### Individualized Instruction

Gronlund points out that the wide range of individual differences among students makes it unlikely that group instruction alone, with or without ability grouping can meet the varied needs of the students. He feels that some type of adaptation in the instructional program is needed so that more individualized learning experiences can be provided. He defines individualized instruction as adapting instructional procedures to fit each student's individual needs so as to maximize his learning and development.

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<sup>14</sup>Lyn S. Martin and Barbara N. Pavan, "Current Research on Open Space, Nongrading, Vertical Grouping, and Team Teaching", Phi Delta Kappan, Vol. 57 (January 1976), pp. 311-312.

<sup>15</sup>Ibid., p. 312.

He says that adapting instruction to individual needs may take many different forms, individualized instruction should not be thought of as one particular method. Some of the more obvious variations of this method are as follows:

1. Individualized instruction may range from minor modifications in group instruction to completely independent learning.
2. Individualized instruction may permit variation in any of the following: rate of learning, the objectives pursued, the methods and materials of study and the required level of achievement.
3. Individualized instruction may be used in all subjects, in some subjects, in parts of some subjects, or only with particular students.<sup>16</sup>

Esbensen views individualized instruction as, "not the same thing as teaching students individually."<sup>17</sup> Although as Wolfson points out, "a one-to-one relationship" is included among the alternatives.<sup>18</sup> Esbensen continues by saying that an instructional system is individualized when the characteristics of each student play

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<sup>16</sup>Norman E. Gronlund, Individualized Classroom Instruction, (New York: McMillan Publishing co., Inc., 1974), p. 1.

<sup>17</sup>Thorwald Esbensen, Working With Individualized Instruction, (Belmont, California: Fearon Publishers, 1968), p. vii.

<sup>18</sup>Bernice J. Wolfson, "Individualizing Instruction" Individualization of Instruction: A Teaching Strategy, (New York: The McMillan Co., 1973), p. 100.



a major part in the selection of objectives, materials, procedures, and time. It is individualized when decisions about objectives and how to achieve them are based on the individual student.<sup>19</sup>

Wolfson points out that individualized instruction encompasses a wide range of grouping patterns, but groups,

should be formed on the basis of a common interest, learning problem, or special task and be disbanded as soon as their purpose is accomplished. Some things, such as planning for shared activities and offering suggestions for solving a general problem, are more reasonably done in groups (sometimes small, sometimes large) than by individuals.<sup>20</sup>

She emphasized the crucial concept which separates individualized from group instruction as the rejection of the idea that all learners must move through a predetermined, completely sequenced curriculum. Merely permitting different rates of speed will not provide for individual differences. In her view, individualizing instruction requires the teacher(s) to encourage individual interest, allow for different styles, and respond to individual needs.<sup>21</sup>

Howes notes that individualization of instruction is a way of thinking about the total teaching learning process. He says that it is an attitude toward the function of the school, a broader way of thinking about class organization, materials, and the approach of the

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<sup>19</sup>Thorwald Esbensen, Working with Individualized Instruction, (Belmont, California: Fearon Publishers, 1968), p. 1.

<sup>20</sup>Bernice J. Wolfson, "Individualizing Instruction", Individualization of Instruction: A Teaching Strategy, (New York: The McMillan Co., 1973), pp. 100-101.

<sup>21</sup>*Ibid*, p. 101.



individual child.<sup>22</sup>

Wilhelms observes that within the schools, to release the powers latent in each individual, our primary effort must be to establish a climate for individual growth. He lists the minimum essentials of such a climate as rich stimulation and stretch, responsible freedom growing with the years, the support of love and acceptance, a balanced pattern of success experiences, encouragement to make commitments beyond oneself, and opportunities for a steady deepening of self-insight. These, he says, are required to foster individuality.<sup>23</sup>

Given the above characteristics, Weisgerber states that the desirability of individualizing instruction is no longer questioned by anyone. The objections to it are concerned chiefly with the application of the theory to classroom conditions.<sup>24</sup>

As one example of the application of the theory to classroom conditions, Feldhausen, et al, carried out a project in individualized instruction with eighty elementary teachers. Their model included four broad but basic goals for the instructional program:

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<sup>22</sup>Virgil M. Howes, ed., Individualization of Instruction: A Teaching Strategy, (New York: The McMillan Co., 1973), p.v.

<sup>23</sup>Fred T. Wilhelms, "Educational Conditions Essential to Growth in Individuality", Individualization of Instruction: A Teaching Strategy, Virgil M. Howes, ed., (New York: The McMillan Co., 1973), pp. 37-38.

<sup>24</sup>Robert A. Weisgerber, Developmental Efforts in Individualized Learning, (Itasca, Illinois: F.E. Peacock Publishers, Inc., 1971) p. 5.

- a. To teach the basic skills
- b. To develop higher cognitive abilities
- c. To develop social competence
- d. To provide for personal fulfillment and good self-concept.

They report that results indicate the model for individualized instruction was functionally effective; that children, parents, and teachers liked the approach; that discipline problems declined; and that children were learning well.<sup>25</sup>

### Team Teaching

Teachers working together in teams represents an innovation adopted by many schools during the past decade. A part of the impetus for adopting this organizational arrangement, has been a realization that teachers, as well as students, have their individual differences. Teachers vary in their knowledge, competence, and skills of teaching. Variance in personal style and value systems, combined with professional variations create different teaching styles. These differences affect the general learning atmosphere of a learning situation as well as how and what the student learns.<sup>26</sup>

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<sup>25</sup>John Feldhausen, David Rand, and Martin Crowe, "Designing Open and Individualized Instruction at the Elementary Level" A Guide for the Individual Teacher:, Educational Technology, (January, 1975) pp. 17-18.

<sup>26</sup>Lyn S. Martin and Barbara N. Pavan, "Current Research on Open Space, Nongrading, Vertical Grouping, and Team Teaching," Phi Delta Kappan, Vol. 57 (January 1976), pp. 312-313.

With respect to team teaching, Goodlad says that,

....this idea is a very powerful one because it offers an opportunity to shakedown the entire school in regard to how youngsters are grouped and the way resources are used. It offers potential for opening the schools to specialists of various kinds, to groupings of various sizes.<sup>27</sup>

Schuster and Ploghoft state that the heart of the concept of team teaching is found in the spirit of cooperative planning and team unity. The team members, unlike the teacher in the self-contained classroom, or those teachers teaching the same subject in a departmental organizational plan, are in constant communication. This close communication is necessitated by mutual need for close coordination and articulation of every experience affecting the learners. The team accepts responsibility for curriculum planning, grouping practices, pupil counseling, and agrees upon instructional procedures that will best meet the needs of the learners. They point out that individual teacher strengths are capitalized upon and utilized in meeting individual differences of children. The design also provides the opportunity for flexible grouping practices and enables teachers to provide enrichment or acceleration for pupils to progress at their own rates in all areas of the curriculum.<sup>28</sup>

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<sup>27</sup>John I. Goodlad, "Toward 2,000 A.D. in Education", Individualized Instruction: A Look of Readings, E. Gene Talbert and Larry E. Frase, eds., (Columbus, Ohio: Charles E. Merrill Publishing Co., 1972), p. 4.

<sup>28</sup>Albert H. Schuster and Milton E. Ploghoft, The Emerging Elementary Curriculum, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 132.



While the preponderance of research on team teaching seems to focus more on the teacher than the student, Martin and Pavan report a number of research efforts which focus on the learners as well as the teachers. Some of the findings which they report are summarized below:

1. There were no significant differences in the academic achievement of team-taught children and children taught by individual teachers. The impact of teaming on the teachers was generally positive and team teachers willingly work longer hours. (Bair and Woodward, 1964).
2. A team-taught class benefitted from the talents and abilities of more than one teacher and the arrangement made possible a more flexible grouping of pupils according to the purpose of the lesson. (Wilder, 1969)
3. No significant difference was found between the academic achievement of children in a non-graded, multi-aged, team-taught school and the achievement of similar children in a self-contained classroom. Children in the experimental school excelled in creative thinking and general motivation, however. (Burchyett, 1972).<sup>29</sup>

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<sup>29</sup>Lyn S. Martin and Barbara N. Pavan, "Current Research on Open Space, Non-grading, Vertical Grouping, and Team Teaching," Phi Delta Kappan, Vol. 57 (January 1976), pp. 313-314.

Martin and Pavan conclude their article with a series of observations based upon their study of team teaching. Three of these observations are:

...while specific advantages in achievement have not been demonstrated, students and teachers alike have expressed positive attitudes toward the innovation. . . . It does appear, however, that innovations such as . . . team teaching does not . . . result in detrimental effects on cognitive or affective outcomes. Overall, the research to date indicates that such innovations, when properly interpreted and implemented, may be a step toward educational improvement and are, in any case, valid alternatives to the traditional mode of teaching.<sup>30</sup>

### Multi-age Grouping

While many of the concepts and principles undergirding the practice of multi-age grouping have been discussed in preceding sections, it appeared to warrant a few comments as a separate entry here. For multi-age grouping is an integral part of the IGE program.

Ann Murray cites an advantage of multi-age grouping from a parental point of view. She suggests that this arrangement, "gives children more opportunity to learn from each other; it removes the stigma of staying back if a child needs to spend an extra year in a unit; and it broadens the scope of instructional materials."<sup>31</sup>

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<sup>30</sup> Ibid., pp. 314-315.

<sup>31</sup> Ann Murry, "Why Do They Call Them Units", A Parent Pamphlet, (Dayton, Ohio: Institute for Development of Educational Activities), p. 3.

It is often argued that in a traditional self-contained classroom, the teacher teaches to the middle ability group. IDEA supports this view and, in a recent publication stated that, "Naturally the bright students tend to become bored and the slow students are frustrated at their inability to keep up even with this average pace."<sup>32</sup>

IDEA indicates that age alone is not the only criterion applicable in multi-age grouping, but that grouping children in units by age-range allows for flexibility in subsequent groupings by learning style and by the objectives they are attempting to achieve. Within this context they list certain advantages of multi-age grouping by stating that it:

1. Enhances children's flexibility of thought, continuity of learning, creativeness of expression, inventiveness of ideas, openness to new experience, and sensitivity to others.
2. Provides an environment in which young children can identify with someone older; where older children have the opportunity to help others.
3. Ensures in any classroom wide diversity of experiences and interests on which the teacher can build learning.

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<sup>32</sup>IDEA, Why Every Student Needs a Personalized Learning Program, (Dayton, Ohio: Institute for Development of Educational Activities)p.5.



4. Helps children see themselves, at any age, as part of the full tapestry of life, not as separate, age-isolated, and unimportant.
5. Provides opportunities for children to move through the roles of both follower and leader.
6. Helps the teacher function as something more than a director of learning. The teacher becomes the director of an education laboratory in which the children themselves do the exploring, experimenting and finding. The teacher becomes a diagnostician and consultant to each child, assessing his learning, listening to his ideas, helping him think through his problems, and making suggestions. <sup>33</sup>

Finally, Martin and Pavan summarize their review of research of heterogeneous grouping by stating that, "Cognitive outcomes appear to be the same in the varied grouping arrangements, but there is evidence of social, affective, and maturational advantages in the vertical or heterogeneous arrangement."<sup>34</sup>

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<sup>33</sup>IDEA, Mimeographed handout prepared for clinical workshop.

<sup>34</sup>Lyn S. Martin and Barbara N. Paven, "Current Research on Open Space, Nongrading, Vertical Grouping, and Team Teaching." Phi Delta Kappan, Vol. 57 (January 1976), p. 312.

## CURRICULUM

One of the basic assumptions stated as a part of this study was that, "all presently adopted curriculum materials would continue in use," although these materials will be supplemented with additional materials as appropriate. Of course 'materials' are but a part of the curriculum. At Barkley School, the definition of curriculum is accepted as presented by Shuster and Ploghoft when they say that curriculum is, "...all the learning experiences which are planned and sponsored by the school."<sup>35</sup>

These learning experiences, comprising the curriculum at Barkley School, will have their foundation in certain disciplines and basal materials with which units will work. From this foundation, unit staff members will provide, "a curriculum for different children according to their natures and capacities."<sup>36</sup>

Bobbitt points out that this approach to providing for individual differences presents problems not met in the old, simple plan of merely drawing up a syllabus of studies and topics. He says that,

The curriculum is coming to be defined as a series of living experiences on the part of the children which look toward developing within them

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<sup>35</sup>Albert H. Shuster and Milton E. Ploghoft, The Emerging Elementary School Curriculum, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), pp. 6-7.

<sup>36</sup>Franklin Bobbitt, "A Significant Tendency in Curriculum Making", The Elementary School Journal, Anniversary Issue, 1975 Vol. 72, p. 60.

specific qualities and abilities. Thus the curriculum is a thing which exists within the children, and within them differently according to their natures, capacities, social opportunities, social stimulations, etc. Different pupils will make different speeds in attaining similar goals. They will cover different amounts of subject-matter in the same unit of time. They will utilize different types of activities or experience in attaining similar objectives, according to their original natures, desires, opportunities, social stimulations, etc. It will be necessary to develop a hitherto neglected technique of student self-directions. The pupils must themselves have a large measure of understanding of the objectives which they are to attain. In no other way will it be possible actually to administer the diversities of adjustment which appear to be desirable.<sup>37</sup>

Bobbitt reminds us that this is not an easy task, but a most important one, requiring the best effort of all. Bobbitt's view is that,

When curriculum-making was only subject-syllabus-making, these many problems did not appear closely to concern us; but now that curriculum-making is coming to be the formulation of a series of child activities and experiences which must in the nature of things differ from child to child, curriculum-formulation is found to be intimately knit up with every problem involved in the organization, administration, and management of the pupil population.<sup>38</sup>

Goodlad, too, stresses the interrelationships of every aspect of the school's planning and operation as they impinge upon the curriculum. He suggests that we must think of school as a concept,

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<sup>37</sup> Ibid. p. 60.

<sup>38</sup> Ibid. p. 61.



not a place, " - a concept of developing human potential for the sake of both the individual and society."<sup>39</sup> He says that school must be a concept that leads to utilizing all possible resources for guiding learning twenty-four hours a day, with the primary goal of developing ability to think and deal more rationally with our fellow man.<sup>40</sup>

Nesbitt emphasizes the fact that children, especially elementary school children are eager to learn as they come to our schools and that we must design our curriculum to build upon their willingness and desire to learn:

The way of childhood is one of exploration, experimentation, and discovery. Children approach the world about them with freshness, eagerness, and expectation, and a belief that life is good-good to behold, to touch, to taste, to feel. They want to find the answers, to see cause and effect, to see things happen. There is an urge to manage and to control their environment, a seeming compulsion to come closer to the universe and somehow to relate themselves to this vastness of which they are a part.<sup>41</sup>

Shuster and Ploghoft advance the notion that there must be a balance in the curriculum. They recommend that in achieving a balanced

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<sup>39</sup> John I. Goodlad, "The Child and His School in Transition," The Education Digest, April, 1973, pp. 11-12.

<sup>40</sup> Ibid., p. 12.

<sup>41</sup> Marion Nesbitt, A Public School For Tomorrow, (New York: Dell Publishing Company, 1967), p. 106.

curriculum, satisfactory answers to the following questions must be sought:

1. Do our purposes and objectives reflect the beliefs which are contained in our philosophy of education in a democracy?
2. Is sufficient attention given to these aspects of education which contain traditional values of education?
3. Are the events and information of the aerospace age studied and assessed in terms of their implications for educational planning?
4. Has the local community been considered with respect to the opportunities it provides, to the needs that it has, and to the values and goals it represents?
5. Has the individual been considered to the extent that there is the room and freedom within which his needs and capabilities can be accommodated?<sup>42</sup>

In curriculum planning and development, concern must also be given to the learning environment as it affects the student, the content needs of the student, and the psychological needs of the student.<sup>43</sup> Because of the uniqueness of each student careful consideration must be given to the idea that students may need differing amounts and types of:

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<sup>42</sup>Albert H. Schuster and Milton E. Ploghoft, The Emerging Elementary School Curriculum, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 23.

<sup>43</sup>The National Council of Teachers of Mathematics, "Some Thoughts About Individualization," The Arithmetic Teacher, January, 1975, p. 24.

1. Learning experiences
  - (a) Involvement with manipulative materials
  - (b) Interaction with other students
  - (c) Interaction with teachers
  - (d) Involvement with audio-visual materials
2. Content emphasis
  - (a) Concept development experiences
  - (b) Pattern-seeking experiences
  - (c) Fact recall experiences
  - (d) Procedure practice experiences
  - (e) Attitude development experiences
3. Psychological satisfaction
  - (a) Security
  - (b) Variety
  - (c) Opportunities for decision-making
  - (d) Success experiences
  - (e) Personal recognition (peer and teacher)
  - (f) Evaluative feedback<sup>44</sup>

IGE takes a broad view of education and instruction in which true individualization to attain all of the schools' educational objectives is achieved by varying certain elements - - student instructional programs, instructional materials, modes of instruction and teachers. It encourages the adaptation and implementation of those innovations that are consistent with the total IGE system.<sup>45</sup>

IGE gives one the opportunity to devise individual teaching strategies for each youngster. For those who learn better in lecture type situations, there will be large group instruction. For those who work better with one or two other children and a teacher, there is very

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<sup>44</sup>Ibid., p. 25.

<sup>45</sup>National School Public Relations Association, Individually Guided Education and the Multiunit School, (Arlington, Va.: National School Public Relations Association, 1972), p. 5.



small group instruction. We can provide different instructional settings, different kinds of materials and different teachers for different children. Thus providing varied curriculum approaches for different students.<sup>46</sup>

## FACULTY

Adoption of the IGE system does not, in itself, guarantee an improved learning climate. The key to the whole program is enthusiastic teachers who are fully informed and feel capable of handling the various instructional situations which they will encounter. Teachers must want to work in this kind of instructional environment and must know what is expected of them.<sup>47</sup>

Esbensen asserts that all teachers in an individualized instructional program should be volunteers. He feels that there is no faster way to kill any program than to staff it with reluctant teachers. For the unwilling teacher is, "the deadliest critic there is."<sup>48</sup>

As Shuster and Ploghoft conclude, "The classroom teacher is the most important person ..., " in any program to improve instruction.<sup>49</sup> And

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<sup>46</sup>Ibid. p. 34.

<sup>47</sup>National School Public Relations Association, Individually Guided Education and the Multiunit School, (Arlington Va.: National School Public Relations Association, 1972), pp. 34-35.

<sup>48</sup>Thorwald Esbensen, Working With Individualized Instruction, (Belmont, California: Fearon Publishers, 1968), p. 3.

<sup>49</sup>Albert H. Shuster and Milton E. Ploghoft, The Emerging Elementary Curriculum, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 538.

Peterson indicates that the most important step to be taken in actual implementation is the selection of staff members. No other force, he says, will exert greater influence, for good or for bad, on the total program than, "those individuals picked to carry out the day-to-day cooperative educational venture."<sup>50</sup>

Purkey suggests certain criteria which should be of importance in the selection of staff members when he says,

Teachers want to be significant forces in the lives of their students. As Moustakas (1966) declared, every teacher wants to meet the student on a significant level, every teacher wants to feel that what he does makes a difference. Yet in order to influence students it is necessary to become significant other in their lives. We are seldom changed by people whom we see as insignificant or unimportant. The way the teacher becomes significant seems to rest on two forces: (1) what he believes, and (2) what he does.<sup>51</sup>

Purkey cites a number of evidences which indicate the importance of the attitudes teachers hold. He concludes by saying, "...the key to building positive and realistic self-images in students lies largely in what the teacher believes about himself and his students."<sup>52</sup> And, "...when the teacher believes that his students can achieve, the students appear to be more successful."<sup>53</sup>

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<sup>50</sup>Carl H. Peterson, Effective Team Teaching: The Easton Area High School Experiment, (West Nyack, N.Y.: Parker Publishing Co. Inc., 1966), pp. 14-15.

<sup>51</sup>William W. Purkey, Self Concept and School Achievement, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), p. 44.

<sup>52</sup>Ibid., p. 48.

<sup>53</sup>Ibid., p. 47.

Nesbit adds that,

Those who guide the young must have a social philosophy and their values must be clear. This philosophy must be functional and be continually remade, for youth is challenging, demanding, impatient of postponement. The values held dear must be close to child life - simple, basic things. Teachers must love and understand children; they must be alert to what is revealed as children participate in school life; they must be keen to life and those forces that impinge upon it; they must keep abreast of professional research and make changes accordingly. There is a humility, and openmindedness, that sees the other person's point of view however different it may be...<sup>54</sup>

In addition to those attitudinal traits which are of great significance there are also the skills which the teacher must possess. Redfern indicates that successful teaching is no accident. It rarely just happens. He says that, "success usually results from a combination of carefully planned actions and reactions. An intelligent, well-prepared teacher heads the list of necessary elements."<sup>55</sup>

Esbensen views the necessary elements of a well-prepared teacher as including certain abilities to function in decision-making. He stipulates that, in theory at least, schools of education turn out teachers who are competent in content areas and who are able to arrange

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<sup>54</sup>Marion Nesbit, A Public School for Tomorrow, (New York: Dell Publishing Company, 1967), p. 21.

<sup>55</sup>George B. Redfern, How to Evaluate Teaching, (Worthington, Ohio: School Management Institute, 1972), p. 71.



a formal learning environment in such a way that the goals of instruction are met. He continues by saying:

The essential point is that the competent teacher must be capable of making certain kinds of decisions. The range and level of this decision-making are what define the effective role of the classroom teacher. To be more specific, a well prepared teacher should be able to determine whether a certain instructional item might be usefully presented to a given student.<sup>56</sup>

Esbensen adds that, "working with students in a genuinely individualized fashion is a complex task calling for sophisticated, professional skills on the part of the entire staff."<sup>57</sup>

Related to skills which a teacher should possess, Shuster and Ploghoft specify three functions of a teacher in unit teaching. They are:

The teacher's major function in any classroom is that of directing learning to the end that each individual moves a step nearer maturity - emotionally, mentally, socially and physically.

A second function of the teacher in unit teaching, a corollary of the first function, is that of directing decision-making activities.

A third function of the teacher in the unit teaching is to direct the learning activities in such a way that individual differences are met and cared for through careful planning.

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<sup>56</sup>Thorwald Esbensen, Working With Individualized Instruction, (Belmont, California: Fearon Publishers, 1968), p. 55.

<sup>57</sup>Ibid., p. 96.

Recognizing individual differences also means putting into practice those principles which seem to produce the best results for each child.<sup>58</sup>

In a different reference, Shuster points out that:

The new school must have a definable commitment to serving the individual. Such a school will have teachers who try to make suitable provisions for individual differences. This will require that the teachers be specialists in the psychology of learning and possess an understanding of child development. In addition, they will need to know the content of the skill subjects to be mastered....To make suitable provisions for each successive educational experience for each child is essential to provide for the child's needs at the appropriate moment of his development.<sup>59</sup>

Ability to select and to utilize appropriate materials at appropriate times for each student is an important skill of the effective teacher according to Shuster. He says in this regard:

...the successful educational experiences of each child will be essentially pertinent and appropriate to his needs at the moment of his development. The teacher needs to understand that logical order or sequence does not necessarily mean the way a given subject is presented in the textbook.<sup>60</sup>

Also Shuster and Ploghoft reinforce this need for skill in decision-making in matching students and materials. They say:

The teacher who uses textbooks and workbooks in conjunction with a number of other materials and situations will provide a far richer learning experience than will the teacher who concentrates

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<sup>58</sup>Albert H. Shuster and Milton E. Ploghoft, The Emerging Elementary Curriculum, (Columbus, Ohio: Charles E. Merrill Publishing Co., 1972), p. 119.

<sup>59</sup>Albert H. Shuster, "Theory and Philosophy of the Elementary School", Individualized Instruction: A Book of Readings, (Columbus, Ohio: Charles E. Merrill Publishing Company, 1972), pp. 17-18.

sely upon one type of material. The materials which are used should contribute to the specific learning experience which the teacher believes to be timely.<sup>61</sup>

In discussing so-called innovations such as team teaching, ungradedness, and individualization of instruction, Goodlad has said that if these innovations are to be carried out successfully, "Clearly, a fundamental ...rethinking of the role of the teacher is called for."<sup>62</sup>

Feldhausen, et al., note that the teacher's role is changed substantially in individualized classrooms, and they list certain role changes which they perceive as necessary:

First, the teacher will spend much more time in selecting, adopting, or developing instructional materials or activities. Second, less time will be spent in planning for and carrying out traditional large group instructional activities. Third, much more time will be spend helping and working with individuals and small groups of pupils. Fourth, the teacher will focus evaluation on individual children's projects, growth in basic skills, practical activities, personal and social growth, and higher cognitive level activities.<sup>63</sup>

Further, Shuster and Ploghoft comment on the importance of, and change in, the teacher's role in this manner;

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<sup>61</sup>Albert H. Shuster and Milton E. Ploghoft, The Emerging Elementary Curriculum, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), pp. 282-283.

<sup>62</sup>John I. Goodlad, "Toward 2000 A.D. in Education," Individualized Instruction: A Book of Reading, (Columbus, Ohio: Charles E. Merrill Publishing Company, 1972), p. 10.

<sup>63</sup>John Feldhusen, et al., "Designing Open and Individualized Instruction at the Elementary Level," Educational Technology, January, 1975, p. 21.



As a presenter of information, a custodian of children, and a grade giver, the teacher is replaceable by teaching machines, by educational television, by parent monitors, by standardized tests and computing machines. An emerging curriculum design includes the pupils as a group and as individuals to be recognized and accounted for in selecting and adapting learning opportunities for pupils. Learning situations do not emerge from presentations alone, nor can they be adequately evaluated by tests and computers. Interaction between children and teachers, integration and reaction by children, behavior modification - all are components in the teaching-learning environment. In the emerging curriculum design the able teacher is not a replaceable element.<sup>64</sup>

There are a multiplicity of role changes for teachers which must occur in an IGE - MS as compared to a traditional self-contained classroom. Although anything approaching a comprehensive listing and their interrelationships is beyond the scope of this study, some of the more important ones are cited below.

The teachers role is changed through a much greater dependence upon cooperative work and cooperative planning with other teachers and with students.<sup>65</sup> Teachers must place more and more emphasis on what the learner does in a learning situation, rather than on what the teacher will be doing.<sup>66</sup> The role of the teacher as diagnostician

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<sup>64</sup>Albert H. Shuster and Milton E. Ploghoft, The Emerging Elementary Curriculum, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 22.

<sup>65</sup>Marion Nesbitt, A Public School For Tomorrow, (New York: Dell Publishing Company, 1967), p. 22.

<sup>66</sup>Carna M. Hales, "Can Teachers Learn to Individualize Instruction?" Educational Technology, (November, 1974), p. 22.

becomes, if not more important, a skill more frequently called upon.<sup>67</sup> The teachers role is changed through the team's effort whereby the teacher may utilize his/her talents in those ways/areas in which they are most competent.<sup>68</sup>

However, with all of the desirable role changes which have been specified, the teacher(s) must still be responsible for managing the learning environment. Self-management skills should be developed within each student; however, as Dell emphasizes, nowhere should it be suggested that teachers give up their appropriate prerogative of setting the limits for students, or insisting that they give their students the sole responsibility in this area.<sup>69</sup>

#### SCHEDULING

Just as there are distinct levels of operation within the organizational structure of IGE<sup>70</sup>, there are distinct levels of

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<sup>67</sup>Alice Hosticka, "Are Special Skills Needed to Teach an Individualized Curriculum?" Educational Technology, (November, 1974), p. 27.

<sup>68</sup>Albert Shuster, "Theory and Philosophy of the Emerging Elementary School," Shuster and Ploghoft, eds., Individualized Instruction: A Book of Readings, (Columbus, Ohio: Charles E. Merrill Company, 1972), pp. 15-16.

<sup>69</sup>Davis Helen Dell, Individualizing Instruction: Materials and Classroom Procedures, (Palo Alto: California: Science Research Associates, Inc. 1972), p. 221.

<sup>70</sup>National School Public Relations Association, Individually Guided Education and the Multiunit School, (Arlington, Va.: National School Public Relations Association, 1972), p. 10.

scheduling within the Multiunit school. For the school as a whole, there must be a master schedule; and within each unit there must be scheduling to provide for specific needs within that unit.

Peterson, in discussing scheduling, suggests that the master schedule, "holds the key to the success or failure of any curricular and instructional experiment within a given building."<sup>71</sup> He emphasizes the need for this master schedule to give 'structure' and insure coordination of time, personnel, space, curricular areas, and group size.<sup>72</sup> He emphasizes that this structure should not be stricture by saying that we must build flexibility into the schedule at the outset in order to give teachers a true freedom of choice in selecting the type of instruction to be used on a day to day basis - whether it be large group, small group, or independent study.<sup>73</sup>

The master schedule is a function of the Instructional and Improvement Committee (IIC) as it arranges for the use of facilities, time, materials and other items that the individual units do not manage independently.<sup>74</sup> This schedule must be so structured that there are

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<sup>71</sup>Carl H. Peterson, Effective Team Teaching: The Easton Area High School Experiment, (West Nyack, N.Y.: Parker Publishing Co., Inc., 1966), p. 50.

<sup>72</sup>Ibid., p. 51.

<sup>73</sup>Ibid., pp. 54-55.

<sup>74</sup>National School Public Relations Association, Individually Guided Education and the Multiunit School, (Arlington, Va.: National School Public Relations Association, 1972), p. 11.



alternate learning environments available to the various units in each area of the curriculum.<sup>75</sup>

Within the framework provided by the master schedule, then, each I & R unit plans and carries out the instructional program for each child. This process has been discussed earlier in this chapter under the section, Overview of IGE (p. 16). As these plans are developed by each I & R unit a considerable amount of intra-unit scheduling is required to provide a program suitable for each child. This intra-unit scheduling is accomplished by varying,

- (a) the amount of attention and guidance by the teachers,
- (b) the amount of time spent in interaction among students,
- (c) the use of printed materials, audiovisual materials, and direct experience of phenomena,
- (d) the use of space and equipment, and
- (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult - or student-led small group activities and adult-led large group activities.<sup>76</sup>

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<sup>75</sup>W. D. Tisner, "Birch Lake, A Multi-Unit Elementary School in White Bear Lake, Minnesota," p. 5, (A booklet published by White Bear Lake school to describe their program to visitors).

<sup>76</sup>National School Public Relations Association, Individually Guided Education and The Multiunit School, (Arlington, Va.: National School Public Relations Association, 1972), p. 8.

## IN-SERVICE

Redfern points out that successful teaching is no accident. It rarely just happens. Success usually results from a combination of carefully planned actions and reactions. And in order to achieve success, he says, an intelligent, well-prepared teacher heads the list of necessary elements.<sup>77</sup>

Yet, even though a school's staff may be experienced and well-prepared to function in a self-contained classroom environment, professional educators who have had successful experiences with IGE say a training program is necessary before a school implements IGE.<sup>78</sup> For IGE, as has been pointed out, utilizes a different organizational pattern for the school; different personnel relationships; and different instructional approaches.

Talbert and Frase, in discussing individualized instructional programs, emphasize that transition to such a program is not easy. They say that,

Teacher preparation has been geared to  
instruction of groups with the teacher playing

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<sup>77</sup>George B. Redfern, How to Evaluate Teaching: A Performance Objectives Approach, (Worthington: Ohio, School Management Institute, 1972), p. 7.

<sup>78</sup>National School Public Relations Association, Individually Guided Education and the Multiunit School, (Arlington, Va.: National School Public Relations Association, 1972), p. 12.

the leadership role. Individualized instruction requires dramatically different procedures and roles.<sup>79</sup>

And Esbensen adds that selection of staff should be followed by in-service work designed to provide teachers with the know-how necessary to conduct a program of individualized instruction. For, in his opinion:

Operationally, the central problem of individualized instruction is the problem of classroom management. Therefore, whatever else it may attempt to accomplish, a worthwhile in-service program will suggest how teachers may work effectively with students within the formal school environment.<sup>80</sup>

There are, of course, other facets of the IGE program than individualized instruction; and their suggestion is that the major part of the in-service training program for IGE teachers (should) focus on getting teachers to think as members of a team, and working together to provide an individualized instructional program for each child. They emphasize the need to design an in-service program to help staff members to recognize their changing attitudes and through simulations to provide them with experience in an individualized learning program.<sup>81</sup>

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<sup>79</sup> E. Gene Talbert and Larry E. Frase, Individualized Instruction: A Book of Readings, (Columbus, Ohio: Charles E. Merrill Publishing Company, 1972), p. v.

<sup>80</sup> Thorwald Esbensen, Working With Individualized Instruction, (Belmont, California: Fearon Publishers, 1968), pp. 2-3.

<sup>81</sup> National School Public Relations Association, Individually Guided Instruction and the Multiunit School, (Arlington, Va.: National School Public Relations Association, 1972), p. 12.



While ICE has developed a variety of materials and suggestions for teacher in-service, and Barkley School faculty have used many of these, the in-service design must have a local orientation. For, as Shuster and Ploghoft caution;

In-service education must not become an either-or issue as it relates to group or individual endeavor. At times, a group effort is needed. But there is also a need for providing for the individual.

In-service education and curriculum improvement are obviously related to the classroom.

The responsibility for in-service education programs which will meet teacher's needs rest not only with administrators but with the teachers.<sup>82</sup>

### SUMMARY

This chapter has presented a review of selected literature related to areas of concern in this study. Areas of concern discussed were (1) Individually Guided Education, (2) Organizational Structure, (3) Curriculum, (4) Faculty, (5) Scheduling, and (6) In-Service.

Chapter 3 presents the plan of reorganization developed for Barkley School and provides specific plans in each of the above areas.

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Albert H. Shuster and Milton E. Ploghoft, The Emerging Elementary Curriculum, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 553.

## Chapter 3

### PLANS FOR REORGANIZATION

The purpose of chapter 3 is to describe the plans which have been developed for reorganizing Barkley Middle School, as an elementary school, kindergarten through grade five, with emphasis upon the individualized approach to instruction.

### ORGANIZATIONAL STRUCTURE

The first step in initiating the new educational program was to determine whether or not change was called for, and if so, of what kind. When school officials first sat down four years ago to consider the implementation of Individually Guided Education, serious consideration was given to the fact that the existing traditional program was considered by many to be adequate for the community.

Two factors, however, were working against this kind of "safe" thinking. The first was an anticipated increase in enrollment. The second influencing factor was the strong conviction being expressed through the I/D/E/A Change Program For Individually Guided Education.

Fortunately, local school officials, school board members, and lay representatives responsible for making the decision as to whether change was necessary took a hard look at ways to make a good program better.

The Superintendent of Schools and his administrative staff sought the opinions of staff members, students, parents and outside resource persons including personnel of area colleges and universities. Gradually, hitherto submerged areas of concern came to light through the resulting exchange of ideas and through evaluation of current practices.

As a result of planning and discussion, a decision was reached to change the organizational structure of each elementary school in the Fort Campbell School System, and implement a program of individually guided education.

Barkley's organizational structure which facilitates individualized instruction is called the Multiunit organization. Students, teachers, and teacher assistants are divided into units which include overlapping age ranges for the children. Within each unit, students may be grouped and regrouped according to their current interest, needs, and objectives. Teachers in each unit function as a team, with one teacher serving as unit leader.

The unit is a heterogeneous group of staff members and students striving to maintain a highly personalized environment in the individually guided curriculum. It is in the actual development of the unit that the utmost in rational thinking, conjecture and planning is called for. It is exactly at this point, prior to the beginning of teacher-pupil interaction within a unit teaching team, that the eventual success or failure of the program is decided.



Together, teachers and students plan, discuss, critique and make decisions. Gradually and carefully, students are given responsibilities as they are ready for them. The ultimate goal is to develop a self-confident, self-directed student.

#### PRINCIPAL CURRICULAR AREAS

To individualize instruction staff members seek out what is known about the teaching-learning process and develop programs that are capable of providing opportunities for the development of individual potential.

The curriculum moves beyond the self-contained classroom with one teacher and depends on a multiplicity of approaches and strategies of learning. It is devised to provide opportunities for each student to find success each day. The student learns to process information, find patterns, and learn how symbols work for him. He develops logical and creative thinking, and learns investigative skills such as how to search for answers in a variety of places, and how to organize ideas into principles and concepts.

The instructional staff is committed to personalized education, to bringing every boy and girl into the mainstream of learning, and to developing students who will become citizens capable of making rational decisions.

The student's program will be systematically structured to activate his perceptive and cognitive functions. Affective learning will be equally important as cognitive learning.

Therefore, the curriculum implies direction toward the individual and his mental maturity rather than grade level material to be mastered at a predetermined year.

### Language Arts

Language arts provides the vehicles for the passing of information from person to person, from generation to generation, and from era to era. No field of human endeavor escapes a dependency upon the language arts for the transmission of ideas and information.

Talking, listening, reading, writing and spelling comprise the major components of the language arts curriculum. These components are to be taught through the Holt Reading System. (K-5)

The staff recognizes the value in relating language arts instruction to all aspects of the school program because it is from the practical application of language skills that the individual will become competent in this important learning area.

### Mathematics

Whether or not one intends to enter an occupation which requires high competency in mathematics, it is essential, if the management of daily affairs is to be efficient and rewarding, that every individual comprehend basic concepts of numbers and possess skill in using mathematical process.

The use of number processes and concepts in working through the mundane as well as the technological problems of modern life requires that mathematics be recognized as a language to be applied when dealing with quantitative situations. Such a language of numbers is a part of the thinking of each student so that he will possess a sensitivity and facility in recognizing and handling quantitative problems.

The basic mathematic text Modern School Mathematics, by Houghton Mifflin Company, is structured so that it follows a logical sequence of presentation. Each student proceeds at his own pace and level.

The child in his earlier stages of number learning benefits from experiences with concrete and semi-concrete learning aids, where as the child who has moved to a more advanced level of understanding may need materials for practicing on certain number facts. The approach and materials are geared to the needs and instructional level of the individual. Materials are diversified to serve whatever instructional needs prevail.

### Science

The Elementary Science Study provides materials that motivate students to meaningful science experiences. The program is a multi-media approach that provides opportunities for students to learn that factual information is not enough, but by the same token neither are



processes, concepts, or any single-purpose approach. The program blends these methods through a process that provides materials with which students can work, problems they can investigate, and questions they can ask and find answers for themselves.

Units have no absolute goals, but try to lead students to ask questions of his environment and find answers to these questions. Units are guided by "basic threads of scientific investigation"--inquiry, evidence, instrumentation, measurement, classification and deduction. No particular field or discipline of science determines the units, nor does any unit emphasize the acquisition of individual skills.

Subject areas represented include mathematics, botany, zoology, astronomy, ecology, geology, chemistry, and physics.

The Elementary Science Study presents teachers and students with real materials or instructions on how to study things or phenomena around them. Teacher's guides, kits of materials, worksheets, record sheets, reading materials, and picture booklets are provided.

Some units utilize 8mm film loops and 16mm films. Filmed materials are designed for use after students are familiar with the subject matter through his own activities and experiments.

### Social Science

The Greater Cleveland Social Science cuts across seven separate disciplines: political science, economics, sociology, anthropology, psychology, geography, and history. These disciplines have much in

common such as concepts like leadership, institutions, and social class which are basic to the social sciences.

The Greater Cleveland Social Science Program stresses issues rather than answers. It brings to the front new methods, new materials, and a great new organization of content. The Greater Cleveland Program uses the inquiry method. Instead of pouring out names, dates, and places that students accept on authority, students are encouraged to get into the habit of questioning and attempting to seek out the answers themselves. The program stresses the discovery method in which students ferret out generalizations of the "big" issues in the field of social science; and, encourages the use of many audio visual materials such as transparencies, tapes, games, programmed materials, and public documents.

The educational philosophy behind the Greater Cleveland Program emphasizes the transmission of culture with stress placed on important concepts from all social science disciplines. It presents depth of major concepts or clusters of historical facts that have been selected for their direct meaningfulness in terms of (1) the human situation in general, (2) the basic methods of the social sciences, and (3) the actual issues and trends of our times.

Regardless of chronological age, the Greater Cleveland Social Science Program aims at teaching each student as an individual according to his emotional growth. Its belief is that each child's

successive educational experience should be logical, sequential, and cumulative. A two-year cycle for the science and social science curriculum is presented on the following pages.



BARKLEY ELEMENTARY SCHOOL  
TWO YEAR CYCLE FOR SCIENCE & SOCIAL SCIENCE

CYCLE I

<u>Unit</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
K-1	Health & Safety Seasons Mobiles Young Animals Growing Seeds Attribute Games	Our Country Children In Other Lands Map & Globe Skills Transportation
2-3	Mobiles Changes Mealworms Clay Boats Animals In Classroom Seeds Colored Solutions Health & Safety	Apple Community Aborigines Eskimos Williamsburg Rural Community
4-5	Small Things Environment Dental Health Health & Safety Gases & Air Batteries & Bulbs Balances Safety Manners & Discipline Microgardening Mapping Primary Balancing Pendulums Structures Budding Twigs Crayfish Pond Water	All About Me Citizenship Ancient Civilization Greek & Roman Civilization

CYCLE II

<u>Unit</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
K-1	Health & Safety Brine Shrimp Mirror Cards Temperature & Weather Tangrams Life Above & Below	Explorers & Discoverers People The Explorers Capitals Of Our Country
2-3	Lights & Shadows Ecology Beans & Peas Tadpoles Magnets & Batteries Match & Measure Primary Balancing Health & Safety	The Making Of Our America The Metropolitan Community
4-5	Classification Of Animals Mapping Bones Pendulums Mystery Powders Gases & Air Batteries & Bulbs Stream Tables Optics Animal Activities Butterflies Water Flow Balancing Starting From Seeds Rocks & Charts Whistles & Strings Nutrition	Middle East

### Unified Arts

Young people today have such expanding outlooks, ever-reaching, searching for divergent paths, which will exhilarate their imagination and personal experiences. Consequently, it behooves educators to lead the way to unexplored planets, and to provide for their cultural enrichment.

The Unified Arts Program provides opportunities for students to uncover dormant talents and interests, things which can insure them of a richer and more diversified life.

Included in the Unified Arts Program are art, music and physical education. Each of these three areas enrich and influence the student's personal and social development.

### Learning Center

In the Learning Center each student may increase his knowledge by exploring a wide variety of audio-visual materials. A student who may be weak in a subject area may improve his work; a student may reinforce his study habits and experiment; and he may expand on his own far beyond the classroom.

### Library

The library is more a service than a place. Learning is a very private and individual affair, and newer media can be just as personal as books. The librarian, as custodian of the materials, serves as co-ordinator of learning with the teacher and the student. The library



is a center for dissemination of educational media, and the coordinator's responsibility is to make resources accessible to teachers and pupils wherever they can best be used.

### SCHEDULES

The Unified Arts faculty make up Unit Five. These faculty members have no students assigned permanently to their unit, but deal with all students in the school at various times during the week. Thus, a separate Unified Arts schedule was prepared for each of the units to which children were assigned.

The following page presents the Unified Arts schedule for Unit One; while, schedules for Units Two, Three, Four, and Six are presented as Appendix A. Numbers in parentheses indicate the number of children engaged in a particular unified arts activity at any given time. The remainder of the children assigned to a unit (e.g., Unit One) will be engaged in learning activities under the supervision of their 'home' unit teachers.

The staff of each unit, except Unit Five, will plan their instructional schedule to provide each student within the unit the instructional time needed for each academic area, except Unified Arts. Unit staff will have part of the unit children under their supervision at certain periods of the day; while, part of the children participate in Unified Arts activities. During those periods of time when no Unified Arts are scheduled, all unit children will be engaged in learning activities with the Unit Staff.

This type of scheduling provides for a high degree of flexibility and individualization of instruction.

BARKLEY ELEMENTARY SCHOOL  
Fort Campbell, Kentucky

Unit One  
Unified Arts Schedule

<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8:30 - 9:00					
9:00 - 9:30	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)
9:35 - 10:05	Library (18)	Library (18)	Library (18)	Library (18)	Library (18)
9:55 - 10:25	Physical Ed. (29)	Music (29)	Physical Ed. (29)	Music (29)	Physical Ed. (29)
10:00 - 10:40	Art (29)		Art (29)		Art (29)
10:40 - 11:30					
11:30 - 12:03	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00 - 12:30	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)
12:35 - 1:05	Library (18)	Library (18)	Library (18)	Library (18)	Library (18)
12:45 - 1:15	Music (29)		Music (29)		Music (29)
12:45 - 1:25		Art (29)		Art (29)	
1:15 - 1:45		Physical Ed. (29)		Physical Ed. (29)	
1:45 - 3:00					

## FACULTY

The certified faculty of Barkley Elementary School will consist of one full-time principal, six teachers equivalent to kindergarten and first grade, six teachers equivalent to second and third grade, four teachers equivalent to fourth and fifth grade, one full-time elementary trained physical education teacher, one full-time elementary art teacher, one full-time elementary music teacher, one full-time elementary librarian, one full-time elementary learning center teacher, one full-time elementary counselor, one part-time speech therapist and one part-time registered nurse.

The non-certified staff shall consist of one full-time secretary, four full-time teacher assistants, one cook, four full-time cook helpers, one day custodian, one night custodian, one full-time maid, and one part-time cashier.

Effective classroom teachers will be the key to successful instruction and curriculum development. In developing curriculum they must be cognizant of processes and personnel roles and must envision curriculum development as a dynamic effort to improve conditions affecting pupil learning. All certified teachers will hold at least a B.S. degree, have a valid Kentucky Certificate in Elementary Education and be recognized as a competent, professional individual suited for the task at hand.



The principal must possess at least a Masters Degree plus forty-five hours in education, administration and supervision. The importance of the educational leader cannot be over-emphasized, as he/she relates to the effectiveness of group operation. The principal has insured that all faculty have been active participants in the decision to implement individually guided education; in planning the organizational structure and curriculum; and in developing teaching strategies, in-service and all other facets of the individually guided program. On the following page is a listing of the Barkley Elementary School Faculty and Staff.

BARKLEY ELEMENTARY SCHOOL  
Fort Campbell, Kentucky

FACULTY AND STAFF

LEADERSHIP

Elementary Principal

UNITS ONE AND TWO

Six Teachers (Equivalent to Kindergarten  
and First Grade Teachers)

UNITS THREE AND FOUR

Six Teachers (Equivalent to Second and  
Third Grade Teachers)

UNIT FIVE

(Unified Arts)

Art Teacher

Music Teacher

Physical Education Teacher

Learning Center Teacher

Elementary Librarian

Elementary Counselor

Speech Therapist (Part-Time)

Registered Nurse (Part-Time)

UNIT SIX

Four Teachers (Equivalent to Fourth and  
Fifth Grade Teachers)

SECRETARY

One Full-Time

TEACHER ASSISTANTS

Four Full-Time

CUSTODIANS

One Day Person

One Night Person

MAID

One Full-Time

COOK

One Full-Time

COOK HELPERS

Four Full-Time

CASHIER

One Part-Time

## IN-SERVICE

Individually Guided Education will be achieved through an in-service program designed to reorganize and redirect the time, talents, and energy of all concerned with the educational process. Everything will center on two major elements - individualized instruction and continuous improvement.

The in-service program is continuous and not only improves the quality of implementation, but it provides the needed information and experience for new teachers. In-service is a way for professional personnel to continuously improve and perfect the skill and art of teaching. Therefore, continuous educational in-service will seek to foster the continued professional development of the staff.

A summary of the in-service for Barkley Elementary School faculty during the 1976-1977 academic year is presented below. The entire in-service program was developed through cooperative effort of faculty and administration. This in-service program is, of course, not the first exposure of present faculty to an I.G.E. program. They have, for the past two academic years, been involved in in-service programs and in the planning for implementation of an individually guided education program.

### In-Service Schedule 1976-1977

August	(3 Days)	Instructional Planning
August	(1 Day)	Introduction to Individually Guided Education
		Orientation - Principal
		One at a Time Together (Film)
		Implementation Guide



August	(1 Day)	Individually Guided Outcomes Introduction - Principal Outcomes Discussed Questions and Answers - Faculty
August	(1 Day)	The Individually Guided Education Learning Program (Filmstrip) Unit I Organized For Learning (Filmstrip) Principal
August	(1 Day)	Individually Guided Education Learning Modes (Filmstrip) Unit II
August	(1 Day)	Performance Testing and Observation (Filmstrip) Guidance Counselor The Individually Guided Education System (Filmstrip) Learning Center Teacher
September	(First Tue.) (1 hour)	Building The Individually Guided (Filmstrip) Director of Instruction
October	(First Tue.) (1 hour)	The Individually Guided Education League (Filmstrip) Director of Instruction
November	(First Tue.) (1 hour)	IGE: A Reach For Tomorrow (Filmstrip) Elementary Supervisor
February	(First Tue.) (1 hour)	Communication With Parents (Filmstrip) Unit V
March	(First Tue.) (1 hour)	IGE Emplementation (Filmstrip) Unit VI
March	(1 Day)	Managing the IGE Learning Program I Music Teacher Managing the IGE Learning Program II Art Teacher Managing the IGE Learning Program III Physical Education Teacher
April	(First Tue.) (1 hour)	The Special Resource Teacher in an IGE School (Filmstrip) Librarian

May	(First Tue.) (1 hour)	What It's Like To Be In Individually Guided Education (Filmstrip) Principal
June	( 2 hours )	Individually Guided Education In-Service Evaluation Principal and Faculty

### Summer Clinical Workshop

The Clinical Workshop, to be held for two weeks during the summer of 1977, will be a planned experience in which the participants learn specific behaviors not only by reading, viewing and talking about them, but also by doing them in an actual school environment with students and other teachers. The workshop is designed to facilitate continuous improvement using these techniques plus that of providing immediate analysis and feedback to the participant from his peers and staff members who are expert in developing the behaviors sought.

The participants will be selected on their ability to offer leadership as Unit Leaders during the following school year.

### SUMMARY

This chapter has described the plans which have been developed for reorganizing Barkley Middle School, as an elementary school, kindergarten through grade five with emphasis upon the individualized approach to instruction.

## Chapter 4

### SUMMARY AND CONCLUSIONS

This chapter is presented in three sections: (1) Restatement of purpose of the study; (2) Review of methods and procedures; and (3) Summary of the findings and conclusions of the study.

### PURPOSE OF THE STUDY

The present study was initiated during the 1975-1976 school year to serve a real and pressing need. In view of projections for substantial increases in the school-age population of Fort Campbell, Kentucky, major changes in the organization of existing schools were dictated. Barkley Middle School, serving students in kindergarten and grade six, was to be reorganized to serve students generally in the age range from five through ten inclusive - the equivalent of kindergarten through grade five. An emphasis was to be placed upon an individualized approach to instruction through the IGE program. The purpose of the study was to develop plans for organizational structure, curriculum, faculty, faculty in-service, and scheduling to be implemented during the 1976-1977 school year.

### METHODOLOGY

Methodology employed in conduct of the study is presented in summary below.



Many sources were consulted in an effort to determine what relevant research was extant; to determine correct practices, both successful and unsuccessful; to determine reasons therefor in schools utilizing approaches similar to that anticipated for Barkley School; and to 'try out' first-hand some of the options available.

Methodology includes: (1) an intensive review of relevant literature and other materials related to individually guided instruction; (2) visits to other schools having viable IGE programs; (3) correspondence with some thirty-six schools in sixteen states regarding current practices in those schools; (4) participation in IGE sponsored clinical workshops; (5) utilization of a number of consultants; and (6) a multiplicity of group planning sessions involving various combinations of faculty, students, parents and other community representatives, supervisory and administrative staff, and consultants.

The plan, as represented in chapter three, was developed through selecting and synthesizing the most promising and feasible alternatives.

#### SUMMARY OF THE FINDINGS AND CONCLUSIONS

A commitment, on the part of Barkley School, to a process of individualizing instruction and selection of IGE as a model for this process was made prior to initiation of this study. The primary focus of the study, then, was to examine alternative courses of action and to develop specific plans for implementation during the 1976-77 school year.

Review of literature, visits and correspondence with other schools, and participation in workshops indicated that the basic approach selected for reorganization of Barkley School was a sound one.

Based upon these investigations, suggestions of consultants, and numerous recommendations developed in group planning sessions a plan for reorganization of Barkley School was developed. This plan, as presented in chapter three, provides for multiunit organization. The plan includes a variety of non-traditional practices such as flexible scheduling, multi-age grouping, team teaching, and individualization of instruction.

The plan, which will be implemented during the 1976-77 academic year, is believed to be educationally sound and one which will contribute much to the development of those students who are to be participants in the programs of Barkley School.

Conduct of this study has contributed greatly to the professional growth of this writer and has served to involve the total Barkley School community in preparatory work for implementation of the plan.

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## FILMSTRIPS

- |                                     |   |
|-------------------------------------|---|
| The IGE Learning Program            | The IGE League                                |
| Organized for Learning              | Communicating with Parents                    |
| IGE Learning Modes                  | IGE Implementation                            |
| Performance Testing and Observation | Managing the IGE Learning Program I           |
| The IGE Planning System             | Managing the IGE Learning Program II          |
| Building the IGE Learning Program   | Managing the IGE Learning Program III         |
| IGE: A Reach for Tomorrow           |   |
| What It's Like to be in IGE         | The Special Resource Teacher in an IGE School |

All filmstrips produced by Institute for Development of Educational Activities, Inc., Dayton, Ohio, 1972.

## PAMPHLETS

What Do Those Big Words Mean?

What Happens When My Child Leaves An IGE School?

Why Do They Call Them Units?

What's The Difference?

Many Years Ago!

What On Earth Is I.G.E.?

What Is The Role Of The P.A.C.?

Just How Do You Individualize?

But It's So Different.

How Come My Child Has So Many Teachers?

What Will I.G.E. Mean For Your Child?

Why Every Student Needs A Personalized Learning Progress.

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## APPENDIX A

BARKLEY ELEMENTARY SCHOOL  
Fort Campbell, Kentucky

Unit Two  
Unified Arts Schedule

<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8:30 - 9:00					
9:00 - 9:30	Library (18)	Library (18)	Library (18)	Library (18)	Library (18)
9:35 - 10:05	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)
9:55 - 10:25	Music (29)	Physical Ed.	Music (29)	Physical Ed.	Music (29)
10:00 - 10:40		Art (29)		Art (29)	
10:40 - 11:40					
11:39 - 12:17	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00 - 12:30	Library (18)	Library (18)	Library (18)	Library (18)	Library (18)
12:35 - 1:05	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)
12:45 - 1:15		Music (18)		Music (18)	
12:45 - 1:25	Art (29)		Art (29)		Art (29)
1:15 - 1:45	Physical Ed. (29)		Physical Ed. (29)		Physical Ed. (29)
1:45 - 3:00					

BARKLEY ELEMENTARY SCHOOL  
Fort Campbell, Kentucky

Unit Three  
Unified Arts Schedule

<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8:30 - 10:30					
10:30 - 11:00	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)
10:45 - 11:20	Art (29)	Art (29)	Art (29)	Art (29)	Art (29)
11:00 - 11:30	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)
11:25 - 12:05	Art (29)	Art (29)	Art (29)	Art (29)	Art (29)
12:10 - 12:40	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40 - 1:00					
1:00 - 2:00	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)
1:15 - 1:45	Music (29)	Music (29)	Music (29)	Music (29)	Music (29)
1:50 - 2:20	Music (29)	Music (29)	Music (29)	Music (29)	Music (29)
2:00 - 2:55	Music (29)	Music (29)	Music (29)	Music (29)	Music (29)
2:00 - 2:55	Library (18)	Library (18)	Library (18)	Library (18)	Library (18)

BARKLEY ELEMENTARY SCHOOL  
Fort Campbell, Kentucky

Unit Four  
Unified Arts Schedule

<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8:30 - 10:30					
10:30 - 11:00	Music (29)	Music (29)	Music (29)	Music (29)	Music (29)
11:00 - 11:30	Music (29)	Music (29)	Music (29)	Music (29)	Music (29)
11:40 - 12:20	Music (29)	Music (29)	Music (29)	Music (29)	Music (29)
12:25 - 12:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 - 2:00	Library (18)	Library (18)	Library (18)	Library (18)	Library (18)
1:30 - 2:10	Art (29)	Art (29)	Art (29)	Art (29)	Art (29)
1:50 - 2:20	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)
2:00 - 2:55	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)	Learning Center (18)
2:15 - 2:55	Art (29)	Art (29)	Art (29)	Art (29)	Art (29)
2:25 - 2:55	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)	Physical Ed. (29)



BARKLEY ELEMENTARY SCHOOL  
Fort Campbell, Kentucky

Unit Six  
Unified Arts Schedule

<u>TIME</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8:30 - 9:50	Art (29)  Music (29)  Physical Ed. (58)	Art (29)  Music (29)  Physical Ed. (58)	Art (29)  Music (29)  Physical Ed. (58)	Art (29)  Music (29)  Physical Ed. (58)	Art (29)  Music (29)  Physical Ed. (58)
9:50 - 10:10					
10:10 - 11:30	Library (18)  Learning Center (18)	Library (18)  Learning Center (18)	Library (18)  Learning Center (18)	Library (18)  Learning Center (18)	Library (18)  Learning Center (18)
11:30 - 11:50					
11:50 - 12:25	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:25 - 3:00					