

BLOCK COURSE SCHEDULING VERSUS TRADITIONAL COURSE
SCHEDULING
IN HIGH SCHOOLS

by

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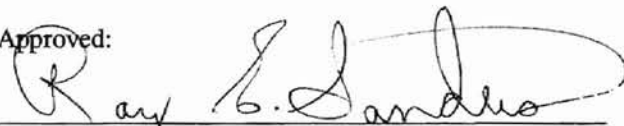
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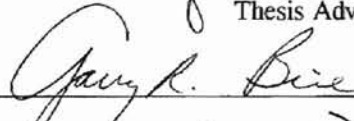
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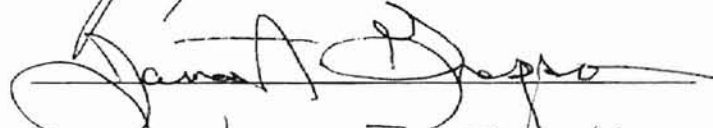
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Thesis Approved:



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Chapter 1

INTRODUCTION

Statement of the Problem

There are rising concerns over problems involving our school systems. Concerns that include increasing dropout and decreasing graduation rates. The perception is that our children are behind and not receiving as good an education as foreign students. This has led to several task forces being created to research and recommend reforms to our traditional methods of schooling. Many different reforms have been suggested to improve the way schools currently operate, such as longer school days and longer school years, year round scheduling, and several types of alternate schedules, to name a few. Some of these have been put into action while others may never be implemented. The problem for this study was not enough information existed on block scheduling for schools to determine if it is a viable option. Many Oklahoma schools are starting to use block scheduling and this study was deemed appropriate and timely.

Significance of the Study

As schools look for solutions to reverse the drop out rate, increase the graduation rates, raise test scores, and better prepare students for future learning with a shrinking budget, block scheduling could be a very attractive alternative. In a case study of parallel block scheduling, Audrey Fogliani (1990), cites that the Twenty First Annual Gallop Poll of the Public's Attitudes Toward Public School reported that seventy-nine percent believed small classes help student achievement, and seventy- five percent favor initiatives to reduce class sizes. It is possible for the average school district to increase the course offering and the number of sections without hiring any additional staff. This is possible because in a traditional schedule, a teacher teaches five classes and has a planning period while in a block system that same teacher is able to now teach six classes in a year. This is attractive to teachers as well because their number

of classes and the number of students is cut drastically at any one time during the school year. They also have additional planning time and a period that is better suited to deliver a lesson using alternative approaches,(i.e. cooperative learning, lab activities, etc., which help student interest and learning). Therefore, it is important to understand the influences that block scheduling had on student performance.

Purpose: The purpose of this study was to determine if block scheduling had a positive effect on student and teacher attitudes on learning.

The following questions were formatted for this study:

1. Are student attitudes toward education in block scheduling different than toward a traditional schedule?
2. What are teacher perceptions of student success in block scheduling?
3. What are teacher and student beliefs about the overall success of the block schedule?
4. How does student performance under traditional scheduling compare to performance under block scheduling?

Assumptions: The following were assumed to be true:

1. The students involved in this study are reasonably representative of future enrollees in terms of age, background, ability, etc..
2. The grading system used by each instructor is fundamentally the same.

Scope & Limitations

1. The only subjects selected were those enrolled in School A
2. Implications of this study may not be applicable to all high schools because of the limited number of schools using block schedules.

3. Implications of this study may not be applicable to all high schools because of the limited number of different sized schools that were able to be sampled.

Definition of Terms

Block- One nine-week period of instruction at the end of which credit (1/2) is awarded. (Equal to credit received for a traditional semester.)

Term- A two-block period of instruction- traditionally referred to as a "semester". The school year is divided into "Terms". Term one consists of blocks one and two. Term two consists of blocks three and four.

Most courses run one or two blocks. Some, band and vocal music for example, run all four blocks and earn two credits.

Encore- A non-structured period of time (25 minutes) just before lunch which is to be used for tutoring, remediation, make-up, etc. Students not required or wishing to attend are allowed to have a long lunch.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

Most high schools in the United States use either a six or seven period day with periods from 50 to 60 minutes in length. Usually, secondary schools accreditation standards call for a five and one-half hour instructional day. Credits are based or awarded upon approximately 150 hours of instruction. Students have six or seven different teachers and subjects at one time throughout the school year Hess (1995).

The block scheduling that is the subject of this study utilizes a four period day. The classes would be 85 to 100 minutes in length. The extra time each day allows for a shorter length in calendar days for this type of schedule. The 150-hour instruction can be met in 90 days or less. At the end of each 90-day period, or semester, students receive final grades. At this time they also are given credit for completing the course Miller (1993). An example of a typical 4-period block schedule is given in Figure 1.

Classes that are one-semester courses now meet for 45 days and then another one-semester course is taken. Courses such as band, athletics, and agriculture which need to meet for the full year are paired and meet every other day. Other possible options include letting them meet as a period every day all year, or splitting the time of the period between the two period classes everyday.

Encore

The schools that were surveyed in this study used a non-structured period of time (25-30 minutes), just before lunch for tutoring, remediation, make-up, etc.. The students who were not required or did not wish to attend were allowed to have a longer lunch period. Some of the 'Characteristics of Encore' include the following according to Miller (1993):

1. When a teacher assigns a student to Encore, attendance is mandatory. It is expected that the student will be involved with productive work.
2. Any student who is currently making a grade of "D" or "F" will be assigned to Encore for tutorial help for the following week or until the grade is above a "D"
3. A student who is tardy to class or to a session of mandatory Encore must be assigned to the next available session of Encore. No deals are made!!! This is automatic.
4. A student who is assigned to mandatory Encore must stay the full 25 minutes.
5. Students who choose to attend a session of Encore are free to come and go as they need. Students are urged to inform the teacher of their plans to attend.
6. Students must utilize the next available Encore session to receive make-up work when they have been absent. Regular class time will not normally be used for this purpose. Failure to pick up make-up work can result in mandatory Encore.
7. The disciplinary result for missing a session of mandatory Encore will be assignment to In-House Suspension or Saturday Morning School.
8. Encore is not a "free period" for students. It is important that all students realize that this is not "their time" it is part of their schedule and is instructional time. Use of this time will be determined by the teacher or the student. When a teacher assigns a student to Encore, attendance is mandatory.
9. All teachers must be in their room the entire Encore period.
10. No department or other teacher committee meetings will be scheduled during Encore period.
11. Encore provides incentive to be on time to class and to strive for academic achievement.
12. Encore provides an opportunity for one-on-one time with teachers.
13. Encore enables absent students to receive and complete their make-up assignments.

assignments.

14. Encore sends a message to students: Failing grades are not acceptable!

15. Teachers keep track of the students that are attending Encore, and can be used to help with decisions involving the student's grade.

Student Schedule

Students would attend four classes each day with a lunch break in between the morning and afternoon classes. The benefits for the students are less subjects and teachers to focus on at any one particular time. This type of schedule would also allow them to complete one more hour of credit in a year's schooling.

Teacher Schedule

Teachers have three classes to teach and one conference period. Normally a teacher has five or six classes to teach with one period off. The block schedule would reduce the number of students each teacher has at one time. A teacher also has a longer planning period than the traditional schedule. Although a teacher will teach more students over the course of a year, the number of students at any one time is cut approximately in half.

Figure 1
Daily Schedule

First Bell	7:55
First Period.....	8:00 - 9:25
Second Period.....	9:30 - 10:55
Encore.....	11:00 - 11:25
Lunch.....	11:25 - 12:25
Third Period	12:30 - 1:55
Fourth Period	2:00 - 3:25

Figure 2

Possible Student Schedules

	TERM 1		TERM 2	
	<i>1st 9-Weeks</i>	<i>Block 2</i>	<i>Block 3</i>	<i>Block 4</i>
<i>Period 1</i>	Science	Science	History	History
<i>Period 2</i>	English	English	Math	Math
<i>Encore/Lunch</i>				
<i>Period 3</i>	Foreign Lang.	Foreign Lang.	Foreign Lang.	Foreign Lang.
<i>Period 4</i>	Business	Business	Athletics	Athletics

	TERM 1		TERM 2	
	<i>1st 9-Weeks</i>	<i>2nd 9-Weeks</i>	<i>3rd 9-Weeks</i>	<i>4th 9-Weeks</i>
<i>Period 1</i>	Band	Band	Band	Band
<i>Period 2</i>	English	English	History	History
<i>Encore/Lunch</i>				
<i>Period 3</i>	Zoology	Elective	Elective	Botany
<i>Period 4</i>	Math	Math	Elective	Elective

	TERM 1		TERM 2	
	<i>1st 9-Weeks</i>	<i>2nd 9-Weeks</i>	<i>3rd 9-Weeks</i>	<i>4th 9-Weeks</i>
<i>Period 1</i>	English	English	History	History
<i>Period 2</i>	Math	Math	Elective	Elective
<i>Encore/Lunch</i>				
<i>Period 3</i>	Vo - Tech	Vo - Tech	Vo - Tech	Vo - Tech
<i>Period 4</i>	Vo - Tech	Vo - Tech	Vo - Tech	Vo - Tech

The Problem of Block Scheduling Research

A review of the literature proved to be a difficult task because a majority of the writings about block scheduling are of the narrative or "how to" nature rather than research-based. Many of these "how to" articles reported how well block scheduling worked but there was little evidence of "true" research. Most of the literature was theoretical in nature and had very little scientific research documented in it.

Rettig's Workshop

Some of the main issues that were presented during Rettig's (1994) workshop were that the evidence points to there being no significant difference reflected in test scores between different scheduling formats. Increases and decreases appear to be relative to the abilities of particular classes of students. However, those schools with ACT/SAT Prep classes reported significant improvement among those students.

Rettig (1994) was also asked about retention, an issue that is often brought up in conjunction with block scheduling. He indicated that research shows that any information a student is going to forget is forgotten within two weeks. Because most instructors provide a review of the material at the beginning of a course or at the beginning of a new school year after summer break, students are soon back to speed on material they have previously mastered. Concerns over a student taking a class in English for example, and then not taking the next English course during the following block was the basis for this question.

Research of Schools on Block Scheduling

A synopsis of the information obtained from the schools by phone or mail contact indicated the following:

1. A significant decrease in their rate of failures.
2. An improved teacher/student attendance rate.

3. A drastic decrease in tardy problems.
4. An increase in the number of students attending college.
5. More students on honor roll.
6. More students graduating.
7. No additional retention problems above the norm.

Advantages of the block schedule included a reduction in behaviors that were considered indicative of student stress. Students were better prepared for classes. Teachers were able to have more one on one contact with students. Students attended better, and fewer number of preparations by teachers allowed them to spend more time preparing for classes. An overall positive feeling by the staff about their quality of teaching was expressed. But there were some concerns or possible negatives that were stated. A lot of the problems dealt with adjustment or change and student absences. Some teachers believed that their subject areas were not as conducive to the extended period. While others believed they could not cover all of the material in the allotted time per term, and that students became bored during the longer period. Some also expressed concerns about the pace of class and that students did not have time to practice skills long enough before moving on. Sharing of teachers with other campuses which were not on block scheduling also caused problems.

It seemed the greatest number of complaints dealt with Encore. Most, if not all, supported Encore and its goals but had problems with the implementation. The main concerns were sharing and monitoring students. If a student needed to be in two different classes for Encore, questions were raised. Other problems included keeping track of who was where and when. Some schools had experienced problems with students who had to be in Encore because they were making a 'D' or 'F' abusing the tardy policy because for them there was no additional penalty built in. However, all of the schools that had conducted a teacher and/or student survey had an overwhelming majority of support for staying on the block type schedule.

Copernican Plan

In the research where a study of comparison was conducted, the Copernican plan was the closest to this type of block scheduling. The Copernican plan was based on a remedial school for academically troubled students in the District of Columbia in the mid-1960s. Joseph Carroll (1994), who was the assistant superintendent at the time, followed up this experience as superintendent of the Los Alamos, (New Mexico) Public Schools in the early 1970s. In both schools, there were impressive results according to Carroll (1994). As superintendent at Masconomet Regional School District in Massachusetts, budget constraints forced Carroll to look at this approach further. Because Masconomet had an excellent academic reputation and few people felt the need for major change, he found limited enthusiasm for his new approach but was able to start a pilot program.

Carroll chose to call it the Copernican Plan (1987) because he believed it to be revolutionary, like Copernican's theory that the sun was the center of the Universe, and likewise was met with tremendous resistance. The plan changes the way that schools use their time. Classes are taught in much longer periods, (90 minutes to 4 hrs/day), and they meet for only part of the school year, (30 days, 45 days, 60days, to 90days). This leads to students being enrolled in fewer classes each day and teachers dealing with fewer classes and students each day. Hopefully, it improves relationships between teachers and students and provides a more manageable workload for both students and teachers. The Copernican Plan also proposes evaluation based on a mastery credit system, individual learning plans, multiple diplomas and a new credit system with two types of credits (Carroll, p.106).

In 1989 Masconomet high school in Boxford Massachusetts offered the Copernican pilot on a volunteer basis. The plan began with the 9th grade and added a grade each year. The students who selected the program were called "Renpro

Students", because it was named the Renaissance Program. The students who stayed with the traditional program were called "Tradpro Students".

The Renpro schedule was divided into three sixty day trimesters. Students took two one hundred minute classes each morning for a trimester for a total of one hundred hours per class. In the second year of the program, they met for a total of 118 hours. This was approximately twenty five percent less time than the Tradpro students. The Renpro students completed six morning classes, (two each trimester) per year, and took traditionally scheduled electives for the rest of the day.

Due to the controversy created, it was clear that outside evaluators would have to be brought in so a team of evaluators was chosen from Harvard University. A number of different evaluative approaches were used. Questionnaires were given to both sets of students and teachers in order to compare responses. The program was deliberately designed so that the curriculum, mid-term exams and finals for all courses were exactly the same for both groups.

A few questions posed by the critics of the program were Carroll (1994):

1. *Would the students be able to function in longer classes?*
2. *Would the teachers be able to handle the intensity of longer classes?*
3. *Would the students learn as much as under the traditional schedule?*
4. *Would they retain as much of what they learned?*
5. *Would there be as much in-depth instruction as in the traditional program?*

The findings to these questions were as follows:

1. The Renpro were better known by their teachers, did more writing, pursued issues in greater depth, enjoyed their classes more, felt more challenged, and gained deeper understandings.
2. Renpro teachers were excited about their teaching. They felt rejuvenated and believed they were more productive than ever.

3. The Tradpro students entered the 9th grade with higher reading and math scores than the Renpro students. Their academic performance was analyzed by comparing the mid-term exams and the final exams of both groups. The same exams were administered to both groups. Although the Tradpro students had 15-25 more hours of class time, the differences in scores essentially balanced out.
4. There were concerns that a gap in learning longer than the three months would cause adverse measures in retention. However, there was no consistently significant difference found that favored either group.
5. There were concerns that teachers in the Renpro group would feel pressured to cover the curriculum in less time and not do as much in-depth, higher order skills. The findings were that the Renpro students performed significantly better than the Tradpro students on these dimensions.

To test if the Harvard evaluation was correct, seven other high schools implementing Copernican schedules were evaluated. The seven high schools were from urban, suburban, and rural communities and their enrollments ranged from 250 to more than 1500 students. All seven school had changed schedules without any other significant changes.

Six of the seven schools moved to a school-wide Copernican schedule. The seventh ran a pilot program that teachers volunteered for, which may have had a favorable impact on the results. The schools were evaluated in five general areas of climate/conduct and academic mastery. None of the schools made significant changes from the year before to the year the new schedule was implemented.

The schools were evaluated on three measures of student conduct. Attendance was positively improved. The rate of suspension was reduced ranging from 25 - 75 % during the first year; one school reported an 11 % increase in suspensions. Drop-out rates were the most positively affected of the three measures. The drop-out rates were

reduced on a range from 17% to 63%. The impact on academic performance showed increases in academic mastery ranging from 0% to 46% , with 18% being the median.

Canady and Rettig

The six or seven period high school day is being subjected to intense scrutiny. Robert Canady and Michael Rettig (1993) are two researchers who have proposed an alternative called the 75-75-30 plan. " The 75-75-30 plan was designed with the special problems of ninth-grade students in mind, but it can be adapted to other grade levels as well" (Canady, Rettig, 1993, p.311).

Their plan can be described as follows: The school year is divided into three blocks of time: two 75-day terms (fall and winter) and a 30-day spring term. During each 75-day term the school day includes three 112-minute block classes, one 48-minute period (which remains constant for 180 days), 24 minutes for lunch, and 12 minutes for class changes, for a total of 420 minutes. The 30-day spring term would offer students the chance to study one or two subjects intensively. During the spring term students might choose to intensify and accelerate their studies in a favorite discipline, repeat a failed course, enroll in two half-credit electives, or enroll in one full-credit elective. Students might also take part in community service projects (Canady, 1993).

According to the authors (1993), the 75-75-30 plan offers a number of benefits:

1. It facilitates variety in the use of instructional approaches.
2. Students see fewer teachers each term, and teachers see fewer students.
3. Discipline problems are reduced.
4. Instructional time is increased.
5. Teachers and students are able to focus on fewer subjects.
6. "Summer school" can be offered to all students at no additional cost to the students or the school district.

Alternative Schedules

The traditional schedule offers security and ease of scheduling. It is sometimes referred to as the mass-production classroom model. It builds on subject matter, grade divisions, ability grouping and teacher specialization. It works best in larger schools where student needs are addressed more than the schedule dictating what is offered. Vocational programs for students are easy to schedule into the day and the same is true for part-time and shared staff members.

Traditional schedules have all classes meet the same time every day for equal lengths of time. This type of schedule is used in the majority of secondary schools. (Dempsey and Traverso, 1983). Some disadvantages of traditional scheduling include short periods that are difficult to adjust to labs or group activities, and a hectic pace where a student has six or seven teachers and subjects to juggle as well as extra-curricular or social and family obligations.

Although schools are moving away from pull-out programs to inclusion, a study by Hopkins determined students in block-scheduled classes felt better about themselves and the benefits of the program. Fewer students perceived themselves as "different" as compared to the traditional schedule. (Hopkins, 1991). High school teachers are also stressed by up to six class and as many as 150 students or more. They may also have two or more different subjects to prepare for.

Rotation Scheduling

Rotation scheduling is much like the traditional with a few exceptions. There are more class periods than can fit into one day and they meet on a rotating basis. If for example, a school offered eight periods, but only seven meet on any given day, this would cause each class to not to meet once every eight days. Another version of this is a half day rotation which helps with shared staff. The advantages include more

class offerings and more class time each day without lengthening the day. Confusion is a disadvantage.

Modular Scheduling

The student day is divided into modules which are 20 to 30 minutes in length. Some classes meet for two or more modules some days, less on others, while some meet the same every day. The big advantage is flexibility and being able to work together with other teachers in a thematic unit. The biggest problems are coordination of scheduling and working well together.

Vertical Structuring

Vertical structuring is based on individualized pacing. Continuous student progress allows for an expanded elective program. It is best suited in classes such as languages which progress for several years. This structuring removes grade barriers and allows students to progress when skills develop. Planning and implementation are difficult, and student records can become complex.

Other Reforms

Many other reforms have been tried or are currently being tried in schools. These include but are not limited to student centered learning, student inquiry, cooperative learning, etc.. Block scheduling is able to incorporate many of these new methods better than the traditional schedule.

Summary

The majority of the research indicated that schools which were moving toward or had already implemented block scheduling were initiated by staff members. Research shows that a variety of instructional methods are more effective than lecture and this type of scheduling encourages their use. Research also indicates that students perform

better when they are allowed to concentrate on fewer subjects at one time. Students are able to take more classes in a year and teachers will have less students at any given time. This happens because teachers have only three classes per semester.

The majority of schools where research was conducted, were those in which traditional scheduling was perceived as successful. This led to questions of why change was needed. The schools believed they simplified the school day to a less frantic and hectic pace to one where student success was paramount. The motivation of each of these schools was reported to be improving student success.

Schoenstein (1994), Foreign Language chairman at Wasson H.S. in Colorado Springs, was asked if he would go back to a traditional, seven-period day. He replied, "I don't think I could anymore. I can't imagine having to encounter 175 to 180 kids each day, and teaching five or six classes. I did it for twenty-three years, and it felt okay at the time - but having been on this schedule for four years now, I'd never go back."

Chapter 3

METHODOLOGY

The methods and procedures used in this study of, block scheduling versus the traditional scheduling, are explained in this chapter under the headings of (a) population and/or samples, (b) sampling procedures, (c) instrument description and/or development, (d) data gathering and procedures, and (e) data analysis and techniques.

The purpose of this study was to determine if block scheduling had a positive effect on student and teacher attitudes toward school and learning. This included their attitudes toward learning and the effect of the stress they incur during their daily schedule. It was also to determine if student performance, or class grades, improved over previous years in school. Teacher input was used to aid in the comparison of the two types of scheduling.

Sample Selection

The sample consisted of one hundred students at each of the following schools: School A, a large suburb of Oklahoma City whose average attendance for the top 3 grades was approximately 1300, School B, a medium sized suburb of Tulsa whose average daily attendance is approximately 1000, and School C, a small rural school whose average daily attendance for the top 3 grades is approximately 375. This gave a sample size of approximately 300 students. At the time of the study there were limited schools using block scheduling which limited how representative our sample could be. Each high school had ninth - twelfth grade levels. A traditional schedule was previously used but each school had recently switched to block scheduling within the past 1-2 years. Principals at the high school were contacted about obtaining the information from the students and teachers and permission was received.

Using a random sample, twenty-five students were chosen from each of the four grade levels, freshmen, sophomores, juniors and seniors. Each sample contained students that represented each of the curricular areas offered at the schools. This was obtained from the survey information.

Instrument Development

A questionnaire was determined to be the most efficient method to obtain information from the students and teachers throughout the state. Two surveys were compiled from the issues that were commonly mentioned in the various research discussed earlier. One was designed and given to the teachers. It contained fifty questions. The other survey was geared to the students. It was thirty-five questions in length. Both were designed to elicit what students and teachers actually believed about the two opposing schedules. Many of the questions used were taken from surveys that were administered by the schools contacted.

There were questions on the teacher survey and the student survey, which pertained to the individuals perceptions of their academic performance. The instruments were evaluated by a six member committee for clarity and understanding. They were also field tested on several students and teachers for clarity and validity.

Procedures

A counselor, or other representative, at each of the subject schools agreed to act as an on-site director for the study. As director, they were asked to identify five teachers at each grade level to administer the questionnaire to the selected sample of students. They were given detailed training over the phone on how to select participants and administer the survey. The director was also responsible for administering the teacher survey.

During a scheduled teachers meeting, all teachers present were administered the teachers survey. All teachers who were absent from the meeting were given a survey to complete on an individual basis.

The students who were randomly chosen to take the student survey, met in a general area and sat according to their class. They were approximately three feet apart from each other in order to maintain privacy in answering. They were proctored by teachers to prevent group discussion or peer pressure. After the students finished, their answers were placed in a envelope, sealed and returned to the surveyor.

Analysis

Part 1 , which utilized the surveys, was intended to determine what student attitudes were toward block scheduling versus traditional scheduling. The information obtained from each question on the surveys was analyzed and charted to show the percentage of each answer that was provided. These percentages where compared to the responses of the teachers and students of the other school to establish various statistical data.

Chapter IV

Results of the Study

The purpose of this study was to look at the alternative scheduling being used in many Oklahoma schools and other high schools throughout the nation, block scheduling. The means to accomplish this purpose was the use of a questionnaire. A total of 297 students and 62 teachers from three different high schools participated in the study. They were selected by random, which was described in the previous chapter. This chapter will explain the collection process and describe the analysis of the data.

The following questions were formatted for this study:

1. Are student attitudes toward education in block scheduling different than toward a traditional schedule.
2. What are teacher perceptions of student success in block scheduling?
3. What are teacher and student beliefs about the overall success of the block schedule?
4. How does student performance under traditional scheduling compare to performance under block scheduling?

Are student attitudes toward education in block course scheduling different than a traditional schedule? A great deal of the questions on the student survey asked students what their beliefs were about the new block scheduling versus the old traditional schedule. The data in tables IV through VI clearly shows a preference for the new block schedule by students at the three schools surveyed. Students believed they had more time for extracurricular activities such as band and athletics etc.. They also believed that the schedule had been helpful in improving their grades overall. A lot of that was attributed to the fact they believed concentrating on a fewer number of subjects at any given type was beneficial. And finally, they believed the quality of

subjects at any given type was beneficial. And finally, they believed the quality of instruction was better and that teachers were able to give more individualized instruction. Most believed that teachers made more of an effort to use different teaching techniques during the longer classes.

What are teacher perceptions of student success in block scheduling?

Teachers responded to several questions and their responses stated they believed students liked the block schedule better and were able to learn advanced thinking skills. They also felt students who struggled were able to catch up better under block scheduling due to ENCORE and their ability to spend more one on one time with each student during the class.

What are teacher and student beliefs about the overall success of the block schedule? As previously stated teachers and student believed their learning and level of success increased under the block schedule. Block scheduling can be implemented by teachers in a positive manner that helps students to be successful.

Teacher Questionnaire

All of the teachers at the high schools agreed to fill out a questionnaire and an attempt was made to collect one from every teacher. The questionnaire asked teachers to assess differences in their methods and students success and attitudes in the new schedule formed versus the traditional schedule they had recently switched from. Informal conversations with teachers who were willing to discuss their views were also used as background information. The scores were obtained by the teacher responses to questions which they rated on a scale of 1 to 5 with a 1 representing an opinion of Strongly Disagree and a 5 representing an opinion of Strongly Agree. The scores of all teachers at a particular school were then averaged . The results of those questionnaires are shown in Table 1. A consensus of the teacher comments that were put on the forms are given below.

Teacher Comments: (Comments were on approx. 10 % of the surveys)

1. Students seem happier, less stressed.
2. Block is better for lab-type classes.
3. Less students a semester.
4. My attendance has improved.
5. Student to teacher time has improved.
6. I love it.
7. Quicker pace.
8. Unmotivated students get farther behind.
9. Some material must be left out.
10. Transfer student problems.

Averages of Teacher Responses

The scale is a 1 for Strongly Disagree to a 5 for Strongly Agree.

<u>Teacher</u>	<u>Results</u>	<u>Table III</u>	<u>School</u>		
			<u>A</u>	<u>B</u>	<u>C</u>
1.	I see a reduction in behavior indicative of student stress.		4.18	4.16	3.14
2.	Since students have fewer classes to prepare for, they come to class better prepared (i.e. homework completed).		4.52	4.19	2.53
3.	With classes of longer duration, I am able to provide more individualized attention and instruction for my students.		4.71	4.35	3.67
4.	In general, I have noted an improvement in my students attendance under block scheduling.		3.62	4.27	3.53
5.	In general, I have noted an improvement in student promptness this year.		3.90	4.15	2.87
6.	I have implemented a variety of new teaching strategies and techniques.		4.00	4.12	3.47
7.	On the average I provide a minimum of three different learning activities in an 85 minute class period.		4.62	4.23	3.67
8.	I have experienced fewer conflicts with students under the block schedule.		3.95	4.18	2.67
9.	As a club sponsor, I have made use of the extended lunch period for club meetings and activities.		4.73	4.36	4.00
10.	In general, I see an increase in student achievement in my classes under block scheduling as compared to the traditional schedule.		3.95	4.31	3.00
11.	The block schedule allows me to experiment with different student evaluation techniques (i.e. increase in essay projects, peer evaluation ,etc.)		4.05	4.19	3.14
12.	I spend more time preparing for each class with the block schedule as compared to classes to traditional length.		4.43	4.46	4.20
13.	Spending more time with students during class has enabled me to identify student problems earlier than under the traditional schedule.		4.05	4.08	3.27
14.	The block schedule has decreased the time I use for record keeping tasks tasks (i.e., roll taking, admit slips, etc.).		4.19	4.19	2.47
15.	The block schedule has enabled me to have adequate time in lab oriented oriented classes for laboratory experiences, with closure.		4.50	4.21	4.60
16.	I feel having students with D's and F's coming to Encore has helped raise their grades.		4.48	4.31	3.40
17.	I have increases the number of guest speakers/community resources I use I use in my classes this year due to longer class periods.		4.00	4.21	2.00
18.	I have planned activities with a teacher from another department this year.		4.10	4.17	2.71

Teacher Results	Table III (continued)		
	A	B	C
19. I feel better about the quality of my teaching this year as compared to last year.	4.29	4.46	2.93
20. I have made more parent contacts this year than I have in the past.	4.10	4.04	2.53
21. The units I planned this year are less fragmented because of longer class periods.	3.94	4.43	3.47
22. I have team taught with other members of my department this year.	3.50	3.70	2.10
23. I have noticed less vandalism within my classroom this year.	4.13	4.08	2.50
24. Because of fewer passing periods, the halls seem to stay cleaner this year.	4.48	4.12	3.27
25. I have been asked to do less supervision this year.	4.06	3.69	2.87
26. I think MY STUDENTS as a whole like the block schedule better than the tradition schedule.	4.52	4.19	4.27
27. I feel there is greater cooperation among staff members this year than there there has been in the past.	4.11	4.23	2.73
28. I feel cross-curriculum classroom lessons are more workable in the block schedule.	4.20	4.12	3.57
29. I have been able to have my students use higher order thinking skills with the block schedule (due to the longer class periods) rather than doing passive listening and regurgitation of facts.	3.89	4.08	3.25
30. I am not lecturing nearly as much under the block schedule as I did under the traditional schedule.	4.00	4.08	2.86
31. I am teaching the PASS skills this year.	4.47	4.35	3.93
32. More students are coming to me this year for enrichment activities than came to me last year.	4.10	4.19	2.07
33. I have been able to decide what parts of my curriculum must be eliminated in order to be finished by the end of the term.	3.67	3.81	3.73
34. If I were given a choice, my preference would be to return to the traditional length class schedule (45 - 55 minutes)	1.19	1.88	2.60
35. If I were given a choice, my preference would be to continue with the block schedule class length (85 minutes).	4.76	4.42	3.53

Student Questionnaire

Approximately one hundred students at each of the three high schools were selected. Approximately twenty five from each grade level were selected by random. The students were asked to assess their performance and whether they liked and felt more or less successful in the new schedule. They were also asked about their relationships with their instructors in each schedule. All were told that participation in this study was voluntary on their part. A very few chose not to participate. The scores were obtained by the student responses to questions which they rated on a scale of 1 to 5 with a 1 representing an opinion of Strongly Disagree and a 5 representing an opinion of Strongly Agree. The scores of all students at each particular grade level at each school were then averaged . The results of those questionnaires are found in Table 2, Table 3, and Table 4. A consensus of the student comments that were put on the forms are given below.

Student Comments:

1. There are less classes at a time.
2. Able to focus on work better.
3. A new class starts at semester.
4. Students able to take more credits in high school.
5. Classes are long.

Average of Responses of School A

The scale is a 1 for Strongly Disagree to a 5 for Strongly Agree.

School A	Table IV	9th	10th	11th	12th	Avg.
	1. I like the block system of 85 minute class (approx.)	4.27	4.18	4.05	4.17	4.17
	2. I have missed class less often with block scheduling.	3.73	4.41	4.55	4.26	4.24
	3. I have had more time to participate in band.	4.27	4.36	4.50	4.45	4.40
	4. I have had more time to participate in music.	4.67	4.23	4.57	4.50	4.49
	5. I have had more time to participate in athletics.	4.48	3.93	4.41	4.57	4.35
	6. I have had more time to participate in extra-curricular activities.	3.85	4.30	4.38	4.40	4.23
	7. Encore has been helpful to my studies.	3.93	4.52	4.41	4.30	4.29
	8. I use Encore more than once a week.	3.30	4.30	4.05	4.09	3.94
	9. I have been required to attend Encore.	4.00	4.60	4.24	4.23	4.27
	10. I think that the block system has increased by ability to learn.	3.93	4.32	4.38	4.43	4.27
	11. I think that the block system has improved by grades.	4.00	4.32	4.64	4.48	4.36
	12. In general, the quality of instruction has been good.	3.33	4.45	4.41	4.40	4.15
	13. In general, most of the teachers know and care about me.	3.73	4.41	4.52	4.44	4.28
	14. I feel that I am receiving more individualized instruction.	3.43	4.41	4.00	4.38	4.06
	15. I feel better about the quality of instruction under the block schedule as opposed to the traditional schedule.	3.93	4.32	4.29	4.35	4.22
	16. Having fewer classes, I feel better prepared for the classes I have.	4.53	4.36	4.68	4.71	4.57
	17. My grade average has improved under block scheduling.	4.13	4.32	4.62	4.56	4.41
	18. I prefer the block schedule over the traditional schedule.	4.33	4.41	4.33	4.48	4.39
	19. I have had fewer conflict with other students this year as opposed to last year.	3.57	4.43	4.43	4.39	4.21

IN GENERAL, HOW OFTEN ARE THE FOLLOWING ACTIVITIES HAPPENING DURING YOUR CLASS TIME ?

	Never	Rarely	Some time	Often	Always
20. Going to the library.	2.67	2.82	3.09	2.76	2.84
21. Watching films	3.00	2.64	3.05	3.00	2.92
22. Cooperative projects with peer students/labs/"hands on" activities.	3.37	3.23	3.00	3.36	3.24
23. Teacher lectures	4.07	3.64	3.50	3.40	3.65
24. Grading papers in class	3.80	4.14	3.73	4.56	4.06
25. Doing homework in class	3.60	2.82	3.82	3.72	3.49

Average of School B Responses

The scale is a 1 for Strongly Disagree to a 5 for Strongly Agree.

School B	Table V	9th	10th	11th	12th	Avg.
	1. I like the block system of 85 minute class (approx.)	4.11	3.70	4.27	4.38	4.12
	2. I have missed class less often with block scheduling.	3.62	3.30	3.38	3.09	3.35
	3. I have had more time to participate in band.	3.00	2.75	5.00	4.25	3.75
	4. I have had more time to participate in music.	3.82	2.75	4.75	5.00	4.08
	5. I have had more time to participate in athletics.	4.45	4.15	4.89	4.83	4.58
	6. I have had more time to participate in extra-curricular activities.	4.12	3.78	4.25	4.33	4.12
	7. Encore has been helpful to my studies.	3.18	2.83	3.04	2.91	2.99
	8. I use Encore more than once a week.	2.00	2.43	2.30	2.92	2.41
	9. I have been required to attend Encore.	3.53	3.29	3.08	4.20	3.53
	10. I think that the block system has increased by ability to learn.	3.42	3.30	3.77	3.58	3.52
	11. I think that the block system has improved by grades.	3.27	3.50	3.77	3.42	3.49
	12. In general, the quality of instruction has been good.	3.29	3.45	3.73	3.50	3.49
	13. In general, most of the teachers know and care about me.	2.91	3.00	3.42	2.25	2.90
	14. I feel that I am receiving more individualized instruction.	2.80	2.91	3.54	3.00	3.06
	15. I feel better about the quality of instruction under the block schedule as opposed to the traditional schedule.	3.34	2.87	3.92	4.00	3.53
	16. Having fewer classes, I feel better prepared for the classes I have.	4.03	3.87	4.31	4.30	4.13
	17. My grade average has improved under block scheduling.	3.24	3.27	3.77	3.33	3.40
	18. I prefer the block schedule over the traditional schedule.	4.23	3.78	4.23	4.39	4.16
	19. I have had fewer conflict with other students .	3.39	2.57	3.30	3.30	3.14

IN GENERAL, HOW OFTEN ARE THE FOLLOWING ACTIVITIES HAPPENING DURING YOUR CLASS TIME ?

	Never	Rarely	Some time	Often	Always
20. Going to the library.	2.31	2.40	2.54	2.56	2.45
21. Watching films	3.00	3.10	3.42	3.11	3.16
22. Cooperative projects with peer students/labs/"hands on" activities.	2.63	3.10	2.88	3.44	3.01
23. Teacher lectures	3.94	4.25	4.12	3.11	3.86
24. Grading papers in class	3.17	3.20	3.00	2.56	2.98
25. Doing homework in class	3.26	3.70	3.69	3.22	3.47

Average of School C Responses

The scale is a 1 for Strongly Disagree to a 5 for Strongly Agree.

School C	Table VI	9th	10th	11th	12th	Avg.
1. I like the block system of 85 minute class (approx.)		3.71	3.55	3.90	3.69	3.71
2. I have missed class less often with block scheduling.		3.43	4.05	3.37	3.64	3.62
3. I have had more time to participate in band.		1.40	2.88	2.20	1.67	2.04
4. I have had more time to participate in music.		1.75	3.50	2.27	1.86	2.35
5. I have had more time to participate in athletics.		3.78	3.56	3.62	4.13	3.77
6. I have had more time to participate in extra-curricular activities.		3.94	3.53	3.35	3.64	3.62
7. Encore has been helpful to my studies.		3.25	3.79	2.63	3.04	3.18
8. I use Encore more than once a week.		1.88	2.24	2.05	2.28	2.11
9. I have been required to attend Encore.		3.25	3.41	2.44	3.15	3.06
10. I think that the block system has increased by ability to learn.		3.50	2.85	3.65	3.68	3.42
11. I think that the block system has improved by grades.		3.42	3.50	3.95	3.88	3.69
12. In general, the quality of instruction has been good.		3.38	3.45	3.95	3.81	3.65
13. In general, most of the teachers know and care about me.		3.46	3.35	3.25	3.65	3.43
14. I feel that I am receiving more individualized instruction.		3.08	3.16	3.50	3.35	3.27
15. I feel better about the quality of instruction under the block schedule as opposed to the traditional schedule.		3.61	3.20	3.90	3.54	3.56
16. Having fewer classes, I feel better prepared for the classes I have.		4.08	4.00	4.40	4.31	4.20
17. My grade average has improved under block scheduling.		3.21	3.05	3.75	3.72	3.43
18. I prefer the block schedule over the traditional schedule.		3.88	3.20	4.05	4.27	3.85
19. I have had fewer conflict with other students this year as opposed to last year.		2.83	3.00	2.83	3.30	2.99

IN GENERAL, HOW OFTEN ARE THE FOLLOWING ACTIVITIES HAPPENING DURING YOUR CLASS TIME ?

	Never	Rarely	Some time	Often	Always
20. Going to the library.	2.59	2.50	2.33	2.65	2.52
21. Watching films	2.68	2.56	2.67	2.91	2.71
22. Cooperative projects with peer students/labs/"hands on" activities	3.45	3.06	2.61	3.22	3.09
23. Teacher lectures	3.36	3.67	3.89	3.91	3.71
24. Grading papers in class	3.18	2.61	2.72	2.13	2.66
25. Doing homework in class	3.41	3.06	3.22	3.65	3.34

Chapter V

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to determine if block scheduling had a positive effect on students attitudes and performance in learning. A survey was used to collect the data for the study because it was deemed most appropriate considering the nature of the study. Surveys for the teachers and students were developed and field tested for validity. The surveys were then sent to a representative at each school who helped with selecting the sample and administering and collecting the surveys. The results were collected and put into tables that are contained in this report.

The population of students were selected at random while the schools were selected to represent different student bodies in the state. First the school must have been using the block schedule. Second they must have recently switched so both the traditional schedule and the block schedule would be familiar to the respondents. Third, one school from a smaller rural community was picked along with a larger suburban school and a large metropolitan school district to represent all segments of schools in the state. Participation in the study was strictly on a voluntary basis. Students were also asked only on a voluntary basis to participate in the study. The surveys showed that students and teachers preferred the new block schedule more than the traditional schedule they had recently switched from. Students believed it helped them to learn material better by concentrating on fewer subjects at a time. They also liked the additional time that was created to participate in extracurricular activities. Teachers believed students benefited from the above, and from the time that the teachers were able to spend with them one on one. They also believed teachers had implemented a variety of teaching techniques during the class period which helped teachers and students.

Conclusions

To determine a consensus from the data, the mean score for each question was tallied for each grade at the three schools. A score of five meant the student or teacher strongly agreed with the statement while a score of one meant they strongly disagreed with the statement. The questionnaires were structured so that scores that were closer to five would indicate a preference for the new block schedule while a score that was closer to one would indicate a preference for the traditional schedule. The same was done with the teachers' data. The results are shown in Tables III through VI. The results of the questionnaire showed that both students and teachers liked the new block schedule better than the traditional one they recently switched from. Students believed it helped them to learn material better by concentrating on fewer subjects at a time. They also liked the additional time that was created to participate in extracurricular activities. Teachers believed students benefited from the above, and from the time that the teachers were able to spend with them one on one. They also believed teachers had implemented a variety of teaching techniques during the class period which helped teachers and students. It may be concluded that because the teachers and students liked the schedule better, it will work better. Learning outcomes will be higher etc.. If teachers use a variety of teaching techniques it helps students learn. The block type schedule allows for many different teaching techniques to be used.

The freshman scores were slightly lower than the other grades and the small rural school had scores that, while still high, were lower than the other two schools. The teacher results at this school were also the lowest of those surveyed. Further study could determine if there was a correlation. Although, there are a variety of reasons that could have caused these results, this would support our finding that a positive manner by teachers is a key to any schedules success.

Recommendations

It is recommended that persons involved in the education of our youth be familiar with block scheduling. The literature and the results of this study show it to be a successful and attractive alternative. If students and teachers both like it, that will only increase its success. Block course scheduling has advantages:

1. It facilitates variety in the use of instructional approaches.
2. Students see fewer teachers and teachers see fewer students per semester. Both of these are positive. (Better knowledge of each other and less paper work for both).
3. Discipline problems are reduced.
4. Instructional time is increased - Time on task is increased.
5. Students are able to focus on fewer subjects at a time.

Further study is needed to determine if block scheduling can truly be a successful alternative. There should be more research on learning effectiveness. Research on the success and problems of transfer students needs to be done also. There needs to be research on the affects on discipline in this type of schedule as well as teacher motivation and burnout.

With the increasing costs of educating students brought on in part by limits on class size, it is important to note that by using the block schedule it is possible to gain another section out of each teacher. This happens because a teacher on the block schedule teaches three sections per semester for a total of six a year. On the typical traditional schedule they teach five a year. This positive alone makes many financially strapped districts look at it seriously. However, this alone is not the best of reasons to switch to block scheduling, but ignoring it and the possible positive gains it could provide would seem to be closing our eyes to a possible solution to some of the problems our current educational system faces.

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APPENDIXES

APPENDIX A
TEACHER SURVEY

TEACHER SURVEY

Instructions: Read the following statements. Darken the circle that is closest to your opinion of Strongly Disagree or Strongly Agree. Darken the Not Applicable circle if the question does not apply. The space below each question is for your comments.

- | | | Strongly
Disagree | 2 | 3 | Strongly
Agree | 5 | Not
Applicable |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | | | | | | |
| 1. I see a reduction in behavior indicative of student stress (i.e. conflicts, outbursts between students). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Since students have fewer classes to prepare for, they come to class better prepared (i.e. homework projects completed). | | | | | | | |
| 3. With classes of longer duration, I am able to provide more individualized attention and instruction for my students. | | | | | | | |
| 4. In general, I have noted an improvement in my students' attendance under block scheduling. | | | | | | | |
| 5. In general, I have noted an improvement in student promptness this year. | | | | | | | |
| 6. I have implemented a variety of new teaching strategies and techniques. | | | | | | | |
| 7. On the average, I provide a minimum of three different learning activities in an 85 minute class period. | | | | | | | |
| 8. I have experienced fewer conflicts with students under the block schedule. | | | | | | | |
| 9. As a club sponsor, I have made use of the extended lunch period for club meetings and activities. | | | | | | | |
| 10. In general, I see an increase in student achievement in my classes under block scheduling as compared to the traditional schedule. | | | | | | | |
| 11. The block schedule allows me to experiment with different student evaluation techniques (i.e., increase in essay projects, peer evaluation, etc.) | | | | | | | |
| 12. I spend more time preparing for each class with the block schedule as compared to classes of traditional length. | | | | | | | |
| 13. Spending more time with students during class has enabled me to identify student problems earlier than under the traditional schedule. | | | | | | | |
| 14. The block schedule has decreased the time I use for record keeping tasks (i.e., roll taking, admit slips, etc.) . | | | | | | | |
| 15. The block schedule has enabled me to have adequate time in lab oriented classes for laboratory experiences, with closure. | | | | | | | |
| 16. I feel having students with D's and F's coming to Encore has helped raise their grades. | | | | | | | |
| 17. I have increased the number of guest speakers/community resources I use in my classes this year due to longer class periods. | | | | | | | |
| 18. I have planned and implemented activities with a teacher from another department this year. | | | | | | | |
| 19. I feel better about the quality of my teaching this year as compared to last year. | | | | | | | |
| 20. I have made more parent contacts this year than I have in the past. | | | | | | | |
| 21. The units I planned this year are less fragmented because of longer class period. | | | | | | | |

	Strongly Disagree		Strongly Agree			Not Applicable
	1	2	3	4	5	
22. I have team taught with other members of my department this year.	0	0	0	0	0	0
23. I have noticed less vandalism within my classroom this year.						
24. Because of fewer passing periods, the halls seem to stay cleaner this year.						
25. I have been asked to do less supervision this year.						
26. I think MY STUDENTS as a whole like the block schedule better than the traditional schedule.						
27. I feel there is greater cooperation among staff members this year than there has been in the past.						
28. I feel cross-curriculum classroom lessons are more workable in the block schedule.						
29. I have been able to have my students use higher order thinking skills with the block schedule (due to the longer class periods) rather than doing passive listening and regurgitation of facts.						
30. I am not lecturing nearly as much under the block schedule as I did under the traditional schedule.						
31. I am teaching the PASS skills this year.						
32. More students are coming to me this year for enrichment activities than came to me last year.						
33. I have been able to decide what parts of my curriculum must be eliminated in order to be finished by the end of the term.						
34. If I were given a choice, my preference would be to return to the traditional length class schedule (45-55 minutes).						
35. If I were given a choice, my preference would be to continue with the block schedule class length (85 minutes).						

APPENDIX B
STUDENT QUESTIONNAIRE

STUDENT SURVEY

What is your grade?

a) 9 b) 10 c) 11 d) 12

Mark One: a) male b) female

Instructions: Read the following statements. Darken the circle that is closest to your opinion of Strongly Disagree or Strongly Agree. Darken the Not Applicable circle if the question does not apply. The space below each question is for your comments.

- | | | Strongly
Disagree | | 3 | Strongly
Agree | | Not
Applicable |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | | |
| 1. I like the block system of 85 minute classes (approx.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I have missed class less often with block scheduling. | | | | | | | |
| 3. I have had more time to participate in band. | | | | | | | |
| 4. I have had more time to participate in music. | | | | | | | |
| 5. I have had more time to participate in athletics. | | | | | | | |
| 6. I have had more time to participate in extra-curricular activities. | | | | | | | |
| 7. Encore has been helpful to my studies. | | | | | | | |
| 8. I use Encore more than once a week. | | | | | | | |
| 9. I have been required to attend Encore. | | | | | | | |
| 10. I think that the block system has increased my ability to learn | | | | | | | |
| 11. I think that the block system has improved my grades. | | | | | | | |
| 12. In general, the quality of instruction has been good. | | | | | | | |
| 13. In general, most of the teachers know and care about me. | | | | | | | |
| 14. I feel that I am receiving more individualized instruction. | | | | | | | |
| 15. I feel better about the quality of instruction under the block schedule as opposed to the traditional schedule. | | | | | | | |
| 16. Having fewer classes, I feel better prepared for the classes I have. | | | | | | | |
| 17. My grade average has improved under block scheduling. | | | | | | | |
| 18. I prefer the block schedule over the traditional schedule. | | | | | | | |
| 19. I have had fewer conflicts with other students this year as opposed to last year. | | | | | | | |

IN GENERAL, HOW OFTEN ARE THE FOLLOWING ACTIVITIES HAPPENING DURING YOUR CLASS TIME?

20. Going to the library
a) never b) rarely c) sometimes d) often e) almost always
21. Watching films
a) never b) rarely c) sometimes d) often e) almost always
22. Cooperative projects with peer students/ labs/ "hands on" activities
a) never b) rarely c) sometimes d) often e) almost always
23. Teacher lectures
a) never b) rarely c) sometimes d) often e) almost always
24. Grading papers in class
a) never b) rarely c) sometimes d) often e) almost always
25. Doing homework in class
a) never b) rarely c) sometimes d) often e) almost always

APPENDIX C

IRB FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 06-30-97

IRB#: ED-97-111

Proposal Title: BLOCK SCHEDULING VERSUS TRADITIONAL SCHEDULING

Principal Investigator(s): Ray E. Sanders, Theron Martin

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

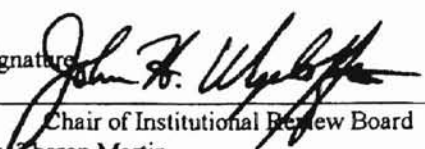
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

The reviewer sees nothing in this study which poses risk for those who participate. Respondents will not be identified in any way, and it does not appear that their respondents can be singled out.

The reviewer has a suggestion that the researcher might consider. Because the instruments will be administered by persons in selected schools, it might be helpful if there were a script for solicitation of participation. In this, it could be pointed out that there are no identifiers, participation is voluntary, only aggregate data will be used, etc.

Signature


Chair of Institutional Review Board
cc: Theron Martin

Date: July 1, 1997

VITA

Theron Martin

Candidate for the Degree of

Master of Science

Thesis: Block Course Scheduling Versus Traditional Course Scheduling in High Schools

Major Field: Occupational and Adult Education

Biographical:

Education: Graduated from Wyandotte High School, Wyandotte, Oklahoma in May 1981; received Bachelor of Science degree in Education from Oklahoma State University, Stillwater, Oklahoma in May 1986.

Experience: Raised on a farm near Seneca, Missouri; worked as a farm laborer; employed by Oklahoma State University, Department of Intramurals and the Stillwater Parks and Recreation Department as a sports official and facility supervisor; employed by Texas Public Schools as a teacher and coach for six years; employed by the Owasso School District, Owasso, Oklahoma as a teacher 1994 to present.

Professional Memberships: National Education Association, Oklahoma Education Association.