

DEVELOPMENT OF CRITERIA FOR EVALUATING THE EFFECTIVENESS
OF IN-SERVICE EDUCATION GROUPS

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DEVELOPMENT OF CRITERIA FOR EVALUATING THE EFFECTIVENESS
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B. L. S.

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CHAPTER I
INTRODUCTION

The necessity for curriculum improvement in today's schools has arisen because of conditions brought about by technological developments, international problems, social change, and educational progress. These changes during the past two or three decades have created an increasing need for educating teachers in service. The social and economic changes during this time have caused educators and laymen to be more critical of the instructional program of the schools and to search out ways for improving the curriculum and methods of instruction. Demands of society for new educational services and functions have created a need for extending and improving the curriculum.¹

Recent reports in the field of learning indicate the curriculum needs reorganization and development in terms of the needs of each youth group coming under the influence of the teacher.

To secure curriculum improvement in the past, administrators, supervisors, and curriculum workers directed their energies largely toward revising programs, developing courses of study, writing supervisory bulletins, and periodically visiting the teacher in the classroom.

Out of the frustration experienced through this approach to curriculum improvement, curriculum workers have more recently realized that curriculum improvement takes place not on paper but in the activities of the individual classroom as the teacher changes her ways of thinking about education and her ways of teaching. The key factor, therefore, in curriculum change is not the course of study nor

¹Association for Supervision and Curriculum Development, Action for Curriculum Improvement (Washington, 1951), p. 36.

the newer substitute called the teacher's guide, but the teacher herself. Curriculum improvement takes place in direct relationship to teacher growth.²

A report of the National Commission on Teacher Education and Professional Standards³ includes the following statement regarding the need for improving the educational program:

The foremost challenge to the teachers of the United States is to improve the educational program and lift the quality of teaching to meet the crucial needs of people in these unsettled times. From every side all eyes are upon education—universal education—as the only real hope of the human race. Whether it be world peace, national defense, economic welfare, social stability, human understanding, personal integrity, spiritual steadfastness, or some other compelling need of mankind which is considered, the experts agree that the way to attain it is through effective education.

Hollis L. Caswell has stated:

The gap between theory and practice in American education is a characteristic frequently remarked and commonly regretted. The difference also between superior and average practice is very great. How to close these gaps is the problem of curriculum development.⁴

One of the major problems that confront the school administrators is that of providing the administrative and supervisory leadership for carrying out an effective in-service curriculum development program. The demand for providing a school program that meets the needs of boys and girls in today's society makes it essential that the school administrator study carefully the most effective means of developing such a program.

The problem of determining the effectiveness of some of the

²Tulsa Public Schools Bulletin, Promoting Teacher Growth Through In-Service Education, November, 1950.

³The Improvement of Teaching. A report based on Group Reports of the Oxford Conference, Miami University, Oxford, Ohio, July 3, 4, 5, 1947.

⁴Alice Miel, Changing the Curriculum (New York, 1946), p. xi.

procedures used to develop a curriculum program which will help in narrowing the gap between superior and average practice is a significant one for the school administrator.

A study of the professional literature indicates a definite trend toward developing programs of in-service education which emphasize the use of cooperative techniques and the organization of many work groups to attack school problems. Since so much time, energy, and money are being expended on this type of in-service education, it seems to be a worthwhile project to attempt to develop and validate criteria so that the effectiveness of this type of work may be evaluated more efficiently.

The Problem

The problem in this study was to develop a means of evaluating the effectiveness of small work groups as a method for curriculum development.

Need for the Study

The school administrator is confronted with the problem of developing a more effective instructional program in the school. The use of small groups of teachers for working out programs of curriculum development seems to be the most common and accepted practice today. Since so much time, energy, and money are expended on this type of curriculum development, it seems essential that some means must be developed to aid in objectively evaluating the effectiveness of the use of small work groups in curriculum development.

A survey of the educational literature on in-service education in curriculum development reveals that a wide range of methods and techniques are being employed to bring about curriculum revision. However,

the literature surveyed did not reveal any specific research which developed criteria that could be used to evaluate the effectiveness of groups working in an in-service program of curriculum development. Research which will aid the school administrator in solving this problem should be worthwhile.

There is needed some device which can be used as one means of evaluating curriculum work groups. Therefore, the development of criteria which can be used in evaluating the work of groups in curriculum development seems highly desirable.

The Purpose of the Study

The solution to the problem of determining the effectiveness of in-service groups working in a program of curriculum development required some type of evaluating device or plan. The hypothesis was held that there were certain criteria which would be valid for evaluating the effectiveness of groups in such a program. Therefore, the main purpose of this study was to develop and validate a set of criteria which could be used to evaluate the effectiveness of groups working on a program of curriculum development.

In addition to the main purpose of this study, it was also planned to discover which of the several proposed criteria were judged the most acceptable, and to secure any additional statements of significant criteria which had been omitted in the tentative listing.

Basic Assumptions Underlying This Study

This study assumes that a program of in-service education for the purpose of curriculum development will improve the program of instruction for the boys and girls concerned. It further assumes that:

1. One significant approach to the improvement of the instructional program is through the work of small groups of teachers, supervisors, administrators, and other interested persons organized for the purpose of developing the curriculum program.
2. The work of small groups in a program of curriculum development can be effectively evaluated.
3. The in-service education program that is developed to meet the need for curriculum improvement should center on the problems, concerns, and interests of those who participate in the program.
4. The school administration is responsible for supplying the leadership for an in-service program of education.

Scope of the Study

This study includes only the appraisal of general and specific statements of tentative criteria by a jury of competent judges. The jury was limited to five persons nominated from each state in the United States. The study was further limited to those criteria which were considered applicable to the work of small groups in a curriculum development program, except that one statement considered to be unacceptable or highly controversial was added to each of the seven areas in the instrument.

Limitation of the Study

It was recognized that attempting to validate criteria by submitting tentative statements of criteria to a jury by use of a questionnaire-type instrument has many weaknesses. The problem of developing statements of basic principles and communicating the idea of the intended principle to a large number of jurors was difficult. The securing of a common understanding in the usage of certain terms was difficult to achieve. The development of tentative statements of criteria that lent

themselves to being judged as "accepted" or "rejected" added further limitations.

Sources of Data

The data for this study were secured from the following sources:

1. Educational literature and research relative to in-service education.
2. Information concerning in-service activities, techniques, and procedures on group work in curriculum development.
3. The results of an instrument sent to two hundred eleven jurors nominated from forty-five states. One hundred fifty-five of the checked instruments were returned and one hundred fifty-one were usable.
4. Interviews and correspondence with school administrators, supervisors, teachers, and college instructors.

Definition of Terms

For the purpose of this study it seems pertinent to define a few terms.

In-service education, as used in this study, is that professional growth which takes place after the teacher is on the job; that is, any activity or procedure which brings about growth in one's teaching.

Democratic leadership, as used in this study, is that leadership which derives its authority from the group; this is leadership that re-emphasizes the importance of considering the effect of every activity upon each human being involved.

Consensus is used as meaning a general agreement upon a subject; that is, agreement by more than a bare majority, but not necessarily complete agreement.

Method of Procedure

In developing this study, a search was made of professional literature

in the area of curriculum development to find statements of basic principles and descriptions of the characteristics of effective in-service education groups. An attempt was made to discover what attitudes, activities, methods, procedures, and techniques characterize an effective working group in curriculum development. These statements of principles and descriptions of the characteristics of an effective curriculum development group were formulated into statements of tentative criteria. These statements of tentative criteria were submitted to persons in the fields of public school supervision and administration and to college instructors in education, psychology, and sociology for their criticisms and suggestions.

A second step in carrying out the study was the development of an instrument for presenting the statements of tentative criteria to a jury for judging. This instrument was constructed so that the tentative statements could be easily checked and the responses tabulated to facilitate interpretation and treatment. The instrument was submitted for criticism and suggestions to several persons who were actively engaged in curriculum development through the use of small groups in an in-service education program. It was also tried out on a graduate class in the field of education.

The jurors were requested to check each statement as "accept" or "reject." A space was provided for the addition of any statement of criteria which the jurors believed should be included.

The selection of a competent jury presented several problems. A jury that consisted of recognized educational leaders in the field of in-service education was needed. The jury needed to have an understanding of the theoretical and practical aspects of curriculum development through the use of small groups of teachers in an in-service program.

The dean of the school of education of each state university was asked to nominate five persons whom he regarded as qualified to judge criteria

in this field. During May and June, 1952, the deans from forty-five states returned nominations totaling two hundred eleven persons. Eighty-four were nominated from the ranks of college personnel and one hundred twenty-seven from public school personnel.

A copy of the instrument and a letter requesting assistance in judging the tentative statements of criteria were mailed to the two hundred eleven prospective jurors in September, 1952. One hundred fifty-five, or 73 per cent, of the checked copies of the instruments were returned by the jurors. A more detailed explanation of the procedures followed were made in Chapter IV.

The last steps in carrying out the study were the tabulation and interpretation of the responses from the jurors. The responses were tabulated so as to secure the total number of "accept" and "reject" responses to each item in the instrument. Separate tables were also compiled showing the responses of the jurors nominated from college and public school personnel. An analysis and interpretation of the responses was made in terms of the percentage of acceptance or rejection and in terms of the added statements and comments made in conjunction with the checked responses.

Report of the Study

In Chapter I, the significance and need for in-service education were outlined. A statement of the problem and the purposes of the study was made. The basic assumptions, scope and limitations of the study were listed, main sources of information given, certain terms defined, and method of procedure discussed.

Chapter II was devoted to a report of pertinent research. The development and validation of the tentative criteria were reported in Chapters III and IV. The study was summarized in Chapter V.

CHAPTER II
REVIEW OF IN-SERVICE EDUCATION LITERATURE
RELATED TO THIS STUDY

The extensive number of articles appearing in educational literature is evidence of the increasing interest in in-service education. In reviewing educational research covering in-service education, Parker and Golden¹ report that the amount of such research is quite limited. A survey of the literature indicates that research relative to in-service education in the field of curriculum development is even more limited. Much of the professional periodical literature consists of only expressed opinions about in-service techniques, or descriptions of in-service programs operating at various local, county, or state levels.

Several comprehensive surveys of the extent and effectiveness of in-service education programs have been made. A study conducted by the Sub-Committee on In-Service Training of Teachers of The North Central Association² revealed that teachers, supervisors, and administrators thought the most promising practices for in-service education were those which were cooperative in character, such as teacher participation in planning, organization of teachers in committees to study

¹J. Cecil Parker and William P. Golden, Jr., "In-Service Education of Elementary and Secondary-School Teachers," Review of Educational Research, XXII (June, 1952), 193-200.

²Sub-Committee on In-Service Training of Teachers, A Study of In-Service Training of Teachers (North Central Association of Secondary Schools and Colleges, 1944).

problems, teacher planning of faculty meetings, providing an adequate browsing room and professional library, and providing for teacher participation in every phase of school administration. The teachers also agreed that the least promising techniques were those which might be classified as supervisory, inspectorial, authoritarian, and principal-dominated.

The study by the sub-committee of the North Central Association also revealed that the success of in-service education programs in secondary schools was largely a result of the degree of democratic participation by all members of the school community, rather than a function of the size of the school, the years of service of teachers, the subjects taught by teachers, the extra-curricular assignments of teachers, the fact that many teachers teach in their "home towns," or the amount of graduate study done by teachers. The study likewise revealed that teachers should be encouraged to make every effort to participate in situations involving group thinking, take an active part in discussion, and energetically contribute leadership. Teachers should be concerned with the common problems of the school rather than the limited problems of their own departments. The study indicated that cooperative planning was best. In every area, the data revealed that cooperative practices should replace imposed procedures; that learning by teachers through experience in educational planning should replace direction by principals and supervisors; that active concern for, and study of, ends and values which make direct, vital appeal to teachers should be substituted for "training" devices which are designed only to provide a smooth-running school.

A study was conducted by Eckhart³ to discover, analyze, and evaluate the work of high-school principals as related to curriculum development. Eckhart reported the following findings:

1. Principals neglected to utilize pupil and lay resources in curriculum reorganization.
2. Principals gave little attention to the matter of evaluation of curriculum development programs.
3. Most principals did not engage the services of a curriculum specialist when such were available.
4. Slightly more than half of the principals reported that they felt sufficiently qualified to provide curriculum leadership for their staff.

Weber⁴ has reported an extensive evaluation of thirty techniques of curriculum development in the secondary schools of the North Central Association. Weber submitted a questionnaire with an extensive list of statements regarding principles, methods, and techniques relating to in-service education to a large number of teachers and administrators for evaluation. This study gave some rather clear indications as to how a school staff should work together for curriculum development. Weber stated that there are four essentials of method which should be considered in relation to the problem of educating teachers in-service.

First, if the education of teachers in service is to be a significant experience, it must be based upon a challenging problem that has developed within the framework of the local situation. Second,

³John W. Eckhart, "The High School Principalship in Its Relation to the Curriculum Development," Bulletin of The National Association of Secondary-School Principals, XXXII (April, 1948), 101.

⁴C. A. Weber, Techniques Employed in a Selected Group of Secondary Schools of The North Central Association for Educating Teachers in Service. Unpublished thesis, Northwestern University, February, 1943.

the teacher needs to have a genuine situation and a continuity of activity in which he is interested for his own sake. Third, teachers, to grow professionally, need objective information and real situations with which to conduct a program of inquiry. Fourth, real learning should suggest to the teacher solutions to real problems, which he has the occasion and the opportunity to test in application. Weber concluded that "the school itself should become the very center and core of the program of educating teachers in-service." As a result of his research, Weber⁵ reports the following criteria and others which may be used in evaluating a program of in-service education.

The program should:

1. Be directly related to teachers' problems.
2. Meet the specific needs of teachers.
3. Have a positive program for the development of a sense of belonging to both the staff and to the community.
4. Encourage democratic cooperation of members of the teaching staff in the solution of problems.
5. Provide ever increasing opportunities for teachers to develop ability to assume responsibility for leadership in staff activities.
6. Encourage teachers, pupils, and parents to participate actively in curriculum planning.
7. Guarantee that major decisions as to basic principles, objectives, and organization be made cooperatively.
8. Develop group norms where everyone knows that his ideas are respected, where each member knows that his ideas must stand the test of group consideration.

⁵A. A. Weber, "Basic Assumptions for Evaluation of Techniques Employed in Secondary Schools for Educating Teachers in Service," North Central Association Quarterly, XVII (July, 1942), 19-27.

9. Be concerned with re-thinking and re-constructing the educational program.
10. Provide for participation in forums, meetings, and conferences on current social problems.
11. Encourage careful, systematic study on the part of the entire staff of the child's home and community.
12. Provide information on the most recent developments in theories of learning and their implications for educational practice.
13. Be concerned with new developments and new discoveries regarding child growth and development.
14. Be concerned with providing more adequate learning materials, more promising procedures for making learning effective, and more adequate evaluation of these materials and procedures.
15. Encourage the study and discussion of learning problems based upon direct experience in the classroom situations.
16. Engender the development of objectives consistent with pupil needs in the light of requirements of a democratic society.
17. Encourage teachers to evaluate pupil growth in terms of these objectives.
18. Encourage and foster the selection of subject matter on the basis of needs, interests, and abilities of pupils.
19. Encourage careful study of recent research in the general area of curriculum development.
20. Begin with problems which arise out of the specific situations in the school.
21. Provide maximum opportunity for creative thinking.

Weber⁶ further concluded from his research that techniques which involve teacher participation in planning and policy making, and which involve teacher participation in all phases of the program of in-service

⁶C. A. Weber, "A Summary of the Findings of the Sub-Committee on In-Service Education of Secondary School Teachers," North Central Association Quarterly, XVII (January, 1943), 261-267.

education, and which encourage teacher initiation of action as well as planning are considered most valuable, but that these techniques are the least used.

Wilson⁷ developed criteria for the guidance of management planning in secondary schools. He submitted a lengthy survey instrument of tentatively validated criteria to two hundred sixty-six principals of schools enrolling five hundred or more pupils for evaluation. He reports five general criteria and forty-four elaborating specifications from his research. The five general criteria were:

1. Management planning should grow out of an appropriate philosophic background oriented toward democratic, socially integrated, and educationally efficient planning.
2. The experiences and abilities of all available personnel should be utilized as fully as possible in management planning.
3. Management planning should be provided in organizational outline which is functional, flexible, and an integral part of the school's administrative structure.
4. The attitudes, skills, and procedures desirable for management planning should be acquired and used by all participants.
5. The entire management planning program and the plans developed through its activities should be subjected to continuous, cooperative, and comprehensive evaluation.

The following were statements of some elaborating specifications:

1. Principles that promote effective democratic interaction should be a part of the philosophic background.
2. The ends sought by planning should justify the expenditure of time, energy, and material resources exhausted in the planning process.
3. Those affected by the planning should have a voice in the planning commensurate with their capabilities for productive participation.
4. Planning (since it is a creative endeavor) should utilize the maximum range of personnel experience available.

⁷Harold Maurice Wilson, Management Planning in Secondary Schools, Summaries of Doctoral Dissertations, George Washington University, 1950, pp. 175-183.

5. Planning requirements should be met by action within predetermined organizational outline which is familiar to all staff members.
6. Skill should be developed in promoting intercommunication among planning personnel.
7. Skill should be developed in improving methods of group functioning.
8. The purpose of each planning activity should be clearly understood.
9. Since everyone cannot engage in every planning activity, some means of reporting progress back to individuals and groups not participating should be provided.
10. The evaluation of planning should be a cooperative process.
11. The evaluation of planning should be a continuous process.

A study relating to re-training of mediocre leaders into efficient democratic leaders was reported by Bavelas and Lewin.⁸ They reported a change in the leaders from the use of authoritarian methods to the use of classroom techniques characterized by "group methods." The re-training resulted in much higher morale of the leaders and of their pupils.

Lewin,⁹ reporting on research approaches to leadership problems, states that experiments have shown in a precise manner that what has usually been called the character and the abilities of the individual, his ideals, his goals, his motivation and values, his perception and his productivity, his friendliness and objectivity, and his tendencies to domination and submission can be changed to a large extent by changing

⁸Alex Bavelas and Kurt Lewin, "Training for Democratic Leadership," Journal of Abnormal and Social Psychology, XXXVII (January, 1942), 115-119.

⁹Kurt Lewin, "A Research Approach to Leadership Problems," Journal of Educational Sociology, XVII (March, 1944), 392-398.

the social atmosphere or the group-belonging of this individual. He also states that these conditions hold for the follower as well as the leader and that the ideas for training leaders make use largely of this dependence of the person's motivation and of the group of which he is a part. How to link group dynamics with the goals of an organization is one of the basic problems of leadership.

Levin,¹⁰ reporting on research regarding the dynamics of group action, relates the following conclusions from the studies:

1. Group discussion must be carried through to the point of reaching a decision and setting group goals if the action is to be most beneficial.
2. Group decision provides a background of motivation where the individual is ready to cooperate as a member of the group more or less independent of personal inclinations.
3. It is easier to change ideology or cultural habits by dealing with groups than with individuals.
4. The role of democratic leader or follower must be learned and it cannot be learned by autocratic methods.
5. The democratic follower has to learn to play a role which implies, among other things, a fair share of responsibility toward the group, and a sensitivity to other people's feelings.

Lippitt¹¹ reported an experimental teacher training study which indicated that teaching a trainee to verbalize correctly "how good teachers perform" or "what good teachers do" fails in a majority of cases to influence actual performance on the job later. He reported that in a controlled teacher training experiment, a group that developed perspective and reached actual agreements as to a plan for the course

¹⁰Kurt Lewin, "Dynamics of Group Action," Educational Leadership, I (January, 1944), 195-200.

¹¹Ronald Lippitt, "Experimentation With Teacher Training," Journal of Educational Psychology, XVII (March, 1944), 399-405.

under consideration, and who agreed on such things as optional attendance in class, optional outside reading, and no grades for their efforts had better attendance and read twice as much as a control group. Better results were had by making the classroom a laboratory to "practice what we preach" and by using a cooperative approach to curriculum construction with the use of democratic procedures.

Troyer, Allen, and Young¹² reported that a study of the literature on in-service education for the past three years indicated that the immediate concerns of teachers today are fundamentally the same as they were eighty years ago. As teachers of today study their problems, they find them rooted in deeper and more basic issues of education and society. They also reported that the major developments have been toward more effective organization of programs for the study of these basic issues. The emphasis in these programs of study has been on democratic processes, careful planning, programs of action, identification of problems which teachers believe important, pooling of local and college resources, adequate financing, and provision for staff time.

A committee report by Cory¹³ of a research study concerning the real incentives which are most important in teaching growth lists the following as some of the elements considered most important in a good in-service education program for a school system:

1. Teachers are made to feel they are an integral part of the school administration.
2. Opportunities exist for promoting teacher improvement.

¹²H. E. Troyer, J. E. Allen, Jr., and W. E. Young, "In-Service Teacher Education," Review of Educational Research, XVI (June, 1946), 240-54.

¹³Durward N. Cory, "Incentives Used in Motivating Professional Growth of Teachers," North Central Association Quarterly, XXVII (April, 1953), 305-409.

3. Curriculum planning is carried on cooperatively by teachers, administrators, and supervisors.
4. Research and experimentation by teachers and teacher groups is encouraged.
5. Sufficient time is available to carry on group activities without injury to health and morale.
6. All activities are carried on by administrators, supervisors, and teachers working as a team toward their fulfillment.

The committee also reports the following points as important in initiating and motivating the program of in-service education:

1. The administrator must understand and practice democratic relationships in dealing with his staff. He must be the one who initiates the in-service program.
2. The feelings of all participants in the group must be given fair consideration in reaching a conclusion.
3. Problems assigned to teacher groups for study must be within areas in which the teachers are interested.
4. Teachers must be allowed the opportunity of identifying the problems which they feel are most important to them.
5. The group should look upon the development and growth of children as the primary purpose of their endeavors.
6. Decisions reached must be on a group basis without domination by a single individual or a few individuals.
7. Give greater recognition to teachers who have shown successful participation.
8. Assign greater responsibility to teachers who have grown in leadership.
9. Establish curriculum study groups to evaluate the curricular program and to make suggestions for improvement.

Parker and Golden,¹⁴ reporting on in-service education of elementary

¹⁴J. Cecil Parker and William F. Golden, Jr., "In-Service Education of Elementary and Secondary-School Teachers," Review of Educational Research, XIII (June, 1952), 199-200.

and secondary school teachers, make the following summary:

In the midst of volumes of inspirational literature written about in-service education there are few research articles reported. The literature reviewed, however, indicates that more attention is being given to a critical, objective analysis of the effectiveness of particular in-service techniques. The studies reported are evidence of the practicality of evaluation. The trend away from testimonial evidence marks a high spot in research on in-service education. The future challenge to research is great. Research is needed on the effect and influence on in-service education of such things as: leadership styles; the process of group work; the dynamics of change; teacher motivation and goals; transition from in-service experiences to the job; working climate; structure and organization of workshops, committees, and conferences. Needless to say, research on how to evaluate in-service education remains as a fascinating area of study.

Summary

A review of the literature revealed a limited amount of research in the field of in-service education. No reports were found of studies in the area of curriculum development by small work groups in a program of in-service education. A search of the literature did not reveal any reports of research that had attempted to validate by authoritative judgment statements of tentative criteria which could be used to evaluate the work of a group involved in curriculum development.

The reports of research in areas related to this study revealed some practices and characteristics of effective in-service education programs that seem to be of importance. Some of these were cooperative planning, wide teacher participation, solution of real problems, development of a sense of belonging, recognition of the contribution of each individual, use of group method of work, and employment of democratic procedures. The emphasis as reported in these programs of study was on democratic processes, cooperative planning, programs of action, identification of problems teachers believe important, and wide

participation of persons concerned with the solution of a particular
problem.

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CHAPTER III

DEVELOPMENT OF TENTATIVE CRITERIA

The development of criteria which could be used to evaluate the effectiveness of groups working on curriculum problems was the principal purpose of this study. One of the first major problems confronted in proceeding with the study was the development of tentative criteria.

A study of the professional literature dealing with in-service education revealed several studies listing a number of basic principles or criteria which characterize desirable programs of in-service education. More than two hundred statements of basic principles or characteristics of teachers' work in curriculum development were selected from research studies and other educational literature related to in-service education, curriculum development, and group dynamics. These statements were studied to secure those which seemed to be most acceptable and in common usage. They were also studied to eliminate as much duplication as possible. It was from these statements that the general and specific criteria were developed. A further study of this rather extensive list of statements revealed that they could be grouped into seven general areas covering the work of a curriculum development group. The following terms seem best to characterize the seven areas: (1) environment, (2) leadership, (3) motivation, (4) organization, (5) interpretation, (6) evaluation, and (7) resources. The seven areas were not discrete, but were established to facilitate the organization for assembling and handling the data. The

development of the statements of tentative criteria and some of the sources from which they were derived is discussed under these seven headings.

Development of Tentative Criteria in the Area of Environment

The environment under which the curriculum development group functions seems to be of considerable importance, according to writers in the field. One of the conditions for effective group endeavor seems dependent upon the working environment of the group. An organization that provides channels for participation of several persons who are interested in the solution of a problem seems to be effective in bringing about the full effect of the group process.

Many authorities believe that an organization that is conducive to democratic cooperation is of great importance in the group process.

Dewey¹ bears out this point in his statement:

Individuals can find security and protection that are prerequisites for freedom only in association with others The predicament is that individuality demands association to develop and sustain it and association requires arrangement and co-ordination of its elements, or organization—since otherwise it is formless and void of power.

Another condition for effective group endeavor has to do with the role of the individual in the group. Miel² studied conditions of group endeavor and reports that "the status of the individual in a group has everything to do with his security, his growth, and his contribution to joint achievement." She also states that the particular form of organization cannot guarantee democratic results and that it is the

¹John Dewey, Freedom and Culture (New York, 1938), p. 66.

²Alice Miel, Changing the Curriculum (New York, 1946), p. 89.

spirit in which people enter into association with one another that really counts.

Prall and Cushman³ have listed five conditions which they consider necessary for professional growth:

1. A chance to work on jobs that seem important to the participants.
2. A chance to work on jobs where each participant can make a positive contribution.
3. A chance to adjust the plans and the objectives that relate to any undertaking as adjustment seems called for.
4. A chance to work as friends and equals.
5. A chance to move from thought to action.

Weber⁴ reports that some of the most promising techniques for educating teachers while they are in service are those which encourage cooperative attacks on the problems facing the school and which provide situations in which teachers, pupils, parents, and board members work together in attacking problems arising in the school.

In a discussion of in-service programs of education, Misner⁵ states two basic principles:

1. What is done in an in-service program should be decided democratically and cooperatively.
2. The effective program will progressively involve all individuals who are directly or indirectly concerned with operating the school.

In a description of the dynamics of group action, Lewin⁶ states

³C. E. Prall and C. L. Cushman, Teacher Education in Service, (Washington, D. C., 1944), 454.

⁴C. A. Weber, "Reactions of Teachers to In-Service Education in Their Schools," School Review, LI (April, 1943), 234-40.

⁵Paul J. Misner, "In-Service Education Comes of Age," Journal of Teacher Education, I (March, 1950), 34.

⁶Kurt Lewin, "Dynamics of Group Action," Educational Leadership, I (January, 1944), 195-200.

that group discussion must be carried through to the point of reaching a decision and setting up group goals if the action is to be most beneficial.

It seems important that persons in places of leadership who are responsible for carrying out a program of in-service education be aware of the value of providing an environmental situation whereby groups can be organized so that they will feel free to identify problems and set about working together toward their solution.

The following statement of general criteria and nine sub-statements of a more specific nature seem to characterize or describe certain aspects of environment conducive to effective work by the group:

- I. The working plan of the work group should be such that an environment is created which is conducive to democratic cooperation of all those concerned with the solution of the problem under study.
 1. The membership of the working group should be such that all groups concerned with the problem are represented.
 2. The working arrangement of the group should be informal.
 3. A working plan should be used that will provide each member of the group an opportunity to participate actively in the work of the group.
 4. The group should function so as to develop a group morale in which each participant feels that his ideas are respected.
 5. The group should work for a consensus on any action to be taken.
 6. The discussion leader or other members of the group should frequently clarify the issues under study.

7. The work of the group should be summarized from time to time by the discussion leader or some other member of the group.
8. The discussion leader should watch the reactions of the participants in the group and draw out the less articulate.
9. The discussion leader should use statements of position on issues as the basis for determining group agreement or disagreement.

Development of Tentative Criteria in the Area of Leadership

Professional literature contains many discussions of the need for and the means of providing democratic leadership for the solution of educational problems.

The Horace Mann-Lincoln Institute of School Experimentation, in cooperation with the Denver Public Schools, conducted a two-year research program for the purpose of improving the quality of educational leadership. Corey, Foshay, and Mackenzie,⁷ in reporting the study, make the statement:

We have become convinced that our success as instructional leaders depends to a large extent upon our ability to understand the way the people with whom we work view themselves and the situations with which they must cope. Even more important than this 'understanding,' of course, is what we actually do in the light of it.

They also state six generalizations that seem to be supported by their research in Denver:

⁷S. H. Corey, A. W. Foshay, and G. N. Mackenzie, "Instructional Leadership and the Perceptions of the Individuals Involved," The Bulletin of the National Association of Secondary School Principals, XXXV (November, 1951), 83-91.

1. Most of our behavior, particularly as it involved relations with others, can be explained as our attempt to preserve our integrity, our self-respect—to maintain or build our self-esteem.
2. At the time of our action our behavior is determined by our private, personal perception of the situation and its requirements.
3. At the time we act, we do what seems justified to us according to our view of the situation.
4. People behave differently because their perceptions of the situations to which they react differ.
5. Changed perceptions lead to changed behavior.
6. We feel satisfaction when we realize that our perceptions and our consequent behavior are considered correct and right by other members of the group or groups to which we want to belong.

Effective work between principals, supervisors, and teachers depends largely upon the quality of the relations between each group and upon the willingness and ability of each person involved to find out how the particular situation looks to the other person.

In a study of the structure of leadership, its development, and sphere of influence, Jennings⁸ draws some of the following conclusions:

1. The status which an individual attains in the group he enters depends upon the already existing organization developed by the membership throughout its existence.
2. Leadership itself appears to be a process of choosing as well as being chosen.
3. Leaders earn their status of most-wanted group participants because they act in behalf of others with a sensitivity of response which does not characterize the average individual in the group.
4. Leadership appears as a manner of interacting with others, a social process of interaction involving behavior by and toward the individual "lifted" to a leadership role by other individuals.

⁸Helen H. Jennings, "Structure of Leadership—Development and Sphere of Influence," Sociometry, I (July-October, 1937), 99-113.

Misner⁹ points out that leadership in the in-service program is the function of all individuals who are willing and competent to exercise it. This concept of "shared" leadership is held by many experienced educational writers.

Kilpatrick has given an excellent description of the way in which leadership is shared or emerges from a group situation:¹⁰

Many seem to think of leadership as if it were only or primarily fixed in advance, either by appointment or election or by special ability and preparation. On this basis, these proceed to divide people into two fixed groups, leaders and followers. Such a view seems inadequate, quite denied by observable facts. Actual leadership as we see it comes mostly by emergence out of a social situation. A number of people talk freely about a matter of common concern. A proposes a plan of action. B successfully voices objection and criticism. C then proposes a modified plan. D, E, and F criticize certain features of this plan. The group at this point divides, seemingly unable to agree. G then comes forward with a new plan that combines the desired features and avoids the evils feared. The group agree. Here A, B, C, D, E, F, and G were successively leaders of the group. And each act of leadership emerges out of the situation as it then appeared. This is democratic leadership and its success depends on—may exactly is—an on-going process of education inherent in the situation.

The following general statement of criteria and ten sub-statements are believed to describe or characterize aspects of leadership conducive to an effective work group:

II. The work group should have the guidance of democratic leadership. ✓

1. Leadership qualities within the group should be recognized and developed.
2. Opportunities should be provided for each participant to make any unique contribution for which he is qualified to the solution of the problem under study.

⁹Paul J. Misner, "In-Service Education Comes of Age," Journal of Teacher Education, I (March, 1950), 32-34.

¹⁰William H. Kilpatrick in Samuel Everett, Ed., The Community School (New York, 1938), p. 20.

3. The leadership in the group should usually not be centered in a person, but passed from person to person.
4. The working plan of the group should provide for opportunities for each participant to assume some responsibility for leadership.
5. The discussion leader or some other person should summarize and state the conclusions reached and the agreements as to responsibilities accepted at each meeting.
6. The leader should encourage the group to identify points of dissatisfaction.
7. The leader should assist the group in arriving at a consensus.
8. The leader should help the group to understand the boundaries of its authority and responsibility.
9. The leader should share the formulation of policies and decisions with every person concerned.
10. The discussion leader or some other designated person should use a record of discussion flow in evaluation leadership technique.

Development of Tentative Criteria in the Area of Motivation

One of the fundamental principles of teaching and learning is readiness. This principle is as significant in working with a group of teachers on a curricular problem as it is in working with children in a subject matter area. The position that goals should be set by the group for itself has much support from psychology, both educational and

social. Lewin¹¹ reports that experimental results indicate that the motivation of the individual as a group member is superior in regard to character building and social relations as well as in regard to production. Lewin¹² also points out that group discussion must be carried through to the point of reaching a decision and setting group goals if the action is to be most beneficial.

Lippitt and Bradford¹³ state that the most effective program of in-service professional growth would seem to require a setting laid in the heart of the problems faced by the teacher. One of the basic principles for an effective in-service program listed by Misner¹⁴ is that it be geared to the needs recognized by the teachers and that it have a high level of interest and enthusiasm on the part of the teaching staff.

In discussing an in-service program of education, Armstrong and Cushman¹⁵ list two key principles to be taken into consideration:

1. Learning takes place best when it begins with matters of real interest to the learner.
2. Continued effective learning is dependant upon the development of particular interests and potentialities of each individual.

Meil¹⁶ reports that the chief values of providing for group goal-setting seem to be that (1) the problems chosen for attack will be

¹¹Kurt Lewin, "A Research Approach to Leadership Problems," Journal of Educational Research, XVII (March, 1944), 392-98.

¹²Kurt Lewin, "Dynamics of Group Action," Educational Leadership, I (January, 1944), 195-200.

¹³Ronald Lippitt and Leland P. Bradford, "The Teacher Growth Program," Journal of The National Education Association, XXXVIII (March, 1949), 204-206.

¹⁴Paul F. Misner, "In-Service Education Comes of Age," Journal of Teacher Education, I (March, 1950), 32-34.

¹⁵W. E. Armstrong and C. L. Cushman, "Evaluating the In-Service Program," National Elementary Principal, XXI (July, 1942), 485-96.

¹⁶Alice Meil, Changing the Curriculum (New York, 1946), p. 51.

posed to the readiness of the group and thus will have greater motivating value and (2) the problems will be less likely to be limited to abstract and stereotyped classifications.

It would seem, from the research in group dynamics and the experience of workers in the field of curriculum development, that it is highly desirable that each participant in a curriculum development group be a member because of a feeling of need and a desire to take part in the solution of a problem that is of a real concern to her.

The following statement of general criteria and seven sub-statements seem to describe or characterize the basic principles in the area of motivation for group work in curriculum development:

III. The motivation of the participants for working with a group should come from a feeling of need by each individual.

1. Individual teachers should have complete freedom to participate in the group or not.
2. The participants should have a favorable attitude toward the worthwhileness of the work of the group.
3. The problems attacked by the group should be such that their solution will help to meet the needs of the participants.
4. The problems attacked by the group should be such that the solution will have a beneficial effect upon the total program of the school.
5. The motivation for joining a work group should come from a feeling of need for each participant.
6. The work group should have some specific short-range attainable goals as well as some long-range goals.

7. The ideas and materials developed by the group should be useful in practical school situations.

Development of Tentative Criteria in the Area of Organization

Research workers and educational writers in the field of in-service education emphasize the importance of an organization which lends itself to the cooperative group approach to the solution of curriculum problems. The significance of cooperatively planning and developing programs of in-service education as well as cooperatively solving problems is indicated in many reports of in-service education.

An official group report of the National Conference on The Professional Growth of Teachers in Service¹⁷ lists three basic principles of learning which underlie the effective use of the group dynamic processes. They are:

- (1) motivation brought about by sensing or seeking an existing need and the goals which must be attained to satisfy the need;
- (2) learning by doing, through which the activities or experiences used in reaching the designated goals become the outcomes which are ultimately learned; and
- (3) reward through satisfaction--the satisfaction of reaching agreed-upon goals is the rewarded behavior which is learned.

This group also lists the following principles which need to be observed if effective group work is to be achieved:

1. All who are affected by or take part in an action should participate in making the decision leading to the action.
2. Clear statements and agreements concerning goals or objectives must be attained as a first step in group work.

¹⁷T. H. Stinnett (Editor), The Teaching Profession Grows in Service. (Washington, D. C., 1949), p. 99.

3. Group work involves organized activity; it is not planless.
4. Group work is effective only when the members have intrinsic enthusiasm to work on relevant problems and to use the best methods of group work.
5. The goal of decision in group work is not to find a simple majority consensus, but it is to attain general agreement which involves compromise, cooperation, respect for minority judgment, and ultimate harmony of points of view in so far as it can be attained.
6. Group work involves continuous evaluation which leads to a reformulation of goals to be achieved and continued modifications of decisions and actions.

Weber¹⁸ revealed by his research that cooperative problem solving was a superior activity for in-service education.

Miel¹⁹ states that "the motivational value of self-set goals is infinitely greater than that of externally imposed goals." She further states that:

The chief values of providing for group goal-setting seem to be that (1) the problems chosen for attack will be paced to the readiness of the group and thus have greater motivating value and (2) the problems will be less likely to be limited to abstract and stereotyped classifications.

The Sub-Committee on In-Service Training of Teachers of The North Central Association²⁰ reported that its study revealed that cooperative planning was the most effective. Also, the data in its study revealed that cooperative practices should replace imposed procedures and that learning by teachers through experience in educational planning should replace direction by principals and supervisors. It was indicated

¹⁸C. A. Weber, "Reactions of Teachers to In-Service Education in Their Schools," School Review, LI (April, 1942), 234-40.

¹⁹Alice Miel, Changing the Curriculum (New York, 1946), p. 49.

²⁰A Study of In-Service Training of Teachers, Sub-Committee on In-Service Training of Teachers, North Central Association of Secondary Schools and Colleges, 1944.

that active concern for and study of ends and values which make direct, vital appeal to teachers should be substituted for "training" devices designed only to provide a smooth-running school.

The organization of the work group in curriculum development so that the effort toward the solution of problems may be cooperatively planned and developed seems to form a fourth area which is characterized by the following statements:

IV. The program and methods of work for the group should be cooperatively planned and developed.

1. The group should be organized for clearly recognized purposes.
2. The work of the group should be carefully planned as to content and sequence.
3. The problem to be attacked should be recognized as a significant problem by a consensus of the group.
4. The participants in the group should have a part in the selection of their resource leaders.
5. The resource leaders for the group should be acceptable to the participants.
6. The internal organization of the group should be cooperatively planned.

Development of Tentative Criteria in the Area of Interpretation

It seems to be generally agreed by the professional writers in the field that the orientation and participation of the teaching staff in a program of curriculum development is essential to its success. In The Encyclopedia of Educational Research²¹ it is pointed out that unless

²¹W. S. Monroe (ed), Encyclopedia of Educational Research, rev. ed. (New York, 1950), p. 1193.

a staff is prepared to accept and adopt new procedures as they are suggested, little gain can be expected from a program of curriculum development. The same may also be said for the parents and the community.

Parker²² pointed out the importance of the role of problem-centered groups of staff members in improving school programs. In the report of the findings of the Committee on Intergroup Education of the American Council on Education, Taba, Brady, and Robinson²³ pointed out the significances of the concept that "all people gain satisfaction from belonging to groups" and that being left out always causes psychological distress and often produces undesirable behaviors such as aggressiveness or indifference.

It seems significant that care be exercised in the function of curriculum development groups so that all concerned with the purposes and outcomes for which the group is formed may have a continuous interpretation of the work and progress of the group.

The following general statement and five sub-statements seem to describe or characterize the basic principles in the area of interpretation:

- V. The program of work of the group should provide for interpretation to other persons who may be concerned with the purposes and the outcomes of the work of the group.
 1. The working plan of the group should give the participants a feeling of security and status in both the school and the community.

²²Cecil J. Parker, "Working Together for Curriculum Improvement," California Journal of Secondary Education, XXIV (November, 1950), 393-96.

²³Hilda Taba, Elizabeth Hall Brady, and John T. Robinson, Intergroup Education in Public Schools (Washington, D. C., 1952), p. 104.

2. The task for which the group is created should have stemmed from recognized problems expressed by the school staff or the community.
3. The task for which the group is created should be understood by the entire staff of the school.
4. The work group that is organized should have representation from all groups concerned with the problem under study.
5. The school staff should be kept informed as to the progress and outcomes of the work of the group.

Development of Tentative Criteria in the Area of Evaluation

The educational writers in the field of curriculum development and research place much emphasis upon the need for continuous evaluation of the work of any group. These writers not only stress the need for setting up objectives as goals for the work group, but also emphasize that specific means for evaluating the progress of the group toward these ends be established.

One of the study groups in their official report from the New Hampshire Conference of the National Commission of Teacher Education and Professional Standards²⁴ lists the following principles which should be included in the philosophy of evaluation regarding in-service programs:

1. The purpose of evaluation should be improved programs of in-service education.
2. Evaluation should be a continuous process.
3. Evaluation should be carried on democratically. It should be done with the participants and not imposed on participants.

²⁴T. M. Stinnett (Editor), The Teaching Profession Grows in Service (Washington, D. C., 1949), p. 456.

4. Growth should be appraised in terms of the level of ability of the individual and of the group concerned in the in-service program.
5. Evaluation should be in terms of the total contributions of the in-service program to the total objectives of the school; therefore, the standards used should cover, as fast as possible, all phases of the in-service education activity, and a wide variety of evidence should be obtained.
6. The evidences upon which evaluation is to be made should be as objective as possible. When this is not possible, the subjective evidence used should be recognized frankly as such.
7. The standards, evidences, and procedures used should be consistently re-examined and, when necessary, revised.

The committee also lists the following steps in the process of evaluation:

1. Formulating goals and objectives;
2. Defining these goals in terms of the kinds of behavior desired;
3. Identifying sources of evidence for observing such behavior;
4. Planning methods for collecting this evidence;
5. Collecting the evidence;
6. Interpreting the evidence in terms of goals and objectives;
7. Reformulating the goals and replanning the means for achieving these goals in the light of the evaluation.

In discussing group evaluation, Parker and Golden²⁵ point out that it is essential to evaluate not only the productivity of the group but the very process by which the group achieved its goals. Group evaluation is concerned with (a) the evaluation of leadership; (b) the

²⁵J. Cecil Parker and William P. Golden, Jr., "Democratic Group Processes," Group Process in Supervision, N. E. A., Association for Supervision and Curriculum Development, 1948, pp. 35-36.

evaluation of group process; (c) the evaluation of the changes brought about in persons; and (d) the evaluation of group action in terms of the values embodied in group purposes. They further state that the description of the goal or goals sought by groups is the principal factor in making the participation of the individual members meaningful and that the clarification of goals is the only basis upon which it is possible to provide for evaluation of individual and group progress. Therefore, it seems significant that a curriculum development group in its program of work should have a plan for continuous evaluation.

The following general statement of criteria and the five sub-statements seem to include the basic principles involved in the area on evaluation:

- VI. The program of work should provide a plan for continuous evaluation and improvement of the effectiveness of the work of the group.
 1. The group should develop specifically stated objectives so that continuous evaluation and improvement can be made in terms of these objectives.
 2. The activities of the group should provide stimulus for continued professional growth for the participants.
 3. The program of work for the group should provide specific plans for collecting evidence to be used in evaluation.
 4. The organization of the group should be such that its procedures can be readily changed to meet needs as they arise.
 5. The group should keep a record of the agreements and commitments made.

Development of Tentative Criteria in the Area of Resources

The problem of providing resources which adequately meet the needs of a group working in the various areas of curriculum development is difficult to solve. An inventory of state, regional, and national resources available reveals an almost unlimited number of sources from which teachers may obtain help. Many agencies have well-organized education service departments and generally have available educational materials.

Colleges and universities may make substantial contributions to in-service growth of teachers through their campus and off-campus programs, as well as provide qualified consultant service for special projects. Information on research services may be available from the institutions of higher education.

The problem of the curriculum development group seems to be that of recognizing the need for resources and finding ways and means of making such resources available at a time and in a manner that will be most helpful. The providing of adequate resources for the curriculum development group is a challenge to administrative leadership as well as to the individual working group itself.

The official reports of the working committees meeting under the auspices of the National Commission on Teacher Education and Professional Standards,²⁶ in reporting on "Resources for In-Service Education," place much stress on the need for using resources from the local school and community, state, regional, and national agencies as well as from institutions of higher learning and professional teacher

²⁶T. M. Stinnett (Editor), The Teaching Profession Grows in Service (Washington, D. C., 1949), 133-167.

organizations.

The following statement of general criteria and six sub-statements describe or characterize the basic principles or ideas in the area relating to resources:

VII. Resources should be used which will facilitate the work of the group.

1. The group should use resource persons who can aid with the problem being studied.
2. Adequate resource materials should be made available for use of the group.
3. The group should be provided with information on the development of the theories of learning.
4. The group should be provided with information regarding developments and findings in child growth and development.
5. Adequate and appropriate time should be provided for the group to meet and work.
6. The participants should be provided with information regarding significant experiments in education that are being conducted or that have been completed in other school situations.

Summary

This chapter presents the substantiating materials from which were developed the fifty-five tentative criteria from the more than two hundred statements of basic principles or characterizations of the work of teachers in a program of curriculum development. The statements in the seven areas were selected or developed from the research studies and writings of professional people in the fields of in-service education, curriculum development, and group dynamics.

CHAPTER IV

VALIDATION OF CRITERIA

The second major problem in the development of this study was the validation of the tentative statements of criteria. According to Barr, Davis, and Johnson,¹ the validation problem is essentially one of making a prediction on the basis of certain qualities or factors that are known or assumed to possess predictive values. They also state that the first problem in evaluation is to delimit the area which is to be evaluated so that the delimited area will possess unity and homogeneity and that the second problem is to decide upon behavior both generalized and specific which may serve as criteria for determining whether progress toward definite aims has occurred. An attempt was made to meet these criteria by selecting, from the writings and research of persons in the field of in-service education, statements which described or characterized the work of groups in a program of curriculum development. These statements were revised and developed into a series of general and specific statements which seemed to characterize an effective working group in an in-service program of curriculum development.

At this point consideration was given to various ways or techniques for gathering data for the purpose of evaluating the tentative

¹Arvil C. Barr, Robert A. Davis, and Palmer O. Johnson, Educational Research and Appraisal (New York), 1953, Chapters II, IV.

statements of criteria. Weber² in similar research had used the questionnaire-type instrument effectively as a device for gathering data for developing and validating criteria. Wilson³ in his research had used the jury plan effectively in securing data from authoritative sources. The submission of a questionnaire-type instrument to a jury seemed to be the most practical way of obtaining authoritative judgment on the validity of the tentative statements of criteria. Other techniques of collecting and developing the data were considered. Such techniques as direct observation, interview, and the critical behavior technique offered possibilities. However, meeting the criteria necessary to achieve sound research standards for these methods of collecting data seemed to be less practical in this situation. The use of a questionnaire-type instrument made it possible to submit a comparatively large number of statements of tentative criteria to a greater number of persons who were considered competent authorities on in-service education than otherwise would have been possible or practical.

Development of the Checking Instrument. The preparation of an instrument for presenting the tentative statements of criteria to the jury for judging involved several problems. First, how could the data be presented so that they could be easily understood and readily checked? Second, how could the data be presented so that the responses could be readily and adequately interpreted? A third problem seemed to be that of making some check as to the care and thought the jury members were using in reading the individual statements in the instrument.

In developing the instrument for collecting the data, the follow-

²Weber, p. 12.

³Wilson, p. 15.

ing points were considered. The instrument should:

1. Not place excessive demands upon the time of the respondents.
2. Be checked easily and accurately.
3. Be planned in light of the objectives of the investigation.
4. Avoid ambiguous statements.
5. Use terms that are understood and commonly used in the professional literature.
6. Have statements that carry neutral phrasing and avoid suggested answers.
7. Have statements that avoid bias.

During the process of developing the instrument, several forms were produced. One instrument had an ungrouped list of tentative criteria which were to be checked on a four-point scale. This form was discarded because it was thought that the criteria could be judged more effectively if grouped under related areas and because of the difficulty in interpreting data so arranged. A tentative form of the instrument, listing the statements of tentative criteria under seven general headings, was developed. The instrument was to be checked simply as "accept" or "reject." The tentative instrument was submitted to several persons who were considered well informed in the field of curriculum development. They were requested to check the instrument and give their criticisms on the following points: (1) clearness of the statements of tentative criteria, (2) wording of statements that might be misinterpreted, (3) completeness of coverage of the statements in each area, (4) placement of the statements in the areas, and (5) clearness and adequacy of the instructions for responding to the instrument. The

tentative form of the instrument was also submitted to a graduate class in the field of education at The Oklahoma Agricultural and Mechanical College. After the criticisms were received and before the final revision of the instrument, under each of the seven general statements of criteria one statement was inserted which was considered unacceptable or controversial. These statements were added to permit an additional check as to the care and thought the jury members used in reading and responding to the instrument.

The following statements were inserted in each of the general areas:⁴

- Area I. The administration or group leader should specify a plan of work to be followed by the group.
- Area II. The leader of the group should make decisions upon issues on which a consensus cannot be readily reached.
- Area III. A teacher should accept membership in a group if requested to do so by the school authorities.
- Area IV. In the organization of the group the boundaries of its authority and responsibility should be clearly designated by the school authorities.
- Area V. The outcomes of the work of the group should be interpreted to other teachers and to the public after the work has been completed and put into effect.
- Area VI. The school administration should be responsible for evaluating and improving the effectiveness of the work of the group.
- Area VII. The group should be provided with only the most recent theories of learning and findings in child growth and development.

⁴ Each of the seven statements has been marked with an asterisk (*) in the tables showing the results of the responses of the jury.

The final form of the instrument⁵ consisted of one page of instructions and sixty-three statements of tentative criteria. Each statement in the instrument was to be checked simply as "accept" or "reject." After each of the seven general areas, a space was provided and the request made that additional statements regarding any general or specific criteria be added.

Selection of the Jury. Selecting a jury that would be competent to judge tentative criteria in relation to the work of groups in curriculum development presented several problems. The persons who were to serve as jurors needed to have an understanding of the theoretical and practical aspects of curriculum development through the use of small groups of teachers in an in-service program. The jurors should be selected from a wide geographical area so as to represent the best professional thinking from every section in the educational system. A wide selection of jurors from the ranks of both college and public school personnel was made to avoid any peculiar bias which might be held by persons from a particular area or group.

A request was made to the dean of the school of education at each state university and to the dean of the school of education at Rutgers, New York University, and Brown University to nominate five persons to serve on such a jury. A letter was sent to each dean explaining the purpose of the jury and soliciting assistance in nominating its members. The letter also described the situation for which the criteria were to be used. A blank form was enclosed so that the deans could list nominations from the ranks of both college and public school personnel.

⁵See Appendix A, p. 91.

A letter, requesting assistance in judging the tentative statements of criteria, was mailed to each of the two hundred eleven persons nominated by the deans along with an instrument for checking the criteria.⁶

Presentation and Analysis of the Responses of the Jury
to the Tentative Criteria

The response of the jurors to the request for checking the instrument was good. One hundred fifty-five, or seventy-three per cent, of the instruments were returned. One hundred fifty-one replies were included in the study.

The jurors, in addition to checking the sixty-three statements in the instrument, made six hundred fifty-one written comments and statements relating to the tentative criteria. Thirty-one other comments, statements, and letters were received from the jurors indicating interest in various aspects of the study.

The data derived from the responses of the jury to the statements of tentative criteria were tabulated and organized into three general groups. First, a composite tabulation was made of the responses of the jurors showing the number and percentage of acceptance or rejection by the members of the jury to each statement of tentative criteria. A second tabulation of data was made to show the responses of the jurors nominated from college personnel. Responses of the jurors nominated from the public school personnel were also tabulated separately. The composite tabulation of the jury responses to the statements of tentative criteria are given in Tables I through VII.⁷ The responses of the

⁶See Appendix A for copies of the letters to the college deans and jurors, the blank form for making nominations, and the checking instrument.

⁷See Appendix B, p. 104-110.

college personnel are presented in Tables VIII through XIV, and the responses of the public school personnel in Tables XV through XXI.⁸

The purpose of this section of Chapter IV is to present and analyze the data as secured from the responses of the jurors to the statements of tentative criteria. Some of the comments or statements made by jurors relating to the statements of tentative criteria have been used in interpreting their acceptance or rejection of the criteria.

In analyzing and interpreting the data it seemed essential to attempt to determine whether the percentages of acceptance or rejection by the jury of the statements of tentative criteria represented a true difference that was of statistical significance and not a chance difference. A formula used by Wilks⁹ in setting up the confidence interval on a population difference from a given sample of difference in percentage was applied to the percentage differences of the responses the jury made to the individual statements of tentative criteria. According to Johnson,¹⁰ this formula developed by Wilks is satisfactory for practical purposes in determining true differences in the percentage of responses at the one per cent level of significance.¹¹ The Wilks formula was applied to specific items of the tentative criteria where the range of percentage of difference in the responses was not sufficiently wide to be beyond question as to its statistical significance.

⁸Ibid., pp. 104-110.

⁹S. S. Wilks, "Confidence Limits and Critical Differences Between Percentages," Public Opinion Quarterly, IV (1940), 91-96.

¹⁰Palmer O. Johnson, Statistical Methods of Research (New York, 1949), pp. 119-120.

¹¹See Johnson's statement regarding Wilks' formula, next page.

The tentative criteria developed in this study were grouped into seven general areas covering the work of a curriculum development group. These areas relating to a work group in curriculum development were: (1) environment, (2) leadership, (3) motivation, (4) organization, (5) interpretation, (6) evaluation, and (7) resources. The responses of the jury to the tentative criteria in each of these seven general areas will be presented and interpreted under those headings.

Environment. The responses of the jury to the statement of general criteria in the area of environment indicated that the jury accepted the statement that "The working plan of the group should be such that an environment

Palmer O. Johnson, Statistical Methods of Research (New York, 1949), p. 119, makes the following statement in presenting and explaining Wilks' formula:

"If percentages are obtained within a sample, that is, the percentages of "yes" and "no" answers to a given question, the problem arises of how to get confidence limits on a population difference, d , for a given sample difference, \bar{d} . Wilks gives the 99 per cent sampling limits of \bar{d} as $\bar{d} \pm \frac{2.58}{\sqrt{N}} \sqrt{100 (P_1 + P_2) - \bar{d}^2}$

That is, in drawing repeatedly random samples of size N from a population in which the "yes" and "no" percentages are P_1 , and P_2 , respectively, approximately 99 per cent of the samples have a difference \bar{d} which lies between these two limits. In practice, sample values \bar{d} , \bar{P}_1 , and \bar{P}_2 are substituted for the unavailable d , P_1 , and P_2 . This procedure may be satisfactory for practical purposes. Wilks gives the quantity $2.58/\sqrt{N}$ as a simple, conservative, critical value of the sample difference \bar{d} . If \bar{d} is larger than $2.58/\sqrt{N}$, the probability is at least 0.99 that d , the population difference, would be included between two positive confidence limits. The more common interpretation would be that at the 1 per cent level of significance a true difference d between "yes" and "no" percentages exists in the population."

is created which is conducive to democratic cooperation of all those concerned with the solution of the problem under study." Since no comments were made by any of the jurors in relation to this statement of criteria, it seems that it may be assumed that no serious objection or question was raised in the mind of any juror and that the general statement may be considered valid.

According to Table I, the data show that more than 90 per cent of the jurors accepted seven of the nine sub-statements of tentative criteria.

Comments by nine of the jurors on sub-statement 1, relating to membership of the group, indicate that, although they accepted the principle involved in the statement, there may be conditions making it impractical or impossible to have represented all groups concerned with the problem. The following comments indicate the thinking of some of the jurors:

"Desirable if possible" (Rugh),

"Not always possible or groups would be too large" (Brownell),

"With reservations" (Otto),

"In general, not always" (Rice),

"Not always possible" (Hadley).

Comments by nine of the jurors on sub-item 5, relating to the frequency of clarifying the issues under study, indicated that they accepted the principle involved but felt that statements should be made only as and if needed. Some of their comments were:

"If needed" (Swensen),

"Only when necessary for the group" (Wilson),

"Clarify when it seems necessary" (Cory).

TABLE I

ACCEPTANCE OR REJECTION BY JURY OF
TENTATIVE CRITERIA IN AREA I

Statements	Accept		Reject		Omit
	No.	%	No.	%	No.
I. The working plan of the work group should be such that an environment is created which is conducive to democratic cooperation of all those concerned with the solution of the problem under study	148	98	0	0	3
1. The membership of the working group should be such that all groups concerned with the problem are represented	142	94	4	3	5
2. The working arrangement of the group should be informal	140	93	4	3	7
3. A working plan should be used that will provide each member of the group an opportunity to participate actively in the work of the group. . .	149	99	0	0	2
4. The group should function so as to develop a group morale in which each participant feels that his ideas are respected	149	99	0	0	2
5. The group should work for a consensus on any action to be taken . . .	126	85	11	7	12
6. The discussion leader or other members of the group should frequently clarify the issues under study	144	95	3	2	4
*7. The administration or group leader should specify a plan of work to be followed by the group	50	33	93	62	8
8. The work of the group should be summarized from time to time by the discussion leader or some other member of the group	143	93	3	2	0
9. The discussion leader should watch the reactions of the participants in the group and draw out the less articulate ones	137	91	11	7	3
10. The discussion leader should use statements of position on issues as the basis for determining group agreement or disagreement	95	63	37	25	19

*Check item

The statement, "The group should work for a consensus on any action to be taken," was accepted by eighty-five per cent of the jury. Twelve jurors made comments that indicated their acceptance of the principle involved, but raised some question as to the necessity or desirability for trying to arrive at a consensus for all actions of the group. The following quotations indicate this reaction:

"This means delaying action, but not indefinite delay for consensus." (Ficwell),

"Usually, but not always." (Brownell),

"Consensus is the best we have; full agreement would be better and should be waited for if there is any chance. In some cases a few negative votes should kill a statement, since without full agreement it will be unsuccessful." (Robson),

"Up to a point consensus is desirable but not necessary in a democracy." (Fraser),

"This preferred to voting and having a majority over-rule a minority." (Knight).

The statement, "The discussion leader should use statements of position on issues as the basis for determining group agreement or disagreement," was accepted by sixty-three per cent of the jury. Twenty-two jurors made comments regarding this statement of tentative criteria. The comments indicated that there was some uncertainty as to meaning or intent of the statement. A question was raised as to whether the statements of position were to be those of the group or of the leader. The following quotations of comments from the jurors indicate their reaction:

"If these are statement of the group" (V. E. Anderson),

"From authorities in the field and from all members of the group" (Bryant),

"I assume this blocks consensus" (Henderson),

"Not certain of meaning" (Lewis),

"As a basis for projecting to the group areas of agreement or disagreement" (Cory),

"Not as 'the basis,' a basis perhaps" (Barnes),

"Those statements?" (Weinaker).

It seems that this statement should be re-worded to make its meaning more easily understood. The statement of criteria should make it clear that the statements of position on the issues under discussion were those that could be drawn from the discussion that had taken place in the group and should be used as one basis for helping to determine group agreement or disagreement.

The statement, "The discussion leader should use statements of position on issues as the basis for determining group agreement or disagreement," was accepted by only sixty-three per cent of the jury and rejected by twenty-five per cent. This was the lowest percentage of acceptance of any statement in this area; therefore, the Wilks formula was applied to determine the statistical significance of the responses. In order to resolve the problem of how to get confidence limits on a population difference, d , for a given sample difference, \bar{d} , Wilks gives the 99 per cent sampling limits of \bar{d} as $d \pm \frac{2.58}{\sqrt{n}} \sqrt{100 (p_1 + p_2) - d^2}$. By applying this formula to the responses to the above statement of tentative criteria, the following results are obtained:

$d \pm \frac{2.58}{\sqrt{132}} \sqrt{100 (72 + 25) - 44^2} = 44 \pm 20.1$. The confidence interval of, d , with a confidence coefficient of 99 per cent is (23.9, 64.1). The approximate test of significance given by the pivotal quantity $258/\sqrt{n}$ shows that d , or 44 per cent, $> 258/\sqrt{132} > 22.4$ and hence significant to the 1 per cent level.

The percentages of acceptance and rejection of the above item represent the lowest percentage of difference in response to any item

in the study, except the check items, and since these percentages are significant, it did not seem of value to apply the formula to the other items.

The statement in the area on environment, which was inserted for the purpose of giving an additional check on the care and thought with which the jury was reading and judging the statements of criteria, was rejected by sixty-two per cent of the jurors. Thirty jurors made comments relating to this statement. The comments regarding the statement, "The administration or group leader should specify a plan of work to be followed by the group," indicated the belief of the jurors in the need for cooperative practices in developing a plan of work. The following quotations indicate the trend of thought of some of the jurors:

"There is always a place for the administration or group leader to specify a planning procedure, but the principle of democratic cooperation suggests that the administration will assist in clarifying the needs and suggesting ways in which it can cooperate with the group but the plan of work should grow out of group thinking and action." (Tidwell),

"Or the group should develop one" (Bromell),

"Help the group determine" (Schooling),

"Suggest instead of specify" (Wiles),

"Tentative plan, but the real plan should be involved by the group itself" (Robertson).

The responses to this check item indicate that the jury rejected the principle of the administration's or group leader's specifying a plan of work to be followed by the group.

An analysis of the responses of the jury to the statement of general criteria and to the sub-statements in this area indicates the acceptance of the principle of democratic cooperation in curriculum development. The membership of the group, the working arrangement,

and methods of work of the group should be such that there can be democratic cooperation by all those concerned with the solution of the curriculum problem under study.

Leadership. The general statement of tentative criteria, "The work of the group should have the guidance of democratic leadership," was accepted by one hundred forty-nine of the one hundred fifty-one jurors. Two jurors omitted any response to the general statement. The high percentage of acceptance by the jury indicates that they considered this general statement of tentative criteria to be valid.

An examination of the data in Table II reveals that more than 50 per cent of the jurors accepted sub-statements 1, 2, 4, 5, 6, 7, 8, and 9 of the tentative criteria.

Three of the jurors, in responding to item 4 regarding the working plan of the group, indicated some reservation as to providing opportunities for each participant in the group to assume some responsibility for leadership. These quotations indicate their reaction to the statement:

"Not all members have leadership qualities" (Elkins),

"Leadership may shift from one person to another, but should not be passed from person to person regardless of leadership qualities" (Blankenship),

"In so far as needed" (Swenson).

Two of the jurors, commenting on item 5 relating to the leader's encouraging the group to identify points of dissatisfaction, point out the need for taking care that in doing this, that the discussion does not become predominately negative and become a gripe session, tending

to magnify dissatisfactions and leading to indefinite debate and distortion of differences. Krug rejected the statement because of the use of the word "encourage."

The statement, "The leadership in the group should usually not be centered in a person, but passed from person to person," was accepted by 64 per cent of the jury. Forty-four, 29 per cent, rejected this statement of tentative criteria. Twenty-six of the one hundred fifty-one jurors made comments which indicated reservations as to the feasibility of this procedure or the necessity for carrying out such a procedure. The following quotations of comments indicate the reactions of these jurors to the statement:

"Depends on situation and problem" (Faust),

"This depends upon the 'maturity' of the individuals which make up the group." (Cleston),

"Some one must ultimately be responsible, but group should agree to this at outset." (Henderson),

"Ideal but impracticable" (Barr),

"Sometimes a strong leader is most important and needs to continue." (Gaffney),

"Yes, but there is a place for status leaders" (Weber),

"Provided this means that the passing of leadership occurs naturally and is not a formal election type of change" (Dolio).

Although 64 per cent of the jurors accepted the statement regarding the passing of leadership from person to person in the group, it seems that from the number and kinds of comments made by jurors who either accepted, rejected, or omitted any check for the item, that the statement of the criteria in its present form would not be very useful for evaluating the work of curriculum development groups on this point.

The statement, "The discussion leader or some other designated

TABLE II
ACCEPTANCE OR REJECTION BY JURY OF
TENTATIVE CRITERIA IN AREA II

Statements	Accept		Reject		Omit
	No.	%	No.	%	No.
II. The work group should have the guidance of democratic leadership	149	99	0	0	2
1. Leadership qualities within the group should be recognized and developed	149	99	1	1	1
2. Opportunities should be provided for each participant to make any unique contribution, for which he is qualified, to the solution of the problem under study	150	99	0	0	1
3. The leadership in the group should usually not be centered in a person, but passed from person to person	97	64	44	29	10
4. The working plan of the group should provide for opportunities for each participant to assume some responsibility for leadership	136	90	14	9	1
5. The discussion leader or some other person should summarize and state the conclusions reached and the agreements as to responsibilities accepted at each meeting.	147	97	3	2	1
6. The leader should encourage the group to identify points of dissatisfaction	142	94	6	4	3
7. The leader should assist the group in arriving at a consensus	139	92	7	5	5
8. The leader should help the group to understand the boundaries of its authority and responsibility	150	99	1	1	0
9. The leader should share the formulation of policies and decisions with every person concerned	139	92	8	5	4
10. The discussion leader or some other designated person should use a record of discussion flow in evaluating leadership technique	114	76	25	17	12
*11. The leader of the group should make decisions upon issues on which a consensus cannot be readily reached	28	19	112	74	11

*Check item

person should use a record of discussion flow in evaluating leadership technique," was accepted by 76 per cent of the jury. Twenty-three members of the jury wrote comments that indicated a considerable variation as to the importance of using such a record in evaluating leadership technique.

The following quotations indicate this variation in opinion:

"Formal record not essential" (Swenson),

"In a number of situations to evaluate the total group process--evaluation of group process is useful when a group is unfamiliar with group procedures; as participants become skillful in such evaluation, a designated group observer is not particularly useful." (V. E. Anderson),

"Frequently helpful, but not essential for all groups" (Bromell),

"Occasionally" (Aice),

"Used only under skillful leadership" (Robertson),

"Very important" (Banham),

"Sometimes--not always" (Borsey),

"May impede progress" (Otto).

The comments of most of these twenty-three jurors indicate that they agree that the use of a record of discussion flow can be useful in evaluating leadership technique but that the technique should be used only as needed.

The statement, "The leader of the group should make decisions upon issues on which a consensus cannot be readily reached," which was inserted as a check item, was rejected by 74 per cent of the jury. Thirty-two jurors made comments regarding this item. Seven of the jurors who accepted the statement made comments qualifying their acceptance. Such comments as the following indicate the qualification of their acceptance:

"Only as the next step to be taken on how to dispose of the issue" (Bjork),

"At times, but not always" (Broady),

"Where necessary to make group move forward" (Dunfee).

Those who rejected the statement made such comments as:

"This should be done by group action." (Albin),

"Only if decision is necessary at the time, and, even then, majority opinion would be better" (Swenson),

"Not unless urgency demands it" (Schooling),

"This could become the rule rather than the exception; if so, not desirable. A group might soon just wait for the leader's decision." (Gardner).

The comments of the twenty-five jurors who did not accept the statement as a valid criteria indicate their approval of a more democratic way of arriving at group decisions.

The responses of the jury to the statements relating to leadership indicate their approval of the general principle of democratic leadership for guiding the work of curriculum development groups. Only in response to the two statements relating to the passing of leadership from person to person in the group and the use of a record of discussion flow in evaluating leadership technique were there evidences of much difference of opinion as to the importance of the statements of criteria.

Motivation. The statements of tentative criteria relating to the motivation of participants for working with a group evoked a greater number of comments than the statements of any of the other six areas under study. The tentative statement of general criteria, "The motivation of the participants for working with a group should come from a feeling of need by each individual," was accepted by one hundred thirty-four, or 89 per cent, of the jurors. Five of the seventeen jurors who did not accept

the statement indicated by their comments that questions were raised in their minds causing them to reject the statement of tentative criteria. The following comments indicate the reaction of these jurors to the statement:

"Sometimes need must be developed." (Faust),

"Sometimes the motivation should be and is to contribute ideas that will help others to discover or develop a feeling of need." (Browall),

"By each individual?" (Shaner),

"If possible" (Hugh).

Reference to Table III reveals that each of the statements of tentative criteria, except the check item, was acceptable to a majority of the jury. Five of the sub-statements were accepted by 93 per cent or more of the jury. The jurors accepted these five statements without making comments which would indicate any questioning of the principles involved or the wording of the statements. Three of the jurors who did not accept item 2, regarding the attitude of the participants toward the worthwhileness of the work of the group, made comments to the effect that "this was not necessary at the start of the work" and that "sometimes skeptics and critics should be included."

The sub-statement, "Individual teachers should have complete freedom to participate in the group or not," was accepted by 67 per cent of the jurors. Twenty-four jurors made comments which indicated their questioning of the idea of "complete freedom to participate in the group or not." Some of the following comments reveal this reaction:

"There may be exceptions--depending upon the subject" (Kopper),

"Circumstances might alter this" (Darr),

"Complete freedom?" (Shaner),

TABLE III
ACCEPTANCE OR REJECTION BY JURY OF
TENTATIVE CRITERIA IN AREA III

Statements	Accept		Reject		omit
	No.	%	No.	%	No.
III. The motivation of the participants for working with a group should come from a feeling of need by each individual	134	89	8	5	9
1. Individual teachers should have complete freedom to participate in the group or not . . .	104	69	37	25	10
2. The participants should have a favorable attitude toward the worthwhileness of the work of the group	143	95	7	5	1
*3. A teacher should accept membership in a group if requested to do so by the school authorities	74	49	63	42	14
4. The problems attacked by the group should be such that their solution will help to meet the needs of the participants	142	94	6	4	3
5. The problems attacked by the group should be such that the solution will have a beneficial effect upon the total program of the school	145	96	3	2	3
6. The motivation for joining a work group should come from a feeling of need for each participant	123	81	17	11	11
7. The work group should have some specific short-range attainable goals as well as some long-range goals	143	95	3	2	5
8. The ideas and materials developed by the group should be useful in practical school situations	141	93	6	4	4
9. The group should establish its own goals	132	87	11	7	8

*Check item

"All in it, if on school time" (Otto),

"Freedom is limited by responsibility" (Spitznas),

"Unfortunately some individuals require prodding---
would accept statement if word 'complete' were
omitted" (Cory),

"After initial meeting" (Bish).

There seemed to be a feeling by several jurors that "complete freedom" to participate is not desirable. The conditions under which the work is being done and the nature of the problem being attacked might alter the situation so that teachers would not be privileged to have complete freedom to accept or reject a place on a work committee.

The sub-statement, "The motivation for joining a work group should come from a feeling of need for each participant," was accepted by 81 per cent of the jurors. Seven jurors made comments which indicated that they did not object to the principle involved but felt it would be too difficult or almost impossible to achieve. Other jurors indicated that the "feeling of need" could be developed during the process of identifying the problem.

The sub-statement, "The group should establish its own goals," was accepted by 87 per cent of the jurors. Twenty-eight jurors made comments that indicated a feeling that there should be some limitations upon the establishment of goals by the group. The following quotations indicate this thought:

"Within the general framework of the entire group" (Daer),

"The administration sometimes needs certain goals considered." (Fraser),

"This may not be possible in all cases if the program is to be coordinated" (Theilman),

"The group should work cooperatively with all concerned in setting up objectives and goals." (Hansoy),

"The group should establish its own goals or it may elect to accept goals established elsewhere."
(Kesterson),

"In general--Sometimes goals set by policy groups" (Clark),

The check statement, "A teacher should accept membership in a group if requested to do so by the school authorities," was rejected by 51 per cent of the jurors. Thirty-two of the jurors made comments regarding this statement. Fourteen of the jurors who accepted the statement made comments which qualified their acceptance. It is evident from the comments and from the number of rejections that the jury did not accept the principle involved in the statement.

The responses to the several items relating to motivation bear out the principle that motivation for participation in a curriculum development group should come from a feeling on the part of the participants that the work is worthwhile and the results of the work will be satisfying and useful.

Organization. The jury, by their responses, approved the basic principle that the program and methods of work of a curriculum group should be cooperatively planned and developed. According to Table IV, the data reveal that 92 per cent or more of the jury accepted five of the sub-statements of tentative criteria. The jury did not make any comments which indicated questions regarding the basic principles involved in these five statements.

The sub-statement, "The work of the group should be carefully planned as to content and sequence," was accepted by 79 per cent of the jurors. Nineteen of the jury members made comments regarding this

TABLE IV

ACCEPTANCE OR REJECTION BY JURY OF
TEMPORARY CRITERIA IN APO IV

Statements	Accept		Reject		Total No.
	No.	%	No.	%	
IV. The program and methods of work for the group should be cooperatively planned and developed	150	99	0	0	1
1. The group should be organized for clearly recognized purposes . .	139	92	8	5	4
2. The work of the group should be carefully planned as to content and sequence	119	79	27	16	5
3. The problem to be attacked should be recognized as a significant problem by a consensus of the group	147	97	1	1	3
4. The participants in the group should have a part in the selection of their resource leaders . . .	144	95	5	3	2
5. The resource leaders for the group should be acceptable to the participants	147	97	3	2	1
6. The internal organization of the group should be cooperatively planned	150	99	0	0	1
*7. In the organization of the group the boundaries of its authority and responsibility should be clearly designated by the school authorities	113	75	33	22	5

*Check item

statement. Four jurors rejected the statement because it did not make clear who the persons were to plan the content and sequence of the work. The following comments made by some of the jurors who accepted the statement indicate their concern for the groups doing its own planning:

"By the group" (V. E. Anderson, Ginger, W. A. Anderson, Robson),

"You plan as you go along" (Nicholson),

"As the group gets under way" (Rice),

"Plans should be flexible so as to take care of eventualities" (Cleeton).

The check statement, "In the organization of the group the boundaries of its authority and responsibility should be clearly designated by the school authorities," was checked as acceptable by 75 per cent of the jury. Twenty-five members of the jury made comments relating to this statement. The following quotation of comments indicate qualification of the acceptance by some of the jurors:

"And recognized and accepted by the group" (Rugh),

"School authorities?--Cooperatively" (Bjork),

"Subject to examination and consideration by the group" (Rice),

"We have to know the limits in which we can operate--but we should never accept them as final--Growth must be allowed for--" (Knight),

"Democratically determined" (Schooling),

"As may be necessary for group action" (Barnes),

"This sounds more dictatorial than may be intended" (Leary).

The writer intended to convey the idea in the statement of the tentative criteria that the school authorities were to dictate the boundaries of authority and responsibility. However, it seems that many of

the jurors did not interpret the statement in that manner, or, if they did, a majority accepted the statement. Apparently the statement did not achieve its intended purpose of being contradictory to the basic principles expressed in the other statements relating to organization of the group.

The responses of the jurors to the general statement of tentative criteria and to five of the sub-statements indicate that each of these statements is valid as criteria for evaluating the procedures of the curriculum development group as to the cooperative planning and developing of the program and methods of work. The check item in this group of statements did not achieve its intended purpose.

Interpretation. The general statement, "The program of work of the group should provide for an interpretation to other persons who may be concerned with the purposes and the outcomes of the work of the group," was accepted by 99 per cent of the jurors. An examination of Table V reveals that the jurors accepted as valid the general statement of tentative criteria and each of the sub-statements.

Some of the jurors made comments regarding the statement on the origin of the problems (item 2) which indicated their concern as to who were included in the staff and the community. These jurors indicated their concern that administrators and students be included in the two groups and that problems proposed by an individual or a particular segment of the school staff or community not be ruled out.

Five jurors indicated by their comments that they believed that there may be situations where the work of a group need not be understood

TABLE V
ACCEPTANCE OR REJECTION BY JURY OF
ELEMENTARY CURRICULA IN AREA V

Statements	Accept		Reject		Exit
	No.	%	No.	%	No.
V. The program of work of the group should provide for an interpretation to other persons who may be concerned with the purposes and the outcomes of the work of the group	149	99	0	0	2
1. The working plan of the group should give the participants a feeling of security and status in both the school and the community	149	99	1	1	1
2. The task for which the group is created should have stemmed from recognized problems expressed by the school staff or the community . .	139	92	6	4	6
3. The task for which the group is created should be understood by the entire staff of the school . . .	139	85	14	9	4
4. The work group that is organized should have representation from all groups concerned with the problem under study	138	91	6	5	5
5. The school staff should be kept informed as to the progress and outcomes of the work of the group	146	97	3	2	2
*6. The outcomes of the work of the group should be interpreted to other teachers and to the public after the work has been completed and put into effect	122	81	21	14	0

*Check item

by the entire staff. They indicated that it would be desirable but not always necessary.

The statement, "The outcome of the work of the group should be interpreted to other teachers and to the public after the work has been completed and put into effect," was inserted as a check item. The writer intended that the statement be challenged because of the phrase "after the work has been completed and put into effect." Twenty-nine jurors did not accept the statement. However, ten jurors who accepted the statement made comments that indicated their concern for interpretations to be made during the time the work was being done and before it was put into effect. Apparently, a majority of the jurors did not feel a great concern for interpreting the work of a committee on curriculum development to other teachers and to the community during the time of the work and before it is put into effect or they did not read and interpret the statement correctly.

The responses of the jurors to each of the statements of tentative criteria in this area indicated that they accepted each of them as valid. However, a majority of the jurors indicated by their responses to the check statement that they did not agree with the concept that the outcome of the work of the curriculum development should be interpreted to the other teachers and to the public before the work has been completed and put into effect.

Evaluation. The jury by their responses approved the basic principle that a plan for evaluating and improving the effectiveness of the work of any curriculum development group was essential. According to Table VI,

TABLE VI

RESPONSES TO STATEMENTS ON SURVEY OF
EFFECTIVE OPERATIONS IN AREA VI

Statements	Accept No. 1	Accept No. 2	Reject No. 3	Reject No. 4	Quit No.
VI. The program of work should provide a plan for continuous evaluation and improvement of the effectiveness of the work of the group	147	97	2	1	2
1. The group should develop specifically stated objectives so that continuous evaluation and improvement can be made in terms of these objectives	140	93	6	4	5
2. The activities of the group should provide stimulus for continued professional growth for the participants	150	99	0	0	1
3. The program of work for the group should provide specific plans for collecting evidence to be used in evaluation	140	93	9	6	2
*4. The school administration should be responsible for evaluating and improving the effectiveness of the work of the group	77	51	61	40	13
5. The organization of the group should be such that its procedures can be readily changed to meet needs as they arise	151	100	0	0	0
6. The group should keep a record of the agreements and commitments made	147	97	1	1	3

*Check item

the tentative criteria, except the check statement, were accepted by 93 per cent or more of the jury. The general statement of criteria and the five sub-statements which were accepted received comparatively few comments from the jurors. Comments were made which indicated some concern on the part of a few jurors as to the interpretation to be placed on the word "continuous." They were concerned that the evaluation procedures not become too formal and perhaps impede the work of the group rather than help to make it more effective.

The check item in this area, "The school administration should be responsible for evaluating and improving the effectiveness of the work of the group," was accepted by 51 per cent of the jury. However, this item evoked thirty-seven comments from the jurors. Thirteen of the jurors who accepted the statement made comments that qualified their acceptance. Some of the comments were:

"The group should share with the administration the responsibility for evaluation of the work." (Elkins),

"The school administration should cooperate with all parties concerned with the results, to improve the effectiveness of the work." (Ramsey),

"Also the group" (Clark),

"Not sole responsibility" (Hopper),

"Partially" (Fraser),

"Self-evaluation also" (Cleeton).

Thirty-five of the thirty-seven comments made by the jurors indicated that they believed that the responsibility for evaluating and improving the work of the group should be a cooperative or joint responsibility.

The jurors by their responses accepted each of the tentative statements of criteria in the area of evaluation as valid, with the exception of the check statement. The jury did not approve of the

principle that it was the responsibility of the administration for evaluating and improving the effectiveness of the work of a group in curriculum development.

Resources. The general statement of tentative criteria, "Resources should be used which will facilitate the work of the group," was checked as acceptable by one hundred fifty of the jurors. Reference to Table VII reveals that each statement in the area dealing with availability and use of resources was accepted by the jury, except for the check item number 7 relating to providing the work group with only the most recent theories of learning and findings in child growth and development.

Seventy-six comments were made by the jurors relating to the statements. Most of the comments seem to have been evoked because the statements did not make it clear that the resources indicated were to be provided only as they were needed in the solution of the problem under study. Statements 3, 4, and 6 should be restated so that there would be no question as to the basic assumption underlying each statement, that is, that any resource which is provided is needed and wanted by the working group for the solution of the problem at hand. The following quotations show the reaction of the jurors to the manner in which these three statements were made:

"These types of information should be brought in as needed, not for its own sake." (Swenson),

"If needed for the problem at hand" (V. E. Anderson),

"Depends on the problem" (Hobson),

"If necessary and pertinent" (Wiles),

TABLE VII

AGREEMENTS ON RESOLUTIONS BY JURY OF
TEACHING CLERICAL IN AREA VII

Statements	Accept No. %	Reject No. %	Omit No.
VII. Resources should be used which will facilitate the work of the group . . .	150 99	0 0	1
1. The group should use resource persons who can aid with the problem being studied	150 99	0 0	1
2. Adequate resource materials should be made available for use of the group	150 99	1 1	0
3. The group should be provided with information on the developments on the theories of learning .	152 87	14 9	5
4. The group should be provided with information regarding developments and findings in child growth and development . . .	153 88	13 9	5
5. Adequate and appropriate time should be provided for the group to meet and work	148 98	1 1	2
6. The participants should be provided with information regarding significant experiments in education that are being considered or that have been completed in other school situations	155 89	19 7	6
*7. The group should be provided with only the most recent theories of learning and findings in child growth and development	25 22	112 74	6

*Check item.

"If pertinent to the problem" (Otto),

"Depends on the problem and the nature of the group"
(Krug).

The check statement, "The group should be provided with only the most recent theories of learning and findings in child growth and development," was rejected by 74 per cent of the jurors. The jurors made thirty-six comments relating to this statement of tentative criteria. The comments of the jurors regarding this statement indicated that they rejected the item because of its limitation to the "most recent theories and findings." The following quotations indicate the reaction of some of the jurors to the statement:

"Not just the most recent" (Boardman),

"Most recent plus others, too" (Dunfee)

"Why? Some of the old may still be good" (Hollister),

"Soundness is more important than recency" (Fraser).

The jury accepted as valid each of the statements relating to the providing of resources which would facilitate the work of the curriculum development group. The jurors rejected the check statement because of its limitation to the most recent theories of learning and findings in child growth and development.

Criteria Judged as Most Acceptable by the Jurors

One of the secondary purposes of this study was to discover which of the several proposed criteria were judged the most acceptable by the jury. Fifty-six statements were submitted in the instrument as acceptable tentative criteria. Fifty-one of the statements were checked as acceptable by more than eighty per cent of the jurors. Forty-three statements were checked acceptable by 90 per cent or more of the jurors. Although each of the fifty-six items was checked as acceptable by a

majority of the jurors, for the purpose of evaluating the effectiveness of in-service groups in curriculum development, the fifty-one statements which were checked as acceptable by 80 per cent or more of the jury should be reasonably reliable for purposes of evaluation.¹⁰

A further study of the comments in relation to some of the statements that received less than 90 per cent acceptance indicates that the basic principle advocated in the statement was acceptable, but that some other factor entered into the situation to cause some of the jurors to reject the statement. The following statements seem to fall into this type of classification:

1. The group should work for a consensus on any action to be taken. This statement was accepted by 85 per cent of the jurors. However, comments by the jurors indicated that the term "consensus" may have been interpreted to mean complete agreement rather than general agreement. Also, the phrase "on any action" was interpreted to mean that time should be taken to achieve a consensus on all decisions, regardless of their significance.

2. The statement, "Individual teachers should have complete freedom to participate in the group or not," was accepted by 69 per cent of the jurors. Comments made by the jurors indicated that the use of the phrase "complete freedom" might preclude any effort on the part of administrators or others to counsel or try to interest a person in participating with a group. The intent of the statement was that it convey the idea of the principle of freedom to participate as being dependent upon the interest and desire of each individual.

3. The statement, "The motivation for joining a work group should

¹⁰Appendix B, Tables I through VII.

come from a feeling of need for each participant," was accepted by 81 per cent of the jurors. Comments of jurors indicated again that some interpreted this to mean that leaders were not to counsel or encourage teachers to participate. The intent of the statement of criteria was not to preclude any activity toward the stimulation of a feeling of need for participating in the group.

4. The statement, "The work of the group should be carefully planned as to content and sequence," was accepted by 79 per cent of the jurors. Comments indicated that the jurors were in accord with the principle involved in this statement, provided the planning was done cooperatively by the group and not by some outside source. A revision of this statement so as to clarify the point as to who is responsible for the planning might make the statement acceptable to a higher percentage of the jury.

5. The statement, "The discussion leader or some other designated person should use a record of discussion flow in evaluating leadership technique," was accepted by 76 per cent of the jurors. Comments by jurors indicated that some of them did not accept that statement because of the possibility that a too frequent use or continued use of the technique with some groups would impede the functioning of the group. Some indicated their objection to a routine use of the technique.

Summary. All of the tentative criteria, except the check items, were accepted by 69 per cent or more of the jury. However, the forty-three statements accepted by more than 90 per cent of the jurors and as interpreted by their comments seem to be the most acceptable to the jury as criteria for judging the work of an in-service group in curriculum development.

A revision of the five statements which were discussed in this

section to clarify the intent of the principle being stated might make them more practical for use as criteria for evaluating the effectiveness of curriculum development groups.

Statements of Criteria Submitted by the Jurors

Another of the secondary purposes of this study was to secure from the jury any statements of criteria which they thought were significant and should be added to the tentative listing. A space was provided in the instrument for additional statements in connection with each of the seven groups of tentative criteria. In the directions for checking the instrument a specific request was made to add any statement of general criteria or specific characteristic which the juror felt should be included.

The number and kinds of statements and comments made by the jurors indicated an unusual interest and concern for the meaning and interpretation of the tentative statements of criteria. The jurors made six hundred sixty comments and statements in conjunction with their checking of the seven general statements of tentative criteria and fifty-six sub-statements.¹¹ However, the jurors did not submit any additional statements of criteria to be added to the tentative listing.

Comparison of Responses of College and Public School

Personnel to Tentative Criteria

In tabulating the responses of the jurors a comparison was made of the responses of the jurors nominated from college personnel to the statements of tentative criteria with the responses of those nominated

¹¹Appendix B, Table XXII.

from public school personnel. The responses of the college personnel to the tentative statements of criteria were tabulated and listed in Tables VIII through XIV.¹² The responses of the public school personnel were listed in Tables XV through XXI.¹³

By inspection, little difference can be observed between the responses of the college and public school personnel to the seven statements of general criteria. The greatest range of difference in acceptance of a statement of general criteria is four percentage points.

A comparison of the responses of the college and public school personnel to the sub-statements of tentative criteria reveals that the jurors differ in their responses to the individual statements by more than ten percentage points in only six of the cases.¹⁴

The range of acceptance of the sub-statements of tentative criteria, except for check items, was 63 per cent to 100 per cent for college personnel. The range of acceptance for public school personnel was 59 per cent to 100 per cent.

The jurors from both the college and public school personnel indicated by their responses that they consider each tentative statement of criteria, except the check items, to be acceptable as criteria for helping to evaluate the effectiveness of work groups in a program of curriculum development.

Summary

The purpose of this chapter was to present and analyze the responses of the one hundred fifty-one jurors to the tentative statements of

¹²Appendix B, Tables VIII through XIV.

¹³Appendix B, Tables XV through XXI.

¹⁴Appendix B, Tables VIII through XXI.

criteria. A composite tabulation was made of the responses of the one hundred fifty-one members of the jury. Separate tabulations were presented for the sixty-four jurors from college personnel and for the eighty-seven jurors from public school personnel. All of the statements of tentative criteria, except the check statements, were found to be acceptable by a majority of the jury. Fifty-one of the fifty-six tentative statements of criteria were checked as acceptable by more than 50 per cent of the one hundred fifty-one jurors. Forty-three statements were judged as acceptable by 90 per cent or more of the jurors. The jurors made six hundred sixty statements or comments in direct relation to the sixty-three tentative statements in the instrument.

Although all of the tentative statements of criteria, except the check items, were judged by a majority of the jury to be acceptable, those statements which were accepted by more than 50 per cent of the jurors should be more useful in evaluating in-service groups. The statements which the jurors, by their comments, indicated were not clearly understood should be re-stated for clarity.

The jurors did not submit any additional statements of criteria which they felt should be added to the tentative list.

The responses of the jurors nominated from college personnel as compared to those from public school personnel did not differ sufficiently to indicate any appreciable difference in the judgments of the two groups.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The need for schools to carry out a program of curriculum improvement seems to be clearly established because of conditions brought about by technological developments, international problems, social change, and educational progress. A study of professional literature indicates a definite trend toward organizing in-service education groups for the purpose of attacking curriculum problems. The writers of professional literature place emphasis upon methods which make much use of cooperative techniques. The school administrator is confronted with a difficult problem in organizing in-service groups for curriculum development and helping them to carry out their work in an effective manner. The development of criteria which could be used in evaluating the effectiveness of small work groups engaged in curriculum improvement is needed.

The purpose of this study was to develop a means of evaluating the effectiveness of small work groups in a program of curriculum development. In carrying out the principal purpose of the study, three secondary purposes were accomplished. These secondary purposes were (1) to observe the degree to which the several proposed statements of criteria were judged acceptable, (2) to secure any additional statements of criteria from the jurors which they felt had been omitted from the tentative listing, and (3) to note any differences in the judgments made by the jurors selected from college personnel and those made by those selected from the public school personnel.

The instrument, prepared and sent to two hundred eleven public school and college personnel nominated as jurors, was checked and returned by one hundred fifty-five persons, 73.4 per cent. The data from one hundred fifty-one instruments, 71.5 per cent, were usable in the study. In addition to checking the sixty-three statements of tentative criteria in the instrument, six hundred sixty written comments or statements were made relating to individual items in the instrument by the sixty-four jurors nominated from college personnel and the eighty-seven from public schools.

A compilation of the checked responses of the one hundred fifty-one jurors revealed that six of the seven general statements of tentative criteria and thirty-seven of the fifty-six sub-statements were accepted by 90 per cent or more of the jurors. In addition, one general statement and seven sub-statements of tentative criteria were checked as acceptable by 80 per cent or more of the jurors. Five sub-statements were checked as acceptable by less than 80 per cent of the jurors.

Study of the written comments made in conjunction with individual statements of the tentative criteria that received approval by 80 per cent or more of the jurors indicated that these statements could be used in helping to evaluate the effectiveness of the work of a group in a program of curriculum development.

The Wilks formula was applied to individual statements of tentative criteria to determine whether the differences in the percentage of acceptance or rejection were true differences and not those due to chance. All of the statements of tentative criteria, except five check items, were found to be acceptable by a statistically significant percentage; that is, they were significant at the one per cent level.

The data revealed by this study would lead to the conclusion that

there are criteria, generally acceptable to the respondents in this study, which may be used in evaluating the effectiveness of small curriculum development work groups.

These statements are as follows:

Area I Environment

- I. The working plan of the work group should be such that an environment is created which is conducive to democratic cooperation of all those concerned with the solution of the problem under study.
 1. The membership of the working group should be such that all groups concerned with the problem are represented.
 2. The working arrangement of the group should be informal.
 3. A working plan should be used that will provide each member of the group an opportunity to participate actively in the work of the group.
 4. The group should function so as to develop a group morale in which each participant feels that his ideas are respected.
 5. The group should work for a consensus on any action to be taken.
 6. The discussion leader or other members of the group should frequently clarify the issues under study.
 7. The work of the group should be summarized from time to time by the discussion leader or some other member of the group.
 8. The discussion leader should watch the reactions of the participants in the group and draw out the less articulate ones.

Area II Leadership

- II. The work group should have the guidance of democratic leadership.
 1. Leadership qualities within the group should be recognized and developed.
 2. Opportunities should be provided for each participant to make any unique contribution, for which he is qualified, to the solution of the problem under study.
 3. The working plan of the group should provide for opportunities for each participant to assume some responsibility for leadership.

4. The discussion leader or some other person should summarize and state the conclusions reached and the agreements as to responsibilities accepted at each meeting.
5. The leader should encourage the group to identify points of dissatisfaction.
6. The leader should assist the group in arriving at a consensus.
7. The leader should help the group to understand the boundaries of its authority and responsibility.
8. The leader should share the formulation of policies and decisions with every person concerned.
9. The discussion leader or some other designated person should use a record of discussion flow in evaluating leadership technique.

Area III Motivation

III. The motivation of the participants for working with a group should come from a feeling of need by each individual.

1. The participants should have a favorable attitude toward the worthwhileness of the work of the group.
2. The problems attacked by the group should be such that their solution will help to meet the needs of the participants.
3. The problems attacked by the group should be such that the solution will have a beneficial effect upon the total program of the school.
4. The motivation for joining a work group should come from a feeling of need for each participant.
5. The work group should have some specific short-range, attainable goals as well as some long-range goals.
6. The ideas and materials developed by the group should be useful in practical school situations.
7. The group should establish its own goals.

Area IV Organization

IV. The program and methods of work for the group should be cooperatively planned and developed.

1. The group should be organized for clearly recognized purposes.
2. The work of the group should be carefully planned as to content and sequence.

3. The problem to be attacked should be recognized as a significant problem by a consensus of the group.
4. The participants in the group should have a part in the selection of their resource leaders.
5. The resource leaders for the group should be acceptable to the participants.
6. The internal organization of the group should be cooperatively planned.

Area V Interpretation

- V. The program of work of the group should provide for an interpretation to other persons who may be concerned with the purposes and the outcomes of the work of the group.
 1. The working plan of the group should give the participants a feeling of security and status in both the school and the community.
 2. The task for which the group is created should have stemmed from recognized problems expressed by the school staff or the community.
 3. The task for which the group is created should be understood by the entire staff of the school.
 4. The work group that is organized should have representation from all groups concerned with the problem under study.
 5. The school staff should be kept informed as to the progress and outcomes of the work of the group.

Area VI Evaluation

- VI. The program of work should provide a plan for continuous evaluation and improvement of the effectiveness of the work of the group.
 1. The group should develop specifically stated objectives so that continuous evaluation and improvement can be made in terms of these objectives.
 2. The activities of the group should provide stimulus for continued professional growth for the participants.
 3. The program of work for the group should provide specific plans for collecting evidence to be used in evaluation.
 4. The organization of the group should be such that its procedures can be readily changed to meet needs as they arise.

5. The group should keep a record of the agreements and commitments made.

Area VII Resources

VII. Resources should be used which will facilitate the work of the group.

1. The group should use resource persons who can aid with the problem being studied.
2. Adequate resource materials should be made available for use of the group.
3. The group should be provided with information on the developments on the theories of learning.
4. The group should be provided with information regarding developments and findings in child growth and development.
5. Adequate and appropriate time should be provided for the group to meet and work.
6. The participants should be provided with information regarding significant experiments in education that are being conducted or that have been completed in other school situations.

Further research is needed to determine the usefulness of the criteria in evaluating the effectiveness of the work of small groups in practical situations.

On the basis of the findings of this study, the writer recommends the use of these criteria:

- 1) by curriculum work groups for self-analysis and evaluation,
- 2) by administrators and other leaders for analyzing the functioning of curriculum work groups.

Experience with the use of these criteria may indicate other practical uses for them in evaluating and improving the effectiveness of curriculum work groups.

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APPENDIX A

TULSA PUBLIC SCHOOLS

BOARD OF EDUCATION BUILDING

TULSA, OKLAHOMA

Office of Assistant Superintendent
for Secondary Education

May 7, 1952

May I solicit your assistance in helping to evaluate some phases of an in-service education program?

I have set up some tentative criteria for evaluating the effectiveness of conference work groups in an in-service education program. These groups consist of teachers, supervisors, administrators and occasionally laymen. The groups have been working on ways of improving the educational experiences for boys and girls through the development of better instructional materials, better understanding of the learning process, better learning experiences, better teaching methods, more effective supervision, better use of the democratic process, better understanding of child development, better community-school relations, etc.

I am trying to validate these criteria by the jury system. Will you assist me by nominating five persons whom you think would be competent to judge criteria on in-service education? This request is being made to one university in each state. Your nominations need not be confined to any particular school or geographic location. You will find enclosed a blank form and a return envelope.

I shall greatly appreciate your assistance with this problem.

Sincerely,

B. L. Shepherd

BLS:sc
Encl.

Nominations for members of a jury for the purpose of validating criteria for measuring the effectiveness of conference work groups in an in-service education program.

College Personnel

1. Name _____
Position _____
Address _____

2. Name _____
Position _____
Address _____

Public School Personnel

1. Name _____
Position _____
Address _____

2. Name _____
Position _____
Address _____

3. Name _____
Position _____
Address _____

Nominated by:

Please return to:

B. L. Shepherd
Assistant Superintendent
Tulsa Public Schools
Box 131
Tulsa, Oklahoma

University of _____

TULSA PUBLIC SCHOOLS

BOARD OF EDUCATION BUILDING

TULSA, OKLAHOMA

*Office of Assistant Superintendent
in Charge of Secondary Education*

September 29, 1952

Your name has been submitted by the dean of the school of education of a leading university or college in your state as one who would be competent to judge proposed criteria for evaluating the effectiveness of in-service education groups in a program of curriculum development.

I will appreciate it greatly if you will check the attached list of general criteria, and characteristics under each, so that I may have your judgment as to their worth.

The criteria which are proved valid should be of value to our school and other schools in evaluating work groups of this type in programs of in-service education.

I shall be glad to send you a report of the findings in this study.

Thank you for your time and consideration in helping me with this problem.

Sincerely,

B. L. Shepherd
Assistant Superintendent in
Charge of Secondary Education

BLS:sc
Encl.

In-Service Education Groups in Curriculum Development

A Study of Criteria for Evaluating the Effectiveness of In-Service Education Groups in Curriculum Development

The purpose of this study is to develop criteria which may be used in evaluating the effectiveness of teacher work groups in curriculum development.

A study of the professional literature indicates a definite trend toward developing programs of in-service education which emphasize the use of cooperative techniques and the organization of many work groups to attack school problems. Since so much time, energy and money are being expended on this type of in-service education, it seems to be a worthwhile project to attempt to establish criteria so that the effectiveness of this type of work may be evaluated more objectively.

In our school system, as in many others, groups of teachers are organized for the purpose of trying to improve the educational program for boys and girls. These groups usually consist of eight to twenty teachers under the leadership of a supervisor or principal. We believe we can improve the instructional program through the study and understanding of the goals to be achieved, the improvement of materials for instruction, improvement of teaching techniques and methods, improvement of teacher morale and the development of leadership in the teaching personnel.

An attempt has been made in this study to develop statements of general criteria and specific characteristics which would describe an effective working group.

My concern in this study is in developing criteria which may be used to more objectively evaluate the effectiveness of these working groups and which may be used to aid in improving the functioning of such work groups.

It is thought that from the criteria developed by this study a checking device may be constructed which can be used by individual teachers, work groups, administrators and supervisors for self-analysis and the evaluation of the effectiveness of these groups.

It will be appreciated if you will give us your judgment on the worth of these statements. First, do you *accept* or *reject* each of the statements of general criteria as being significant for evaluating the effectiveness of in-service groups in curriculum development? Second, do you *accept* or *reject* each of the specific statements of characteristics as significant for describing an effective working group under the general criteria?

Space is provided for the addition of any criteria or characteristics which you feel should be included.

DIRECTIONS—Check each general statement of criteria (I, II, III, IV, V, VI, VII). Check each statement of a specific characteristic (1, 2, 3, etc.). Please respond to each item. Add any statement of general criteria or specific characteristic which you feel should be included.

- I. The working plan of the work group should be such that an environment is created which is conducive to democratic cooperation of all those concerned with the solution of the problem under study. Accept_____ Reject_____
1. The membership of the working group should be such that all groups concerned with the problem are represented. Accept_____ Reject_____
2. The working arrangement of the group should be informal. Accept_____ Reject_____
3. A working plan should be used that will provide each member of the group an opportunity to participate actively in the work of the group. Accept_____ Reject_____
4. The group should function so as to develop a group morale in which each participant feels his ideas are respected. Accept_____ Reject_____
5. The group should work for a consensus on any action to be taken. Accept_____ Reject_____
6. The discussion leader or other members of the group should frequently clarify the issues under study. Accept_____ Reject_____
7. The administration or group leader should specify a plan of work to be followed by the group. Accept_____ Reject_____
8. The work of the group should be summarized from time to time by the discussion leader or some other member of the group. Accept_____ Reject_____
9. The discussion leader should watch the reactions of the participants in the group and draw out the less articulate ones. Accept_____ Reject_____
10. The discussion leader should use statements of position on issues as the basis for determining group agreement or disagreement. Accept_____ Reject_____

Additional statements:

- II. The work group should have the guidance of democratic leadership. Accept_____ Reject_____
- ✓ 1. Leadership qualities within the group should be recognized and developed. Accept_____ Reject_____
2. Opportunities should be provided for each participant to make any unique contribution, for which he is qualified, to the solution of the problem under study. Accept_____ Reject_____
3. The leadership in the group should usually not be centered in a person, but passed from person to person. Accept_____ Reject_____

- | | | |
|--|-------------|-------------|
| 4. The working plan of the group should provide for opportunities for each participant to assume some responsibility for leadership. | Accept_____ | Reject_____ |
| 5. The discussion leader or some other person should summarize and state the conclusions reached and the agreements as to responsibilities accepted at each meeting. | Accept_____ | Reject_____ |
| 6. The leader should encourage the group to identify points of dissatisfaction. | Accept_____ | Reject_____ |
| 7. The leader should assist the group in arriving at a consensus. | Accept_____ | Reject_____ |
| 8. The leader should help the group to understand the boundaries of its authority and responsibility. | Accept_____ | Reject_____ |
| 9. The leader should share the formulation of policies and decisions with every person concerned. | Accept_____ | Reject_____ |
| 10. The discussion leader or some other designated person should use a record of discussion flow in evaluating leadership technique. | Accept_____ | Reject_____ |
| 11. The leader of the group should make decisions upon issues on which a consensus cannot be readily reached. | Accept_____ | Reject_____ |

Additional statements:

- | | | |
|--|-------------|-------------|
| III. The motivation of the participants for working with a group should come from a feeling of need by each individual. | Accept_____ | Reject_____ |
| 1. Individual teachers should have complete freedom to participate in the group or not. | Accept_____ | Reject_____ |
| 2. The participants should have a favorable attitude toward the worthwhileness of the work of the group. | Accept_____ | Reject_____ |
| 3. A teacher should accept membership in a group if requested to do so by the school authorities. | Accept_____ | Reject_____ |
| 4. The problems attacked by the group should be such that their solution will help to meet the needs of the participants. | Accept_____ | Reject_____ |
| 5. The problems attacked by the group should be such that the solution will have a beneficial effect upon the total program of the school. | Accept_____ | Reject_____ |
| 6. The motivation for joining a work group should come from a feeling of need for each participant. | Accept_____ | Reject_____ |
| 7. The work group should have some specific short range attainable goals as well as some long range goals. | Accept_____ | Reject_____ |
| 8. The ideas and materials developed by the group should be useful in practical school situations. | Accept_____ | Reject_____ |

9. The group should establish its own goals. *Accept*_____ *Reject*_____

Additional statements:

- IV. The program and methods of work for the group should be cooperatively planned and developed. *Accept*_____ *Reject*_____

1. The group should be organized for clearly recognized purposes. *Accept*_____ *Reject*_____

2. The work of the group should be carefully planned as to content and sequence. *Accept*_____ *Reject*_____

3. The problem to be attacked should be recognized as a significant problem by a consensus of the group. *Accept*_____ *Reject*_____

4. The participants in the group should have a part in the selection of their resource leaders. *Accept*_____ *Reject*_____

5. The resource leaders for the group should be acceptable to the participants. *Accept*_____ *Reject*_____

6. The internal organization of the group should be cooperatively planned. *Accept*_____ *Reject*_____

7. In the organization of the group the boundaries of its authority and responsibility should be clearly designated by the school authorities. *Accept*_____ *Reject*_____

Additional statements:

- V. The program of work of the group should provide for an interpretation to other persons who may be concerned with the purposes and the outcomes of the work of the group. *Accept*_____ *Reject*_____

1. The working plan of the group should give the participants a feeling of security and status in both the school and the community. *Accept*_____ *Reject*_____

2. The task for which the group is created should have stemmed from recognized problems expressed by the school staff or the community. *Accept*_____ *Reject*_____

- 3. The task for which the group is created should be understood by the entire staff of the school. Accept_____ Reject_____
- 4. The work group that is organized should have representation from all groups concerned with the problem under study. Accept_____ Reject_____
- 5. The school staff should be kept informed as to the progress and outcomes of the work of the group. Accept_____ Reject_____
- 6. The outcomes of the work of the group should be interpreted to other teachers and to the public after the work has been completed and put into effect. Accept_____ Reject_____

Additional statements:

- VI. The program of work should provide a plan for continuous evaluation and improvement of the effectiveness of the work of the group. Accept_____ Reject_____
 - 1. The group should develop specifically stated objectives so that continuous evaluation and improvement can be made in terms of these objectives. Accept_____ Reject_____
 - 2. The activities of the group should provide stimulus for continued professional growth for the participants. Accept_____ Reject_____
 - 3. The program of work for the group should provide specific plans for collecting evidence to be used in evaluation. Accept_____ Reject_____
 - 4. The school administration should be responsible for evaluating and improving the effectiveness of the work of the group. Accept_____ Reject_____
 - 5. The organization of the group should be such that its procedures can be readily changed to meet needs as they arise. Accept_____ Reject_____
 - 6. The group should keep a record of the agreements and commitments made. Accept_____ Reject_____

Additional statements:

- VII. Resources should be used which will facilitate the work of the group. Accept_____ Reject_____
 - 1. The group should use resource persons who can aid with the problem being studied. Accept_____ Reject_____

2. Adequate resource materials should be made available for use of the group. Accept _____ Reject _____
3. The group should be provided with information on the developments on the theories of learning. Accept _____ Reject _____
4. The group should be provided with information regarding developments and findings in child growth and development. Accept _____ Reject _____
5. Adequate and appropriate time should be provided for the group to meet and work. Accept _____ Reject _____
6. The participants should be provided with information regarding significant experiments in education that are being conducted or that have been completed in other school situations. Accept _____ Reject _____
7. The group should be provided with only the most recent theories of learning and findings in child growth and development. Accept _____ Reject _____

Additional statements:

RETURN TO:

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Box 131, Tulsa, Oklahoma

_____ I would like to have a summary of the findings of this study.

NAME _____

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TABLE I

ANALYSIS OF REACTION BY JURY OF
STIMULUS MATERIAL IN AREA 1

Statements	Accept		Reject		Total No.
	No.	%	No.	%	
1. The working plan of the work group should be such that an environment is created which is conducive to democratic cooperation of all those concerned with the solution of the problem under study . . .	146	93	0	0	3
1. The membership of the working group should be such that all groups concerned with the problem are represented	112	94	4	3	5
2. The working arrangement of the group should be informal	140	93	4	3	7
3. A working plan should be used that will provide each member of the group an opportunity to participate actively in the work of the group . . .	149	99	0	0	2
4. The group should function so as to develop a group morale in which each participant feels his ideas are respected	149	99	0	0	2
5. The group should work for a consensus on any action to be taken . . .	123	85	11	7	12
6. The discussion leader or other members of the group should frequently clarify the issues under study.	144	95	3	2	4
*7. The administration or group leader should specify a plan of work to be followed by the group	50	33	93	62	8
8. The work of the group should be summarized from time to time by the discussion leader or some other member of the group	143	96	3	2	0
9. The discussion leader should watch the reactions of the participants in the group and draw out the less articulate ones	137	91	11	7	3
10. The discussion leader should use statements of position on issues as the basis for determining group agreement or disagreement	95	63	37	25	19

*Check item

TABLE II

ACCEPTANCE OR REJECTION BY JURY OF
RESERVATION STATEMENT IN AREA II

Statements	Accept		Reject		Omit No.
	No.	%	No.	%	
II. The work group should have the guidance of democratic leadership	149	99	0	0	2
1. Leadership qualities within the group should be recognized and developed	149	99	1	1	1
2. Opportunities should be provided for each participant to make any unique contribution, for which he is qualified, to the solution of the problem under study	150	99	0	0	1
3. The leadership in the group should usually not be centered in a person but passed from person to person . .	97	64	44	29	10
4. The working plan of the group should provide for opportunities for each participant to assume some responsibility for leadership. .	136	93	14	9	1
5. The discussion leader or some other person should summarize and state the conclusions reached and the agreements as to responsi- bilities accepted at each meeting . .	147	97	3	2	1
6. The leader should encourage the group to identify points of dissatisfaction	142	94	6	4	3
7. The leader should assist the group in arriving at a consensus	139	92	7	5	5
8. The leader should help the group to understand the boundaries of its authority and responsibility . .	150	99	1	1	0
9. The leader should share the formu- lation of policies and decisions with every person concerned	139	92	8	5	4
10. The discussion leader or some other designated person should use a record of discussion flow in evaluating leadership techniques. .	114	76	25	17	12
*11. The leader of the group should make decisions upon issues on which a consensus cannot be readily reached	28	19	112	74	11

*Check item.

TABLE III

ACCEPTANCE OR REJECTION BY JURY OF
TENTATIVE CRITERIA IN AREA III

Statements	Accept		Reject		Omit
	No.	%	No.	%	No.
III. The motivation of the participants for working with a group should come from a feeling of need by each individual . . .	134	89	8	5	9
1. Individual teachers should have complete freedom to participate in the group or not	104	69	37	25	10
2. The participants should have a favorable attitude toward the worthwhileness of the work of the group	143	95	7	5	1
*3. A teacher should accept membership in a group if requested to do so by the school authorities	74	49	63	42	14
4. The problems attacked by the group should be such that their solution will help to meet the needs of the participants	142	94	6	4	3
5. The problems attacked by the group should be such that the solution will have a beneficial effect upon the total program of the school	145	96	3	2	3
6. The motivation for joining a work group should come from a feeling of need for each participant	123	81	17	11	11
7. The work group should have some specific short range attainable goals as well as some long range goals	143	95	3	2	5
8. The ideas and materials developed by the group should be useful in practical school situations	141	93	6	4	4
9. The group should establish its own goals	132	87	11	7	8

*Check item

TABLE IV

ACCEPTANCE OF ALIENATION BY JURY OF
SIXTY-FIVE UNIFORMS IN AREA IV

Statements	Accept No. %	Reject No. %	omit No.
IV. The program and methods of work for the group should be cooperatively planned and developed	150 99	0 0	1
1. The group should be organized for clearly recognized purposes	139 92	8 5	4
2. The work of the group should be carefully planned as to content and sequence	119 79	27 18	5
3. The problem to be attacked should be recognized as a significant problem by a consensus of the group	147 97	1 1	3
4. The participants in the group should have a part in the selection of their resource leaders	144 95	5 3	2
5. The resource leaders for the group should be acceptable to the participants	147 97	3 2	1
6. The internal organization of the group should be cooperatively planned	150 99	0 0	1
*7. In the organization of the group the boundaries of its authority and responsibility should be clearly designated by the school authorities	113 75	33 22	5

*check item

TABLE V

ACCEPTANCE OR REJECTION BY JURY OF
PROPOSITIVE CRITERIA IN AREA V

Statements	Accept		Reject		Omit No.
	No.	%	No.	%	
7. The program of work of the group should provide for an interpretation to other persons who may be concerned with the purposes and the outcomes of the work of the group	149	99	0	0	2
1. The working plan of the group should give the participants a feeling of security and status in both the school and the community	149	99	1	1	1
2. The task for which the group is created should have stemmed from recognized problems expressed by the school staff or the community . .	139	92	6	4	6
3. The task for which the group is created should be understood by the entire staff of the school . . .	133	88	14	9	4
4. The work group that is organized should have representation from all groups concerned with the problem under study	138	91	3	5	5
5. The school staff should be kept informed as to the progress and outcomes of the work of the group . .	146	97	3	2	2
*6. The outcomes of the work of the group should be interjected to other teachers and to the public after the work has been completed and put into effect	122	81	21	14	8

*Check item

TABLE VI

ACCEPTANCE OR REJECTION BY JURY OF
TENTATIVE CRITERIA IN AREA VI

Statements	Accept		Reject		Omit No.
	No.	%	No.	%	
VI. The program of work should provide a plan for continuous evaluation and improvement of the effectiveness of the work of the group	147	97	2	1	2
1. The group should develop specifically stated objectives so that continuous evaluation and improvement can be made in terms of these objectives	140	93	6	4	5
2. The activities of the group should provide stimulus for continued professional growth for the participants	150	99	0	0	1
3. The program of work for the group should provide specific plans for collecting evidence to be used in evaluation	140	93	9	6	2
*4. The school administration should be responsible for evaluating and improving the effectiveness of the work of the group	77	51	61	40	13
5. The organization of the group should be such that its procedures can be readily changed to meet needs as they arise	151	100	0	0	0
6. The group should keep a record of the agreements and commitments made	147	97	1	1	3

*Check item

100% RAG U.S.A.

TABLE VII
ACCEPTANCE OR REJECTION BY JURY OF
TENTATIVE CRITERIA IN AREA VII

Statements	Accept		Reject		Omit
	No.	%	No.	%	No.
VII. Resources should be used which will facilitate the work of the group . . .	150	99	0	0	1
1. The group should use resource persons who can aid with the problem being studied	150	99	0	0	1
2. Adequate resource materials should be made available for use of the group	150	99	1	1	0
3. The group should be provided with information on the developments on the theories of learning .	132	87	14	9	5
4. The group should be provided with information regarding developments and findings in child growth and development . . .	133	88	13	9	5
5. Adequate and appropriate time should be provided for the group to meet and work	148	98	1	1	2
6. The participants should be provided with information regarding significant experiments in education that are being conducted or that have been completed in other school situation	135	89	10	7	6
*7. The group should be provided with only the most recent theories of learning and findings in child growth and development	33	22	112	74	6

*Check item

TABLE VIII

ACCEPTANCE OR REJECTION OF COLLEGE PERSONNEL
TO TENTATIVE CRITERIA IN AREA I

Statements	Accept		Reject		Omit No.
	No.	%	No.	%	
I. The working plan of the work group should be such that an environment is created which is conducive to democratic cooperation of all those concerned with the solution of the problem under study	62	97	0	0	2
1. The membership of the working group should be such that all groups concerned with the problem are represented	60	94	1	2	3
2. The working arrangement of the group should be informal	57	89	3	5	4
3. A working plan should be used that will provide each member of the group an opportunity to participate actively in the work of the group .	62 82	97	0	0	2
4. The group should function so as to develop a group morale in which each participant feels his ideas are respected	82	97	0	0	2
5. The group should work for a consensus on any action to be taken. .	55	86	2	3	7
6. The discussion leader or other members of the group should frequently clarify the issues under study	63	98	0	0	1
*7. The administration or group leader should specify a plan of work to be followed by the group	19	30	42	66	3
8. The work of the group should be summarized from time to time by the discussion leader or some other member of the group	63	98	1	2	0
9. The discussion leader should watch the reactions of the participants in the group and draw out the less articulate ones	56	91	5	8	1
10. The discussion leader should use statements of position on issues as the basis for determining group agreement or disagreement . .	44	69	13	20	7

*Check item

TABLE IX

ACCOMPLISHMENTS ON REJECTION OF COLLEGE PARTICIPANT
 TO THIRTIETH CONGRESS BY ASMA II

Statements	Accept No. %	Reject No. %	Omit No.
II. The work group should have the guidance of democratic leadership	63 93	0 0	1
1. Leadership qualities within the group should be recognized and developed	63 93	0 0	1
2. Opportunities should be provided for each participant to make any unique contribution, for which he is qualified, to the solution of the problem under study	63 93	0 0	1
3. The leadership in the group should usually not be centered in a person, but passed from person to person . .	40 63	16 25	8
4. The working plan of the group should provide for opportunities for each participant to assume some responsibility for leadership	59 92	4 6	1
5. The discussion leader or some other person should summarize and state the conclusions reached and the agreement as to responsibilities accepted at each meeting	62 97	1 2	1
6. The leader should encourage the group to identify points of dissatisfaction	59 92	3 5	2
7. The leader should assist the group in arriving at a consensus	57 89	3 5	4
8. The leader should help the group to understand the boundaries of its authority and responsibility	64 100	0 0	0
9. The leader should share the formulation of policies and decisions with every person concerned	61 95	1 2	2
10. The discussion leader or some other designated person should use a record of discussion flow in evaluating leadership technique	48 75	11 17	5
*11. The leader of the group should make decisions upon issues on which a consensus cannot be readily reached	12 19	43 67	9

*Check item

TABLE K

ACCEPTANCE OF OBJECTIVE OF COLLEGE EDUCATION
BY TEACHERS OF OSTREIA IN APRIL 1951

Statements	Accept		Reject		Quit
	No.	%	No.	%	No.
III. The motivation of the participants for working with a group should come from a feeling of need by each individual	58	91	3	5	3
1. Individual teachers should have complete freedom to participate in the group or not	51	80	9	14	4
2. The participants should have a favorable attitude toward the worthwhileness of the work of the group	59	92	4	6	1
*3. A teacher should accept membership in a group if requested to do so by the school authorities . .	27	42	32	50	5
4. The problems attacked by the group should be such that their solution will help to meet the needs of the participants	60	94	1	2	3
5. The problems attacked by the group should be such that the solution will have a beneficial effect upon the total program of the school . .	60	94	1	2	3
6. The motivation for joining a work group should come from a feeling of need for each participant	56	89	3	5	5
7. The work group should have some specific short range attainable goals as well as some long range goals	60	94	0	0	4
8. The ideas and materials developed by the group should be useful in practical school situations	60	94	1	2	3
9. The group should establish its own goals	57	89	2	3	5

*Check item

TABLE XI

ACCEPTANCE OR REJECTION OF COLLEGE PERSONNEL
TO TENTATIVE CRITERIA IN AREA IV

Statements	Accept		Reject		Omit
	No.	%	No.	%	No.
IV. The program and methods of work for the group should be cooperatively planned and developed	63	98	0	0	1
1. The group should be organized for clearly recognized purposes	57	89	3	5	4
2. The work of the group should be carefully planned as to content and sequence	56	88	8	13	0
3. The problem to be attacked should be recognized as a significant problem by a consensus of the group . .	61	95	0	0	3
4. The participants in the group should have a part in the selection of their resource leaders	61	95	2	3	1
5. The resource leaders for the group should be acceptable to the participants	63	98	0	0	1
6. The internal organization of the group should be cooperatively planned	63	98	0	0	1
*7. In the organization of the group the boundaries of its authority and responsibility should be clearly designated by the school authorities	42	66	20	31	2

*Check item

TABLE III

ACCEPTANCE OR REJECTION OF COLLEGE PERSONNEL
TO TENTATIVE CRITERIA IN AREA V

Statements	Accept		Reject		Omit No.
	No.	%	No.	%	
V. The program of work of the group should provide for an interpretation to other persons who may be concerned with the purposes and the outcomes of the work of the group	62	97	0	0	2
1. The working plan of the group should give the participants a feeling of security and status in both the school and the community	63	98	1	2	0
2. The task for which the group is created should have stemmed from recognized problems expressed by the school staff or the community . .	57	89	3	5	4
3. The task for which the group is created should be understood by the entire staff of the school . . .	57	89	5	8	2
4. The work group that is organized should have representation from all groups concerned with the problem under study	53	91	3	5	3
5. The school staff should be kept informed as to the progress and outcomes of the work of the group	60	94	2	3	2
*6. The outcomes of the work of the group should be interpreted to other teachers and to the public after the work has been completed and put into effect	46	72	12	19	6

*Check item

TABLE XIII

ACCEPTANCE OR REJECTION OF COLLEGE PERSONNEL
TO TENTATIVE CRITERIA IN AREA VI

Statements	Accept		Reject		Omit
	No.	%	No.	%	No.
VI. The program of work should provide a plan for continuous evaluation and improvement of the effectiveness of the work of the group	63	98	0	0	1
1. The group should develop specifically stated objectives so that continuous evaluation and improvement can be made in terms of these objectives	59	92	1	2	4
2. The activities of the group should provide stimulus for continued professional growth for the participants	64	100	0	0	0
3. The program of work for the group should provide specific plans for collecting evidence to be used in evaluation	59	92	3	5	2
*4. The school administration should be responsible for evaluating and improving the effectiveness of the work of the group	29	45	32	50	3
5. The organization of the group should be such that its procedures can be readily changed to meet needs as they arise	64	100	0	0	0
6. The group should keep a record of the agreements and commitments made	62	97	0	0	2

*Check item

TABLE XIV

ACCEPTANCE OR REJECTION OF COLLEGE PERSONNEL
TO TENTATIVE CURRICIA IN AREA VII

Statements	Accept		Reject		Omit No.
	No.	%	No.	%	
VII. Resources should be used which will facilitate the work of the group . . .	63	98	0	0	1
1. The group should use resource persons who can aid with the problem being studied	63	98	0	0	1
2. Adequate resource materials should be made available for use of the group	64	100	0	0	0
3. The group should be provided with information on the developments on the theories of learning	55	86	6	9	3
4. The group should be provided with information regarding developments and findings in child growth and development . . .	55	86	6	9	3
5. Adequate and appropriate time should be provided for the group to meet and work	64	100	0	0	0
6. The participants should be provided with information regarding significant experiments in education that are being conducted or that have been completed on other school situations	55	86	6	9	3
*7. The group should be provided with only the most recent theories of learning and findings in child growth and development	14	22	47	73	3

*Check item

TABLE IV

ACCEPTANCE OR REJECTION OF PUBLIC SCHOOL PROFESSIONAL
CO-OPERATIVE CURRICULA IN AREA I

Statements	Accept No. %	Reject No. %	omit No.
I. The working plan of the work group should be such that an environment is created which is conducive to democratic cooperation of all those concerned with the solution of the problem under study . . .	86 99	0 0	1
1. The membership of the working group should be such that all groups concerned with the problem are represented	82 94	3 3	2
2. The working arrangement of the group should be informal	83 95	1 1	3
3. A working plan should be used that will provide each member of the group an opportunity to participate actively in the work of the group . . .	87 100	0 0	0
4. The group should function so as to develop a group norms in which each participant feels his ideas are respected	87 100	0 0	0
5. The group should work for a consensus on any action to be taken	73 84	9 10	5
6. The discussion leader or other members of the group should frequently clarify the issues under study	81 93	3 3	3
*7. The administration or group leader should specify a plan of work to be followed by the group	31 36	51 59	5
8. The work of the group should be summarized from time to time by the discussion leader or some other member of the group	85 93	2 2	0
9. The discussion leader should watch the reactions of the participants in the group and draw out the less articulate ones	79 91	6 7	2
10. The discussion leader should use statements of position on issues as the basis for determining group agreement or disagreement	51 59	24 28	12

*Check item

TABLE XVI

ACCEPTANCE OR REJECTION OF PUBLIC SCHOOL PERSONNEL
TO TENTATIVE CRITERIA IN AREA II

Statements	Accept		Reject		Omit
	No.	%	No.	%	No.
II. The work group should have the guidance of democratic leadership	86	99	0	0	1
1. Leadership qualities within the group should be recognized and developed	86	99	1	1	0
2. Opportunities should be provided for each participant to make any unique contribution, for which he is qualified, to the solution of the problem under study	87	100	0	0	0
3. The leadership in the group should usually not be centered in a person, but passed from person to person	57	66	28	32	2
4. The working plan of the group should provide for opportunities for each participant to assume some responsibility for leadership	77	89	10	12	0
5. The discussion leader or some other person should summarize and state the conclusions reached and the agreements as to responsibilities accepted at each meeting	85	98	2	2	0
6. The leader should encourage the group to identify points of dissatisfaction	83	95	3	4	1
7. The leader should assist the group in arriving at a consensus	82	94	4	5	1
8. The leader should help the group to understand the boundaries of its authority and responsibility	86	99	1	1	0
9. The leader should share the formulation of policies and decisions with every person concerned	78	90	7	8	2
10. The discussion leader or some other designated person should use a record of discussion flow in evaluating leadership technique.	66	76	14	16	7
*11. The leader of the group should make decisions upon issues on which a consensus cannot be readily reached	16	18	69	79	2

*Check item

TABLE XVII

ACCEPTANCE OR REJECTION OF PUBLIC SCHOOL PERSONNEL
TO TENTATIVE CRITERIA IN AREA III

Statements	Accept		Reject		Omit
	No.	%	No.	%	No.
III. The motivation of the participants for working with a group should come from a feeling of need by each individual	76	67	5	6	6
1. Individual teachers should have complete freedom to participate in the group or not	53	61	28	32	6
2. The participants should have a favorable attitude toward the worthwhileness of the work of the group	84	97	3	3	0
*3. A teacher should accept membership in a group if requested to do so by the school authorities . .	47	54	31	36	9
4. The problems attacked by the group should be such that their solution will help to meet the needs of the participants	82	94	5	6	0
5. The problems attacked by the group should be such that the solution will have a beneficial effect upon the total program of the school	85	98	2	2	0
6. The motivation for joining a work group should come from a feeling of need for each participant . . .	67	77	14	16	6
7. The work group should have some specific short range attainable goals as well as some long range goals	83	95	3	3	1
8. The ideas and materials developed by the group should be useful in practical school situations	85	93	5	6	1
9. The group should establish its own goals	75	86	9	10	3

*Check item

TABLE XVIII

ACCEPTANCE OR REJECTION OF PUBLIC SCHOOL PERSONNEL
TO TENTATIVE CRITERIA IN AREA IV

Statements	Accept No. %	Reject No. %	Omit No.
IV. The program and methods of work for the group should be cooperatively planned and developed	87 100	0 0	0
1. The group should be organized for clearly recognized purposes . .	82 94	5 6	0
2. The work of the group should be carefully planned as to content and sequence	63 72	19 22	5
3. The problem to be attacked should be recognized as a significant problem by a consensus of the group	86 99	1 1	0
4. The participants in the group should have a part in the selection of their resource leaders . . .	83 95	3 3	1
5. The resource leaders for the group should be acceptable to the participants	84 97	3 3	0
6. The internal organization of the group should be cooperatively planned	87 100	0 0	0
*7. In the organization of the group the boundaries of its authority and responsibility should be clearly designated by the school authorities	71 82	13 15	3

*Check item

TABLE XIX

ACCEPTANCE OR REJECTION OF PUBLIC SCHOOL PERSONNEL
TO INITIATIVE CRITERIA IN AREA V

Statements	Accept		Reject		Unit No.
	No.	%	No.	%	
V. The program of work of the group should provide for an interpretation to other persons who may be concerned with the purposes and the outcomes of the work of the group	87	100	0	0	0
1. The working plan of the group should give the participants a feeling of security and status in both the school and the community	86	99	0	0	1
2. The task for which the group is created should have stemmed from recognized problems expressed by the school staff or community	82	94	3	3	2
3. The task for which the group is created should be understood by the entire staff of the school	76	87	9	10	2
4. The work group that is organized should have representation from all groups concerned with the problem under study	89	92	5	6	2
5. The school staff should be kept informed as to the progress and outcomes of the work of the group	86	99	1	1	0
*6. The outcomes of the work of the group should be interpreted to other teachers and to the public after the work has been completed and put into effect	76	87	9	10	2

*Check item

TABLE VI

ACCEPTANCE OR REJECTION OF PUBLIC SCHOOL PERSONNEL
BY EDUCATIVE CRITERIA IN AREA VI

Statements	Accept		Reject		omit
	No.	%	No.	%	No.
VI. The program of work should provide a plan for continuous evaluation and improvement of the effectiveness of the work of the group	84	97	2	2	1
1. The group should develop specifically stated objectives so that continuous evaluation and improvement can be made in terms of these objectives	81	93	5	6	1
2. The activities of the group should provide stimulus for continued professional growth for the participants	86	99	0	0	1
3. The program of work for the group should provide specific plans for collecting evidence to be used in evaluation	81	93	6	7	0
*4. The school administration should be responsible for evaluating and improving the effectiveness of the work of the group	48	55	29	33	10
5. The organization of the group should be such that its procedures can be readily changed to meet needs as they arise	87	100	0	0	0
6. The group should keep a record of the agreements and commitments made	85	98	1	1	1

*Check item

PAGE XVI

ASSESSMENT OF PERCEPTIONS OF PUBLIC SCHOOL PRINCIPALS
 TO PARTICIPATE ONLINE IN AREA VII

Statements	Accept No. %	Reject No. %	Unit No.
VII. Resources should be used which will facilitate the work of the group	87 100	0 0	0
1. The group should use resource persons who can aid with the problem being studied	87 100	0 0	0
2. Adequate resource materials should be made available for use of the group	65 97	1 1	0
3. The group should be provided with information on the development on the theories of learning.	77 89	8 9	2
4. The group should be provided with information regarding developments and findings in child growth and development	78 93	7 8	2
5. Adequate and appropriate time should be provided for the group to meet and work	64 97	1 1	2
6. The participants should be provided with information regarding significant experiments in education that are being conducted or that have been conducted in other school situations	39 92	4 5	3
*7. The group should be provided with only the most recent theories of learning and findings in child growth and development	39 92	65 75	3

*Check item

TABLE XCII

COMMENTS AND STATEMENTS BY JURY ON CRITERIA IN EACH AREA

Area I Criteria No.	Area II Criteria No.	Area III Criteria No.	Area IV Criteria No.	Area V Criteria No.	Area VI Criteria No.	Area VII Criteria No.
I 0	II 2	III 11	IV 2	V 3	VI 3	VII 0
1 9	1 0	1 24	1 6	1 0	1 10	1 3
2 7	2 0	2 5	2 19	2 15	2 2	2 4
3 3	3 26	*3 32	3 3	3 11	3 3	3 27
4 1	4 7	4 5	4 9	4 11	*4 37	4 20
5 12	5 1	5 7	5 5	5 4	5 0	5 6
6 9	6 5	6 19	6 0	*6 27	6 1	6 16
*7 30	7 6	7 7	*7 25			*7 36
8 2	8 2	8 6				
9 4	9 6	9 28				
10 22	10 23					
	*11 32					

*Check item

VITA

Byron L. Shepherd
candidate for the degree of
Doctor of Education

Thesis: DEVELOPMENT OF CRITERIA FOR EVALUATING THE EFFECTIVENESS
OF IN-SERVICE EDUCATION GROUPS

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RATHMORE PARCHMENT

100% RAG U.S.A.

THESIS TITLE: Development of Criteria For Evaluating
the Effectiveness of In-Service Education
Groups

AUTHOR: Byron L. Shepherd

THESIS ADVISER: Dr. Helmer E. Sorenson

The content and form have been checked and approved by
the author and thesis adviser. Changes or corrections
in the thesis are not made by the Graduate School office
or by any committee. The copies are sent to the bindery
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adviser.

STRATHMO

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100%