AN AXIOLOGICAL STUDY OF THE SPADY MODEL

OF OUTCOME-BASED EDUCATION

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Chapter I

Introduction

Values In Education

Since the days in which Aristotle discussed his philosophy of education, values have had a key role in distinguishing desired components of education. Values are defined through qualities of evaluation, judgment and choice (Gudmundsdottir, 1990). The nature of teaching is directly involved with these qualities of values as teachers are routinely called to evaluate, judge, and make choices in matters of curriculum and social interaction.

Although values are indigenous to curriculum decision-making, it is an area often overlooked. Dobson, Dobson, and Kessinger (1980) call attention to this fact. "Abstractness is assigned to values and educators for some reason refuse to come to grips with them" (p. 32). This failure to recognize the role values and valuing play in education restricts practitioners from the necessary act of criticism as Eisner (1985b) defines it:

> By criticism I do not mean the negative appraisal of something but rather the illumination of something's qualities so that an appraisal of its value can be made...There is nothing, in principle, that cannot be the object of criticism. (p. 218)

Combs (1979) speaks of the need for a continuous process in which individuals examine personal beliefs. He sees the individual to be the genesis of educational change. He states, "The first place from which myths must be eliminated is from within educators, themselves" (p. 7). This viewpoint is echoed by Dobson et al. (1980) as they write that "...any real improvement in schooling will occur only when each person's practices and beliefs are in harmony" (p.21).

Zais (1976) calls for each individual to examine personal values and behaviors as a crucial aspect of decision-making behavior. He sees one task of education as providing direction in selecting values in an ever-changing culture. "Only to the degree that

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curriculum helps men to understand the forces that affect their lives will they have freedom of choice necessary to determine their destiny" (p. 196).

In short, values are a part of any curriculum. Furthermore, examination of the values held within oneself and within the system in which one practices is crucial for moral leadership as an educator. Therefore, it was the task of this study to examine the values promoted in Outcome-Based Education (OBE) and the educational values held by teachers who have been trained in the Spady Model of Outcome-Based Education and who are teaching in a system in which OBE has been implemented. It is my hope that the questions which were posed facilitated the ongoing process of examination of personal beliefs for educators. Additionally, this study may serve to lead to an increased awareness of value bases within one current educational system.

Huebner (1975a) poetically writes of this process of an educator who is immersed in examination and discovery:

> This human situation [education] must be picked away at until the layers of the known are peeled back and the unknown in all of its mystery and awe strikes the educator in the face and heart, and he is left with the brute fact that he is but a man trying to influence another man. A man is being influenced, even if in the form of a child. (p.229)

Assumptions of the Study

There are four major assumptions which are key to this study:

1. Education is value-laden.

2. Values can be identified and classified.

3. Culture tends to create a common direction through shared values.

4. Awareness of one's personal value base enhances teaching.

5. Outcome-Based Education is grounded in general system theory.

Education is Value-Laden. Ubbelohde (1972) explores the issue of values in regard to curriculum models and finds that there is no curriculum model that is value-free. In a searching to determine what values should be promoted in education, Scheibe (1970)

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discovers assumptions that educational systems are without values are unfounded, and states, "The question is, 'What is valued?' rather than, 'What should be valued?'" (p.42).

When discussing the curriculum development process, Eisner (1985b) explains, "This conceptual architecture reveals implicitly the assumptions and values imbedded in a project and provides the constraints within which curriculum writers must work" (p. 161). Values are so imbedded in the educational system that schools have, in fact, used the curriculum to "...help create people who see no other serious possibility to the economic and cultural assemblage now extant" (Apple, 1979, p.6).

Apple (1975) speaks of schools as teaching "an achievement and marketplace ethic" (p. 96) and a middle-class value system. This agenda may be a function of the hidden curriculum of norms and values that are implicitly taught but aren't generally discussed in goal statements or learning outcomes and which may go unrecognized by the practitioner who fails to practice criticism as it is explained by Eisner (1985a).

Values Can Be Identified and Classified. Values refer "...to what is wanted, what is best, what is desirable or preferable, what ought to be done" (Scheibe, 1970, p. 42). Rokeach and Ball-Rokeach (1989) list numerous definitions of values before settling on Kluckholhn's definition of values as "conceptions of the desirable means and ends of action" (p. 775). Schwartz (1990) adds that values operate at the level of individuals, of institutions, and of entire societies.

The choices teachers make give evidence of their values. One's choice of words also gives insight to the values held by an individual (Dobson & Dobson, 1981; MacDonald, 1975a). Language serves a controlling function as well as a descriptive function and can be used as a vehicle for introducing new conditions into the environment (Huebner, 1975b).

Huebner (1975a) underlines the importance of attention to values in curriculum when he states,

The central notion of curricular thought can be that of "valued activity". All curricular workers attempt to identify and/or develop "valued educational activity." The most effective move from this central notion is the clarification of the value frameworks or systems which may be used to value educational activity. (p. 222)

Rokeach and Ball-Rokeach (1989) state that the idea of value hierarchies is often omitted in discussions of values. They point out the utility of value systems or value hierarchies:

Societies and individuals can accurately be compared with other societies and individuals not only in terms of specific values but also in terms of value priorities. A hierarchical conception directs our attention to the idea that although the number of values that individuals and societies possess is relatively limited, values are capable of being weighed and arranged against one another to lead to a very large number of permutations and combinations of value hierarchies. (p. 775)

Works by Hough (1989), Marshall (1986), McCarty (1986), and Ubbelohde (1972) use various value classification systems in axiological studies of differing educational issues. The values classification system devised by Dwayne Huebner (1975a) is specifically geared to be used in studying curriculum issues and is the theoretical base for values classification in this study.

Culture Tends to Create a Common Direction Through Shared Values. Culture, consisting of those assumptions and beliefs which govern day-to-day behavior in a school, tends to create a common direction through shared values (Deal, 1985). Guba (1993) describes culture as "a well-understood, accepted, and shared construction that sets the context for all human activity within its bounds" (p. xiii). Zais (1976) states that culture provides the answer to the question, "What is the good life?" but leaves the problem of identifying with accuracy the nature of the values within a culture. Value identification proves problematic as Scheibe (1970) explains: "The root of the problem in describing values is to demonstrate the operation of consistent behavioral preferences" (p.43).

School improvement happens as a result of "developing skills, shaping beliefs, or altering and focusing needs and attitudes of individuals" (Deal, 1985, p. 147). In other words, school improvement can occur as a result of intervention to clarify, change, or

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modify values of individuals within the system in order for all to have a common culture or core of values.

The actual process of critical review of values can contribute to the development of culture. In working with teachers, Stratemeyer (1964) discovers that, "Consciously derived values and their intelligent and consistent application in dealing with new and developing situations may make the critical difference in personal and group mental health" (p.90). Dobson et al. (1980) maintain that the climate of an organization is a direct "...expression of the consciousness level of the people therein..." (p. 21), and that given freedom, individuals have the capacity to make decisions based on personal values for the good of themselves as well as others.

Huebner (1975a; &1975b) writes of how curricular workers might be involved in clarification of value frameworks to improve educational activity. By posing the questions of "What is valued by the group?" and "What values do I as an individual hold?", educators become accountable for decision-making. Otherwise, one faces the risk described by Dobson et al. (1980): "To succumb to an imposed reality is to experience the loss or prostitution of personal ideas and values, resulting in alienation from self as well as others thus leading to role behavior which may be inauthentic" (p. 21).

Awareness of One's Personal Value Base Enhances Teaching. Divorcing oneself from one's values is neither possible nor desirable (Apple, 1979; Combs, 1979). MacDonald (1975a) discusses how educational value positions held by individuals affect curriculum thinking. Apple states, "...for values continuously work through us and are sedimented within the very mind set we apply to our problems" (1979, p.9). Furthermore, "Since values work through us, often unconsciously, the issue is not how to stand above the choice. Rather, it is in what values I must ultimately choose" (Apple, 1979, p. 108).

Eisner (1985b) sums up the relationship between what is taught and the values held by the teacher by stating, "What counts educationally depends on one's educational values" (p. 213). Eisner (1985a) describes teaching as an art, and as such it is an act

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driven by the values and beliefs that a teacher holds as truth. Combs (1979) also recognizes the relationship between teaching and personal values when he states, "The methods of good teachers flow naturally and directly from the teachers' feelings, attitudes, beliefs, and purposes" (p. 193).

Combs (1979) reports research done at the University of Florida which illustrates the importance of a teacher's belief system in the educational process. The study he refers to demonstrates that it is the clarity of the belief system held by teachers rather than any teaching method or technique that correlates to effective teaching. Those teachers who were inconsistent or confused about personal belief systems proved to be inadequate in instructional effectiveness.

Greene (1975) states that values always imply choice. Rokeach (1973) studied values and have outlined a theory in which he maintains that when an individual is dissatisfied with his or her values, he or she will change those values and behavior changes follow.

Outcome-Based Education is grounded in general system theory. Bertalanffy, a biologist, recognized that different fields of study including physics, engineering, biology, and psychology have generalizations with striking similarities (Silver, 1983). He came to understand that the whole of any system is greater than its parts. He defines a system as "a complexity of elements standing in interaction [and] exchanging matter with their environments" (Silver, p. 50). The purpose of any system under Bertalanffy's theory is to produce change between the inputs and the outputs of the system.

Silver puts general system theory in language applicable to schooling:

> The [general system] theory has profound implications for the analysis and possible redesign of existing systems. Theoretically, the outputs of a system are produced by the system, either by design or unintentionally....If a school is not producing outputs useful to the district, the community, or society as a whole, someone must reorganize its subsystems and control its inputs so as to produce more useful changes in the students. (p. 63)

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The purpose of schooling, then, becomes one of producing useful citizens. Outcome-Based Education falls under this definition with the output of schools being students who demonstrate prescribed exit outcomes. OBE begins with the notion of looking at possible future conditions in society and using school as the vehicle to change children into citizens who may fulfill the roles of these futuristic projections. Students are but one component or part of the educative process when viewed from this theoretical perspective. Effectiveness of the school system is judged by clarity and standardization of stated goals along with regular assessment of progress toward goals or outcomes. Feedback is provided to educators by measures outside of schools as to the value of the educative process in producing changes in students to meet societal roles.

Purpose of the Study

Studies have been conducted concerning educational values, the role of values in culture building, and the need for individuals to hold an awareness of the influence of value frames of reference to assist with decision-making and communication (Combs, 1979; Huebner, 1975b; McDonald, 1988; Shaver and Strong, 1982). However, neither the value base within the Spady model of Outcome-Based Education nor the personal educational values of teachers who teach in a system promoting this model have been explored.

An understanding of the value base inherent in Outcome-Based Education is key for the educator if informed educational decisions are to be made and if communication on educational issues is to be effective (Huebner, 1975b; Macdonald, 1975b). Data from this study can be used to facilitate that understanding. As Mann (1975) stated, "The world we create through the curriculum is a real present world, a lived-in world, and a meaning world. Ought not the educator know and respond to its meanings?" (p.147).

The purpose of this study, then, was twofold. First, the researcher examined a sample of articles authored by Spady or his associates to determine the value base inherent in his model. The second task was to describe the educational values of teachers who have

implemented the Spady model of OBE in one Oklahoma school district. Huebner's value framework has been of use in analyzing and describing educational values (Hugh, 1989, Marshall, 1986, and McCarty, 1986) and it was used to fulfill the purpose of this study.

There are three questions which this study will answer:

1. What educational values are promoted in the Spady model of Outcome-Based Education?

2. Do teachers who are practicing the Spady model of OBE share common educational values?

3. Are teachers who are practicing the Spady model of OBE aware of the values promoted by this model?

Kliebard (1975) explains that any outcome-based model of education is influenced by the general systems theory. Inherent in this theory is the focus on product which dehumanizes the student. If this were to be the case, OBE would value economic and political systems at the expense of the individual in the educational system.

Kliebard (1975) also discusses how in an objective-based model of education, the choice of objectives is related to one's value structure. The literature strongly suggests that an outcome-based curriculum model will have strong technical values focusing on the use of materials and human resources to reach objectives defined through predictions of future orders. The literature also suggests that most current models give little attention to the values of aesthetics and ethics. It is hypothesized, then, that the teachers who have been trained in and who have implemented the Spady model of Outcomes-Based Education will demonstrate strong values in technical areas and will demonstrate weak values in aesthetic and ethical areas.

Organization of the Study

This study is organized into five chapters. Chapter I provides an introduction, assumptions within the study, purpose of the study, and the organization of the study. Chapter II contains a review of the literature as it pertains to the evolution of Outcome-

Based Education and the Spady Model of Outcome-Based Education in particular.

Chapter III is a review of the nature of axiology. It includes a description of Huebner's Values Analysis Model along with the research procedures used in this study. Chapter IV provides an axiological analysis of a sample of articles submitted by The High Success Network which exemplifies that organization's educational model. Also included is an axiological analysis of educational values embraced by a sample of practicing teachers from one public school district in Oklahoma who have been trained in the Spady model of OBE and who have implemented OBE into their classrooms. Chapter V contains a summary of this study, implications, recommendations for further research, and concluding statements.

Chapter II

Review of the Literature

A Historical Perspective of Outcome-Based Education

Huebner (1975b) speaks of the relationship between education and history.

> History, not sociology, is the discipline which seems the most akin to the social study
> of education. The historian can be interpreted as looking back to where a society has
> been to determine how it arrived at a given point. In so doing, he identifies certain
> threads of continuity to unite diverse moments in time. In contrast, the educator looks
> forward. He too, seeks to identify threads of continuity to unite diverse moments in
> time, but these are moments of yesterday and tomorrow, not of two yesterdays. It
> might be said that an educator is an historian in reverse. (p. 239)

He goes on to state that it is a mistake for one who is concerned with curriculum to be

ahistorical. Ignorance of where one has been or where one is heading can hamper

historical modes of thought leading to a more powerful curriculum design. Pinar (1975)

concludes that "the past remains present, whether we are aware of it or not. Let us work to

be aware of it" (p. 16).

It seems prudent, then, to spend time in a review of some of the social and political

events which have had a bearing on present-day education in this country. Although

events throughout history have influenced curriculum in America, a review limited to the

significant events and policies occurring during the twentieth century in America will be

most relevant to this study.

Government influence in the values promoted in American public education has

been in evidence throughout the twentieth century (Kliebard, 1986). The passage of the

Smith-Hughes Act (1917) demonstrates the strength of the social efficiency interest group

early in the century with a focus on job skill training in the public schools. Roosevelt's

New Deal Programs of the 1930's and World War Two served to re-emphasize social

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efficiency as a predominate American value with the platform of "Labor being the lot of man" which was outlined in the American Council of Education's 1940 report, "What the High Schools Ought to Teach".

With the launching of Sputnik in 1957, Vice Admiral Hyman G. Rickover led the movement to revamp public education. There was a call for a centrally controlled curriculum with values shifting from those of a skilled laborer to those of an intellectual. This movement was realized with Congress' passage of the National Defense Education Act in 1958. At that time, curriculum control moved away from local systems to centers staffed by experts. This shift toward valuing intellectual ideals fell short of its goals and left the nation's industries placing blame on the public education system for society's problems of the sixties and seventies.

With the publication of "A Nation At Risk" in 1983, educational accountability once again was at the front of curriculum issues. This report was focused mainly on the high school years as it called for more rigorous standards in both teaching and learning. Ironically, the "Five New Basics" called for in this document are identical to those promoted by the Committee of Ten in 1893 (Spady & Marx, 1984).

With the continuation of the perception of low standards in public schools, President Bush used the platform of being the "Education President" in his 1988 campaign. As President, Bush announced six national education goals under the "America 2000" plan (1991). In this document, people outside of education again took on the task of school reform (King and Evans, 1991). The participation of organizations like the National Alliance of Business and the Committee for Economic Development (Pipho, 1990) in the formulation of these goals underlines the interest business holds in educational design and exemplifies the continuation of the social efficiency agenda.

During this time period, The U. S. Department of Labor also released a document through the Secretary's Commission on Achieving Necessary Skills entitled What Work

Requires of Schools: A SCANS Report for America 2000 (1991). The task of this
commission was to:

-Define the skills needed for employment
-Propose acceptable levels of proficiency
-Suggest effective ways to assess proficiency; and
-Develop a dissemination strategy for the nation's school, businesses, and homes
(p. xv).

The SCANS report listed five competencies needed by "everyone from the entry-level clerk
to managers, executives or partners in professional corporations" (p. 14). These
competencies fall under the headings of resources, interpersonal, information, systems,
and technology (p 12) which are to be developed on the "Three-part Foundation" required
for "solid job performance" (p. vii) consisting of "Basic Skills, Thinking Skills, and
Personal Qualities".

In the Introductory "Letter to Parents, Employers, and Educators From the
Secretary of Labor [Lynn Martin] and the Secretary's Commission on Achieving Necessary
Skills" (1991), there was an acknowledgment that SCANS falls short of a liberal definition
of education.

We understand that schools do more than simply prepare people to make a living.
They prepare people to live full lives-to participate in their communities, to raise
families, and to enjoy the leisure that is the fruit of their labor. A solid education is
its own reward. This report concerns only one part of that education, the part that
involves how schools prepare young people for work. It does not deal with other,
equally important, concerns that are also the proper responsibility of our educators.
We do not want to be misinterpreted. We are not calling for a narrow work-
focused education. Our future demands more. (p. v)

In the spring of 1994 America 2000 was replaced with Goals 2000: Educate
America Act. While the content of Goals 2000 is very compatible with America 2000,
Goals 2000 takes the idea of national educational goals a step farther. Goals 2000 is
legislation which was authored in the House of Representatives during the 103rd Congress
and was signed into law by President Bill Clinton. This act serves to set national
education goals which are legislated for the first time in the history of the nation.

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This national interest in educational reform to better prepare students for the workplace is reflected in political and educational decisions at the state level in Oklahoma, particularly in the late 1980's. The first special legislative session devoted entirely to education in the history of Oklahoma was called by Governor Henry Bellman in August of 1989. During this session, Task Force 2000 was empowered to study education in the state and report back with recommendations. The Task Force was composed of educators, civic leaders, and government officials who were directed to serve in the role of an advisory group. The Force reported back to the Legislature in November of 1989. Many of their recommendations were included in House Bill 1017 which was signed into law on April 25, 1990, after 6,000 -10,000 teachers marched on the State Capitol over a four-day period to make a statement of support for the funding and reform outlined in the Bill (Oklahoma State Department of Education, 1992a).

As part of this legislative package, Oklahoma adopted outcome-based education as its state-wide plan for school improvement (Oklahoma State Department of Education, 1992c). This legislation called for a core curriculum based on specific learner outcomes designed by the state (Paine-McGovern, Broadbent, & Reid, 1991). In the spring of 1991, the State Curriculum Committee's work was compiled in "Learner Outcomes: Oklahoma State Competencies".

After continuing controversy over both the reforms and funding issues, HB 1017 went to a vote of the people in October of 1991. Fifty-four per cent of those voting elected to keep HB 1017 along with its curriculum mandates (Oklahoma State Department of Education, 1992b). Key to HB 1017 is the mandate for all school districts in the state to fully implement outcomes-based education by the 1993-94 school year.

In response to this mandate, the Cooperative Council of Oklahoma School Administration (CCOSA) offered consortiums in the Spady Model of Outcome-Based Education (Elan, 1993). In 1988, CCOSA representatives researched the Spady model of OBE and contacted William Spady with their request to design a training program for

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Oklahoma. As a result of these discussions, the "High Success Program in Outcome-Based Education" under Dr. Spady's direction offered four awareness workshops throughout the 1989-90 school year. From these workshop participants, the first Oklahoma Outcome-Based Education Training Consortium was organized in 1990-91. Training was held in two cities in Oklahoma, Ada and Oklahoma City, and consisted of a series of eight two-day workshops held throughout the school year.

Thirteen school districts sent participants to the 1990-91 Consortium. Each school district participating in the consortium was asked to sign an "OBE Implementation Assistance Training Plan Agreement" stating that implementation of OBE would begin no later than the 1992-93 school year. Twelve additional school groups were trained in a second consortium in 1991-92. Advanced training was also offered for those who sent teams to earlier training sessions.

As required in House Bill 1017, the 1990 core curriculum for the state was reviewed and revisions were made with input of approximately two thousand educators and citizens from throughout the state (Garrett, 1993). In the fall of 1993, each public school district in Oklahoma received a copy of this revised curriculum, The Priority Academic Student Skills: A Core Curriculum for Our Children's Future [P.A.S.S.] (Oklahoma State Department of Education, 1993). In her introductory letter to P.A.S.S., State Superintendent and Secretary of Education Sandy Garrett stated, "Oklahoma's Priority Academic Student Skills represent the basic skills and knowledge all students should learn in the elementary and secondary grades....(and) will form the basis of student achievement testing in grades 5, 8, and 11 at the state level".

The Influence of Social Efficacy in Education

Links between education and economy are neither novel nor are they new. Goldman, Weber, and Noah (1974) cite the relationship between the two fields:

Beginning with Plato's Republic, continuing with Adam Smith's Wealth of Nations and so on to the present, social theorists, and economists in particular, have been

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concerned with the relationship between education and economic-and-social development and change. (p.95)

In particular, this review explores the role social efficacy or social reconstructionists have played in education and curriculum. Eisner and Vallance (1974) explain that social reconstructionists give priority to societal needs rather than individual needs with the goals of education focusing on total experience rather than immediate processes. According to Eisner and Vallance,

> ...the social reconstructionist orientation to curriculum is hardly new. The refrain runs through much of the history of educational reform, and is a characteristic of Western society that schools, more than any other institution, are called upon to serve as an agent for social change. (p. 10)

Social efficacy is one of several economic models which historically has had a strong link to education. Curriculum has, in fact, been described by Goldman et al. (1974) as being reduced by the economist to "a community-purchased and -distributed bundle of teacher-pupil interactions, carried out over a carefully defined period of time" (p. 81)

The social efficacy movement colored American politics during the twentieth century and had an impact on curriculum design during this time period. Tenets of social efficiency were evident as early as 1905 in the work of William C. Bagley, The Educative Process.

In 1924 Franklin Bobbitt published How to Make a Curriculum. In this work, Bobbitt described the goal of curriculum as one

> ...to prepare men and women for the activities of every kind which make up, or which ought to make up, well-rounded adult life; that it has no other purpose; that everything should be done with a view to this purpose; and that nothing should be included which does not serve this purpose. Education is primarily for adult life, not for child life. Its fundamental responsibility is to prepare for the fifty years of adulthood, not for the twenty years of childhood and youth. (p. 7)

Eisner (1985a) writes of how Franklin Bobbitt approached curriculum from a social efficacy stance with defined objectives through application of the scientific method:

> What we see in [Bobbitt's] approach is a serious effort to make curriculum planning rational and education meaningful, to build a curriculum for the schools that was not

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a product of armchair speculation but a product of the systematic study of society and the demands it makes on men. (p.17)

Ralph Tyler (1949) promoted the importance of educational objectives in _Basis Principles of Curriculum and Instruction_. In this work, Tyler described a well-written objective as one in which both the behavior to be developed in the student and the life content in which the behavior was to be applied are clearly stated (King and Evans, 1991).

Benjamin Bloom (1956) devised a taxonomy of cognitive objectives which he outlined in _Taxonomy of Educational Objectives: The Classification of Educational Goals._ Bloom's respect for the ideas of Tyler is evidenced by Bloom's choice of a dedication to the first volume, in which he writes, "To Ralph W. Tyler, whose ideas on evaluation have been a constant source of stimulation to his colleagues..."(Bloom, 1956, dedication page). This first volume was followed in 1964 by _Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II: Affective Domain._ The co-authors of this work explain:

> If affective objectives and goals are to be realized, they must be defined clearly;
> learning experiences to help the student develop in the desired direction must be
> provided; and there must be some systematic method for appraising the extent to
> which students grow in desired ways. (Krathwohl, Bloom, & Massia, p. 23)

King and Evans (1991) recognize Bloom's taxonomy as "providing the framework-and behavioral objectives, the method-for embracing a behaviorist orientation in psychology and for clarifying the instructional process" (p.73). This movement known as "Management by Objectives" did not do what it was set out to do, according to Kelly (1992), but "for the first time, learning was put forth as more important than teaching. Learning was the end, teaching only the means" (p. 1).

In the late '60s, "Competency-based Education" was proposed as the answer demanded by society for accountability built into the educational process. The goal of CBE was the familiar theme of preparing students for life-roles. Kelly (1992) describes the failings of CBE which included the notion that the focus was on minimal competencies with a narrow scope limited to basic skills. King and Evans (1991) critique this

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movement as "containing all the elements of OBE (Outcomes-based Education); however, the lack of agreement as to what 'competency' represented ultimately doomed it" (p.74).

The 1970's heralded the Mastery Learning movement led by Benjamin Bloom with his contention that

> ...virtually all students can learn excellently if instruction is approached systematically, if students are helped when and where they have learning difficulties, if they are given sufficient time to achieve mastery, and if there is some clear criterion of what constitutes mastery. (cited in Murphy, 1984)

This instructional methodology used traditional teaching methods followed by formative testing with recycling of instruction for those who had not demonstrated mastery (Abrams, 1985). This expanded the idea of CBE to include all academics and to move from minimum competencies to mastery levels of competencies. CBE and Mastery Learning became the foundation for Outcome-Based Education (Evans & King 1994, Hobbs & Bailey 1987, Kelly 1992, Murphy 1984, Smith 1991, Spady 1991, & Ruff 1985).

While Outcomes-Based Education is a relatively recent curricular movement, Reynolds (1993) points out that the goal of OBE is historically consistent with the social efficiency agenda which has permeated the twentieth century. He further states:

> What this OBE version of social efficiency still demonstrates is that the major criterion with which we judge the success or failure of the institution of schooling whether elementary, secondary, or postsecondary is the production of the socially efficient individual. (p.36)

Ruff (1985) echoes the social efficiency agenda as he writes of OBE as providing a vehicle for educators to document student progress toward "socially endorsed learning goals and objectives" (p.16) during a time when the tax-payer is losing confidence in the ability of pubic schools to effectively educate all students in a system of compulsory education.

Glatthorn (1992) acknowledges that OBE is reminiscent of Franklin Bobbit's work. He discusses the parallel between Bobbit's theory of curriculum and William Spady's in which both see the task of education as preparing students for adulthood rather than

childhood. Both theories start with the definition of the major fields of adult experience and progress through an analysis of these fields reducing them into smaller components. Glatthorn also classifies OBE proponents as "life role advocates" (p. 23). He goes on to explain that OBE would be in line with Eisner and Vallance's conception of a curriculum of "social reconstruction and relevance" (p. 23).

Dobson and Dobson (1981) state that "it should come as no surprise that in a troubled society some would seek a national solution in "returning to the basics" (p.8). Such proved to be the case when A Nation at Risk (1983) pointed out problems with the national educational system and called for massive reform. The SCANS Report (1991), America 2000 (1991), and Goals 2000 (1994) are the most current federal efforts to outline a plan for schools to provide an able work force for America of the future. This pattern of searching for educational reform is one which the state of Oklahoma has followed in its efforts to redefine educational excellence, most recently under the plan outlined by House Bill 1017.

This historical framework has demonstrated repeated cycles of attempts at curriculum change. Dobson and Dobson (1981) realize the importance of revisiting definitions of academic excellence when they state, "What was excellence yesterday may not constitute excellence today nor be considered excellence in 10 or 15 years" (p. 5). However, in the movement to change the status quo, it is important to scrutinize carefully the driving forces behind the change. Combs (1979) warns, "...when the pressure of changing times demands that institutions drastically overhaul themselves, the existence of myths is especially disastrous; they interfere with the search for valuable alternatives" (p. 5).

Spady's Model of Outcome-Based Education

With 24 states having developed or implemented some form of education outcomes and 12 other states making outcomes part of the accreditation process, Outcome-Based Education can be said to be one of the fastest-growing educational reform

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movements of the 1990's (Manatt & Holzman, 1991 & Zlatos, 1993). There are numerous varieties and models of Outcome-Based Education, but they do have some commonalities as explained by Zlatos (1993):

> OBE is based on the philosophy that all children can learn. Its approach, in short, is to define clearly what students are to learn (the desired outcomes), measure their progress based on actual achievement, meet their needs through various teaching strategies, and give them enough time and help to meet their potential. Outcomes-based education shifts the focus from what teachers have taught to what students have learned. (p. 13)

Of the different models of Outcome-Based Education, the one best known in Oklahoma is one designed by "The High Success Program on Outcome-Based Education" under the direction of William Spady. The framework for this model was laid at a meeting of a group of educators which Spady attended in 1971. These educators were looking for a way to incorporate the ideas of mastery learning, individually guided education, and competency based education into one approach preserving the benefits of each method (Wright, 1991). Spady (1992) speaks of himself as "a person responsible for both coining the term 'Outcome-Based' and for promoting its authentic use in school districts throughout North America over the past twenty years..."(p.6). Because William Spady's model of OBE was the one selected by CCOSA as the training model for its members in Oklahoma, the Spady model with its definitions was used in this study.

It is important to define "Outcome-Based Education" prior to exploring its premises and principles to clarify the wide-spread confusion about its terms (Evans & King 1994; Hoenack 1988; & Zlatos 1993). Spady (1992) maintains that the words outcome and based aren't understood either separately or in combination. Furthermore, he suggests that it is easy to confuse outcomes with Outcome-Based assuming that any reference to outcome is synonymous with Outcome-Based. Finally, he proposes that educators have spent little time in reflection of the character of our current educational system so that differences in OBE from traditional schooling are not readily apparent to the majority of educators.

Spady (1992) defines an outcome as "a culminating demonstration of the entire range of learning experiences and capabilities that underlie it...in a performance context that directly influences what and how it is carried out" (p.7). He speaks of significant outcomes as those which matter at a later stage in the student's schooling career or life. Spady lists three critical elements of outcomes in determining their significance: (a) the substance being demonstrated, (b) the process of the demonstration, and (c) the setting in which the process is carried out (1991b). Each of the above named critical elements of an outcome is to be judged significant only if the components closely resemble the tasks students may be called upon to complete in the future. With these criteria in place, outcomes are performance-oriented rather than content-oriented (Brandt,1992).

The word, based, according to Spady (1992) is defined as "to base curriculum designing and instructional planning, teaching, assessing, and advancement of students on a desired demonstration" (p. 7). A combination of these two definitions, then, provides the workable definition Spady uses for Outcome-Based Education which is "to design and organize all curriculum and instructional planning, teaching, assessing, and advancement of students around successful learning demonstrations for all students" (p.7).

In this model of OBE there are four driving assumptions (Spady & Marshall, 1991). First, outcomes are always demonstrations of learning. Second, the setting of the demonstration must "closely resemble the challenges and opportunities students will face in the future" (p.1). Third, the demonstrations are culminations in which "all of the previous learning can be synthesized and applied in a best demonstration or performance" (p.2). Spady sees this aspect of the model as being critical since it serves as the "bottom line" of instruction, assessment, and student credentialing. Finally, Exit Outcomes stand as the ultimate culminating outcome in the curriculum design with "Knowledge, competence, and the student's orientations toward life and success all coming into play at the point of exit from schooling" (p.2).

Spady sees Outcome-Based Education as operating with four principles (Brandt, 1992). Clarity of Focus is the principle which keeps the focus of all instruction and assessment on the Exit Outcomes. Expanded opportunity refers to offering a variety of ways as well as additional chances for students to learn and demonstrate learning. High expectations refers to substituting the J curve in grading and achievement expectations for the traditional bell curve. In effect, this replaces the idea of comparative standards with one of criterion based standards. Design down refers to curriculum planning with exit outcomes being identified first and all other outcomes being designed back from those.

Spady maintains that a focus on the four principles of OBE is key to successful implementation. He goes so far as to state that "outcome-based education is a matter of consistently and creatively implementing the four principles" ((Brandt, 1992, p.70). ·

Just as important to implementation of a program of Outcome-Based Education is a move away from time-based requirements for schooling. Time-based organizational structures such as those determined by either the clock or the calendar might include the school day, school terms, grading periods, courses, grade levels, school entry, graduation, promotion, retention, testing programs, Carnegie Units of credit, or staff contracts. Spady (1992) explains:

> In a time-based system like ours, the calendar and clock-not student learning results-are the controlling factors in how things are organized and operated. This makes the word "when" the most powerful thing in running our system. The bottom line of this reality looks as follows: WHEN students are supposed to do something is fixed by the calendar and schedule and takes precedence over WHETHER they do it successfully. (p.8)

What Spady (1988) proposes is "organizing for results". This would require planning and implementing schooling so that all students could learn well. OBE proponents argue that the current system is organized to accommodate the brightest, fastest, and most advantaged students and is set up to accommodate administrative functions and student custody issues (Champlin 1991 & Spady, 1988). Spady calls for

shifting from the current paradigm which he sees as being defined and organized around the clock and calendar to one focused on student demonstrations of significant outcomes.

Another change under the OBE design would be in grading and assessment. The third principle of OBE, high expectations, calls for a move away from traditional systems of grading. Spady (1991) states, "From the outset, I have viewed grading as the cornerstone of how our educational system operates and the major force with which Outcome-Based Education implementers would ultimately have to contend" (p.39).

Spady (1991) sees that the current grading paradigm has five agendas including evaluation, credentialing, selection, motivation and control, and psychological dependence. The evaluation function of grading is to rank students based on a presumed continuum of achievement. Credentialing is the function allowing students to enter the next level of the system. The selection agenda is tied to current social and economic contexts of life and is a criteria for who does or who doesn't get selected for "life chances". Motivation and control is a result of the first three functions. The final agenda is that of psychological dependence in which a student is given affirmation by the adults in the school through grades.

In order to eliminate these grading agendas, a school operating with OBE would implement some fundamental changes in grading. All evaluation would deal exclusively with the successful demonstration of significant learning results. The learning is assessed independently of time or effort spent on the task. The premium is placed on whether students learn rather than when they learn. It follows that labelling relative quality of work is abandoned.

Spady (1991) calls for a shifting of the grading paradigm to meet the above criteria. An Outcome-Based plan calls for a criterion-based reporting system focused on the culminating outcomes, high expectations for all students with the elimination of segmented and segregated learning experiences, authentic assessment with credit toward

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advancement based on demonstrations of benchmark indicators of outcomes, and replacement of traditional permanent records with performance transcripts.

Application of the principles of OBE is an evolutionarily process. Spady has identified and labeled steps toward full OBE implementation as Traditional OBE, Transitional OBE, and Transformational OBE (Spady & Marshall, 1991a; & Spady, 1992) which he further breaks into "Seven Models of OBE Design" (Spady & Marshall, 1991a).

Traditional OBE as it is most commonly practiced closely resembles the Curriculum-Based Objectives models of the past (Spady & Marshall, 1991b). Spady maintains that with the addition of OBE principles to CBO in formation of Traditional OBE, the CBO model gains in power. Traditional OBE models are characterized by a continuation of outcomes being driven by curriculum but there is increased clarity of focus. Flexible time is brought into the traditional school structures and curriculum. This model can usually be implemented in self-contained classrooms, departments, or individual schools within a district.

The Transitional OBE model goes a step further and employs a different conception of outcomes from the Traditional model. Outcomes become the focal point in school organization, reporting systems, and curriculum design. In Transitional OBE, Exit Outcomes are higher-order competencies in which content becomes the vehicle for higher-order competencies. This model facilitates interdisciplinary, cross-grade curriculum designs.

Transformational OBE began to emerge in 1985 (Spady, 1992). This model incorporates strategic planning based on future life-roles of students using future conditions to derive Exit Outcomes designed to

> ...embody the complex role performances that will be required of them (students) in future roles; and deriving from those Exit Outcomes the learning experiences, processes, and contexts that will directly facilitate their accomplishment.... Transformational OBE implies a fundamental redefinition of the form that schooling takes, the things it attempts to accomplish, and the symbols of what the institution represents. (Spady, 1992, pp. 11-12)

Evans & King (1994) report that in spite of its growing popularity, research documenting the effectiveness of Outcome Based Education is rare. They report that existing evidence was "largely perceptual, anecdotal, and small scale and ...[a] recent search for additional *published* information led to the same conclusion" (p.12). They complain that testimonials seem an inadequate basis for a reform movement.

Criticism of Outcome-Based Education

Critics of OBE express concerns that the role of the teacher in what is learned, when it is learned, and how the learning will be assessed overshadows the role of the student in determining learning goals (Smith, 1991, & Stenehjem, 1992). Within the OBE structure, there is little flexibility for student input in learning (Elkind, 1989). Smith (1991) contends that while outcomes are useful as expectations for student investigations, only after we know about the student and his or her interests should "real" outcomes be designed. With OBE, Stenehjem (1992) sees a tendency for a push for more academics in earlier grades in contrast to a developmental point of view.

Stenehjem (1992) also expresses the concern that there is little attention to student dispositions toward learning in the OBE philosophy. Focus is on what is put into the student, rather than on what the student brings to the learning experience. Fritz (1994) sees that OBE has the same problem as input-compelled schooling with the presupposition that compulsion is required for a quality education. OBE is viewed by some as an extension of the behaviorist and social efficiency paradigms (Stenehjem, 1992).

Another powerful bank of opposition to Outcome Based Education has come from various Traditionalist or Fundamentalist Christian groups (Kelly, 1993). Zitterkopf (1994) states that "these opponents attack OBE as being everything from psychologically subversive to overtly satanic" (p. 77). Burron (1994) maintains that a key issue in this fight is supersessionism which he defines as the belief in the exclusivity of Christianity. He states:

Supersessionism is the sine qua non of the Traditionalist Christian viewpoint and the source of almost all Traditionalist criticisms of the curriculum. Any aspect of public schooling that detracts from this belief or from the moral values associated with it will evoke opposition. (p. 73)

Burron goes on to list specific concerns these groups have with OBE. Concerns about affective goals include the fostering of abilities to compromise or reach consensus. These goals are perceived as threats to the Traditionalist views in cases where students might capitulate to group pressure. Burron states that Christian Traditionalists believe that the practitioners of OBE use techniques which "...deliberately attempt to undermine their children's values, individuality, and commitment to personal responsibility...[OBE] makes covert indoctrination overt" (p. 74).

Zitterkopf (1994) sees two primary issues for Fundamentalist Christian groups in regard to OBE. First is the question of the type of outcome being specified. In particular, there is criticism of social and affective area outcomes. The groups in opposition to OBE argue that the school is not the place for such outcomes and that schools are attempting to usurp the role of parents in promoting outcomes in these areas. In fact, schools are seen as seeking to "drive a wedge between children and parents" (Citizens for Excellence in Education, 1993). The second issue according to Zitterkopf is the prioritizing of the outcomes. There is a continuing debate on the prioritization of affective outcomes over achievement outcomes.

There has also been a concern that through OBE, databases would be implemented which might collect personal and private information on students and their families (Hudson, 1993; & Pliska & McQuaide, 1994). In fact, there are fears that certain test bank questions would be written to assess moral values so that schools could discover those values and track them as students moved throughout the school system.

Another concern that Traditionalist Christians have regarding OBE is the process in which school restructuring initiatives are adopted (Hudson, 1993 & Pliska & McQuaide, 1994). Burron (1974) reports, "Many of [the Traditionalist Christians] feel

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manipulated or disenfranchised by their public servants, some of whom they perceive as duplicitous or dishonest" (p. 74).

Groups throughout the nation are being formed to address the concerns of the Traditionalist Christians. One such group, "Citizens for Excellence in Education" [CEE], is a division of the National Association of Christian Educators. In a pamphlet titled, "Building a Brighter Future for Your Family"(Citizens for Excellence in Education), CEE claims a membership of over 100,000 parents with chapters active in over 1,500 communities throughout the nation . CEE has been at the forefront of the controversy over Outcome Based Education throughout the nation, particularly the high-profile controversy which took place in Pennsylvania (Pliska & McQuaide, 1994).

CEE has published a series of books, Reinventing America's Schools (Hudson, 1993, rev. ed.). In Volume One, Hudson lists problems with current public schools. She states, "*Citizens for Excellence in Education* is not against restructuring...On the contrary, CEE believes that the public schools have gotten themselves into a sorry state that must be corrected -- and fast" (p. 3). She explains, "...most parents object to a nationwide experiment conducted on a captive audience -- public school children" (p. 4).

Hudson states that "Parents are not against logical and necessary change. But they do object to attempts to change their children's values" (p.5). The core of Hudson's argument rests on the idea that "...so many restructuring plans are based upon the teaching of new, 'politically correct' ideologies. New age, eastern religious occultism is becoming more common" (p. 5). She reports that the primary objection to OBE "...is to **certain outcomes themselves**. Often, these outcomes are mostly affective (dealing with changing a student's beliefs, attitudes and behaviors)" (p. 41). Hudson states that although OBE doesn't necessarily have to be a part of restructuring, it often is and serves as "...a 'wrapper' around many restructuring elements -- one necessarily leads to another" (p.14).

Hudson describes Spady's three types of OBE: Traditional, Transitional, and Transformational OBE. She lists her primary objections to each type of OBE. Hudson

sees Traditional OBE as having the least controversy with restructuring consisting of possibly "only curriculum guidelines and a graduation competency test" (p. 16). Transitional OBE is criticized as having the potential to "be used to change students' beliefs and require politically-correct attitudes, and lack sufficient academic training" (p. 16). Hudson believes Transformational OBE to be the most controversial form. She states,

> A key area of concern lies in the 'future-orientation' of outcomes, since many differing opinions and visions of the future exist and none can be certain, yet the entire curriculum is based upon the district's projections of future conditions. (p.17)

CEE also publishes a series of "Special Reports". Report # 20, Outcome Based Education: Politically Correct Indoctrination (1992) states that OBE is

> ...a method of manipulating students through behavior modification, based on B.F. Skinner's methods of repetitive reinforcement (training children the way he trained animals). Such psychological manipulation of children opens the door to destroying their traditional and religious values. The father of ML [mastery learning], Benjamin Bloom, defines good teaching as 'challenging the students' fixed beliefs.' (Christians?) (p. 1)

CEE offers a variety of ways in which the ideas of the group are disbursed including books, information files, curriculum reviews, seminars, radio broadcasts, monthly and bimonthly newsletters, tapes, instructions on how to win school board seats, speaker bureaus, telephone counseling, kits to start local committees, training, and networking with other chapters ("Building a Brighter Future for Your Family", Citizens for Excellence in Education).

Such organizations within the nation and throughout the state have had some success in meeting their goals. Several large public school districts throughout Oklahoma which had participated in the Spady Training Consortiums and had begun implementation of Outcome Based Education have had local school boards publicly reverse their direction. These districts have discontinued OBE. The decisions of these school boards seems to be in response to parents and patrons who expressed their opposition to Outcome Based Education.

Zitterkopf (1994) proposes one answer to the question, "Why is OBE so controversial when a simple, logical rationale exists for the concept?" (p. 77). He answers that OBE has become the "convenient devil in public education. ...in an attempt to make it a solution to *every* problem in education, educators have managed to dilute OBE. When every problem is not solved, OBE is the culprit" (p.77).

<u>Summary</u>

The ideas of social efficacy with underlying links between curriculum and politics throughout the twentieth century have been outlined. Outcome-based educational models have been shown to be based on social efficacy premises. The genealogy of the High Success Network Model of Outcome-Based Education has been traced back through the work of Spady, Bloom, Tyler, Bobbitt and Bagley. The Spady Model of Outcome-Based Education has been defined and described. Arguments both for and against Outcome-Based Education have been laid out.

Based on this review of the literature, it can be seen that social efficacy has deep historical roots in American public education. While the Spady model of OBE has been developed only in the past twenty years, components of this model have been a part of American schooling for a much longer period of time.

By taking this historical perspective of Outcome-Based Education, we have taken the first step in educational evaluation. Eisner (1985a) explains how historical analysis builds the foundation in reaching the ultimate step of educational evaluation which is one of actually promoting the values that we desire to promote in education. He states,

> There can be no question that the outcomes of teaching- when they can be known- are of central importance. But what creates or contributes to such outcomes are just as important. If we are to be in a position more effectively to achieve the values we cherish, the factors that create or contribute to those outcomes need to be identified. If we want to understand why we get what we get from our schools, we need to pay attention not simply to the score, but to the ways in which the game is played. (p. 5)

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Chapter III

Research Procedures

Design

The research design for this study is an axiology using discourse analysis to
identify values within the Spady model and in-depth interviews along with self-reporting
using a standardized instrument to identify educational values of individuals practicing
this model. With the Spady model of Outcome-Based Education having evolved
throughout the past twenty years, it is relatively new with little research having been done
in regard to its value base. This study serves to identify the value base inherent within the
Spady model and the values predominate within one group of educators who are
embracing this model.

The Nature of Axiology

The American Heritage Dictionary of the English Language defines axiology as
"the study of the nature of values and value judgments" (Morris, 1969). Schubert (1986)
lists axiology as one of the "realms of assumptions of philosophy" (p. 123). Hartman
(1967) describes axiology as a science through which "the feeling for value becomes
rationally structured" (p. 8) with value measurement being a measure "of, and by,
conceptual qualities" (p. 106).

The modern field of philosophy which concerns itself with values and valuing
developed from the Austro-German school in the nineteenth century. Rescher (1969)
discusses the importance of the work of German philosopher Rudolf Hermann Lotze in
which a dualism of two realms, one of fact and one of value, were put forth.. Because
Lotze's theory was based on a double-realm conception of is/ought, he was seen as
promoting the idea that the value point of view is at odds with the scientific point of view.

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His work provided the foundation for two generations of value theorists and contributed to the view that value understandings and scientific understandings are dichotomous.

Franz Brentano did his work at the University of Vienna in the late nineteenth century. He is responsible for laying the groundwork for a theory of value in which he considered the "general phenomenon of valuing in abstraction from its various specific manifestations" (p. 51, Rescher, 1969). Rescher continues to explain that for Brentano and his student, Alexius Meinong, value is a derivative characteristic resulting from the relationship between one who interacts with an object experientially. At the same time, value has an objective foundation in the characteristics of its objects. Reschler describes the strength of the Brentano-Meinong school as "their de-emphasis of Lotze's' double-realm' theory, and their abandonment of the teaching that an acceptance of the reality of human values is at odds with the scientific view of the world" (p. 52).

In contrast to the early work of the Germans, Anglo-American writers were more interested with the analysis of value types rather than scientific treatment of values (Findlay cited in Ubbelohde, 1972). Ubbelohde (1972) suggested that axiological inquiry has investigated three concerns: "(1) value in general; (2) the phenomenology of valuing; and (3) the development of a system of value axiomatics or a science of valuing" (p. 37).

The idea of intrinsic value is key to axiology. Rescher (1969) states that

> The axiologists focused primarily upon *intrinsic value* as distinguished from *instrumental value*, upon what is valued "as an end" or "for itself" or "in its own right," as distinguished from something that is valued "merely as a means" or "for something else." ...In tracing out the means-end chain we arrive at the sort of *intrinsic value* upon which axiological theory placed its prime emphasis. (p. 53)

According to Rescher (1969), three primary tasks for value studies developed:

> (1) The grounding of a *generic* conception of value to provide a unified basis for the wide diversity of contexts in which evaluation takes place, (2) the study of phenomenology of valuation in general, and (3) the development of a system of value axiomatics codifying the universal rules of valuation. (p. 51)

Schubert (1986) points out links between philosophy and education. Both possess the "common purpose of seeking wisdom, understanding, and insight that transcends the specialized disciplines, the techniques of science and logical analysis, and everyday custom and convention" (p. 120). Huebner (1966) discusses two educational realities: activity and choice. The second reality, choice, "requires some form of valuing, or at least some hierarchy of values" (Huebner, 1966, p. 13).

Axiology poses the question: "What is valuable?" (Schubert, 1986, p. 123). This question is of utmost importance in curriculum. Schubert notes,

> When one reflects on the fact that most educational policies, and certainly all curricula prescribe what ought to be done, the centrality of ethics and axiology becomes indelible.....The nature of the good life, a basic philosophical question, thus lies at the heart of all curricular decision and action. (p. 123)

The curriculum theorist, according to Macdonald (1975a) is "always involved in assumptions and implicit (if not explicit) statements which could be classified at various times and places as ontological; axiological, and epistemological" (p. 8). As Macdonald continues, he states that one of the categories for curriculum theorizing is "statements about valued activity" (p.8), and that in fact, curriculum designs are value-oriented statements (p.11).

> The literature of aims and purposes of the curriculum is saturated with values and conceptions of goodness. Such questions bear on the aims, purposes, and directions of society in which educational systems are embedded. Can curricula do anything except reflect the values that dominate the society? Or can curriculum be developed to redirect societal values? (Schubert, 1986, p. 124)

Huebner's Value Framework

Huebner (1966) speaks of two language problems in education. The first problem is one of talking about or describing educational activity. He explains, "This descriptive problem is both a scientific problem and an aesthetic one, for it is at the level of description that science and poetry can merge" (p. 13). The second language problem in education is one of making conscious the value framework driving the educational choices. He explains,

When values are explicated a rationality is produced which enables the maximizing of that value. In turn, this rationality contains descriptive terminology which may be used to solve the first problem. The valuing problem and the description problem are consequently intertwined, thus complicating curricular language....All curricular workers attempt to identify and/or develop "valued educational activity." The most effective move from this central notion is the clarification of the value frameworks or systems which may be used to value educational activity. (p. 13)

Rescher (1969) answers the question, "Why Classify values?" quite definitely:

"One cannot begin a really coherent, well-informed discussion of any range of phenomena...until some at least rough classification is at hand. For classifications embody needed distinctions, and confusion is the price of a failure to heed needed distinctions" (p. 13). Rescher lists the two most urgent requisites for a systematic survey of values as being precision in articulation and fruitful application.

Different value frameworks and hierarchies have been developed and used in axiological inquiry (Huebner, 1966 & 1975a; Rescher, 1969; Taylor, 1970; & White, 1951). Huebner (1966) speaks of the need to make value frameworks explicit in choosing educational activity. In an attempt to address this concern, he outlines five value frameworks specifically designed for curriculum inquiry: technical, political, scientific, aesthetic, and ethical. These frameworks as defined by Huebner (1966) will be used in this study to analyze values within OBE.

Huebner (1966) begins with a technical system of values. He states, "Current curricular ideology reflects, almost completely, a technical value system" (p. 14). This system can be identified through a means-ends rationality with specific end products or objectives carefully stated. Activities are then designed to become the means to the ends of reaching the stated outcomes. Huebner (1966) explains that a "sociological analysis of the individual in the present or future social order" (p. 14) is used to envision the ends or outcomes of education and then objectives are translated into the psychological language of behavioral concepts, skills, or attitudes. With the ends in mind, activities are generated to produce these ends. Within this technical system, there is a focus on efficiency of both

materials and human resources. Control of input of resources is one way that control of the desired outcome is achieved. Evaluation, as viewed in a technical system, is "a type of quality control" (p. 15) with a focus on remediation and inspection throughout the process of education.

Huebner (1966) states that technical valuing and economic rationality are necessary for the educator and that this is a role served by the school; however, to overemphasize this one system as it relates to the other four is "to weaken the educator's power" (p. 15). He also warns that the technical function of schooling is often hidden in the language used to promote a democratic society.

The second system outline by Huebner (1966) is political valuing. The primary criteria for this category lies in the power and control the educator has over the student. This power can be either direct or in the control of resources allowed the student. Not only is the political valuing evidenced in the interaction of the educator with the student, but it is also played out in the interaction of the educator with those in other positions. An educator's worth, in a political value system, is a factor of the amount of respect or support his work brings to him or her. As Huebner (1966) sees it, "The rationality that accompanies this form of valuing is a political rationality, in which the curricular worker seeks to maximize his power or prestige in order that he may accomplish his work as effectively as possible" (p. 16). Huebner feels that political values are necessary in that an educator's efforts are apt to be more successful if paired with minimal power to influence others. If, however, political power or prestige becomes the end rather than the means to the end for an educator, evil or immoral behavior may result.

Scientific values promote activity which produces new knowledge, and Huebner (1966) points out that "educational activity may be valued for the knowledge which it produces about that activity" (p. 16). The rationality behind scientific values is a form of scientific methodology such as action research, controlled experimental design, or observations of students interacting either under new conditions or with new materials.

This kind of valuing is necessary so that education can evolve and teachers may "stay abreast of the 'onslaught of circumstance" (Huebner, 1966, p. 17).

According to Huebner (1966), the value framework most often ignored in education is the aesthetic category. If educational activity were to be valued aesthetically, it would be seen as having symbolic and aesthetic meanings. Huebner sees at least three dimensions of aesthetic valuing: the element of phychical distance, wholeness and design, and symbolic meaning. Huebner (1966) uses the work of Edward Bullough in defining phychical distance in which educational activity becomes the aesthetic object and does not have functional or instrumental significance. Instead, the activity may partake a role of the symbolic or the unconditional. The educational activity can be viewed through this framework as having beauty. The second dimension of aesthetic valuing, wholeness and design, allows judgment and criticism of the object. Huebner (1966) explains that educational activity may be valued "in terms of its sense of wholeness, of balance, of design, and of integrity, and its sense of peace or contentment" (p. 18). The third dimension is that of symbolic meaning in which educational activity may be valued for its truth and revealed meanings. The educational activity can be symbolic of the meanings "felt and lived by educators" (p. 18). Huebner (1966) points out that much current educational activity reflects "the meaninglessness and routine of a mechanistic world order" (p. 18). Only rarely is the possibility and significance of life symbolized through educational activity.

The final framework proposed by Huebner (1966) is one of ethical values in which education focuses on the encounter between man and man; an encounter which is not *used*, but rather which *is*. This category is recognized through the value of the educational act per se rather than on achieving any ends through educational activity. As Huebner (1966) sees it, "the educational activity is life- and life's meanings are witnessed and lived in the classroom" (p. 19). Metaphysical and religious language may be used for thinking within this frame.

Huebner (1966) proposes that it is rare that educational activity is valued from any one of the categories. He maintains that the technological value category is predominate, but other categories can also be identified. He calls for a balance of all five categories in order to provide a rich and meaningful classroom experience and to realize the promise and possibility of educational experiences.

An educator who holds components of all five domains would be one who would appreciate the individual student for who he or she is. This educator would realize that each day in the classroom is important in and of itself. This educator would recognize the uses of power within and without the system and use that knowledge for the benefit of students. This educator would understand the reality that each student faces upon exit from school and would assist students in making the transition from school to the adult world. This educator would be a reflective practioneer using sound practice based on current research while innovating and creating even better ways to be with students in the classroom. In short, the educator holding a balance of technological, political, scientific, aesthetic, and ethical values would be a connoisseur of the educative process.

<u>Discourse Analysis</u>

Macdonald (1966) addresses the complex nature of communicating with one another:

> There is a deeper and broader reality than the substance of our communications to one another. Somehow the rationally intended and agreed upon messages we send and receive, interpret and respond to are a crucial but partial part of our meaning structure. Deeper than the formally structured concepts, ideas or insights are the very meanings inherent in the structure of language; and broader than these same ideas are the personal connotations, motivations and desires that make them relevant. (p. 3)

The process of deconstruction of educational discourse or text is especially problematic due to our legacy of personal roots in school and in historical models of discourse about that schooling experience. Huebner (1966) explains the problem succinctly:

The educator accepts as given the language which has been passed down to him by his historical colleagues. He forgets that language was formed by man, for his purposes, out of his experiences-not by God with ultimate truth value. As a product of the educator's past and as a tool for his present, current curricular language must be put to the test of explaining existing phenomena and predicting or controlling future phenomena. (1966, p. 9)

As defined by van Dijk (1985b) discourse analysis is one form of study of "actual language in use [which] provides insight into the forms and mechanisms of human communication and verbal interaction" (p. 4). Struever (1985) speaks of this method of study as "a formalistic project that promises direct access to significant social process; the formal description of the functioning of a discursive practice is at once the description of the structures and processes of social action" (p. 250).

Beaugrande and Dressler (1981) trace the origins of discourse analysis back to classic rhetoric which was in use more than 2000 years ago. Van Dijk (1985a) suggests that the origins of modern discourse analysis can be found in the 1960s in France when critical analysis of literature, film, pictures, and narrative was employed using modern linguistics and semantics. With the advent of the 1970s, the publication of monographs and collections dealing with systematic discourse analysis as an independent research methodology was seen (van Dijk, 1985a). This method has continued to be developed and has had applications within various fields of social sciences including law, history, mass communication, poetics, clinical psychology, education, and politics. Van Dijk (1985b) states that discourse analysis has evolved to provide "rather powerful, while subtle and precise, insights to pinpoint the everyday manifestations and displays of social problems in communication and interaction" (p. 7).

When the form of discourse moves from the oral to the written, there are specific concerns. Reynolds (1989) describes this transition:

What happens in writing is the inscription or fixation of the intentional exteriorization of speaking. The inscription substitutes for the immediate spoken expression....The process of thought to writing is not an indirect process via human speech. Writing substitutes for speaking. Writing is not simply the fixation of oral discourse. (p. 39)

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Reynolds (1989) relies on Ricoeur's notion of text to explain the critical difference between text and dialogue:

> When thoughts are inscribed, the author's intention and the meaning of the text cease to coincide....The text's career escapes the finite horizon lived by its author. What the text means now matters more than what the author meant when he wrote it. (cited in Reynolds, p. 40)

This study proposes to use discourse analysis as a means to go beyond this naive acceptance of familiar language to examine the language of a sample of articles written by William Spady in order to "dis-cover" the underlying value bases within his texts defining OBE. It is in this way that this study may get to the core of that "deeper and broader reality" described by Macdonald to answer the first research question proposed in Chapter I, "What educational values are promoted in the Spady model of Outcome-Based Education?"

Discourse analysis can be of benefit in value studies. Budd, Thorp, and Donohew (1967) speak of the need to delve into the underlying meanings of communications when one wishes to examine values. They summarize, "Values describe belief statements or goals- 'What are the communicators after?' Such categories are expected to uncover the goals that are explicitly or implicitly contained in the communications content" (p. 46).

Hough (1989) used a form of discourse analysis paired with Huebner' s value framework in an analysis of the lead theme articles of Educational Leadership to reveal the values within texts of contemporary curriculum discourse. A modification of the format of discourse analysis used by Hough will serve the purpose of this study. Following is a description of discourse analysis as it was applied to texts of the articles used for this study:

1. A sample of six articles defining Outcome-Based Education authored by either William Spady or his associates was obtained. The articles were identified by representatives of The High Success Network, the organization which Spady directs, as

those most representative of the philosophy or methodology of OBE promoted by the High Success Network.

2. A cursory reading of an article was done to get an overview of the content of the piece.

3. A study was made of the article to discern elements of one or more of the five value frameworks identified by Huebner. Impressions from the holistic reading along with sightings of key words which could be language indicators the five value frameworks were used in this analysis (See Table 2).

4. Elements of the article related to the value frameworks were highlighted and color coded according to the five value frameworks (See Appendix G for a sample of coding process).

5. A reading of the whole text was done with attention paid to the highlighted areas as parts of the whole in an attempt to interact with the text in a form of critical reading. This critical reading provided an opportunity to revise the highlighted elements of the article.

6. Highlighted language entities were charted according to the five value frameworks to provide evidence for judgment of presence or lack of presence of the value frameworks within the article.

7. A composite of these charts was used to determine the attention given to each of the five value frameworks within the Spady model of OBE as represented in the sample of articles.

In order to obtain a sample of articles which would be representative of the Spady philophy and methodology of Outcome-Based Education, the researcher called the High Success Network. A request was made that approximately six articles most representative of the Spady philosophy and method be selected and sent to the researcher for use in the discourse analysis section of a doctoral dissertation.

After a period of approximately two weeks, a repeat call was made with the same request in order to see if the sample of articles would be consistent with the first packet. The second packet which was sent was identical to the first packet with the addition of one article and a brochure of materials available which could be purchased from the High Success Network.

One handout which was included in both packets, "The High Success Network: Strategic Planning for OBE Design", was eliminated from the discourse analysis because the format of the handout was not a narrative text which could be deconstructed in the same manner as the other articles. The discarded handout appeared to be an outline of key ideas in the Spady program. All other articles which were sent in the packets were included as part of the discourse analysis. A bibliography of the six articles which were used for analysis is included in Table 1.

Table 1

Articles Submitted by the High Success Network as Representative of the Spady Philosophy and Model
Article #1: Brandt, R. (1992). On outcome-based education: A conversation with Bill Spady. Educational Leadership. 50, 66-70.
Article #2: Marshall, K. & Spady, W. G. (1994). Outcome-based education: Something old, something new, something needed. Eagle, CO: The High Success Network.
Article #3: Spady, W. G. (1991, Summer). Shifting the Grading Paradigm that Pervades Education. Outcomes. 39-45.
Article #4: Spady, W. G. (1992, Summer). It's time to take a close look at outcome-based education. Outcomes, pp. 6-13.
Article #5: Spady, W. G. (Submitted for Publication). In defense of outcome-based reforms. Manuscript submitted for publication.
Article #6: Spady, W. G. & Marshall, K. (1991). Transformational outcome-based education and curriculum restructuring: A profound paradigm shift in traditional practice. Manuscript draft prepared for the October, 1991 issue of Educational Leadership.

The discourse analysis of the transcribed texts of the long interviews consisted of steps two through six. This examination of the texts of the interviews was used to determine whether there was or there was not a balance of Huebner's five value systems exhibited by practioneers of OBE. However, the analysis of the sample articles was used to answer the question of which value system, if any, was dominate in the Spady model of Outcome-Based Education. Because the nature of this question was quantitative, step seven of the analysis procedure was necessary for a complete analysis of the articles.

Table 2 lists words which served as potential indicators of the five value systems outlined by Huebner (1966). These key words were compiled from Huebner's definitions and descriptions of each of the five value frameworks. In addition, words which were indicators of specific value systems within the texts of the interview transcripts were added to the list of potential indicators.

Table 2

Language Indicators of Huebner's Five Value Systems				
Technological	**Political**	**Scientific**	**Aesthetic**	**Ethical**
objective	control	learn	integrated	role model
outcome	system	life-long learner	holistic	interaction
sequential	decide	study	balance	concern
skills	power	discover	feel	student
prepare	satisfy	try	involved	present
analyze	complain	read	participate	human
content	complaint	thought	critic	influence
content area	have to	reflect	critique	mutual
work force	make	discuss	complete	respect
schedule	legal	research	appreciate	respond
grade	problem	innovation	create	conversation
report card	protest	innovative	discover	dialogue˙
industry	label	used to	explore	promise
citizenship	stigma	apply	interest	accept
expect	uproar	try	unity	faith
knowledge base	associate	idea	enrich	potential
instill	contract	rethink	understand	confidence
accountability	status quo	questioned	enjoy	open
responsibility	influence	wonder	appreciate	honesty
committee	policy	change	experience	forgive
grade levels	school board	paradigm	love	self-esteem
groups	administrator	training	project	individual
test	I give (grades)	realize	satisfaction	can do
college entrance	rights	autonomy	whole	faith
requirement	fight	goal	freedom	teamwork
product	argue	evolve	response	cooperation
level	allow	improve	design	compassion
credit	worth	confirm	beauty	empathy
rational	manipulate	design	integrity	caring
ends			form	support

Participants

The population of this study consisted of those teachers in one district in Oklahoma which participated in the Spady Outcome-Based Education Consortiums hosted by CCOSA during the 1990-91 or the 1991-92 school years. Participants in the study were selected from a list of the Consortium participants still employed by the district. This list

was reviewed and approved by the district's superintendent after he had eliminated any names of teachers whom he felt would be uncomfortable if contacted as potential participants in this study. The remaining fifteen teachers on this list were contacted by mail to explain the study and to ask for their participation.

These teachers were then contacted by phone to determine if they were willing to participate in the study. The first ten who were reached and who agreed to participate were scheduled for interview times. A total of eleven phone contacts were made before ten prospective participants agreed to be a part of the study. Only one of those contacted stated that she would prefer not to participate due to time limitations with the extra work involved in closing the school term in May. The remaining four prospective participants who had received initial contact letters were called and told that there had already been enough volunteers for this particular study. Two expressed disappointment. All four were thanked and offered apologies for any inconvenience which the initial contact letter may have caused.

Participation consisted of an in-depth interview followed by the administration of the VAL-Ed Awareness Scale. Each participant was told to expect to spend from 60 to 90 minutes on this project. The researcher provided a substitute teacher upon request so that a participant could use school time for the study if he or she so desired.

Demographics of the population were determined from the data gathered within the interview. All participants are Caucasian. The population is described according to gender, years of teaching experience, years spent teaching in the Middleton School District, and degrees conferred (see Table 3).

Table 3

DEMOGRAPHICS OF THE PARTICIPANTS				
Teacher	Gender	Years in Middleton	Years Taught	Highest Degree
Bob	M	13	27	Masters
Lynn	F	5	14	Masters
Liz	F	5	10	Masters
June	F	20	26	Bachelors +15
Bonnie	F	4	22	Bachelors +
Betty	F	22	21	Bachelors
Sherri	F	24	26	Bachelors
Jack	M	4	12	Masters
Jane	F	21	22	Bachelors
Vicki	F	12	19	Bachelors

Teaching assignments of the study participants were also obtained in each interview (See Table 4). In Middleton, elementary schools house grades Kindergarten through Four. There is a Fifth and Sixth Grade Center for students in those respective grades. Junior High School contains seventh and eighth graders. The Senior High School is designed for Freshmen, Sophomore, Juniors and Senior students.

Table 4

Teaching Assignments of the Participants

High School (Grades 9-12)

> American Government
>
> English
>
> Mathematics
>
> Media Specialist
>
> Science

Junior High (Grades 7 & 8)

> English

5th & 6th Grade Center (Grades 5 & 6)

> Fifth Grade
>
> Fifth Grade
>
> Sixth Grade

Elementary (Grades K-4)

> Methods & Resource Teacher

Instrument

Instrument Selection. One check in this research design is the selection of a qualitative instrument which could serve to either support or not support the interpretation and analysis of the researcher of the qualitative data which resulted from long interviews with the study participants. An initial preview of Index to Tests Used in Education Dissertations (Fabiano, 1989) revealed that the VAL-Ed survey had been used in two doctoral studies in the assessment of educational values during the past five years. The

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VAL-Ed is the only instrument currently in print which was cited as having been used in recent doctoral studies of teacher values.

After obtaining a sample kit of the VAL-Ed, an analysis of the definitions of the intended measures of the VAL-Ed revealed that although the categories were labeled differently, some of the categories were matches to the constructs outlined by Huebner (1966). Technological and political valuing as described by Huebner (1966) aligned with IMP and Control cells as defined in the VAL-Ed manual by Schultz (1978). Huebner's (1966) second construct for the aesthetic category aligned with Schultz's MIND cell. The similarity of these three constructs as well as the ease in both administration and scoring of the VAL-Ed were factors in the decision to use this instrument.

The VAL-Ed was used in the pilot study and did prove to be useful in providing quantitative data which could serve to validate the qualitative data obtained in the pilot interviews. The VAL-Ed was both easy to administer and to score. The following review of the test's purpose, construction, reliability, validity, and uses indicate that data from this instrument can be useful in an attempt to either support or question the analysis of the qualitative data by the researcher.

Description of the VAL-ED. The instrument used in this study was the 1977 edition of the VAL-Ed, a FIRO Awareness Scale developed by Will Schutz, Ph.D. The purpose of the VAL-Ed is to assess values pertaining to different aspects of education. Schutz (1978) outlines the purpose of the instrument as that of helping individuals identify personal truth, so that in becoming aware of that truth, one might make deliberate choices.

VAL-Ed is based on the FIRO theory which presents a set of three dimensions; inclusion, control and affection along with a series of hypotheses based on these dimensions. In addition to the FIRO scales, two non-FIRO scales have been added to the VAL-Ed to measure (a) the importance of education beyond its occupational advantages, and (b) whether schools should develop the mind or the whole personality.

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The VAL-Ed has 108 items which are answered using a six point Likert scale ranging from strongly disagree (1) to strongly agree (6). The items are scored by hand using scoring strips which will yield a score for each of twelve different dimensions. Each score consists of the total number of points on the responses identified as indicators of each dimension. The scores indicate the degree of agreement with the scale name with a score of 9 indicating agreement and a score of 0 indicating disagreement. Test administration typically runs from 15 to 20 minutes.

The VAL-Ed was validated using a N of 5,847 for the mean, standard deviation and reproducibility. Stability and social desirability using the Edwards scale was established using the N of 61 white adults.

The VAL-Ed is grounded on the FIRO theory and is designed to measure the constructs of inclusion, control, and affection along with the interpersonal aspects of each construct in regard to educational values. Schwartz (1978) reported that St. Clair and Wiener each used the VAL-Ed and found it to be useful in identifying levels of each construct in the populations which they studied.

Schutz (1978) found that the Val-Ed identified four factors through factor analysis which had a high correlation to administrator success. Predictive validity of this instrument for those considering school administration as a career and for districts wishing to identify administrative candidates who hold desired community and educational values has also been established (Schwartz, 1977).

Reliability was established using a reproducibility factor (Schutz, 1978). The reproducibility does reach minimum levels of acceptability as compared to those reported for most personality tests, according to Schutz (1978). Stability coefficients ranged from 61 to 80 on the different scales.

With the scoring strips, scorer reliability was high. In this study, scorer reliability was further controlled through limiting test administration and scoring to one individual, the researcher.

Schultz (1978) reports intercorrelations of domains are uniformly low with the exception of inclusion and affection scales for teachers, community, and administrators. The values scores were disaggregated and were found to be entirely independent of sex, marital status, age, religious preference, ethnic group, education, father's education, income, political leanings, geographic stability, and intelligence.

Trends were noted, however, with some scales (Schultz, 1978). Females with conservative political views tended to believe that teachers should conform to dominant community values (TC:C). Older people tend to feel that administrators should not be personally close with teachers (AT:A). Desire for high administrator control over teacher activities (AT:C) tended to be evidenced by older politically conservative people of lesser intelligence. Differences in attitudes of small-town districts and suburban districts were clearly found with strict and impersonal relations being valued in small towns with more permissive educational philosophies and strong interpersonal relationships being valued in suburban districts.

The materials needed for the study consisted of one VAL-Ed survey instrument and one questionnaire per each participant, the FIRO Awareness Scales Manual, scoring strips, and pencils.

Correlation of the VAL-Ed Cells to Huebner's Value Categories. By definition, the domains measured on some of the scales of the Val-Ed correspond to the five value frameworks identified by Huebner (1966; 1975a). Technical systems, as identified by Huebner (1966; 1975a), serve to develop and increase human resources for the purpose of maintaining and developing society. This corresponds to Schutz's Importance (IMP) scale in which the tension between being practical and seeking knowledge is measured.

Huebner (1966; 1975a) sees the political framework as one in which power or control plays the key role. This construct corresponds to Schutz's Control Scales in which the importance of a teacher being clearly in charge of a classroom is measured against the desired control from administrators, students, and community.

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Huebner's (1966; 1975a) scientific framework includes that activity of the educator which values the production of new knowledge with an empirical base. It allows for the teacher to expose students to new situations in order to see forthcoming responses or for the teacher to alter materials to enhance learning. Although the Schutz scales do not have one specific indicator of this type of valuing, the VAL-Ed scale for Administrator-Teacher Control (AT:C) could be an indicator of this framework as it measures what degree of freedom the teacher would like compared to the amount of desired administrative control. For the purposes of this study, the assumption will be made that a teacher highly valuing teacher autonomy would be in a position to hold strong scientific values according to Huebner's definition. While a high indicator of AT:C would indicate a potential for scientific valuing, it could not be assumed without further research that there would be a direct correlation between the AT:C scale and scientific valuing.

The aesthetic value system is outlined by Huebner (1966; 1975a) as one in which educational activity if valued in terms of its wholeness and sense of peace and contentment. It is characterized by the affective domain. The Mind (MIND) scale on the VAL-Ed instrument deals with the degree to which holistic education is valued and the amount of emphasis on affective learning.

Huebner's (1966; 1975a) final area of values is ethical values. This is the concern with the value of the educational act per se. There is concern that education is not used for any purpose such as change, to produce knowledge, or as a symbol of something else. The TS:A scale would be indicative of the ethical values as outlined by Huebner.

Demographic Data Questionnaire.

The demographic data questionnaire was designed by the researcher to ask for gender, ethnic group, educational background, amount of training in OBE, years of experience as an educator, years of community membership, and current teaching assignment. The questionnaire was administered to a pilot group to assure clarity of instructions.

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Initially, the questionnaire was designed to be completed independently by each participant prior to completing the VAL-Ed after each long interview. This proved to be awkward because most of the demographic data came out in the long interview. Using the demographic data questions to begin each long interview proved a more natural way to enter into the interview with the pilot participants.

As a result of work with the pilot group, then, the demographic data questionnaire was incorporated as a preface to the long interview in the study. The questions were posed orally by the researcher and the researcher recorded the participant's answers on the demographic data questionnaire. The information from the demographic data questionnaire is presented in Tables 1 and 2.

Procedures

This study was piloted with volunteer teachers from a district other than the one in the study. The purposes of the pilot were to check clarity of the interview questionnaire and the demographic questionnaire, to rehearse giving the Val-Ed to individuals similar to the study group under similar conditions, to determine the feasibility of the proposed study, and to determine if the categories of the instrument used for the study do address the five areas identified by Huebner.

The pilot group of teachers was given the VAL-Ed survey along with the demographic data questionnaire at the end of the interview. The researcher responded to any questions about the VAL-Ed according to the directions in the administration manual. Manual directions were exactly followed. As a result of the pilot study, the demographic questionnaire was incorporated as a preface to the long interview and some of the proposed interview questions were revised.

Another result of the pilot study was the realization that both the participants and the researcher felt it to be awkward for the researcher to be present while the pilot participants were completing the self-analysis of the VAL-Ed survey. After this problem was discovered with the pilot participants, the participants of the actual study were given

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instructions for the VAL-Ed according to the directions in the test manual, allowed to ask clarifying questions, and then were left alone to complete the survey. The participants were instructed to seal the answer form and leave it at the front desk of the school when it was completed. The VAL-Ed form was picked up by the researcher later during day it was administered.

A letter introducing the study, explaining expectations of participants, and asking for participation was sent to those teachers in the Middleton School District who had been trained in the Spady method of OBE and who had been approved by the district's superintendent for participation in this study. Dates were scheduled for the interview and the administration of the survey. Prospective participants who had received the letter were contacted by phone to schedule an interview time for those willing to participate in the study.

The long interviews and the administration of the VAL-Ed survey took place over the course of two consecutive weekdays. Four of the participants were interviewed and were given surveys to complete on the first day. On the following day, the remaining six participants were interviewed and were given the VAL-Ed surveys.

Variation of demographics in the teacher population is described through information gathered at the beginning of each interview and recorded on the demographic questionnaire. Use of the naturalistic setting of each home school as the interview and testing site was a control factor and served to facilitate the descriptive nature of the study.

Analysis of the Data

The district in the study was given the fictitious name of Middleton and each participant was given a fictitious name in order to preserve the anonymity of the participants. Data are presented both in narrative and chart form. The interviews have salient points from the transcripts of each interview presented as narrative in a case study format.

Analysis of the VAL-Ed Surveys. The VAL-Ed surveys were scored by the researcher using the scoring strips provided with the survey manual. A chart is used to show the distribution of value types reflected by teachers in the interviews. The results of the VAL-Ed survey have been tallied and compiled as a composite in a table.

Schutz (1978) suggests that while there are no right or wrong answers on a values instrument, there are indicators of high (7-9), moderate (6-3), or low (3-0) levels of each value scale. Results from the Val-Ed scales corresponding to Huebner's five value frameworks are used along with narrative from the in-depth interviews to determine if the hypothesis posed in this study is or is not supported.

Analysis of the Long Interview Transcripts. Each of the ten long interviews was audio tape recorded. The tapes were transcribed by the researcher within two weeks following the interviews. The transcripts were then analyzed according to steps two through six as outlined in the description of the process of discourse analysis (See Appendix G).

The actual transcripts used in this study have color highlights for each of Huebner's five constructs. The color coding was a great help in identifying the degree of balance of Huebner's five types of valuing within each transcript.

After the axiological analysis, the transcript was put aside for a couple of days. It was then read again holistically to check the accuracy of the analysis in an effort to insure that the deconstructed test was authentic to the holistic text. If discrepancies were found, the discrepancy was recoded and the paper was set aside for a day. The transcript was then read holistically again to check for consistency between the revised deconstructed text and the whole text. This process continued until the researcher was satisfied that the analysis was authentic.

The researcher identified key words to help code sections of text which were potentially indicative of each of Huebner's five value domains. These words are presented in Table 1. This list began with words lifted from Huebner's (1966) definitions of the five

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frameworks. As the analysis progressed through the transcripts and the articles, additional words were added to the lists. This list was used as a mental template during the deconstruction and analysis of each text.

Analysis of the Sample Articles. The six sample articles from the High Success Network were analyzed using the same procedures for discourse analysis as the transcripts with the addition of step seven as described in the procedure of the discourse analysis. These articles were not analyzed until after the ten interviews were completed. This was a conscious attempt on the part of the researcher to avoid bias during the interviews.

The analysis of the six articles submitted by the High Success Network as being representative of the Spady methodology and philosophy served to answer the first question of this study. The data from the articles were quantified and are presented in Figures 1 and 2 in Chapter IV.

Limitations of The Study

Limitations of this study rest in the lack of control in the degree of actual implementation of OBE by study participants. There is the assumption that by participating in the training and the district's commitment in signing the CCOSA agreement to follow through with implementation, there have, in fact, been efforts to implement OBE. This research design does not address the possible variance in implementation.

Another limitation rests in the limited use of the VAL-Ed and the lack of depth in construct validity. Studies cited by Schutz (1977) do indicate that this is a valid instrument, so it was selected in spite of its limited use. A more pressing concern is that Schutz's descriptions of the scales may not be complete enough to make a valid match to Huebner's constructs.

It was difficult to match all of the constructs of the VAL-Ed to Huebner's framework. Schutz used the FIRO scales in designing the VAL-Ed rather than the

framework set out by Huebner. The data resulting from the use of the VAL-Ed have been filtered through the researcher's understanding of both Huebner's framework and Schutz's framework in order to determine which cells of the VAL-Ed measure the constructs which are being explored in this study. That leaves room for much personal interpretation.

Another concern rests with the nature of measuring constructs which are as elusive as values. By using a standardized instrument which has proven reliable in predictability, there has been some control for this threat to the study. Interpretation of the instrument is objective since results are quantified, and that will serve as a further control. The quantitative method employed in the values inventory paired with the qualitative methods of interviewing and discourse analysis provide triangulation which serve to strengthen this axiology.

A final concern rests with fact that the researcher becomes a tool in the process of doing research to dis-cover truth in the search for understanding. Eisner and Peshkin (1990) state, " Understanding is more a verb than a noun. Understanding is a personal achievement, something that one frames for oneself within a community of discourse and a human culture" (p. 97). In describing values understood, seen, and heard there is the risk which comes with any interpretive endeavor. Soltis (1990) concludes, "Description is not neutral. It is the interpretative result of an interpersonal engagement with others..." (p. 252). Realizing that the researcher's values, biases, and interpretation must temper the results of this study does not negate the conscientious attempt of the researcher to explore Outcome-Based Education from an axiological perspective.

Chapter IV

Results of the Study

Discourse Analysis of Spady Materials

The steps outlined in Chapter III for the discourse analysis were exactly followed

for each of the six articles selected for this study. This procedure yielded both an overall

impression of the predominant value base within each article as well as a tally of

references coded to each of Huebner's five value domains within each article. (See Figure

1)

Every one of the six articles which was analyzed yielded the overall impression of

technological values as defined by Huebner. This impression is confirmed by the quantity

of tallies which fell into the technological category when compared to the other four

categories. Figure 1 indicates the overwhelming dominance of technological values in the

articles which were selected by the High Success Network as being representative of the

Spady Model of Outcome-Based Education. With one exception the second most

commonly occurring value in the articles representative of the Spady model is in the area

of political valuing.

Figure 1

Discourse Analysis of Articles

References to Value Catagories
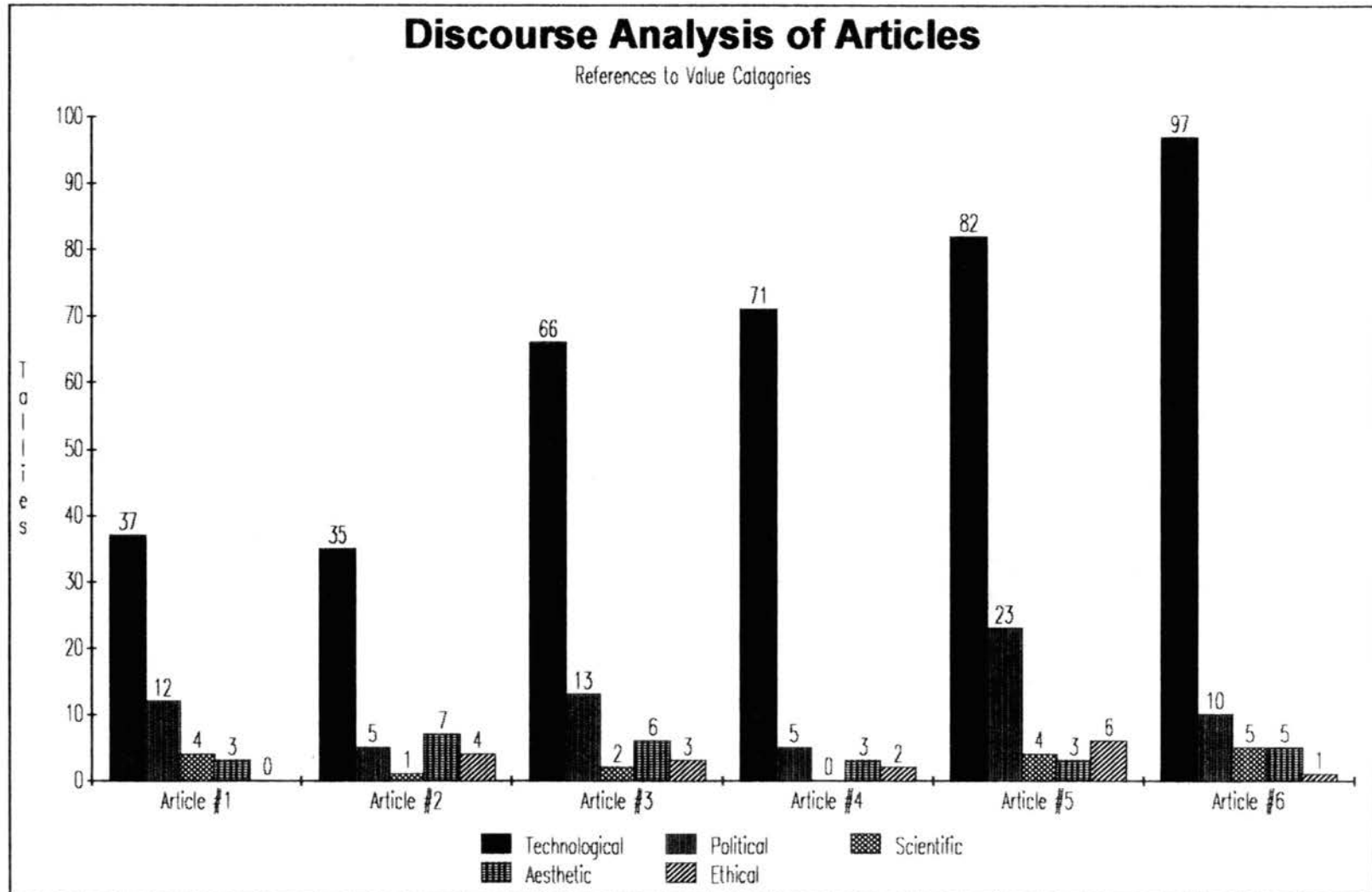
Teacher Portraits

One component of this study was the exploration and identification of the educational values embraced by a sample of practicing teachers in Oklahoma who have been trained in the Spady model of OBE. This part of the study was constructed so that the educational values of the sample teachers could be looked at in two ways: through the process of a long interview and through analysis of the VAL-Ed, a self-reporting standardized scale used to assess the degree of inclusion, affection, and control valued by educators.

In any form of research, and especially in quantitative work, the researcher becomes the tool in the study (Lincoln and Guba, 1985). Interview skills are key to the successful gathering of data relevant to the questions being posed.

The researcher in this study first had cause to use the qualitative method of the long interview in a series of fifteen interviews for an unpublished study, "Community Attitudes on Before and After School Child Care in Ponca City, Oklahoma" (1992). Long interview techniques have been used by the researcher since 1991 in the interviewing and hiring of both certified and noncertified staff. The design of this current work called for a pilot study in which three teachers trained in the Spady model of OBE were interviewed and were given the Demographic Data Questionnaire and the VAL-Ed survey.

These experiences, while limited, have provided the researcher with an experiential skill basis for this project. The following ten teacher portraits have been drawn from data gathered through the long interview. These verbal portraits are constructs of the researcher's impressions and observations during the interview as well as the analysis of the scripts of the recorded texts of the interviews. An interpretation of each participant's VAL-Ed results concludes each portrait.

Bob. As the kids filed out of the classroom chatting, Bob straightened his papers as he visited with a lingering student. He caught my eye to let me know that he would soon be ready for our scheduled interview.

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Upon entering the room, there was a sense of order but without that sterile feeling that can be found in some secondary classes. There were posters that obviously had been selected to reflect student interest along with the traditional academic content-area posters. Desks were arranged in groups rather than in rows. Although it was nearing the end of the school term, the room was tidy and orderly.

Bob's personal appearance reflected this same sense of organization. He was wearing a dress shirt with a tie. He looked very businesslike and professional. He seemed to be at ease as we were seated in student desks facing each other.

I opened the interview by establishing a little about Bob's experiences as a teacher in this community. He had nearly 30 years experience as a teacher with the last half being spent as a resident and teacher in Middleton. Bob related that he had a Master's degree and he was a department head at the Middleton High School. He was a participant in the 1991-92 Spady Consortium and had approximately 170 hours of training in OBE.

As we moved into the heart of the interview, Bob became very reflective and deliberate in his answers. He spoke with a confidence indicating that pedagogical reflection was not new to him. On key questions, Bob had ready answers.

Throughout the interview, patterns seemed to emerge. When Bob spoke of students or of his role of teacher, he showed a high level of ethical and aesthetic concern. When asked, "What is important to you as an educator?", he was quick to respond, "That students learn." He did not qualify this learning as to content or outcomes. In fact, he spoke of interpersonal relations and self-discovery. This focus reflects Huebner's ethical valuing. To further underline his interest in ethical values, Bob spoke of his most important role in teaching as that of a role model to his students. He explained that this modeling continues outside of the classroom into the community and his personal life. The implication was that this far exceeds the limits of an instructor of content.

Even Bob's definition of OBE was indicative of the ethical domain. He defined OBE as "a teaching style in which the teacher believes that students can learn and you

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throw the bell-curve out the window...the teacher has to be prepared to accept differences in learning styles."

As Bob continued, he stated that students needed to be independent thinkers and work with others. He often referred to teaching as being centered on the expansion of all seven intelligences of individuals. He talked of the need for interdependence among classmates. When faced with a student who wanted to be left totally alone in class, Bob stated, "I take that as a polite and proper academic challenge to get them to open up as a flower blooms so that they can work with other people and learn to mix in with others rather than just be isolated in their own castle, so to speak, with the walls around them." When Bob spoke of students in this way, the aesthetic domain of wholeness and satisfaction was evident.

Another strong aesthetic area for Bob was in his instructional beliefs and methodology. He spoke of students who were constructing knowledge and making application of their constructions about coordinate systems. He reported, "...they worked like they were obsessed with it because they thought that if we understand this coordinate system, then when we go on to something else, we'll know how to read a map. We'll know how to look at this chart." This fits into the area of aesthetics since it speaks of the students' engagement with the task. The idea of application at future time could be indicative of technical valuing if it came from the teacher, but as reported by Bob, it came from the students. Bob stated, "...I'd say that the most important part is the body of knowledge that they (students) construct. And I'm interpreting it that the knowledge that they construct is the knowledge that they have gained, that they understand, that they've learned, that they can use." Bob reported that this was a change from his early years in teaching when he felt the student to be like "...this little baby bird with its mouth open saying, 'I'm here. Feed me. I'll take it and do well with it."

Interestingly enough, when Bob spoke of his particular content area or the district as a whole, technical values were overwhelmingly dominant. Examples of this technical

valuing were evident when Bob spoke of the key of being a professional in the content area as having students ready to progress to from one course to the next one in order that students could use the content "...in the life skills that they are going to take with them and to the work force..." He spoke of the importance of all teachers in the district coming together and deciding what each student needs in content at each level so this sequence of skill instruction would work effectively.

When he spoke of grading, Bob again had the focus on the technical domain. In the area of grading, however, there were also strong political implications. He spoke of teachers as being in a power role over students when he discussed grading as evidenced by the following statements:

-She makes her students come in three mornings at 8:00 and they have to tell her...
-If they [students] want to argue, I'll just put them at the board and show them.
-I couldn't say that because you didn't make a 75 you fail. I'd be in court
    tomorrow so I can't do that.
-I can do it [give attitude grades] from a legal point because...it [attitude grades]
    could make a difference. And they know it.

Bob also showed high political indicators when he spoke of implementation of OBE. He spoke of "alienation" of those teachers who were practicing OBE from those who weren't. He talked of how extra planning time given to OBE teachers "had to be taken away" due to protests from other teachers. He explained that there was a "stigma" attached to OBE and so some teachers disassociated with OBE. He also reported that OBE training for new teachers is part of Board policy, as is the guidelines for credit on retesting.

I could determine no predominate scientific values throughout Bob's interview. He did refer several times to changes he had made over his career, but not in the realm of his actually constructing or adding to the body of pedagogical knowledge which exists.

In summary, on a personal level, Bob had high indicators of ethical and aesthetic values. On a systems level, however, technical values took precedent along with political values. The scientific values were not identified in this interview.

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Bob completed the VAL-Ed after this interview. His scores on that instrument reinforce the personal high aesthetic values which were seen in the interview with Bob valuing a holistic approach to teaching. He also had a score indicating a high focus on technical values in which school is seen as preparing students for future employment. This attitude was observed during the interview in the discussion of grading, teaching methodology, and district planning. The score that differed somewhat from the focus of the interview was the ethical. The interview would have indicated a high ethical focus while the VAL-Ed reported a moderate ethical focus. Also, no scientific values were uncovered in the course of the interview while the VAL-Ed shows that TA:C to be a moderate focus for Bob. Both the interview and the VAL-Ed would indicate that Bob holds moderate political values.

Lynn. Lynn was a small woman who seemed much like a butterfly: She was a constant flurry of movement and color and seldom seemed to light in any one spot. Her room was covered with materials and her desk was piled with projects-in-process. She welcomed me, pointed to a seat, and had me wait while she started her high-school students on their project for the day. Lynn was bubbly and used a sense of humor in interacting with her students. I got the impression that scheduling an interview while she was conducting class was not unusual. This was a lady accustomed to doing several things at the same time and was confident that all would turn out well.

Once class was underway, Lynn invited me to a conference room across the hall from her class. She was totally confident that her students knew what to do and would be self-directed. She shut the door to the conference room, perched on her seat, and the interview was underway.

Lynn explained that the had taught for 14 years, the last five years in Middleton. She had a Master's degree and was trained in the 1991-92 Spady Consortium. She had participated in approximately 160 hours of OBE training throughout the past three years.

When Lynn talked about her role as a teacher, her focus was on the technological aspects. She said that teaching her content area was important to her. When asked about her role as an educator, Lynn responded that her primary role was one of teaching students to be responsible and to use life-skills to participate in activities outside of school.

When I probed and asked Lynn to tell me what was the most important thing that she taught her students, she answered, "How to be decent human beings based upon the concepts of democracy and just individual worth, equality of opportunity, majority rule, minority rights, the need to compromise...and then individual freedom." This was a shift to a holistic perspective indicative of the aesthetic domain.

I asked for an example of what class is like when she's teaching "how to be a decent human being." Lynn replied related that she could "give an example of maybe not what class is like, but the application." She went on to relate how one student was in a wheelchair and would not be able to go across the stage like his peers to receive his diploma at graduation. Her class wrote to Lynn about equality of opportunity and built a ramp so that the student in the wheelchair could receive his diploma and go across the stage like everybody else. This focus is indicative of both aesthetic and ethical valuing.

When asked about the district, Lynn responded that accountability and responsibility were important. She explained that the accountability rests with students. She said, "I try to nurture them (students) along that path (responsibility)." Lynn reported that she is "student-centered". These views could be classified as an extension of ethical values although Lynn's concern with accountability, even though it be personal accountability by students, falls in the technological domain.

When discussing district decisions and her grading system, Lynn's framework was predominately technological. She spoke of school committees setting goals and working on those goals with students. She spoke of a stringent structure which is required for students who wish to retest in her classroom. This is consistent with Lynn's strong commitment to students' personal accountability.

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Political values were evident in the discussion about grading. Lynn spoke of students being "out the door" if they did not conform to her guidelines. Lynn indicated that the course she teaches is necessary for graduation, which indicates a systemic source of power over students. Political values also appeared when we discussed the public's response to successful students. "...if my students are accountable and my students are learning and my students are responsible," commented Lynn, "then the public applauds that."

Lynn's definition of OBE was, "Knowing at the beginning of the year what you expect at the end of the year and having them demonstrate to you that they are competent in those areas that you have asked them to be competent in." This is a pure, technological definition. This technological focus was consistent throughout the interview on the topic of OBE. In discussions of OBE, there was also some political valuing as evidenced when Lynn referred to others' misunderstanding of OBE. She pointed out that the assistant superintendent comes in to see her teach interactive classes. Recounting this story with a focus on recognition from those in authority indicates political valuing by Lynn. In the discussion of OBE, there was one indicator of aesthetic valuing when Lynn referred to cross-curricular opportunities and role-playing.

Overall, Lynn's interview revealed a strong technological focus in her role as teacher, in her approach to grading, and in her understanding of OBE. She does demonstrate a holistic approach to students in general and a move toward integration with her content which is indicative of aesthetic values. Lynn also had evidence of political values. There were few indicators of ethical values although some of the conversations which were classified as aesthetic could have been indicative of ethical valuing. No indicators of scientific valuing were detected.

Lynn's scores on the VAL-Ed echoed her high values for the technological area. She sees the purpose of school as being one of preparing students for the future. As could be expected from her interview, the VAL-Ed confirmed Lynn's moderate values in political

and aesthetic areas. Lynn did score in the moderate range on the indicator of ethical values on the VAL-Ed. The Administrator-Teacher: Control (AT:C) measure of the Val-Ed showed Lynn to highly value teacher autonomy. In Lynn's case, this AT:C measure did not reflect a strong focus on scientific values in the classroom although Lynn's interview did confirm her strong belief system and confidence in how she was conducting school with her students.

Liz. Liz arrived for our interview a few minutes early. She was a stately, controlled woman who was immaculately dressed. The space where she worked reflected her attention to detail. Everything appeared to be organized and well thought out.

After we settled across from Liz's desk, Liz related that she has held her current position for the past five years of her 15 year career as an educator. She's lived in Middleton for six years. Liz has a Master's degree and holds an Administrative Certificate. Liz attended both the first and second OBE Consortium as a member of each group for a total of approximately 34 days of OBE training in the Spady Model.

The interview opened with Liz discussing the things that are important to her as an educator. She had a ready answer. "We are here because of the students." She went on to describe that an educator is and always has been a role model "in all kinds of aspects...and its not just 8:00 to 3:30." This focus on relationships with students indicates that Liz holds values from the ethical domain. This focus was brought out again when Liz spoke of the need for students to believe that they are capable in all areas, including those outside of academics. Liz stated that even on a district level, the question is always, "Is it good for kids?" This again implies an ethical valuing. Liz also had several references to the pain students or adults feel when they are unsuccessful.

When asked what does 'good for kids' mean, Liz answered with a series of questions.

> Good for kids means, is it going to make a positive difference in their lives? Is it something...What can they get out of it? Is it just fluff or does it have meaning? I hear a lot of teachers and I hear a lot of administrators ask the question, "Is it

meaningful?" That could be a program, a school program such as puppetry or whatever or it could just be curriculum or it could be a number of many things.

This holistic and critical view of education indicates values from the aesthetic domain. She also stated that it is important to be well-rounded which is an indicator of the balance found in aesthetic values. This was consistent with Liz's references throughout the interview to the importance of parents and teachers understanding student's developmental process as well as the learning process. She often spoke of how students feel about their schooling experiences.

Liz demonstrated an awareness of how the system works which led to the identification of political values. She stated that in her position, one of working with many districts, she is "trying to sit on the fence." She described the school hierarchy when asked about decision-makers in the district. Liz also discussed how communication through the media has been important to the schools.

Liz was speaking from a political viewpoint as she explained that younger teachers who have not yet established credibility with the community are questioned when experienced teachers are better accepted in their practice of OBE. She also revealed that as a person who was not raised in Middleton, there are some constraints on her acceptance in the community and her credibility. She was sensitive to the fact that parents define certain teachings as the role of the home or church.

As Liz discussed grading and system structures she revealed technological values. This focus was also evident as Liz discussed students as "being our future...our next leaders". She revealed technological values as she categorized parents into groups based on their students' academic success. As Liz described the actual training in the OBE Consortium, again the language was based on a technological viewpoint. Because Liz is not involved in assigning grades to students, it appeared that the nature of her job freed her from some of the technological structures that are imposed by the system which were described by others.

Liz did have some underlying scientific values. She spoke of questioning teaching practice, especially textbook-based instruction. She spoke of teachers using their creativity as practioneers. She explained that OBE could be responsible for "opening the door" for this type of creativity. She gave examples indicating a high value for teacher autonomy and decision-making.

Another area in which scientific values surfaced was in the discussion of how the people from the High Success Network were constantly revising their ideas and making new discoveries. Liz's use of the word "scattered" in reference to this "reforming" of ideas suggests that this was not a positive component of the program for her.

Based on information gathered through the long interview, Liz expressed values to varying degrees in each of the five areas. Liz presented a balance of Huebner's domains.

Although Liz's scores on the VAL-Ed did not indicate that she holds all values with equivalent commitment levels, they do confirm Liz's balance of values. Liz had an extremely high value on a holistic perspective which indicates high aesthetic values. She also had a high score on the section targeting ethical values. The strand of the VAL-Ed which indicates the level of teacher autonomy desired was high to reflect the importance of scientific values to Liz. Technical values fell in the moderate range. Liz's score in Teacher-Student Control was low indicating a low level of teacher control of students, but her score on Teacher-Community Control was moderate which reflects Liz's awareness of political factors influencing education. This was consistent with Liz's discussion of politics influencing education from outside of the school more than from within.

June. June was a small woman who seemed full of energy and full of ideas. She barely finished one sentence before she moved on to the next. She had a ready smile and enthusiasm for the students she passed on our way to the conference room we used for our interview.

As we settled in, June told me that she had been in education for 26 years with the past 20 years spent in Middleton. She had a Bachelor's degree plus some graduate hours.

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She had recently changed her assignment from being involved strictly with secondary students to being a district coordinator for one of the district programs. June had attended the first semester of the Spady Consortium in 1991 for a total of nine days of training in the Spady Model of OBE.

June's interview was primarily focused on technological values. She stated that as an educator, it is important for her that all the students she comes in contact with are successful in whatever they come to her for. Basically, she said she was looking for short term success. "Did they accomplish the task? Did they complete the assignment?"

With the nature of the change in June's job description, June talked of her shift away from working with students to more of an administrative role. She spoke of planning and helping teachers develop units of instruction She also spoke of her involvement in training outside of the district which directs her focus to teachers rather than students. She cited the Spady training as one example of this.

June's commitment to the school mission is another indicator of technological valuing with the idea of students working toward making a better future. In fact, when asked if providing workers for business should be the goal of schooling, she answered, "If I believe that the goal of the school is to prepare our students for the future, then I have to believe that yes, we are in that." She stated that students should be able to work in teams and have initiative so that "they are able to be trained for different positions because they will not stay in the same position. All of their working careers will be with change..."

Also in the technological vein, June spoke about time as a commodity. She expressed that the organizational system, economics, and the nature of job roles may be factors in who is selected for extra training. She said that she negotiated attending only half of the OBE training so that she could have knowledge of the basic ideas in OBE and still fulfill her other duties which are split between teaching, assisting teachers, and administrating the program in her charge.

June revealed ethical values as she spoke wistfully about the days before her role was expanded when she knew all students in the school by name. She spoke of her role as one of giving encouragement to students when they need it. She also sees the district as holding ethical values to be important with the idea that "all students can learn, not all at the same time or place."

The only references June made to ideas that could be reflective of aesthetic valuing were when she stated a desire to do more whole-school, cross-curricular projects. Technological values, however, overshadow that goal as June described it with preparation for exams providing a roadblock to the teachers in planning for that type of activity.

June indicated political valuing from within the organization as she was discussing the recent changes in her role. In reference to the distancing she felt from students, she stated, "I don't like that but that's the nature of the beast. I have to give up some things..." Another example of this political valuing came out as June discussed implementations of OBE. She indicated that to speed along implementation, she could imagine and would support an administrator coming to her and saying, "You're going to do this, this, and this. There are some reasons. We'll go into the deeper reasons after you see that it works."

She spoke of the controversy in the community in regard to Outcome-Based Education. Political valuing showed as June proposed a way to explain the retest option so that it would have been more readily accepted by the community. Another political indicator was when June questioned why the businesses aren't coming to publicly defend schools as schools respond to the demands of the business world through implementation of OBE. She stated, "We need some help and it's not going to come from this community. The educational community cannot defend itself in this, concerning this philosophy or whatever....Why aren't they (businesses) coming to our defense when we get flack over this?"

In speaking of change, scientific values were noted. June spoke of the abrupt changes teachers were called to make. She spoke of teachers who were "trying to be pretty

pure to the model" as implementation of OBE began in the district. June related that many teachers use innovative methods and "a lot of unusual things". Teachers are encouraged by administration to be innovative, in her view. June also spoke of having to "destroy" one's paradigm and coming to understand a new one in the transformation to becoming an OBE teacher.

June showed predominantly technological values with some political and scientific valuing. Ethical values were mentioned, with aesthetic value having a very small role for June.

The VAL-Ed scores for June did indicate strong technological values, as could be expected from her interview. June's score on the Administrator-Teacher:Control (AT:C) scale indicate that she values teacher autonomy. This score could be an indicator of scientific valuing as Huebner explains it. June had a moderate score in the political, aesthetic, and ethical categories. The moderate score on the indicator for valuing a holistic approach to education is discrepant with the lack of references to the aesthetic values expressed in June's interview.

Bonnie. Bonnie and I had a before-school appointment to interview in her classroom. She came hurrying down the hall, unlocked the pleasant but no-frills room, and we began. Bonnie was warm and made me feel welcome. As the interview progressed, Bonnie's demeanor was business-like and focused as we discussed her experiences as a teacher.

Although Bonnie had been a teacher for more than 20 years, she'd only been a teacher at Middleton High for the past four years and had been a resident of the community for three years. Bonnie had a Bachelor's degree with some hours of graduate courses. She had attended the OBE Consortium in 1991-92 and estimated that she'd had about 135 hours of training in the Spady Model of OBE.

Bonnie began the interview with a discussion of those things which are important to her as an educator. Her ideas of helping young people learn and understand what

learning is fell into the ethical value framework. Throughout the interview, she also spoke of a concern with process over content which would be consistent with an ethical viewpoint. Bonnie explained that with students, she tries "to make them aware of that (the process) and I try to make them reflect on that process so that they can do it again and apply it to other situations..." This statement reflects both ethical valuing with attention to students' personal awareness of process and political valuing with Bonnie's recognition of her power position over students through her use of the word "make".

Another indicator of ethical valuing is Bonnie's movement toward performance assessments with students. She explained that she no longer feels the need to grade everything. Instead, she has structured the class so that students check themselves and each other in order to assume responsibility for their own progress in the learning process. She spoke of her frustration with "students that I knew were not dumb, yet they came off dumb according to the scales we use to measure their progress. And realizing that they could do so many things, yet we classified them as dumb."

A strong ethical tone was in evidence when Bonnie spoke of her role as a teacher. She used the words "friend, guide, facilitator, openness, and risk" as she outline her role as being one of helping a "student find his or her way to learn". Bonnie told me that more and more teachers are "truly interested in helping students learn and not just a grade. We, our numbers are growing." She stated that the direction for learning has to come from the student.

Scientific valuing was noted throughout the interview. Several times Bonnie spoke of her evolution as a teacher. She recalled that when she had the opportunity for Outcome-Based training, "I begged for this." She talked about her professional goals for the summer and her plans to search for new ways to be with students. She referred to new things she has ready to read. She made reference to teachers who are involved in action research. Bonnie pointed out that as the field of education has expanded with new learning, these things have not been expressed to the communities.

Technical values became evident during discussions about lesson planning, course planning, grading, and the structure of the school system. Bonnie said that even though teachers are beginning to change their thinking, the system has not yet changed to fit "new thinking and new ideas". Bonnie also recognized that on a secondary level, there is a strong emphasis on grades and testing with some teachers "still in the grade-success mode." Bonnie related that since OBE, she is "more focused and ...doing a more effective job." She uses PASS, the Oklahoma State Learner Objectives, in making a plan for the students for the year. She explained that in her content area, PASS works well with OBE because it is focused on process rather than content "in the sense of trivia stuff." The use of rubrics has been one of the OBE tools that Bonnie enjoys using with students.

When Bonnie discussed her students' response to being in an Outcome-Based class, there was evidence of technological values from the students' viewpoint. Bonnie related that some students want to "know at all times how they stand grade-wise...because they are motivated both internally and externally by grades." Other students are used to being tracked and prefer working with homogeneous groups.

Political values are represented by Bonnie's reference that everyone, including the community, is being included in decision-making. She recognized that the priority given to grades comes from the community and that the community does not have the same knowledge base as do educators about pedagogical issues. She spoke of the community opposition to OBE, and various "factions which all have different purposes." She told of how some teachers are opposed to OBE. She indicated that these teachers are motivated to control students with "the strong harsh discipline." Bonnie expressed that the use of the term OBE has been dropped, although the philosophy is still in place. She said,

> I just think the biggest sorrow for me about this is the fact that Bill Spady's Outcome-Based Education has got a name. And that was a name that people could latch on to and attack and I think that the attacks have nothing to do with the content of it and everything to do with the fact that it was a recognizable, nameable thing that they could label and use against public education.

Aesthetic values were expressed when Bonnie explained the place of literature in the class as well as references to the interconnectedness of learning. She spoke of her desire to "help students see how closely we're all tied together and how all disciplines are tied together." Bonnie also spoke of the importance of students making decisions and directing their own learning and the importance of students reflecting back on either the learning process or project. She also spoke of how student feel about the learning experience at school. She noted that with OBE, some students have been moved out of their educational "comfort zone." Student creativity and freedom is valued in Bonnie's class. She spoke of how "students kicked in and added their own component and made it something that was theirs" in a recent project.

Bonnie presented a balance of all five value frameworks in her interview. Ethical values seemed to have the priority role, with technical and scientific values sharing an important role.

When Bonnie's VAL-Ed scores are reviewed, they are found to support Bonnie's views as expressed throughout the interview. Moderate technical, ethical, and aesthetic values are reflected in the scores. Most of Bonnie's references to political values were related to the system or the community rather than her classroom. The Teacher-Student:Control score is low which is consistent with Bonnie's statements about students being responsible for their own learning. As the construct is written and reported on the VAL-Ed, it is not, however, an indicator of the level of Bonnie's political valuing from the community or the educational system. By looking at all three VAL-Ed Control indicators, there is a balance on the control issue indicating moderate political values. Bonnie's score indicates a high value for teacher autonomy which is in keeping with her references to the evolving field of education and her personal evolution as a teacher which represents the scientific value framework. The VAL-Ed measures fully support the balance of value frameworks which were disclosed in Bonnie's interview.

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Betty. As I entered Betty's room, I had to search to identify this petite woman as she worked in the midst of her students. The classroom seemed to overwhelm my senses with displays and projects. Not an inch of wall or door space was left uncovered. Student decorations and displays covered every available tabletop and wall. Student projects dangled from the ceiling. There was a buzz of activity and movement throughout the room. Everybody was busy and seemed absorbed in various tasks. After giving her students a pep talk on how confident Betty was that they would do well during her absence, Betty led me to our conference room, talking all the way.

Two words serve to describe Betty: energy and joy. She was vivacious and non-stop both in her talking and in her movements. She leaned forward in excitement and her eyes sparkled as she discussed her students and her teaching.

Betty was a Middle School teacher who had been an educator and a resident of Middleton for the past twenty years. She had earned a Bachelor's degree. Her first training in OBE was at the 1990-91 CCOSA Consortium. Since that time, she has spent approximately 40 days in Outcome-Based Education Training Sessions. In some of those sessions, Betty has served as a trainer for other teachers.

During Betty's interview, there were many references to ethical values. Interpersonal relationships and seeing students as individuals was a recurring theme for Betty. An example of the importance of the bond between student and teachers occurred when Betty said, "...they would not let me down for anything and we are always doing the best." The relationship of students among each other was of value for Betty. She described the sense of caring and support her students show each other. She explained that students in her class have a sense of compassion for classmates. Value of the individual was highlighted as Betty discussed the importance of self-esteem in students. She also spoke of how the activities the students do in the classroom have meaning for the students. She spoke of how knowledge belongs to the students, so they will never forget it.

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Betty explained that because of the changes in her teaching methods, "At least, finally, for the first time learning is making sense."

Betty expressed a sense of the importance of each individual. She explained that one of her goals is to make sure that every child uses his or her voice each day. She spoke of how she doesn't "quit" with kids anymore. She stated, "I stick with them until they get it [the content] as far as I can." Betty has a goal that each student feels successful.

Technological values were expressed as Betty discussed things that are important to her as an educator. "I want them to be able to demonstrate what it is that I want them to learn...That is exactly what I want them to do...They have to prove to me that they know what it is." She spoke of clarity in focus as a teacher in determining what students need to learn. When talking about grading, the focus was entirely on technological values. She described her use of rubrics so that students know "up front" how a project will be assessed and will know what necessary criteria must be included in their work. Betty really liked the idea of "just telling them what you want them [students] to learn."

In her discussion of OBE, Betty also had a technological focus. She stated, "...OBE's most important word is demonstrate. And the second most important word is yet." Betty also talked about teachers in general. She recognizes that many are "textbook driven" and that they view teaching as being an 8:00 to 3:00 job. Betty strongly expressed a technological viewpoint when she said, "Business doesn't want our C students. Military doesn't want our D students. Jails don't want our F students. So what are we gonna do? Isn't that the truth?"

Scientific valuing was evident as Betty described the change process for herself as a teacher. She spoke of spending "hours, and hours, all summer, day after day after day, going through our books deciding what we really, really wanted them to learn..." She spoke of creating units of study. She spoke of a teammate who is progressive and always willing to try new things. Betty described her experience when she noted students' excitement, motivation, and learning when she allowed them increased autonomy. As

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Betty talked of this, it was almost as if she had experienced this aspect as part of a personal discovery that came about accidently through her trait of openness with students. She followed up on this discovery in restructuring the way she approached teaching.

Betty described a sense of academic community among the small group of educators in Middleton who were committed to implementing OBE. "We would band up together. We would talk until we were at school, 2 and 3 o'clock in the morning. No family life. We were so committed. That whole first team was so committed that it just, I couldn't sleep. I'd get up in the night and write things down...." Betty underlined scientific valuing when she talked about Spady. "I don't know whether it was his philosophy, his idea and he came up with it. You know, he really is smart to present it to teachers. You know, they're the most creative people in the world... He may have come up with this and he may have started it, but we've just gotten it better and better. I know we have. Because of things he showed us and the rubrics and all the...I think we just improved it. I do."

Political values included discussions of how the superintendent of Middleton worked along side teachers and made the OBE commitment with them. Betty explained that in the midst of their OBE implementation, the superintendent had been offered another job. "This is just my own opinion, but I don't think he could desert us. We had worked so hard." Betty stated that this group had the support of both administration and the School Board and that they could not have survived without it. Political valuing also came into play as Betty described the attention from the media throughout the state as Middleton implemented OBE, and the reactions of her non-OBE colleagues when the OBE classrooms were spotlighted. Political values were evident as Betty talked of how communication with parents help her gain parental support. When Betty spoke of the transition of her classroom from one which is teacher-centered to student-centered, political values on the classroom level were revealed.

Aesthetic values were not as evident as the other four domains. However, aesthetic values were indicated when Betty spoke of integration of content areas into a more holistic

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educational program for the students in her class. Aesthetic values were indicated as Betty spoke of how students feel a sense of pride in accomplishments.

On the VAL-Ed instrument, indicators are that Betty holds moderate values in ethical, technological, and political areas. The Administrator-Teacher:Control cell indicates that Betty values teacher autonomy and control to make classroom decisions. This is in keeping with scientific valuing and the views expressed by Betty. The indicator of esthetic values indicates that Betty highly values holistic approaches to teaching.

Basically, the VAL-Ed indicates a balance of values for Betty. It seems that Betty's interview reveals high ethical valuing while the VAL-Ed scores indicate moderate ethical valuing. The VAL-Ed shows high aesthetic values which were held moderately in the interview. The VAL-Ed, however, looks only at holistic valuing in the cell indicator of aesthetic valuing. In the description of aesthetic valuing outlined by Huebner and used in the interview, holistic valuing is but one component of aesthetic valuing.

Sherri. Sherri welcomed me to a homey-looking classroom with a lovely bay window. There was an assortment of books throughout the room. Decorations were intermingled with teaching charts in colorful, attractive displays. As Sherri showed me my seat, she offered me coffee. She got her own mug of coffee, pulled up a chair, and our visit began.

Sherri was a Middle School teacher who had been in education for 20+ years. She had taught in the Middleton schools during her entire teaching career with the exception of two years. Sherri had been a resident of Middleton during this time, had raised her family here, and had seen her children graduate from the Middleton Schools. She held a Bachelor's Degree and had participated in the CCOSA Consortium in OBE in 1991-92. She estimated that she had a total of twenty days of training in OBE.

Sherri revealed strong aesthetic values as she spoke of a "focus with the children that brings out the abilities that they have and that enables them to discover new abilities and gain confidence in whatever skill it might be." Sherri's references to reaching the

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whole child and the importance of the child's emotional response to the learning were also indicators of aesthetic values. She spoke of using a variety of approaches in working with children to reach various "facets of the interest or their ability." At one point in the interview, Sherri was close to tears as she spoke of current students having "such a better education than I had." Sherri expressed a sense of satisfaction as a teacher and spoke of the satisfaction students feel at school. She valued the students' feelings toward the content. She stated, "You learn to love the whole piece of literature or these models of writing."

Another strong value area expressed by Sherri was in the political domain. She explained that she was comfortable shifting her teaching focus because "there's a big emphasis on that [the curricular areas she was addressing] right now." Sherri explained that it is important that her classroom is "still pretty teacher-guided". She values the right of each teacher to be comfortable in his or her own classroom. Moderation was mentioned a couple of times by Sherri. She stated that she didn't want to "upset parents". Sherri spoke of the importance of public relations as one component of a teacher's job. She referred to the importance of administrative support and leadership. Comradery between Sherri and her colleagues is of value. Sherri stated, "I like to be congenial. I can't work in an unfriendly...I don't think I could work that way."

Technological values were important to Sherri and were expressed in talking about instructional focus, Outcome-Based Education, and grading. Sherri spoke both of students working through processes and of students demonstrating skill competencies. Technological values were strong in discussions of academic "safety nets" for students including academic remedial programs and policies.

Ethical values were revealed as Sherri discussed the individuality of each student and the variety of ways students learn. Often through her conversation she mention the fun she has with her students and the joy she feels in being a teacher. She stated, "[Developmental differences] is really the hardest thing about teaching because you've got

to let them know that they have something of worth." Sherri spoke of how students can read a teacher and know when a teacher is doing something which feels uncomfortable for that teacher. She often spoke of kids as "thinking of themselves" as writers, readers, or learners. Sherri's interview was sprinkled with "feeling" words as she spoke of her work with students, colleagues, and administrators.

There were some references to scientific values. Sherri spoke of growth and the difficulty some people have with change. She spoke of the importance of having a mutual planning time with colleagues so ideas and problems could be shared and solutions sought. She spoke of the need to use new ideas and texts in order to know their worth.

In the interview, Sherri presented a balance of values, with the scientific values being an area of less importance for her. On the VAL-Ed, Sherri's scores support her strongly held esthetic values with the strongest possible score toward holistic valuing. She had moderate scores on technological, political and ethical values. Sherri had a low score and the Administrator-Teacher: Control (AT:C) cell indicating a high value for teacher autonomy which would be prerequisite to scientific valuing.

Jack. Jack, dressed casually but impeccably, was waiting in the office for our interview. He was a warm and friendly man who seemed at ease. He appeared to approach the interview as an interesting experience to add to his repertoire of life experiences. He seemed eager to engage in dialogue about interesting issues with a peer. He was reflective and weighed his words carefully. A description of Jack might be "connoisseur of ideas." I got the impression that he sought out new experiences and enjoyed an analysis of each experience.

Jack had taught for four years in Middleton. His teaching experience totaled a dozen years. He had lived in Middleton throughout his teaching career. Jack held a Master's degree. He was a participant in the CCOSA Consortium during the 1990-91 session and had received training in the Spady model in another state. Jack estimated that he's had approximately 300 hours of training in the Spady Model.

The primary values expressed by Jack during the interview were technological values. Jack's definition of Outcome-Based Education was "...Stating what you believe is important and holding all stakeholders accountable for it, which is nothing more than a fancy paraphrase of basing all educational aspects on outcomes." Jack explained that as an educator, it's important for him to prepare students to "...be successful in a variety of situations that they encounter. Equipping students with the usable, transferable generic tools that could be beneficial in their lives." Jack listed these tools as being "mental skills of analysis and evaluation, synthesis, comprehension, things like that." Jack spoke of the need for students to make overlapping applications of these skills. Jack discussed the importance of the student's ability to transfer knowledge from one situation to another.

Another area which was strong in Jack's interview was the aesthetic area. Jack valued mental processing and evaluation. He spoke of how students would evaluate a piece of work, a literary piece, or a life situation. In this sense, Jack referred to a student's being able to search for truth and meaning. This is one component of Huebner's definition of aesthetic valuing. Although Jack did not refer to the educational experience itself being critiqued, he made various references to components of the classroom being critiqued by the students. The idea of student perspective and reflection was important to Jack. In fact, he expressed the idea that success ultimately is defined by the individual and the measure of success would be in self-analysis and self-reflection.

Some political values were expressed when Jack explained that the direction of the school was set by the superintendent, the School Board, and a Community Study Group. He spoke of the agendas of the Study Group and the process of the group's evolution.

There were some references to scientific values in the interview with Jack. He spoke of his "own individual capacity-building" in teaching. Jack described changes he's gone through as a teacher in the areas of class control, grading, and his views of what an education should consist of. He spoke of individual differences among teachers in the district in the change process.

Ethical values were given the least attention in the text of Jack's interview which came as a surprise to the researcher. There was a strong undertone of ethical values throughout the interview, but the transcribed text of the interview did not reveal the emotional undercurrents expressed by Jack when he spoke of his students and of teaching. Jack made some references to interactions with students, but the passion he expressed verbally and in person seemed to be lost when his words were set to paper. Jack related stories about individual students and what their educational experiences have meant to them in their lives outside of school. He stated that he now focuses on "student-oriented things" rather than "teacher-oriented things". While the balance of the interview text coded as indicating ethical values was low, the passion and strength of these passages would seem to carry more weight than the quantity of coded text would indicate.

On the VAL-Ed, Jack's strong focus on technological values was reaffirmed. Jack had a high value for the holistic approach which was reflected in aesthetic values in the interview. His score indicates a high value on teacher autonomy which confirms his scientific valuing. While Jack's conversation revealed limited attention to ethical values which were passionately expressed, the scores on the VAL-Ed components reflecting ethical values were strong. Political values were moderate. Although Jack holds all values as defined by Huebner, the interview and the VAL-Ed indicate that Jack hold technical and aesthetic values most strongly.

Jane. Jane was a very quiet professional-looking woman. She seemed a little shy at first, but as soon as she started speaking about her students, she came alive. She spoke with restraint but her enthusiasm for teaching was very much evident. Jane seemed to have one demeanor upon our initial meeting but a much deeper level once we began to chat.

The same was true of the physical classroom occupied by Jane. When I first entered the room, I noted that it appeared uncluttered and organized even in the midst of preparations for a move to another area. A deeper inspection revealed student posters and

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work on display. Although Jane's room seemed immaculate and organized, her podium was covered with signatures of her students from throughout the years. This was a lady who let students hold a place in her heart and on her possessions.

Jane was a Middle School teacher. She'd lived in Middleton all of her life and all of her teaching had been in the Middleton School District with the exception of one year. Jane had taught for more than 20 years. She held a Bachelor's degree. Jane had participated in the CCOSA Consortium during the 1991-92 school year. She had been a trainer for other teachers in the Spady method of OBE.

Throughout Jane's interview, there was a heavy focus on ethical values. Jane spoke often of her care and concern for students. When asked what was important to her as an educator, Jane's reply was typical of the interview. "It's important to me," she said, "that they feel safe. That they feel like what we are doing in my classroom is important to them. It's important to me that they understand that I care for them and I care for their emotional and academic well-being." Jane described a new program at the school and said one benefit is that in addition to instructional help, students "... also get a relationship with the teacher that is a true, caring relationship....And it's just like I [the student] matter. I'm important to these people."

Jane spoke of the need for students to see how school is relevant to them today as well as tomorrow. Jane reported this value base is part of the district thinking. She said that administrators are constantly asking, "Is this good for all the children?" Jane also talked about meeting the developmental needs of individual students. She said, "...the end-all for me is that I have seen growth and that they [students] feel good about it."

This area of ethical valuing seems to overlap with aesthetic valuing in the sense that Jane is concerned with the satisfaction that students have with their educational experiences. Jane also demonstrated aesthetic values as she spoke of integration of content. Jane made the statement that "...so much of education is observation...it's traits and talents and behaviors." This would be in keeping with an aesthetic viewpoint.

Political values were a big part of the interview. Jane referred to political pressure from outside of the school from parents, community, and organized groups. This pressure has led to the point where "...no one ever talks about Outcome-Based Education now. We are going ahead and putting a lot of things in place that we've learned from it, but we are just calling it effective schools practice." Jane spoke of being careful of what she says in class. In fact, she said she "walks on eggs."

Political values were also expressed from within the school system. Jane stated that direction is now coming from the "top", which she sees as being necessary. "We'll never have a real system improvement if it doesn't come from the top because there have been those of us within the ranks who have tried to do it for years but there are too many things that have to be set in place by the administrators to really have any effect." Political values on a classroom level were also pointed out as Jane referred to teachers who do not want academic equality for students and teachers who penalize students. She discussed how students can be "good little politicians" and can abuse programs. There are programs in place in the school for students who do not do the work to a satisfactory level during the regular class period.

There were technological values expressed by Jane, in particular when discussing OBE, school programs, and grading. Jane stated that she'd definitely keep outcomes as a focus in her classroom and student demonstrations of those outcomes. She spoke about student learning being tied to the students seeing a need for that learning. Jane explained that Middleton supports and values a high level of academic achievement. As Jane explained new programs at the Middle School, the values of these programs were technological driven by indicators such as grades.

There were some scientific values expressed, mainly when Jane discussed restructuring schools to a new system. She referred to the reading she does and its implications for practice in schooling. She spoke of how she visits with others as they have received training in different educational programs.

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In summary, Jane strongly held ethical values with technological and political values being moderately high. Aesthetic values and scientific values were expressed in lesser degrees in the interview.

On the VAL-Ed, Jane's answers reflected high ethical values. As one part of the aesthetic domain, Jane showed a high level of holistic valuing which was consistent with her interview. Jane's scores reflected her valuing of teacher autonomy which would be consistent with the scientific valuing she revealed in our discussion. In the political domain, Jane's scores indicated that she values a high level of administrative control with shared control between teacher and students in the classroom. Jane verbalized these views in the interview. Technological values were moderately held, which is consistent with the results of the analysis of Jane's interview.

Vicki. Vicki invited me into her room for our interview after school. The room was cheerful with displays of children's work. There were classroom pets and aquariums in the room. Desks were arranged in clusters to allow for student interaction. Projects lined the walls.

Vicki was quiet and reserved as she sat in one of the student desks across from me. She seemed somewhat nervous, especially when I asked about recording the interview. Her anxiety seemed to increase as I reviewed the Consent Form for the study with her. She explained that having to actually sign the Consent Form did make her feel a little apprehensive. I reminded her that her participation was voluntary, and she could withdraw from the study as outlined in the Consent Form. Vicki told me that she was ready and willing to proceed so the interview began. Within a couple of minutes, Vicki appeared to relax and was focused on the content of our discussion.

Vicki was a Middle School teacher who had taught for more than a decade. She'd lived in Middleton for the past twenty years. She held a Bachelor's degree. She was a member of the 1991-92 CCOSA Consortium and had spent approximately twenty days of training in the Spady method of OBE.

An analysis of the interview with Vicki uncovered some interesting patterns. Ethical values were dominant when Vicki described her role as a teacher. Vicki spoke of being there for students as a role model. "I became an educator," she said, "because of the students." She discussed the importance of a student's feelings of self-worth. She spoke of making a difference in a student's life so that each child could reach his or her potential. "I would like to be that somebody [to make a difference] for some child."

When Vicki spoke of issues other than her relationship with students, however, the primary values were political and technological. Political values were very dominant in this interview on a variety of levels. Vicki spoke of an administrative focus on P.A.S.S. She also spoke of teachers who are hesitant to share ideas. She stated that with too many teachers there is a feeling of "...if I share my idea with you, you might use it to your advantage."

A lot of discussion was spent about the influence of the community and parents on schooling. She spoke of how some people are instantly negative when they hear the term OBE. Vicki shared political insights when she remarked, "OBE should never be implemented. The word should never be used. It should never be implemented in a system until a great deal of publicity and discussion happens first. That is where we failed." There were a few political references made by Vicki pertaining to the classroom level. She spoke of making decisions as a teacher on how she could get students to "do what I [the teacher] want them to do in the way I want them to do it."

Technological values were evident as Vicki referred to students and the professions they will fill in the future. She noted that often "...the very best and brightest end up being salesclerks and grocery clerks." She wondered how the current educational system contributes to this. When Vicki described her grading system, technological valuing was dominant. In discussed teaching methods and the manner in which schools are driven by the clock and the calendar, the primary value domain was technological.

Although there were few statements which gave evidence of scientific valuing, Vicki did state that she tried many "different modes" of grading before settling on the one she currently uses. She also spoke of how rare change is in the way teachers teach in spite of training in different methods. Vicki stated that participation in OBE training did change some of the ways she thought about some things.

There were no indicators of aesthetic valuing in this particular interview with Vicki.

On a personal level, Vicki appears to hold high ethical values in her work with children. In the context of the system and the community, however, Vicki appears to hold strong political and technological values. She does have some indications of scientific values.

Vicki's scores on the VAL-Ed collaborated Vicki's high interest in ethical and technological values. When all three Control scales were combined, Vicki's score fell in the high moderate range which lends credibility to the high political valuing noted in the interview. Vicki's score on the Administrator-Teacher:Control (AT:C) scale on the VAL-ED indicated a high value for teacher autonomy which is compatible with her expression of scientific values during the interview. The VAL-Ed cell indicating aesthetic valuing was moderate for Vicki which was not consistent with an analysis of her interview.

Summary

Erlandson, Harris, Skipper, and Allen (1993) state that through triangulation, one may seek out "several different types of sources that can provide insights about the same events or relationships" (p. 115). Through the course of this study, the Spady model of Outcome-Based Education has undergone an axiological analysis in three different ways: discourse analysis of texts of High Success Network articles, the long interviews with OBE practioneers, and individual self-reporting of educational values of OBE practioneers using the VAL-Ed Assessment.

A holistic reading of the text of the High Success Network sample articles followed by the process of discourse analysis reveals the strong technological values in the Outcome-Based Model of Education as Spady and his associates describe it. When a simple tally of references to each of the five domains of Huebner's value framework is charted, it is clear that there is not a balance of values in this model as it is presented by the High Success Network.

Although the design of this study calls for only one observer to look at the data used to compile the teacher portraits, there are two very distinct and separate ways these data were collected and analyzed. Conclusions drawn from the two sources of data were often analogous but there were instances where data from the interview and data from the VAL-Ed were discrepant. Erlandson et al. (1993) resolved a similar problem: "...rather than providing a neat, sterile picture of congruent geometric figures, these separate observations provided a mosaic with general, unclear boundaries, but with rich central meanings..."(p. 15). In a similar fashion, these ten portraits are presented not as one definitive answer to the questions posed in this study, but rather as a mosaic from which central meanings may be drawn.

Chapter V

Summary, Implications, and Recommendations

Summary

The purpose of this study was to seek answers to three questions:

1. What educational values are promoted in the Spady model of Outcome-Based Education?

2. Do teachers who are practicing the Spady model of OBE share common educational values?

3. Are teachers who are practicing the Spady model of OBE aware of the values promoted by this model?

The first question is answered through the discourse analysis of the sample of articles submitted by the High Success Network as representative of the Spady Model. Kliebard (1975) suggested that any outcome-based model of education would hold a product-oriented value base over a humanistic value base. The historical overview of the Spady model of Outcome Based Education outlined in Chapter II reveals the product-oriented roots of this model suggesting strong technological and political values.

It comes as no surprise then, when the deconstruction and axiological analysis grounded in Huebner's theoretical framework revealed the text of the High Success Network articles to be predominately technological (see Figure 1). Although political valuing was not even half as strong as technological valuing, it was the second most strongly held of Huebner's five areas. Aesthetic valuing was a weak third with scientific and ethical valuing be held in lowest regard. In fact, one article had no references to ethical valuing while another had no references to scientific valuing.

Because of the increased resistance to Outcome-Based Education over the past few years and the resulting abandonment of OBE by some school districts throughout Oklahoma and the nation, the articles which underwent analysis were arranged chronologically by their publication date or projected publication date to determine if there were patterns of shifting value focus (see Figure 2).

A review of Figure 2 might lead one to concur that technical values seemed to be decreasing up to the final article. I would suggest a possible explanation for what appears to be the increased proportion of technological values in the second and final articles. Both "In Defense of Outcome-Based Reforms" and "Transformational Outcome-Based Education and Curriculum Restructuring: A Profound Paradigm Shift in Traditional Practice" were written as responses to criticism of OBE from sources outside of education. The article, "In Defense of Outcome-Based Reforms", did show an increased political focus which could be expected as the purpose of the article was to rebut criticism of OBE. It would appear that when Outcome-Based Education comes under attack, technological values are strongly promoted as a defense to those attacks.

The discourse analysis of these articles does provide an answer to the first question of this study: "What educational values are promoted in the Spady model of Outcome-Based Education?" The answer is clearly and definitely that the Spady model strongly promotes technological values with political valuing being a distant second.

Huebner (1966) states that values are neither good nor bad. His theory maintains, however, that a balance of values is desirable in any system of education. The values promoted in the Spady Model of Outcome-Based Education are not held in balance. Scientific, aesthetic, and ethical valuing are not held as highly as are technological and political values as this model is presented.

Figure 2

Chronology of Articles

Values Tallied in Discourse Analysis
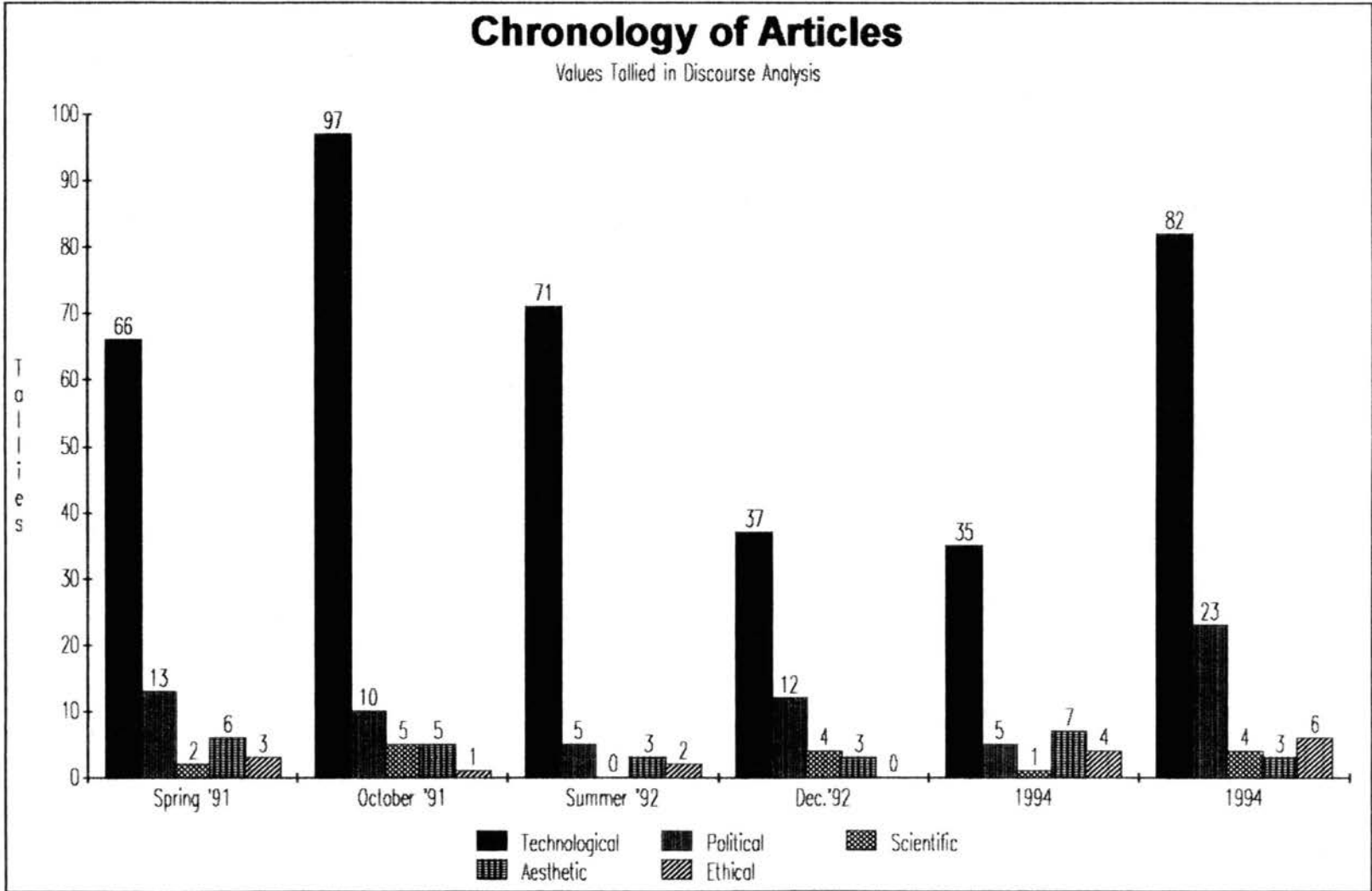
The second question of this study, "Do teachers who are practicing the Spady model of OBE share common educational values?" was explored through the long interviews and the analysis of the VAL-Ed with the sample of ten teachers from Middleton.

The hypothesis was made in Chapter I that teachers trained in and using the Spady Model of OBE would demonstrate strong values in technical areas and will demonstrate weak values in aesthetic and ethical areas.

The long interview is a qualitative method of inquiry which can be described as "a conversation with a purpose" (Dexter cited in Erlandson et al., 1993, p.85). In this study, the purpose of the long interviews was to explore the values held by practioneers of the Spady Model of OBE to determine if common patterns of valuing emerged among the sample group. An analysis of the scripts of each long interview was presented in the format of the Teacher Portraits in Chapter IV.

A review of the Teacher Portraits reveals that values vary greatly from teacher to teacher. Neither membership in a school district nor endorsement of Outcome-Based Education was indicative of one specific value profile. However, some patterns of values were discovered. Undoubtedly each teacher in this study did hold moderate to strong technological and political values which does support the hypothesis submitted in Chapter I.

All participants with the exception of one held moderate or high aesthetic values. There are two possible explanations for this commonality of aesthetic valuing. First, Outcome-Based Education does promote integration of content with a focus on the context of demonstrations of learning with the learning settings being a component in assessment (Spady, 1992). It could be that OBE does, in fact, lend itself to aesthetic valuing in this sense.

Another possible explanation for the high incidence of aesthetic valuing may rest with the interpretation and the understanding this researcher brings to this study. Huebner

(1966) spoke of at least three different types of aesthetic valuing. This researcher may have been generous in coding the data in identification of aesthetic values. In all cases when aesthetic values were identified in this study, Huebner's second definition referring to a sense of wholeness, balance, and contentment as a result of educational activity was the one used. In no case did the researcher identify an instance of aesthetic valuing in which educational activity had the characteristic of phychical distance or the symbolic meanings which reveal truth. These two elements are also components of aesthetic valuing as defined by Huebner (1966) and may be indicative of a truer, deeper aesthetic valuing than the type identified in this study.

No specific pattern of valuing emerged in the scientific or ethical areas with values ranging from low to moderate to strong. Of the ten teachers interviewed, five of them appeared to hold a balance of all five of the value types identified by Huebner.

The VAL-Ed provided information which confirms the trend toward commonly held technological, political, and aesthetic valuing which surfaced in the long interviews. An analysis of the VAL-Ed scores also confirms that there is not one specific value profile common to the participants in this study.

The Importance Scale of the VAL-Ed is an indicator of technological values. A score of 0-3 indicates strong technological values, 4-6 moderate technological values, and 7-9 low technological values. All participants hold either high or moderate technological values according to this scale (see Table 5).

The Mind Scale is an indicator of aesthetic valuing according to Huebner's idea of a holistic view of the educational experience which was the construct used for identification of aesthetic valuing in this study. There is no corresponding measure to Huebner's construct of phychical distance or symbolic meaning on the VAL-Ed. A score of 0-3 on the Mind Scale indicates high aesthetic valuing, 4-5 moderate aesthetic valuing, and 6-9 weak aesthetic valuing. All study participants have high to moderate scores on this measure.

Operating under the assumption that high value for control is an indicator of high political valuing, political values are indicated by averaging the three indicators for control. Scores ranging from 0-3 indicate a high value for control, 4-5 indicate moderate value, and 6-9 indicate low values for control. All participants had control scores in the moderate or strong range.

Table 5

RESULTS OF THE VAL-Ed EDUCATIONAL VALUES SCALE				
Scale Name:	IMP	Mind	Control	TS:A	AT:C
Indicative of:	Tech.	Aesthetic	Political	Ethical	Scientific
Bob	3	1	5	4	5
Lynn	3	5	3	8	1
Liz	5	1	4	7	3
June	3	5	3	3	3
Bonnie	5	4	3	6	2
Betty	4	3	3	6	2
Sherri	6	0	3	7	1
Jack	3	3	3	5	3
Jane	5	2	3	8	4
Vicki	3	6	4	8	3

Ethical values could be indicated by the Teacher-Student: Affection cell. A score of 6-9 in this cell indicates high ethical values, 4-5 moderate values, and 0-3 low values. Three of the participants had extremely strong ethical values with a score of 8. All teachers with the exception of one held either high or moderate ethical values.

Although there is no scale to directly correlate to scientific valuing as defined by Huebner, the Administrator-Teacher: Control cell indicates level of desired teacher autonomy which would be prerequisite to scientific valuing. Scores ranging from 0-3

would indicate high value for teacher autonomy, scores of 4-5 would indicate moderate valuing of teacher autonomy, and scores of 6-9 would indicate a low value of teacher autonomy with a high value for administrator control. Teachers in the sample showed high to moderate values in this cell.

Both the long interviews and the teachers' responses to the VAL-Ed indicate that there is not one value profile which is common to OBE practioneers. (See Table 5.) Some practioneers hold a balance of values: others do not. Although there is not one common value profile to the teachers sampled, there were some common valuing trends. Teachers in the study demonstrated high to moderate values in technological, political, and aesthetic domains.

The purpose of the third question of this study was to assess the awareness teachers have of the values promoted in the Spady model of OBE. It has been shown that the values promoted in OBE are overwhelmingly technological. To determine whether or not teachers are aware of this, it is necessary to return to each long interview script and look at the definition of Outcome-Based Education that each participant proposed.

Of the ten teachers sampled, only one offered a definition of OBE which was outside of technological values. Two teachers offered definitions with a mix of technological and ethical valuing.

Statements typical of technological values include:

-"These kids are our future. These kids are our next leaders."

-"[OBE is] knowing at the beginning of the year what you expect at the end of the year and having them demonstrate to you that they are competent in those areas that you have asked them to be competent in."

-"I think that it [OBE] is a teaching-slash-learning tool in which we have decided that for our students to be successful beyond high school, that they need to have these skills and to give them a range of scheduling inviting them to meet these skills."

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-"[OBE is] just knowing what I want my students to be able to do and trying to focus all of my energies toward helping them to be able to do that."

-"I and the children that I teach have a focus of what we're trying to accomplish and we think it's important enough to spend time on it and work to that end and I think it's my job to facilitate or manage through to that end."

-"[OBE is] basing all educational aspects on outcomes."

Only Bob offered a definition of OBE which was grounded in the ethical valuing:

It's a teaching style in which the teacher believes that students can learn and you throw the bell-shaped curve out the window...I would say OBE is just the teacher realizes that all kids can learn...and the teacher has to be prepared to accept differences in learning styles.

The data indicate that teachers are aware, at least on a subconscious level, that Outcome-Based Education is predominately grounded in technological valuing. The definitions of OBE posed by teachers are generally consistent with the value base which is promoted in the Spady Model of Outcome-Based Education.

Implications

Schofield (1990) speaks of the importance of understanding the reality of current educational systems. She states,

The goal of describing and understanding cultures or institutions as they typically are is an appropriate aim for much current qualitative research on educational institutions and processes...Thus the goal of studying what is is one important aim for may kinds of summative evaluations" (p. 209).

Peering into the 'what is' of the Spady Model of OBE through Huebner's theoretical framework has revealed that technological values are dominant in this model. Peering into the 'what is' of teachers who have been trained in this model reveals that each individual carries his or her own values and understandings into the classroom.

Eisner (1985b) calls attention to the need to explore the rationale behind those values which are rejected as well as those that are embraced. He states,

The truly competent educational critic is aware not only of the educational values to which he or she subscribes, but also to the values that are rejected. The educational critic will be able to provide grounds for the value choices made while recognizing that others might disagree with these choices. (p. 236)

Although this study revealed no single value profile of Spady-method teachers, there are commonly held patterns of valuing in the sample group. Technological, political, and aesthetic values were common to the teachers in this study while ethical and scientific valuing were overshadowed. Bringing these patterns to light can serve to fill the need described by Apple (1979) when he states, "It is necessary for educators to engage in searching analyses of the ways in which they allow values and commitments to unconsciously work through them" (p. 129).

Teachers sampled in the study seemed to understand the implications of Outcome-Based Education and most usually described OBE in technological terms. Yet, these same teachers held a variety of personal educational values and in some cases, maintained a balance of those values while embracing OBE as the philosophy or methodology for their classrooms. One might conclude as did Jackson (1990) that "...what is being exhibited when we look at things is less a method than a basic orientation to the world, a way of life" (p. 164).

Senge (1990) stated, "In dialogue people become observers of their own thinking" (p. 242). Through the dialogue process of the long interview, educators had the opportunity to engage in this observation process as well as the opportunity to refine beliefs through the confrontation of the beliefs of others (Combs, 1982). For some, questions might have been raised.

One question concerns the lack of balance of scientific and ethical value frameworks in both the Spady model and in some practioneers of the model. Shinn (1980) states it succinctly:

We can start from the observation that most people combine a mix of sensitivities, values, and beliefs that are not very well organized or coherent. Some elements in the mix reinforce other elements, but there are usually inconsistencies and conflicts. People live with the conflicts by forgetting or repressing what is inconvenient at a

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particular time or for a particular purpose. They can live with an immense amount of chaos within themselves... (p. 120)

The questions which arise are ones of introspection. Do educators have the phychical distance described by Huebner (1966) in which educational activity itself becomes the aesthetic object? Could it be that we have forgotten or repressed what is inconvenient in a social efficacy model of education?

Implications for Pre-service Teachers. This study has served to reaffirm that it is the value base rather than the training which a teacher carries into the classroom which most affects that class. Keeping this in mind, it would be appropriate for teacher preparation programs to include a component in which pre-service teachers have the opportunity to explore and identify personal beliefs and values. Dobson et al. (1980) call attention to the need for each educator to create and perceive the notion of personal meaning. This recognition of personal meaning and valuing must be an necessary component of teacher preparation.

Implications for the Practicing Teacher. Inservice programs are often designed to equip teachers with the latest methods and materials. If, in fact, practice is most affected by personal values, the opportunity to confront and discuss those values would be key to one's ability to select practices which are congruent with personal values. The opportunity to reflect upon and reaffirm personal values is an important aspect of teacher growth which should be given attention.

Implications for School Administrators. Supervision of teachers is one of the many roles of a building administrator. Clinical supervision need not be limited to the topics of lesson planning, lesson delivery, student assessment or classroom management. A much broader prospective would include a provision for reflection and clarification of teacher values. Questions which explore congruency of practice with beliefs would be an appropriate task for the clinical supervision conference.

There is the implication that just as an effective teacher is called to know himself or herself prior to entering the classroom, an effective administrator would have a knowledge

of self. The administrator, too, has cause to reflect on practice in order to act with authenticity and integrity.

Recommendations

This study has served to raise a variety of questions.

1. What would the results of an axiological analysis be in a sample of teachers trained in the Spady model of OBE in another district?

2. Are there common value profiles of teachers within one school culture?

3. Do teachers at elementary, middle, or secondary levels hold value profiles which are common among the levels?

4. What values are promoted in Outcome-Based Education models other than the one designed by Spady?

5. What implications will the results of this study have for the teachers who participated in it?

6. What formal and informal processes and structures do teachers use to examine values as practioneers? How do educators come to an awareness of value bases leading to personal growth and equilibrium?

The process of discourse analysis which served to identify value domains in this study could be used to address questions like those above. The long interview format was useful in providing insights in this study, but it became evident during the course of the interviews that the design of this study did not allow for differences which were evident in the different schools within the one district. A larger sample group of elementary, middle, and secondary levels of schooling would provide richer information.

Huebner's theoretical design is but one axiological framework. Other axiological theories could be applied in the study of Outcome-Based Education. Once Huebner's framework was selected for this study, the language of this particular theoretical design served as the perimeter for the scope of the study and controlled the possible answers to the questions of the study. Huebner knows the power of language selection in curricular

study. He states, "By framing curricular tasks in this [traditional curricular] language, the curricular worker is immediately locked into a language system which determines his questions as well as his answers" (Huebner, 1975a, p.221).

In this study, technological, political, scientific, aesthetic and ethical valuing had specific meanings according to Huebner's definitions which vary from the traditional uses of the terms. During the interviews, any reference made by participants to these terms could not be assumed to hold meaning at all similar to those used by Huebner. It was especially difficult to probe for deeper understanding of the participants' intent since the values which the researcher sought to uncover were defined with language which holds one meaning in daily use and a far different meaning in the theoretical framework of this study. Use of a framework with terminology more familiar to practicing educators or more closely aligned to day-to-day meanings may open up the discourse between the interviewer and the interviewee.

In any case, the dialogue and examination of educational values on both a personal level and a systemic level did provide a rudimentary answer to the questions posed in this study. This is but the genesis of necessary axiological dialogue among educators on OBE, an issue which is impacting educational practice on state and national levels. This study is only one step toward the challenge that Marshall (1986) poses for educators as she calls for "...the deliberate analysis of these value orientations, explicit or otherwise, [which] can serve the purpose of opening the way for the emergence of dialogical discourse amongst educators" (p. 8). It is this ongoing process of deliberate analysis which is nurtured through thoughtful discourse.

Concluding Statements

To live is to value. Bohm (1984) stated,

When someone tries to achieve what he regards as knowledge that is free of values, this generally means that he has uncritically accepted either the tacit values that may happen to be current in the community in which he lives and works or those values are implicit in his subjective fancies. (p.22)

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Throughout the course of this project, there has been a conscious effort to make explicit those values underlying the Spady model of OBE as well as the values which are held by educators. As with any study and in one of a qualitative nature this is especially true, the values of the researcher temper the work. Donmoyer (1990) succinctly describes the role of the researcher in the resulting work: "The meaning selected will influence the researcher's findings at least as much as the empirical reality being described" (p. 179).

The meanings selected and presented in this study have been personal. They are offered as one piece in the mosaic of the body of knowledge which educators construct through reflection on practice and personal meaning. Bohm (1984) concludes that "knowledge evidently makes an essential contribution to the determination of our sense of values, for it helps us ascertain what is the actual power or virtue of each thing..." (p. 22).

Combs (1982) explains the importance of refining one's beliefs by confronting the beliefs of others. That may be the ultimate value of any axiological work. Whether one agrees or disagrees with the values underlying or disclosed in the work, the axiology provides a forum for this confrontational dialogue to occur which is the heart of personal and professional growth.

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Appendix A

Patty Ladd
2103 Donner
Ponca City, Oklahoma 74604
Home: 405-765-6770   Work: 405-767-8030

April 15, 1994

Dear Superintendent,

I was delighted last month when you agreed to allow me to use Middleton in the study I am conducting for my doctoral dissertation. During our conference call from my superintendent's office, you requested that I send you the list of names which was provided to me by CCOSA. This list includes the Middleton teachers who participated in the In-Depth Training Consortium on the Spady Model of OBE who are still employed in your district.

I would like to send each of these teachers a letter requesting their participation in this study. I will then contact folks until I have ten people who are agreeable to participating in my study. I will schedule times for interviews and make arrangements for a substitute to cover class, if they so wish.

With your approval, I would like to conduct these interviews on Thursday, April 28th and Friday, April 29th. Enclosed with this letter are the list of names and the study proposal I submitted to the Review Board at OSU. I was awaiting IRB approval prior to sending you these items. Last week I received word that the Board has approved the study.

I contacted the Middleton Central Office requesting a staff roster so that I might address these letters to the teachers at their individual schools. I was told that the employee directory could not be released to me, which I understand. Since I do not know the school at which each individual teaches, would it be possible to send these letters to your central office and have them distributed through your school mail?

I also need to know how I might best pay the subs or reimburse the district for the cost of the "floating sub" for the two days I will be interviewing teachers.

I will contact you during the week of April 18th to discuss the final plans for my visit to Middleton. I will be happy to address any concerns you have or incorporate suggestions you might make into my research plan. Again, my thanks for your help.

Sincerely,

Patty Ladd

PATRICIA LADD
2103 Donner
Ponca City, Oklahoma 74604

April 30, 1994

Dear _____,

I am a doctoral student in Curriculum Supervision at Oklahoma State University. I am doing a study of Outcome Based Education as it has been implemented in Oklahoma and I am requesting your participation in this study.

I have visited with your superintendent, _____, and he has granted me permission to use your school district in this study. He understands the nature of the study and has given me permission to contact you as a potential participant.

Your participation in this study will take from 60 to 90 minutes of your time. You will be involved in an informal interview with me which will be audiotaped and you will be asked to complete the Val-Ed survey which takes less than 20 minutes. You are guaranteed total anonymity. The audio tapes will be erased upon completion of the study and no data will be identified with a participant's name. Even the name of the district in which you teach will be changed to insure anonymity. Any participant requesting a copy of the study upon its completion will be furnished with one.

[Superintendent's name] has agreed to allow me to pay one of your district's substitute teachers to cover class for you so that you may participate in this study on school time, if you wish. I will be in Middleton on May 10 and 11. I will contact you by phone and if you agree be a participant, we will schedule a time which would be best for your interview.

I look forward to talking to you.

Sincerely,

Patricia Ladd

Patricia Ladd

PATRICIA LADD
2103 Donner
Ponca City, Oklahoma   74604
405-765-6770

May 14, 1994

Dear _____,

I wanted to thank you once again for your participation in my study. It's too rare that educators have time to sit together and discuss educational issues and beliefs. I thoroughly enjoyed our interview and hope that you found the opportunity to reflect on your practice insightful and of benefit.
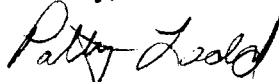
The two days I spent in Middleton provided me with a wonderful experience. Everyone from your Superintendent to the school staffs to the motel clerks was friendly and warm. It was obvious that there is a sense of pride in the town and its schools.

I want to reassure you that the information I obtained for the study will be confidential. I have included a copy of the "Consent Form" which you signed on the day of your interview. If you have any questions or concerns, please feel free to contact me. I should be sitting right at my computer beside the phone for the better part of the summer!

Upon acceptance of my dissertation, I will send a copy to you. If you have an address change before that time, please let me know. Hopefully, you'll receive the package by early next fall.

Have a successful last few days of school, and thanks again for sparing an hour at this busy time of year.

Sincerely,

Patty Ladd

Encl: Consent Form

Appendix D

CONSENT FORM

I, _____, hereby authorize or direct

Patricia Ladd to perform the following procedures:

      1. To interview me regarding my views on education and educational practice. This interview will either be tape recorded or the interviewer will take notes throughout the interview. If I allow the interview to be taped, all tapes will be erased at the end of the study. My name will be associated with neither the interview, tape nor notes.

      2. I will complete a Questionnaire which will provide general demographic data. This Questionnaire will be coded with an identification number. My name will not be a part of the data in order to preserve anonymity.

      3. I will complete the Val-Ed survey. Again, a code will be used rather than my name to preserve anonymity.

My participation should take between 60- 90 minutes. I understand that I will be provided release time from school with no cost to me to participate in this study, if I so desire.

This procedure will be done as an investigation titled "An Axiological Study of the Spady Model of Outcome-Based Education". I understand that this study will be one part of a dissertation submitted to Oklahoma State University. The purpose of the study is to determine the value bases inherent in the Spady Model of OBE as it is practiced in one school district in Oklahoma. The district will not be identified in the study. I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director.

I also understand that I may receive a copy of the completed study upon request to Patricia Ladd.

I may contact Patricia Ladd at (405) 765-6770 or (405) 767-8030. I may also contact University Research Services, 001 Life Sciences East, Oklahoma State University, Stillwater, OK 74078. Telephone: (405) 744-5700.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date_____   Time_____(a.m./p.m.)

Signed:_____
      Participant

I certify that I have personally explained all elements of this form to the participant before requesting the participant to sign it.

Signed_____
      Project Director

Interview #_____

Demographic Survey

The following information was used in narratives, graphs, and charts to describe characteristics of the people who were sampled in this study. Anonymity is guaranteed.

Gender_____Ethnic Group_____

Current teaching assignment_____

Total years of teaching experience_____

Years of teaching in this district_____

Years as a resident of this community_____

Highest degree earned_____

Approximate hours spent in training pertaining to OBE _____

Year of first in-service training in OBE_____

In what year did you participate in one of the OBE Consortiums sponsored by

CCOSA?_____

Interview # _____

Interview Questionnaire

The following is the interview format used to interview teachers in the Middleton school district who participated in this study, "An Axiological Study of the Spady Model of Outcome-Based Education". Anonymity is guaranteed.

1. What is important to you as an educator? What is your most important role?

2. What is the most important thing which you teach your students?

3. What is important in your school district? Who decides what's important?

4. Describe the grading system you use. What changes have you made in grading during the past five years?

5. What is Outcome-Based Education?

6. If the choice were yours alone, which, if any, components of OBE would you use in your classroom?

TRANSCRIPT OF THE LONG INTERVIEW WITH BONNIE

Introduction to the Analyzed Long Interview

The following transcript is one of the ten verbatim transcripts of the long

interviews of this study. The words in italics are words spoken by the interviewer. The

words in the Times New Roman typeset are responses by the participant of the study.

Words which are typed in script reflect the thought processes of the researcher during the

coding process and in the axiological analysis which took place after the transcripts had

been transcribed and read holistically.

The Long Interview and Its Axiological Analysis

I'd like to have you think for a minute, and tell me what's important to you as an

educator.

I think the most important thing to me as an educator is just to help young people

understand what learning is and how to learn.

She is talking about the relationship between herself and young people. I think
that's ethical. I'll look up and read what Huebner says about ethical. Yes, he speaks of
concern with "the human situation"(Huebner, 1975, p. 229). Huebner speaks of
education as an act of influence of one man on another man". That seems to be Bonnie's
intent. This will be coded ethical.

How do you do that?

I try to make most of my focus in my lesson planning on what learning skills or

thinking practices do I want them to have and then try to plan my lesson around teaching

those practices. And the last decision I usually make is content.

Bonnie put content last, but she still began with a focus on lesson planning and
learning skills. I'm tempted to code this ethical because she's dealing with process first, but
because she speaks of the focus on planning rather than the student or student's interest

and Bonnie is directing the lesson according to what she wants them to have, this must be coded technological.

O.K. So it sounds like you're very concerned with process?

With process. And that has not come easily. It has taken a long time to come around, to realize that that's the mistake I've been making all these years in teaching.

Bonnie speaks of a change in her awareness of what teaching means. This seems to be an indicator of pedagogical reflection. I'll turn back and read Huebner. He states, "scientific valuing seeks to maximize the attainment of information or knowledge for the teacher" (Huebner, 1975, p. 225). This will be coded scientific. Although the construction of knowledge is not new to the fields, it is new to Bonnie.

What do you think led you to that realization?

Well, besides the training, my own experience. Frustration in the classroom with students that I knew were not dumb yet they came off dumb according to the scales we use to measure their progress. And realizing that they could do so many things yet we classified them as dumb.

Here Bonnie again talks of empathy with students; that relationship with a focus on feelings. I think that's ethical. Huebner says, "The student is not viewed as an object, an it; but as a fellow human being...to be lived with in the fullness of the present moment..."(1975, p. 227). That seems the essence of this passage. Let's see. I'll read Bonnie's text again now that I've read Huebner. Yes, she bases this knowledge on her experience. A couple of words indicate technological valuing in the midst of this passage: "according to the scales we use to measure their progress." I'll code those technological and the part where she speaks of frustration in classification of children as ethical. Should I code the whole thing technological? I'll read it again in that light. The frustrations come out because of the grading system. No, only within the technological system does Bonnie have the frustration so it must be a combination of ethical and technological.

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My own children were amongst those, so many times. Then when I went back to college, I did this in the midst of career, the first time I walked into my classroom on my degree which was technical writing, I had to jump into the middle of something. And they were writing proposals and I had had no technical writing expertise at all. And my first proposal, she gave me a D+ on a Master's level course. And she simply handed it back to me and said, "This isn't quality. Do it again." And I realized...something started to click and this teacher in college level was my first experience with this idea and she was the director of the program and her whole program exemplified this. And I began to put 2 and 2 together. And then when I came to Middleton, they offered me Outcome-Based Training and I begged for this.

This passage speaks of Bonnie's evolution as a student and new knowledge she gains as a teacher. It will be coded scientific. It's about personal growth.

It was something you were ready for?

Yes, I was ready.

Scientific again. She wanted OBE. She was searching for change in teaching; a better way.

Teachers wear lots of different hats and have many different roles. What's your most important role as a teacher?

Well I used to think that it was a friend, but as I get older I realize that it's more than that. It's not a friend. You are a friend, but it's a different kind of friend. But there has to be an openness between you and you have to be able to risk things with your students but I think it's mostly the fact that you are a guide, a facilitator to help this student find his or her way to learn.

She speaks of the relationship between student and teacher. That seems like ethical. I'll read Huebner to check and be sure that the relationship of openness is a part of that framework. He says that the educational act isn't a means to other ends. Bonnie does

say that she is a facilitator, but the direction is to help each student find his or her way; therefore, this is consistent with ethical valuing.

It's interesting that you say, "to help the student find his or her way" so the direction, I assume, comes from the student?

I think it has to. Sometimes the student has no idea and you have to offer more but I think at the same time you have to let them find the way that they can learn and it's not easy and I do not always achieve that. It's my goal, but many times I fail.

This confirms what I suspected in the last passage. With the focus on letting students find their own way, this confirms the ethical focus.

In fact, I have the last couple of years, I have found that all the old things that I have been doing don't always work, particularly in the area of discipline. This summer one of my goals is I've got to find out how to deal with these new students.

Bonnie is looking for better ways to be with students. This is scientific. She doesn't state that she is actually constructing new knowledge, or looking in the field for ways to improve practice. The professional growth is an inner need she feels. That could spring from an ethical framework; her feeling for students, but because that feeling has compelled her to study or search for new ways, the predominate aspect is scientific valuing.

The gap is widening. I don't have the same experiences they do and if I'm going to stay in teaching, because if I'm not careful, I'm gonna find myself trying to be a disciplinarian and I cannot teach school and be a disciplinarian.

Now the feeling part comes into play! This is ethical. Bonnie cannot be with children in ways that don't feel right to her. This is the motivator which drives her to the scientific valuing two passages up.

You said that content isn't the primary thing that you deal with. What is the most important thing that you teach your students?

Well, as an English teacher, of course, it's the writing process. But you cannot write without all of the other elements of thinking. And all students can think but they're

not always aware of the process and how they are arriving at something so I try to make them aware of what they're doing in the thinking process whether it's compare and contrast, whether it's analyze, whatever. I try to make them aware of that and I try to make them reflect on that process so that they can do it again and apply it to other situations and I try to get them to see which kind of processes and which combination of processes you're going to use in different situations because there's no way we can read all of the literature. There's no way we can do so many of the things that we really need to do so I try to concentrate on those kinds of things.

There's a lot in here, but it feels technological. At first, I though not because of focus on process over content. As I read it again, I see that several times Bonnie "makes" kids do things. The direction is coming from Bonnie rather than students. Bonnie is using technological valuing but is shifting away from specific content to transferable and integrated processes.

Talking about your district, in Middleton, to educate a child, what's important to the district when we start looking at an education for a student?

Total honesty?

Hm-hm.

Grades.

Technological with a focus on external evaluation.

But, there are more and more teachers who are really truly interested in helping students learn and not just get a grade. We, our numbers are growing.

A shift to ethical. The student is the focus. The student is more than a means to an end in the educational process.

But unfortunately, and perhaps my thinking is colored by the fact that I'm here at the high school where the emphasis is so strongly on the grades. Had I more experience on the lower levels, I probably wouldn't say that.

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Back to the technological with the emphasis on grades rather than the learning or the student. The words reflect technological valuing, at least in the educational system. But Bonnie spoke with a sense of sadness, as I recall it. The emotion underlying this reality that Bonnie speaks of could be ethical or even aesthetic, I think. What does Huebner say? Aesthetic is "...possibility realized...spontaneity captured....The educational activity can have beauty...wholeness...peace or contentment" (Huebner, 1975, pp. 226-227). That seems to be the sense of Bonnie's words if I look at underlying meanings. I'll code the words technological, but I must recognize Bonnie's indicators of the sense of loss of the aesthetic. Bonnie must hold aesthetic values to indicate this sense of loss when they are absent in the current system.

Do you feel that grades reflect learning?

Not necessarily. Not with our present system.

Grading is a part of technological valuing when it becomes the end of education.

The problem is that we haven't, we've changed our thinking and we've changed some of our ideas but we haven't changed the system to fit our new thinking and new ideas and so it's very hard.

Technological valuing, again, in which the system mandates the process.

In my classroom I can do some assessments that I think will hopefully reflect the learning that I try to get to my students but when they come into the state-wide testing, we may or may not have made the mark. And when they go in to the SAT test, so...

At first, I thought that the assessment to reflect learning would be ethical valuing, but as I read this again, technological values dominate. The imposed tests seem to be the focus. There is also indication of political valuing. Bonnie "tries to get her students..." and the implication that the state and national tests are key in what she does with students reveal that Bonnie knows how the system works and she must work within the system. This indicates political valuing. Yes, I'll code this section political.

Talking about grading a little bit. Describe the grading system that you use.

Well, it's rather weird. I try to have one big performance assessment every nine weeks and I try to make that assessment cover not just one thing, but several things that I thought were important from what we were doing in the nine weeks.

This seems at first to be moving away from technological because Bonnie doesn't discuss letter grades and she does discuss integration of ideas, which could be a component of aesthetic valuing. As I rethink it, however, she does talk about assessment as a value she puts on what she sees as being important and she speaks of the assessment occurring within the nine weeks— the time constraint imposed by the current system. This will be coded technological.

I give a lot of credit assignments. In other words, if you've done this work, I've looked at it. I may not have gone down and graded everything but the way I structure my classroom I try to make them responsible. I try to get them to check themselves and each other. And so, like I say, I give them credit and then I have several assignments each nine weeks that are part of the performance assessment. In other words, they have assessed and then I give my final assessment on things to make sure that they are ready for that performance assessment.

Technological valuing is my feel for this section due to the external grading given by Bonnie. As I read this section I'm struck by how many time Bonnie uses "I". Perhaps I should examine political valuing where the teacher control is used to reach a desired end. As I reread Huebner on technological valuing, I see that there is definitely a means—ends rationality in this passage. Huebner states that political valuing depends on the support or respect that an activity brings the teacher. I don't have the feeling that Bonnie is using the assessments to the end that she gains respect or prestige for the performance of her students. Rather, I believe that Bonnie sees the assessments as the end product for her students at each quarter. Therefore, I'll code this technological. **You've talked about earlier that the process is real important to you. Do you give grades on process?**

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Not the way I would like to. I haven't refined anything that does that the way I want to, yet. And that's why I give a lot of credit grades because...

That was what I was wondering. How that fits in?

Right. What I'm saying is, for example, I may give a free writing, O.K.?

Um-hm.

I may give them credit if they do a good free writing. In other words, they have tried to do that process and then whatever the next step in the writing process is, whatever it is, I try to give them credit for doing that. And like I said, I'm not happy with it yet.

There is the focus on giving credit, even though Bonnie is giving credit on a process. This is technological.

So you're moving?

I feel like I'm evolving, yes. I may or may not find. I have several new things to read. There's more and more available as teachers are doing this and writing about their experiences.

Scientific valuing is evident as Bonnie speaks of teachers doing action research and her personal search for new ways to teach.

We were talking about grades and grades being valued in this district. It sounded like that was coming from the teachers. Who decides what's important in the district and how are those decisions made?

Well we're moving more and more to include everyone in the decision-making process. And when I say grades are important, I don't know that that's a school decision as much as it is a community decision.

When we speak of decision-making, control comes into play and I think of political valuing. I'll turn to Huebner for clarity. He states that "...the teacher acts in ways that bring positive support from the...parents" (Huebner, 1975, p. 224). Parents expect and require grades. It is important to them; therefore, grading continues. Bonnie recognizes this. This is political valuing.

Imposed?

Yes.

So that's where the community come in.

Yes, because that is what the community perceives as the function of the school. In other words, we have not yet educated the community as to some of the things we've learned about education in the past five to ten years.

This is an extension of the above analysis. She adds the statement about the need to educate the community. This is political valuing. To cause change in a way so that Bonnie and other Middleton teachers keep community support, it is necessary to bring the community along with them. There is one indicator of scientific valuing as Bonnie speaks of what educators have learned in the past few years.

Where are you in that process? Is there a plan to educate community? Has it started but just hasn't spread?

It started and it snagged. Ah, we have some opposition. Some very strong opposition and that opposition is now even on the School Board, put there expressly to oppose.

Political valuing with position power coming into play. Bonnie's awareness of this is crucial to her effectiveness as a teacher, according to Huebner.

Do you know if it's organized or if it's just certain individuals?

Semi-organized. There are several factions. It's not a monolithic group of people. There are several small factions and they all have different purposes. But they are all opposed to some of the changes we're making. However, I think we're moving. I think our biggest job is to bring the rest of the teachers in.

Again, Bonnie shows political valuing. This time, she bring in the idea of working with teachers in the system.

If you were to make a guess of the ones you know in this building, I guess that's all you could say, like are they 50-50? Where would the breakdown be?

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As far as philosophy?

Uh-hu.

I think almost, most of the teachers agree in part to part of the philosophy, do you know what I'm saying? They can't totally follow everything about it. But we do have maybe 20% of the high school faculty that's very vocally opposed and is still in the grade-success mode and the strong harsh discipline. And then we have a big group in the middle who really don't speak out and really don't change much what they do in the classroom no matter what we do and we have a small group that is working very hard.

Political valuing continues with Bonnie being aware of where the perimeters are as far as her colleagues are concerned.

That's about what the change research says you're going to have.

We pretty well fit the description.

In the district, is OBE Board sanctioned, is it part of Board policy, is it just a trend?

In the sense that everything that has been done in the training and the attempts to put together the cadre for the pilot programs, it's been Board sanctioned. With the opposition, the strong opposition coming in the last year and a half, I think probably we've dropped this idea of calling in OBE and what we're trying to do is just use the terms of effective education. However, it's- we haven't really changed our philosophy, and to be quite honest, closet it.

Political valuing continues as Bonnie describes the Board sanctions and her group's efforts to remain in a position where they have the necessary degree of effective power to teach as they see fit. I reread Huebner and he does speak of political valuing as maintaining the degree of power one needs to accomplish one's purposes. This group is doing that by avoiding the term "OBE".

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Even at my advanced age, the greatest shock of my life came when it really hit home to me that even a lot of our teachers don't truly believe that all students can learn. They truly don't. I think it's, and this is going to sound critical, and I mean it in a kind way.

Ethical valuing is shown with concern for the individual as the end of education.

I think it's easier not to believe it because if we really believe that all children can learn, all of a sudden all of the measures we use for our own success over the years mean that we really have not succeeded. And that's a hard thing.

Bonnie speaks of the measures we use. Measure is an indicator of technological valuing. I'll check Huebner. Yes, there is a concern with end states. That seems to be Bonnie's focus.

The things that educators measure?

Right. And I think that's very hard to accept. Especially as hard as I know everyone in this building works. Even, no matter who we are, we all work very hard and I will say that almost across the board, every teacher truly cares about kids.

Bonnie speaks of teachers caring about kids. That caring indicates ethical valuing. She speaks of people rather than of ends.

You've mentioned the word philosophy a couple of times. I've heard two schools of though. Some say that OBE is a philosophy. Others say that it's just a teaching methodology. Which would you tend toward?

Well, it's a collection of methods but yet, it seems to me something close to a philosophy behind it. I took my teacher training in the early 70's, mid-life, and all the things we learned, all of the philosophy we learned was content based with a little bit of Ed Psychology thrown in. That truly was not very effective. We've learned so much since then.

This reference to the increased knowledge base indicates scientific valuing.

And we did what I assume teachers have always done. We covered the content. We went through the book and we let someone else plan for us. For me it's more of a philosophy

because I have now made myself sit down and plan, truly plan, a whole year at a time. My yearly plan used to be, well, we'll read Julius Caesar and then we'll do this and then we'll work on the writing process and then we'll hit grammar real hard and then we'll do some usage. Do you know what I'm saying?

Planning indicates reaching a prescribed end. This is technological valuing. There is also a component of scientific valuing as Bonnie reflects on how she has changed her teaching over the years.

Yeah.

It was not a real plan. It was a content list. Now I really work hard at trying to make a plan for what I want my students to accomplish through the year and because I have this plan, I think I'm more focused and I think that I'm doing a more effective job at doing what all of the things educators are supposed to do in the classroom. I think that change in philosophy...To me, it's a change in philosophy because of that.

This is an extension of the technological and scientific value discussion of the previous paragraph.

When you make your plan of what it is that students need to be competent at as they leave your class, how do you know what those things are?

Well, I have to use PASS as a guideline and then I use the idea of the writing process and the thinking process skills and I look at how, I pull those out of PASS, in other words. We've simply taken PASS here at our school and we've just deepened them a little bit and we've leveled them. In other words, well this much of it here on this level and this much over there.

Technological valuing is evident with the focus on the outcomes. Schooling is a means to an end.

Break it down.

Right. And I think when we are really doing our job right, I think maybe we are doing a pretty good job on PASS, if PASS is what Oklahoma really wants. Now on the

English side, the Language Arts side, PASS are truly more of an Outcome-Based philosophy than some of the others. For example, in science and math we still have a lot of content. In other words, you will cover this and this and this and this.

Technological values continue in this discussion of outcomes.

That's interesting. Elementary science is nothing but processes.

Right. Now there's the processes in there, too, but they couldn't let go. At least, now I haven't seen the latest copy of them. This was the first draft that I remember seeing and looking at. Since then, I haven't looked at the others. But I really think that the English ones are true outcomes as far as what students can be like and can do. Not so much know, in the sense of content, trivia stuff.

I'm wondering if the shift to talking about students and what they can be like changes the focus away from technological valuing. Huebner states, "Ends or objectives are identified by a sociological analysis of the individual in the present or future social order, and these ends or objectives are then translated into psychological language—usually in terms of concepts, skills, attitudes or other behavioral terms" (Huebner, 1975, p. 223). It seems, then, that the shift in language to students and what they can be like does not negate the focus on means to an end which is the heart of technological valuing. This will be coded technological.

We've talked around this a lot but I haven't asked you point blank, what is Outcome-Based Education?

For me?

Um-hm.

Just knowing what I want my students to be able to do and trying to focus all of my energies toward helping them to be able to do that.

Bonnie's definition states that she has the end in mind and that drives what happens with students. Her definition is a purely technological one.

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You obviously have shifted in your teaching. How have you seen this affect your students?

Some of them don't like it at all, particularly in my accelerated students. They want real tight guidelines. They want to be able to know at all times how they stand grade-wise because they are focused and they are motivated both internally and externally by grades.

The focus on the end being the grade is technological. Also the fact that there is tracking with accelerated classes is a technological focus.

What does an A look like? How much do I have to do?

Right. Right, and some of my middle students don't like it because I try to make them think. "Don't bother me. Let me do a worksheet and get it over with." And to be quite honest, most of them don't like it because it's moved them out of their comfort zone.

I wonder if speaking about what students like or don't like shifts the focus to an ethical one. Huebner says that "Ethical valuing demands that the human situation existing between student and teacher must be uppermost, and that content must be seen as an arena of that human confrontation" (1975, P229). No, that is too far of a stretch for ethical valuing. Aesthetic deals with the sense of satisfaction. I'll check Huebner with that thought in mind. He speaks of valuing educational activity for its "sense of peace or contentment" (1975, p. 227). Bonnie is aware of the discontent of her students and the reasons for it. This could be an indicator of aesthetic valuing when I use Huebner's second definition for aesthetic valuing.

You've talked about how they feel about it.

Some of them are doing very well. I still have a lot of students who are just coasting and that's my great trial. Now, my accelerated students, no. They're working very hard at it. They work really truly hard to do whatever because they are so well motivated. "Whatever she wants, we'll try to do it. We may complain and we may not agree, but we know the rules and we'll do what she asks."

When students do what the teacher wants, political valuing comes into play. Bonnie is aware that this is how things work.

I still have had varying degrees of success with my regular classes. I have had some students that I think I have really helped and I have some students who still need several years working in this process because they had so far to go as far as really understanding what they were doing in writing.

This seems to reveal ethical valuing. I'll check Huebner for confirmation. Huebner states, "Educational activity is ethical when the educator recognizes that he participates in his human situation of mutual influence, and when he accepts his ability to promise and to forgive" (1975, p. 229). Now, to reread Bonnie's words. She speaks of helping students. She speaks of students needing more time to understand where they are in the writing process. This is not technological because the focus is not on the means to an end. It is on personal understanding. I feel that this does most closely fall in ethical valuing due to the mutual influence of teacher on student; of student on self; of student on teacher.

I have had real success when I've taught some basics and so I just keep working harder trying to find ways to make this more meaningful and more real to these middle students and at the same time, trying to work to stop grouping them.

Bonnie is reflecting on her growth as a teacher. She is looking for ways to change her teaching which indicates scientific valuing.

I taught in a small school for most of my beginning teaching career. When I came to Middleton and we got into this situation where we pull out the top and pull out the bottom, trying to teach this middle classes, I tell them time and again is like trying to make bread without yeast because whether they like it or not, kids do learn from these top students and top students do learn from these middle kids. We have a lot of arrogant kids who go through the honors program. I truly feel sorry for them because I know somewhere along the line, they have to end up with the real world and it can be, I think, for some of them very hard.

Bonnie describes how she feels when thinking of her students. That seems to be ethical valuing. She also talks of how richness is lost when kids are separated into homogeneous groups. I need to explore that notion. The fact that students are grouped is an indicator of technological valuing, but I feel that isn't Bonnie's main point. She speaks of the benefit in heterogeneous grouping rather than the problems with homogenous groups, so I need to pinpoint what value framework that reflects. Turning to Huebner, I can eliminate scientific and political valuing. That leaves ethical and aesthetic to explore. I've already looked at ethical and that didn't seem to satisfy the intent of the passage, so I'll reread the description of aesthetic valuing. Several cords strike true when I look at aesthetic valuing in relation to this passage. There is a sense of wholeness, integrity, and design that heterogeneous grouping speaks to. There is also the component of symbolic meaning inherent in the idea of grouping. What educators believe about grouping reveals a truth as Huebner describes it in aesthetic valuing. This passage, then, will be coded as representative of aesthetic valuing.

If you could wave a magic wand and give a gift to all of your colleagues here in Middleton, and that gift would be one component of OBE or a couple of components, and everybody would go, "Oh, this is the tool I've been waiting for", what would it be?

Well it really isn't a component of OBE but I don't think any change will happen until all of us come to the realization that we are learners and that we can't create a community of learners until we are involved in the learning process every day just like the students are.

Scientific values are evident as Bonnie speaks of her immersion in the learning process.

We have to model what we do. If we want them to write, we have to write. If we want them to think, we have to model the thinking. I really don't think we'll change a lot of things until we do that and I don't know how we're going to do it, but we're trying.

By modeling and participating in the educational act with students, Bonnie is practicing ethical values in which man encounters man as an equal. If the modeling was for the purpose of student manipulation, then political values would be evident. I do not think that is the case here.

I've heard people talk about Outcome-Based Education. Again, I've heard two different views. One of them is it provided more structure, and all of a sudden I had this structure which kind of told me what to do.

Uh-hu.

I've heard others say it opened the door. I have flexibility that I've never had before. Have you experienced either one of these?

Both.

Both?

Because the structure comes from me because it makes me put together my own structure for the year but yet it's not a rigid day-by-day structure.

The structure focuses on a means to the end which reflects technological valuing.

It's a structure that lets me let the kids go this way, this way, this way, or this way. Because I'm not bound by a content but by a process, I can let them go where the process takes them. If they get excited about researching something and it takes us off on a tack I hadn't thought we would take, it allows me to do that without sacrificing something that I have planned to do down here. I'm not just put in this little box. So it really does both for me.

When Bonnie speaks of "letting the kids go," I'm tempted to look at control issues and political valuing. A holistic reading of the passage, however, reveals that Bonnie and the students experience the direction together. The emotion of excitement on the part of the students and using that to determine learning priorities seems to tie in to an aesthetic valuing. Huebner says, "It [educational activity] is spontaneity captured, normally lost in the ongoing world...[it] is the possibility of life, captured and heightened and standing

apart from the world of production, consumption and intent" (1975, P. 226). This seems to fit, so I'll code this section as aesthetic.

In your content area, I assume you do some literature.

Oh yes.

That's a component you've talked a lot about. Thinking and writing processes. What about the aesthetic? That component. How do you deal with that? How do you...

That's the easiest part now.

That's the easiest part? And so now, talk about that.

Because now with this new, I'm not following this little content box, with these different projects and different group things I get the students involved in, they are involved in creating for themselves. Once they realize that this is their baby, they get involved in making it the best it can be. The nicest, whatever it is. For example, when we studied poetry, we put together, we made, a coffee table book of poetry. We bound it, the whole thing. Our favorite works, we had to include some of our own and we had to define poetry in a short definition. And some of them were so marvelously creative. There was one of them, a collection of basketball poems done in the shape of a basketball, you know. This kind of thing. Well that reflects the students' interests, of course, but at the same time it was not just done to, well, they took down what we had to have in it but from then on, they kicked in and added their own component and made it something that was theirs.

Throughout this description of this project, there was a focus on the integration of content area skills into a meaningful project stemming from student interests. Creativity and diversity was valued. The ideas that were expressed are typical of aesthetic valuing. To document this sense I have of the passage, I turned to Huebner. He refers to balance, harmony, composition, design, integration, and closure (Huebner, 1975, p. 227). This fits the project Bonnie described, so this passage will be an example of aesthetic valuing.

When we do performance assessment and we do presentations, we try to get them to combine lots of things, visuals, music. If they do a video. You see, it just gives them the freedom to bring in all of these things and make it theirs.

This is a continuation of the previous passage with aesthetic valuing.

Different?

Yes, yes. Well, read a story, answer the questions, take a test. This time, I try to get them to respond. For example, instead of book reports, I want them to respond to reading in some way and it may be a total bounce off. You read this, what did it make you think about? Maybe it's just the story was so engaging that I want to talk to you about the story or the character was so wonderful I want you to know this character, but maybe it's "Oh, it made me think of this time when I..." and you get a whole different thing.

Bonnie is interested in students communicating their feelings. No focus on a means to an end, but rather on the individual and his or her encounter with literature. This could indicate aesthetic valuing with the individual's feeling of wholeness and completeness. I also considered that it might reflect ethical valuing because of the interpersonal sharing where each person is valued for what they have come to discover.

Of course, I think language arts is made for Outcome-Based Education. I think that we have the perfect opportunity. It helps us see the interconnectedness of learning and I think that another thing that we will not succeed at is until we stop putting these walls in these classrooms and we get together and we sit together with other students and we discuss periods of time and cover everything that happened in that period the way they do on "Connections" or the "Day the Universe Changed" or something like that and help students see how closely we're all tied together and how all disciplines are tied together.

The concern with integration of content indicates aesthetic valuing.

What have I not asked that you'd like to add?

I don't know. I just think the biggest sorrow for me about this is the fact that Bill Spady's Outcome-Based Education has got a name. And that was a name that people

could latch on to and attack and I think that the attacks have nothing to do with the content of it and everything to do with the fact that it was a recognizable, nameable thing that they could label and use against public education.

Political valuing is being played out here with hints of the power of factions to influence how the community at large responds to OBE.

Because I think that there is something in this that we all could learn from. Not that we all have to become true disciples or anything like that. I don't think I'm a true Spady disciple but I will give him credit because he took a lot of diverse things and put them together, put a lot of ideas together, and jarred a lot of us as teachers into realizing that we could do things a better way.

Teachers looking to do things a better way is indicative of scientific valuing.

I particularly like, besides the outcomes idea, I particularly like his interest in some quality and I find myself doing that a lot. Instead of grades, "This isn't done yet. This isn't quality yet. Here's the quality up here. I've either given you a rubric or it's on the board. Here's the quality." I guess we haven't talked about rubrics. That's probably the most liberating thing that I've had happen to me, is learning about rubrics because this is the thing that moves the responsibility to the student.

Technological valuing is indicated by rubrics with up-front criteria for the product of the educational experience.

> *What kinds of things might you put on a rubric?*

Well, I might have two or three different rubrics for a performance.

O.K.

For example, there'll be a rubric about the content and then there will be a rubric about the performance standards. For example, if they're to give a speech. What makes a good speech? So here's our list of things that we have to check off for a good speech. Well, what's this speech about? All right, here's the list of things that we think you need to touch on. Now this doesn't tell you exactly what to say, but we want to know this and this

and this about whatever it is you're saying. The truly important rubrics are the ones that the students generate. They are the ones...

Technological valuing continues throughout the discussion of rubrics. Bonnie does speak of students generating their own rubrics.

And you do?

I try to. It's usually by the end of the year if they've not had experience. Now it gets easier as more and more teachers are doing this on the lower levels and it's not, you know, a totally knew thing. Then, then when it comes time for, another thing, it frees me of so many grading decisions. Here is and A. You've done all of these things or it's a B. You've done not quite so well on all of these things. And if it's lower than that, let's just do it over until it's A or B. And they are the ones that make the decision on how far they are going to go on doing this. There's no little thing, "Well, that's not fair. You didn't think mine was as good as so-and-so." Well, I can say, "Here it is, here it is, here it is."

Technological valuing continues with talk of grading and rubrics.

This is what you can really point out specifically?

Right, and they can see and they can learn this way. That way they've got a better grasp of what they've done because I think of the reflection.

Ethical valuing is evident because the idea is that it is important for students to understand what they have accomplished. Bonnie shifted away from external evaluation with this comment.

That, then, is the last part of it. When we finish something, reflect on it. What kind of job did you do? How do you think you could have...What do you think you could have done to have done better or to make it easier for yourself? All of those kinds of questions.

Here there is aesthetic valuing in the sense of critique. There is reflection on the educational act as an object to be appreciated.

You've had a lot of ideas that have been very helpful.

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OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 03-29-94   IRB#: ED-94-083

Proposal Title: AN AXIOLOGICAL STUDY OF THE SPADY MODEL OF
OUTCOME-BASED EDUCATION

Principal Investigator(s):Dr. William Reynolds, Patricia Ladd

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

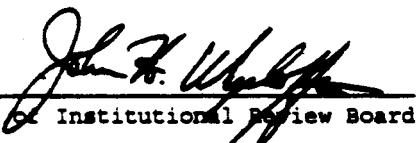APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT
MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR
RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL. ANY MODIFICATIONS
TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

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

Comment:

> The consent form is necessary for this study because f the
> sensitivity of the topic.

Signature: _____   Date: March 31, 1994
           Chair of Institutional Review Board

VITA

Patricia S. Ladd

Candidate for the Degree of

Doctor of Education

Thesis: AN AXIOLOGICAL STUDY OF THE SPADY MODEL OF OUTCOME-BASED EDUCATION

Major Field: Curriculum and Instruction

Biographical:

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Education: Graduated from Putnam City High School, Oklahoma City, Oklahoma in May of 1971; received Bachelor of Science degree in Elementary Education and a Master of Science in Education in Reading from the University of Central Oklahoma, Edmond, Oklahoma in May of 1974 and May of 1977, respectively. Completed the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma in December of 1994.

Professional Experience: Elementary teacher at H. H. Child Development Center in Oklahoma City, 1974-75; Elementary teacher at Tulakes Elementary School and Ralph Downs Elementary School, Putnam City Schools in Oklahoma City, Oklahoma, 1976-1990 and 1990-1991, respectively. Director of Elementary Education, Ponca City, Oklahoma, 1991-1992; Principal, Garfield Elementary School, Ponca City, Oklahoma, 1992 to present.

Professional Memberships: Association for Supervision and Curriculum Development, National Association of Elementary School Principals, Cooperative Council of Oklahoma School Administrators, Delta Kappa Gamma.