

INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.
2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

**University
Microfilms
International**

300 N. Zeeb Road
Ann Arbor, MI 48106

8303873

White, John Henry, Jr.

AN EXAMINATION OF THE SALABILITY OF A SYSTEMS PLAN FOR
PROGRAM DEVELOPMENT

Michigan State University

Ph.D. 1982

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy.
Problems encountered with this document have been identified here with a check mark ✓.

1. Glossy photographs or pages _____
2. Colored illustrations, paper or print _____
3. Photographs with dark background _____
4. Illustrations are poor copy _____
5. Pages with black marks, not original copy _____
6. Print shows through as there is text on both sides of page _____
7. Indistinct, broken or small print on several pages ✓
8. Print exceeds margin requirements _____
9. Tightly bound copy with print lost in spine _____
10. Computer printout pages with indistinct print _____
11. Page(s) _____ lacking when material received, and not available from school or author.
12. Page(s) _____ seem to be missing in numbering only as text follows.
13. Two pages numbered _____. Text follows.
14. Curling and wrinkled pages _____
15. Other _____

University
Microfilms
International

AN EXAMINATION OF THE SALABILITY OF A SYSTEMS PLAN
FOR PROGRAM DEVELOPMENT

By

John H. White

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Curriculum

1982

ABSTRACT

AN EXAMINATION OF THE SALABILITY OF A SYSTEMS PLAN FOR PROGRAM DEVELOPMENT

By

John H. White

The purpose of this evaluative study was to describe a model for program development in a public-school district. This model, the West Bloomfield School District Systems Plan for Program Development, was designed by Superintendent Jerry J. Herman and directed by the researcher from 1974 to 1979.

The researcher identified school-district superintendents, other executives in leadership positions, and administrators who participated in the planning process and selected a sample for interviews and a mail survey. He recorded their questions and concerns. These data, along with the observations the investigator made as a participant in the systems-plan model, constituted the basis for the conclusions and recommendations.

A record of the activities that took place during the planning process is presented in the dissertation so that school-district administrators may decide if the model is salable to them and if replication is possible.

The findings indicated there are three major areas of concern, which incorporate the questions asked by the administrators:

1. The amount of time required to complete the planning process was considered excessive.

2. Acquiring enough personnel to carry out the activities of the planning process was difficult.

3. Financial support was perceived to be critical to the success of the process and, at the same time, unattainable.

The investigator's conclusions were based on the success with which the West Bloomfield School District completed a long-range plan and developed educational programs.

1. School districts have similar needs, regardless of size or population.

2. The amount of time required for program development is directly related to the number of people involved in the planning process.

3. Leadership and commitment to systematic planning must be provided by the superintendent and the board of education in order for the model to be a successful means of program development.

4. Citizen participation in the group activities of the planning process is critical to the successful development of programs and the improvement of public attitudes toward the school district.

5. A skillful group-dynamics consultant is essential to the successful use of people making decisions and recommending plans for the future.

6. Management by objectives is a systematic method by which school-district administrators can successfully attain goals established for program improvement.

ACKNOWLEDGMENTS

Surely, the hundreds of people involved in the West Bloomfield Long Range Planning Project deserve credit for being a part of this evaluative study. The students, parents, teachers, and administrators who participated in the project and willingly responded to my inquiries deserve my gratitude. Especially, I want to thank Dr. Jerry J. Herman for his encouragement that I complete this dissertation and doctoral program. His advice and friendship will be cherished long after he is commended for the authorship of the Systems Plan Model.

To Dr. Moore, my guidance committee chairperson, I express my appreciation for his patience and acceptance of an idea that may well have died long before it became the subject of this study. To Dr. Featherstone for his dedication, to Dr. Lezotte for his persistence, and to Dr. Hamlin for his diversity I wish to say thank you. To Sue Cooley, my editor and friend, from whom I learned a great deal about writing, I direct my gratitude.

And to Barbara, my wife, and Jo and Brian, my children, I rededicate my love. If I could return the many "library hours" away from home and family, it would be a small exchange for their tolerance and understanding of my needs.

TABLE OF CONTENTS

	Page
LIST OF FIGURES	v
LIST OF APPENDICES	vi
 Chapter	
I. INTRODUCTION	1
Purpose of the Study	1
The Problem	2
Exploratory Questions	3
Background of the Study	4
Delimitations of the Study	7
Definition of Terms	7
Overview	10
II. REVIEW OF RELATED LITERATURE	11
The Development of Systematic Planning	11
The Emergence of Educational Planning	12
The Concept of Organizational Structures	13
The Identification of Organizations and Environments	15
Observers, Participants, and Organizations	15
Understanding Organizations	17
Dissemination	19
The Recognition of Educational Organizations	19
Administrator Attitudes and Organizational Climate	21
The Organization as a Process	23
Accounting for Results	25
Citizen Participation in Educational Planning	27
Formality in School Organizational Management and Educational Planning	31
Planners and Planning in Educational Settings	32
Summary	34
III. DESIGN AND METHODOLOGY	38
The West Bloomfield Model and Process	38
Commitment and Time Lines	40
Financial Resources From an External Source	44
A Demonstration of Enthusiasm for Planning	47

	Page
Visits and Record Keeping	50
Planning for the Future	51
Confirmation of a Long-Range Plan	53
Final Phases of the Systems Plan	55
An Example of the Model's Results	58
IV. BACKGROUND INFORMATION ON RESPONDENTS WHO PARTICIPATED IN THE STUDY	61
Superintendent Interviews	61
Mail Survey of Superintendents	68
Participant Interviews	75
Analysis	80
V. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	92
Findings	93
Conclusions and Recommendations	95
ADDENDUM	109
APPENDICES	111
BIBLIOGRAPHY	203

LIST OF FIGURES

Figure	Page
1. A Thematic Representation of 60 Years of Systematic- Planning Theory	36
2. Sixty Years of Systematic-Planning Theorists	37

LIST OF APPENDICES

Appendix	Page
A. WEST BLOOMFIELD PUBLIC SCHOOLS MODEL--SYSTEMS PLAN FOR PROGRAM DEVELOPMENT	112
B. PROJECT DIRECTOR'S LETTER TO SELECTED PARTICIPANTS . . .	114
C. LONG-RANGE PLANNING PROGRAM--FIRST MEETING AGENDA	117
D. STATE OF THE SCHOOL DISTRICT RESPONSE FORMS	119
E. STATE OF THE SCHOOL DISTRICT SUMMARY	124
F. LONG-RANGE PLANNING PROGRAM--SECOND MEETING AGENDA . . .	133
G. WORKSHOP ACTIVITY--PRIORITY RESOURCES	135
H. COMMITTEE MEETING SCHEDULES	137
I. REPORT OF VISITATIONS, CONFERENCES, AND WORKSHOPS	139
J. FIVE-YEAR PLAN AND PUBLIC RELATIONS COMMITTEE CHARGE . .	141
K. FIVE-YEAR PLANNING COMMITTEE MINUTES	143
L. PUBLIC DISCUSSION OF FIVE-YEAR PLAN ANNOUNCEMENT	146
M. PUBLIC DISCUSSION AGENDA	148
N. 1978 FIVE-YEAR PLANNING REPORT	150
O. ADMINISTRATIVE COUNCIL REITERATION	186
P. GOAL RATING SHEET	191
Q. MAIL SURVEY TO SUPERINTENDENT SAMPLE	195
R. SUPERINTENDENT'S RESPONSE FORM	197
S. FOLLOW-UP INTERVIEW WITH PARTICIPATING ADMINISTRATORS FORM	199
T. SCHEMATIC REPRESENTATION OF WEST BLOOMFIELD SCHOOL DISTRICT'S ACCOUNTABILITY PLAN	201

CHAPTER I

INTRODUCTION

There are as many ways to manage a public-school district as there are districts. In many instances, the type of management concept being applied in a particular district is not easy to identify or describe. Generally, the management of an individual district, like that of most kinds of organizations, is an extension of the beliefs and practices of the chief executive. In school districts, the chief executive is the superintendent. Hence there are as many management styles as there are superintendents.

Purpose of the Study

In this study the researcher's purposes were (1) to describe the activities that took place over a four-year period from 1974 through 1978, when the West Bloomfield Public School District of Orchard Lake, Michigan, implemented a systematic planning process and (2) to evaluate how that process aided in the development of programs designed to meet the educational needs of the community.

The objective of this description was to provide a planning model for other school districts and to determine whether that model was salable to superintendents of districts throughout Michigan. Many school-district superintendents have identified the problem addressed in the study as being directly related to inadequate or

nonexistent planning. The need for planning is evident in all public-school districts and in most other educational institutions as well. The researcher made that assumption after assessing the dire conditions that have forced drastic curtailment of the resources to school districts in recent years.

The Problem

Historically, school-district administrators have followed separate and distinct management styles and have not developed mutually acceptable processes for attaining their goals. Even more important, many district administrators do not adopt goals and have no systematic approach to planning for the future.

The importance of the description undertaken in this study has been demonstrated in several districts in Michigan in which the model has been adopted either partially or totally. Further importance will be determined as other administrators implement systematic planning for program development in their respective districts.

The compilation of information in this research includes those events that took place during the four years after February 1975, when the West Bloomfield Systems Plan for Program Development was introduced to the public by its author, Dr. Jerry J. Herman, Superintendent of Schools. The period covered by the evaluative description encompassed the span from public introduction of the model and its subsequent adoption by the West Bloomfield School Board¹ to the

¹This action was taken at the regular meeting of the Board of Education of the West Bloomfield School District, March 3, 1975. At the Board's request, Dr. Herman presented a brief overview of his

expiration of federal funding and the researcher's termination as director of the project in 1978.

Exploratory Questions

The investigator posed essentially five questions in this study:

1. Can a public-school district of moderate size and limited resources develop a process for program development?
2. Can such a process become a model for other school districts?
3. What theories of administration, organizational control, planning, and management can be applied to public-school environments?
4. Is systematic planning a means for reaching goals in public-school districts?
5. Is citizen participation a vital ingredient in the process?

The general theoretical background of public-school planning and management lies somewhere between the business-management and sociological theory of the twentieth-century behaviorists. Few, if

report, entitled "Model Systems Plan for Program Development," which was originally distributed to Board members at the February 17, 1975, meeting. The intention of this review was to apprise members of the audience of the phases proposed for this five-year development plan. In the ensuing discussion, various Board members stated their views, and Dr. Herman responded to their questions about the plan. Following discussion, there was a motion by Mr. Metzger, supported by Mr. Brewster, that the administration proceed with the Model Systems Plan for Program Development as presented at the February 17, 1975, meeting and again at the March 3 meeting. Motion carried 7-0.

any, fundamentals of organizational management have been developed specifically for public-school districts. The expectations imposed on educational administrators have caused them to gain their training and experience under the guidance of theory that only suggests pertinence to their specific roles. The need for clearly defined, tested models for the management of school districts and educational programs is rooted in the premises of educational leadership, which are often learned but seldom prove effective.

The description contained in this dissertation deals with leadership qualities and characteristics but in no way specifies the best characteristics for all leaders and all environments. Essentially, the writer acknowledges the versatility of leadership styles among a group of administrators who struggled to implement a modified form of management by objectives; he specifically describes the leadership activities required for successful adoption of the Systems Plan Model.

The needs of the West Bloomfield School District were not unlike those of other districts, but the manner in which they were identified was unique. Further, the means by which goals and objectives were established in the West Bloomfield School District were novel, and the manner by which these goals and objectives were attained remains unique.

Background of the Study

Readers will best be able to determine their interest in the model if they know something about the West Bloomfield community,

which lies in Oakland County, about 15 miles north and east of Detroit, Michigan. West Bloomfield Township became a matter of record in 1823, when the first farm properties were settled by families seeking fertile land for apple orchards. By 1923, the rolling woodlands were summer and weekend vacation resorts for Detroit's affluent society members. Numerous lakes cover more than one-half of the area now called the West Bloomfield School District, which was incorporated in 1949.

According to the 1980 census, a population of 30,000 people resided in approximately 10,000 dwellings: 1,200 were small, restored cottages in the village of Keego Harbor, 200 were estate-like mansions in Orchard Lake Village, and the remainder were in new subdivisions completed for the urban escapees who worked in or near Detroit and could afford expensive homes. In 1980, 6,000 students, in kindergarten through twelfth grade, attended five elementary schools, two middle schools (grades 6-8), and one high school. The first school, now an elementary school, was constructed in 1923; the last, the high school, was built in 1970. Two hundred seventy-nine certified teachers comprised the professional staff in 1980. Nineteen administrators served the schools as members of the professional team. The superintendent, three assistant superintendents, three directors, eight principals, and four assistant principals constituted the West Bloomfield administrative team.

Public-school districts are quick to adopt the most recent management innovation if it promises to improve student performance. A change in administrative format is less frequent and significantly

more difficult to bring about. With considerable support from the community, the West Bloomfield School District was able to change its management system and, over a period of time, to affect student performance through the efficient administration of educational programs. During the same period, financial subsidy from Elementary and Secondary Education Act (ESEA), Title IV-C funds aided in the refinement and evaluation of the Systems Plan Model. The writer speculated that the description and analysis of the events occurring before and during that funding period would provide important direction for other school districts.

A primary purpose of ESEA, Title IV-C funding made available to local school districts under the auspices of the Michigan Department of Education was to provide the means for developing a model for program planning and evaluation and to disseminate the findings of such program planning to other agencies. During the 1977-78 school year, the Department of Education selected the West Bloomfield School District as one of six districts in the state for one year of development. The school district received \$40,000 for continuation of the already designed, but financially stagnated, planning model.

In 1977-78, this writer was employed as project manager for the continuation of those phases of the program not activated after 1976, when the district was unable to provide the necessary financial resources. The federal intervention lasted only one year. It should be noted that the local district had been able to carry on the systems

plan for two years before receiving ESEA financial support and has since revitalized the plan with local finances.

Delimitations of the Study

It is important to know the reasons behind delimiting the study to the years between 1974 and 1979.

1. The writer arbitrarily selected a time frame to encompass those events that could be described in one concise document.

2. The activities described coincided with the writer's tenure as an administrative assistant to the model's author and promoter, Superintendent Herman.

3. The time coincided with an unchanged roster of administrative personnel in the school district and with a constantly changing citizenry of well-educated people.

4. The observations made by the writer were first-hand ones and were based on direct involvement in the Systems Plan, both as a director and as a participant.

5. The major stages of the model had been activated and, at least in part, completed to a point at which subsystems generated as a result of the systematic planning process were ongoing and fluid.

Definition of Terms

The terms used throughout this dissertation are no longer unfamiliar to the teachers, students, citizens, and administrators involved in the Systems Plan at West Bloomfield. To the reader familiar with planning models, management theory, and organizational change strategies, the terms are commonplace. It is the reader who

is unfamiliar with the aforementioned concepts for whom the definitions will be most beneficial.

Change--A measurable difference in the manner in which events and personnel are managed.

Consultant--A person who offers advice or assists in the administration of change, usually for a fee.

Feedback--Information of use to those monitoring an organization's processes, usually "fed back" by recipients of service.

Goal--That which is specified as the outcome of action planned and undertaken.

Group process--The interaction of two or more persons similarly inclined to accomplish a particular task.

Management by objectives--A system in which people are held accountable for reaching objectives, upon which they usually agree jointly with their superiors.

Model--A graphic or narrative guide that outlines the means by which goals and objectives may be attained.

Need--That which requires change, usually a deficiency in an organization's acquisitions.

Objective--A measurable condition or end product; usually part of a larger goal, such as in the management-by-objectives format.

Organization--The interrelated people and activities directed toward the attainment of common goals.

Phase--The part of a model that can be described in terms of a specific time and placement in a series of events.

Planning--Strategies to obtain resources needed for goal attainment.

Program--A division of personnel or related activities directed toward a particular objective.

Role--The behavior expected of an individual assuming responsibility in a group.

Scientific management--A management theory in which achieving worker efficiency through rewards is emphasized.

Shared decision making--Instances in which participants from multiple levels make decisions about future activities.

Subsystem--An integral part of the total system, yet self-sustaining and having particular objectives.

Survey--A sample or total collection of information gathered from a designated population; usually attitudinal.

Systems approaches--The processes resulting from applied systems theory.

Systems theory--All that is encompassed by an organized effort, which includes input, process, and output. The emphasis on the relationship between organizations and their environments is apparent. The terms "systems planning" and "systematic planning" are used interchangeably with "systems theory" throughout this dissertation.

Team management--Deindividualization of roles and mutual commitment to goal attainment.

Overview

Chapter I included a statement of the purpose of the study and the questions to be answered in the dissertation. It also included background information about the study and its limitations. Definitions of terms related to educational-program management and systematic planning constituted the final part of the chapter. The literature reviewed in Chapter II includes writings about organizational administration, management, planning, and public relations. The methodology used in conducting the study is described in Chapter III. Chapter IV contains a description of the school administrators who took part in the study and an accounting of the data they generated. Chapter V contains conclusions and recommendations based on the investigator's findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Development of Systematic Planning

Determining when writers began to provide literature relevant to systematic planning required an examination of general systems theory in physics and biology. During the 1920s, a broad view of relationships between the elements within a body of knowledge provided a means of looking at interconnections common to all sciences. In the applied field of engineering, a primarily mathematical approach to systems analysis was generated. General systems theory, however, resulted from continued efforts over the next half century and has made possible an approach using the concept in any model representing the management of people, machines, materials, money, and/or time.

Literature relevant to systematic planning for educational programs encompassed more than 50 years preceding the 1980s. During the 1930s, social researchers developed the methods of field observation used by participant observers of organizations experiencing change. The key instrument for recording the participative process was the interview, a means by which observer participants could gather perceptions of change expressed by observed participants.

The intrinsic elements of change constituted the definition of innovative organizations posed by Linton (1936). He labeled these

elements form, function, and meaning. The classification of consequences resulting from organizational change was less precise in the 1930s than it is today. Assuming that desirable results would be forthcoming when successful efforts were duplicated, some authorities inadvertently overemphasized the adoption of models for effecting change. Survey-research methods were inappropriate for determining consequences, and measurement of success was difficult because of the time that elapsed between the onset of a change and when the consequences were observable.

Systems approaches, concepts, and models that depended on the qualitative interaction of people were developed in the 1940s. Wiener (1946) refined the science of cybernetics with his studies on the transmission and processing of information within the active parts of a total organization. Weber (1947) described the social structure of bureaucracy as a major force on the individuals and processes within an organization.

The Emergence of Educational Planning

By 1949, guidelines prepared for staff management appeared in medical, military, and human-resource-management literature. Writers who preceded the educational-planning era primarily defined the methods by which an institution plans, operates, and controls its activities in order to meet its objectives--that is, by using human, material, equipment, information, and money resources.

Simon (1959) argued that the greater the number of parts a system tends to develop, the greater its complexity and the ability

to produce change within itself to improve goal attainment. He researched institutionalized structures and processes designed to define and attain systematically established goals. Simon found that organizations that generated policy strategies and decision-making procedures incorporating effective citizen participation demonstrated better mechanisms for feedback of evaluative information than firms that did not follow these practices.

The Concept of Organizational Structures

In the early 1950s, behavioral scientists viewed general systems theory as a basic approach to providing a framework for organizational concepts. At Wayne State University a general system of education, termed the "education sciences" (Hill, 1972), was developed. It contained a strict set of principles focusing on an essential step in systematic planning--the establishment of program goals and objectives. As observers put the framework to use, they were expected to record events, which, in turn, provided detailed descriptions, charts demonstrating the flow of time, and simple designs depicting relationships between events. In education, the beginnings of applied systems approaches lacked sophisticated mathematical models. Yet they were just as serviceable for those who valued the generic elements of persons, processes, and properties as for those who preferred to evaluate program successes by observable products.

Writers during the 1950s recorded organizational successes in which individuals were reported to perform for the benefit of

organizational needs. They maintained that friction between individuals and organizations can be either creative or destructive. Ryan (1950) attempted to describe direct and indirect functions of consequences as a means of providing a measure of adaptability for models. Using an anthropological approach, he condemned descriptive studies of innovative organizations if they yielded only idiosyncratic data from which it was difficult to make generalizations.

A segment of social science devoted to the identification and description of models of participative structure emerged and became known as human ecology. The human ecologists did not clearly identify the order, perspective, or limitations of participative organizations. Katz and Lazarsfeld (1955) dealt with the influence persons within an organization have on the behaviors and attitudes of one another. They reached little, if any, agreement about the kind of behavior that indicated a propensity for adopting innovations. The end of the 1950s brought some merging of theoretical explanations for situations and attitudes exemplified in the best conditions for acceptance of innovation.

Churchman (1957) defined operations research as a tool for performance accountability. He incorporated the same basic components of the planning concept as the systems approach and preceded by 20 years the merging of the definitions of planning and management by objectives (MBO). He further pointed out that the systems approach can be used to study problems in various fields. Its use in education, employing the methods and techniques of modern management and

allowing for the problems unique to education, has helped to define the content of systematic planning for educational organizations.

The Identification of Organizations and Environments

Bendix and Selznick (1958) raised major questions about the specific ways in which environments dominate organizations. They contended that the most forceful individual has little influence on organizational success, compared to the provocation of the environment in which an organization exists. These investigators saw complex environmental characteristics as being beyond the control of organizational leaders.

During the 1960s, little was written about how organizations or their environments can change over time and how the interaction can be valuable for study and replication. The proponents of goal-setting models and the interaction process affecting the members of an organization received considerable attention. Thompson (1967) recognized the shifting variables of a truly open systems approach to organizational change. In recognizing those variables that are not within the control of the members of an organization, Thompson said that the internal structure or the external environment of an organization is never completely understood. He cited the adaptation to changing environments as the real measure of organizational effectiveness and survival.

Observers, Participants, and Organizations

Weick (1967) described organizations as loosely coupled systems in which few individuals care about every dimension of the

organization's operation. He perceived educational organizations as being no different in structure than other organizations. The authors of theories explaining organizational structure recommended no best way to organize; rather, they accepted the idea that the structure of an organization depends on numerous determinants. The question of what the determinants are rests with those who observe as well as those who participate in organizations.

Humanists Bennis (1966) and McGregor (1960) predicted the downfall of the bureaucracy; they recognized that the lack of values and beliefs is essentially the greatest weakness in the bureaucratic structure. The evidence they cited indicated that tumultuous environments have made organizations adopt frameworks and activities requiring highly sophisticated interpersonal skills and consciousness among the leaders. These authors portrayed strong leaders within an organization as being capable of manipulating the social setting of an organization.

Leavitt (1965) focused on working with individuals and groups of people to accomplish organizational goals. Strategies that gave specific techniques for effecting change in organizations based on behavioral-science principles incorporated "organizational-development" practices that provided a way to deal with problems in organizational processes. McGregor (1960) categorized types of relationships between organizations and their environments, but literature dealing with the opportunities and constraints that environments impose on organizations did not appear until the 1970s.

The view of MBO as a means of improving school-management systems re-emerged shortly before the mid-1960s. Oxhandler (1964) researched how various systems approaches could be applied to specific school operations. His evidence supported the perception that MBO improves schools and their organizational structure. Primarily a reiteration of the writings of Wiener (1940), the definition of general systems theory was refined when studies of information transmission and processing became the focal point in analyses of the control of active parts of an organization. Within the definitions of a system, MBO proponents perceived a population of persons and properties as a vital and basic ingredient in describing the framework of any organization.

Understanding Organizations

Hersey and Blanchard (1960) emphasized the need to understand organizational behavior and stressed that an expert in organizational development must learn and apply certain skills. They placed less emphasis on the effects of an organization's environment and more on the philosophy that the internal components of and the people involved in an organization are the most critical ingredients for successful goal attainment.

In 1962, Rogers predicted that a second edition of his study of innovative practices would be necessary 10 to 15 years later. He offered a synthesis of contemporary writings and made suggestions for social research regarding the diffusion of innovations. The study and expansion of his propositions led him to prepare this second

edition by 1970. Whereas Rogers noted a lack of succinct research in the field, in the second edition he stated that there had been a 300-percent increase in publications regarding diffusion of innovations.

From studies dealing with organizational change, Rogers concluded that there is less of a discrepancy between the synthesis of diffusion and adoption of innovations than there is between knowledge and understanding of the process by which authority decisions are made and organizational changes implemented. Rogers presented two basic approaches to organizational change: (1) the authoritative approach, in which decisions are made centrally, with others obeying under an unequal distribution of power; and (2) the participative approach, in which decisions are made with a great amount of consultation and a wide sharing of power.

Rogers stated that the latter approach was less likely than the former to be discontinued. Examining the strategic involvement of every individual in enduring organizations, he uncovered discrepancies between attitudes and overt behavior directed toward adoption or rejection of an innovation. This dissonance he attributed to the various kinds of informal practices, norms, and social relationships among the members of an organization. The more formal social system, which must be deliberately established for achieving certain predetermined goals, usually provides for success. Even though the consequences of innovation have not been studied sufficiently, it has been shown that a system of prescribed roles, authority structure, and formally established rules and regulations governs the behavior of an

organization's members and provides a model for others. Such a systems model is the subject of the evaluative description presented in this dissertation.

Dissemination

A review of the literature of the 1960s provided limited information about the adoption of educational-management models, but there were some accounts of efforts to disseminate models. Gideonese (1969) made the first attempt to give a comprehensive treatment of educational dissemination and the capacity of state agencies for educational research. His historical overview of specific treatments administered under the guise of educational program development provided a compilation of sponsors, performers, resources, substantive content, and policy implications designated as adoptable models for school districts in the United States. Using data compiled from the records of the U.S. Office of Education, Gideonese provided evidence that only 7 to 10 percent of the total U.S. Office of Education research-and-development funding aided dissemination activities. This finding supported the concern expressed by writers during the previous 20 years--that sufficient financial resources were not made available for educational research.

The Recognition of Educational Organizations

The writer's search for meaningful studies about organizational structure and the effects of recognizable determinants reached fruition in the writings of the 1970s. Further, the effort to differentiate between the management styles of school organizations was

made easier by the literature of that decade. For instance, Freeman and Hannan (1975) examined the size of administrative components in school districts facing changing enrollments and credited the determination of size to a political perspective. Conflicts between political forces were highlighted when Perrow (1972) discussed the functions of organizations and described the imperfections of bureaucratic structures, in which individuals need to be controlled and managed so as to ensure the pursuit of organizational purposes, not personal ones. Perrow perceived organizations as arenas of irrational decision making, wherein various persons and groups simply participate without common purposes.

The role of conventionality within school organizations was established when Meyer (1976) elaborated on the idea that school districts as institutions are loosely linked organizations without rules for even the practice of instruction. The real question is how such segmented and uncoordinated organizations survive. Meyer and Rowan (1977) suggested that the answer lies not in the success with which a district achieves internal coordination but in how well the structure conforms to institutional rules as they exist at that particular time.

Control, which is essentially what rules are designed to afford, has long been a central theme in the literature on organizations. Members of the hierarchy of authority effectively convey objectives, monitor actions, and evaluate results only if there is a multistructured linkage of units or sets of units conforming to a common set of guidelines. Ouchi (1976) forthrightly stated that

organizational success depends directly on how managers filter guidelines for action through the many levels of an organization.

Administrator Attitudes and Organizational Climate

The National School Public Relations Association (1978) compiled a series of guides to standardized practices within innovative community-involvement projects. Those organizations in which administrators and managers appeared to be actively supporting change were found to be successful. It was noted that if the climate of an organization supported a large number of participants, the prospect of effectively incorporating an innovation into standard practice was significantly increased. Yet the writers expressed concern for research needs and diffusion of ideas among educational organizations because of the discrepancies that exist between national priorities and local user needs for research and development. Validated programs have become the mode of diffusion of innovation, but information about these exemplary programs is neither reliable nor easily available. A practitioner's capability to manage or administer an innovative project is a measure of his/her success at developing a communication process that provides another potential manager the capability of using research-and-development results.

Although there have been repeated efforts to standardize measurement, or at least to conceptualize the effect of research and development, the issue of selective versus comprehensive information systems still needs resolution after two decades of continued articulation regarding observable weaknesses within the network of educational

organizations. Information about the variety of services designed to link organizations seeking model projects with those providing the object of their search was the culmination of elaborate efforts by Butler and Paisley (1975). They classified more than 40 models by a taxonomy developed in a unique project designed to analyze the levels at which services were interfaced between sponsors and clients and to determine the source of initiative for undertaking services.

The lack of evidence of evaluative techniques for control in school systems parallels the lack of evaluation of school programs, even when desirable results were obtained. Although school systems have survived as organizations through time, it is also apparent that their survival commenced without the control mechanisms required by organizational researchers. Freeman (1975) described the complexities of systems within systems, making up an organization of "Chinese boxes." It is that theme of disjointed segments or disconnected subsystems within an organization's structure that leads one to search for strategies of organizational control. The rules and interests that influence an organization from outside have led researchers to propose means by which organizational environments can be researched. Meyer (1978) distinguished between external environments and internal technologies, the latter being activities continuing in an organization and controlled internally, even though control is not highly visible. This theorizing about organizations as activity systems directed the thinking of scholars toward a concern for processes.

The Organization as a Process

Two social psychologists, Perrow (1970) and Hall (1977), emphasized the role of key individuals as leaders and the internal source of innovation and change. They reported that a key ingredient of organizational success is the willingness of individuals to perform only for the benefit of organizational needs. These writers further maintained that friction between individuals and organizations can be either creative or destructive. Their observations supported the findings of administrative scientists Parsons (1956), Bendix (1960), and Selznick (1960), who recognized the external environment as a major force on the individuals in and the process of an organization. Aldrich (1979) built on Thompson's open or natural model of organizations, which formed the basic premises of organizational sociology. He underscored the idea that the importance of processes lies in analyzing essentially contradictory behavior and activities, which must be pulled into a coordinated whole if organizational goals are to be reached.

If one thinks about organizations as activity systems, as did some writers of the 1970s such as Blau and Schoenherr (1971), one may become overly concerned about processes, thereby becoming distracted from the sociological emphasis. Thompson (1967) focused on organizations while concentrating on processes, which made it possible for all behaviors and activities generated in conflict by organizational members to join in a harmonious entity. A major question raised by the present writer pertains to the specific ways in which environments

rather than individuals are the dominant force affecting organizational success.

Social-science theorists expounding on organizational change and productivity have presented a number of propositions concerning organizational process. Most writers have postulated that there are too many factors to cope with systematically. Aldrich (1979) submitted the central premise of an evolutionary view of organizational change in a loosely united world. There appears to be little stability within systems; continuity is achieved when active processes are directed toward a particular goal.

Buckley (1967) and Landau (1969) discussed the loose coupling of organizational components and stated that there are too many relationships between components to deal with them systematically. These social-science theorists treated organizational change as an uncontrollable phenomenon that occurs within an organization whenever an existing condition is altered and the manager or administrator of an organization is urged to look at one, several, or all of the aspects of the organization's tasks, structure, technology, and people. Others who stressed the loose coupling of organizational components were Glassman (1973) and Weick (1976). But it was Thompson's (1967) truly open model of organizational change that achieved prominence. In recognizing those variables outside the direct control of organizational members, he presented a model that did not take for granted any understood internal structure and, further, did not assume the environment was a given condition. This

adaptation to changing environments is a measure of organizational effectiveness and survival.

Thompson stated that there is no best path along which successful organizations pass. According to him, appropriateness of design and structure can only be assessed in light of the conditions present for the organization. The variables least likely to be controllable are those that exist in the organization's environment. Judgments made by those involved in the administration of organizations do, in fact, strongly influence the attainment of goals and depend on these individuals' perceptions of the environment.

In many ways, organizational theorists have ascertained that the design and success of organizations vary greatly. It is left to the student and practitioner of organizational processes to clarify the methods that will prevent the development of unsuccessful organizations and will aid in the development of successful ones.

Accounting for Results

Most studies of organizations reviewed for this dissertation were comparative in nature and suggested organizational models that were flexible, adaptable, and universal; a few offered specific guidelines for such models. Descriptions of these models were found in the writings of proponents of management by objectives (MBO).

Bell (1974) expounded on the virtues of MBO specifically for school administrators. Essentially, MBO provides a format for performance accountability that is applicable to school organizations. The purposes of those objectives are to solve the problems of

an educational institution at a particular time. A concern of those who adopt MBO is marshalling their resources according to priority. Goals cannot be completed successfully if the proper environment does not exist; both external and internal conditions must be hospitable to the process and products chosen to attain the objectives of the organization. When looking to models for management strategies, one must search for those actively operating in environments similar to that of the organization considering adoption.

With respect to innovative approaches to solving problems in educational organizations, many of the premises upheld by proponents of change within organizations fell among descriptions of low productivity and inefficiency and were relegated to systems of information distribution within and outside of organizations. Innovative efforts to disseminate information not only serve as models for success but also point out the need for methods of measuring and conceptualizing the effect of change.

In organizations, complete or incomplete records are maintained, depending on the degree of importance the directors of the respective programs attach to such records. Directors with educational-research or information-science backgrounds accept the need for cost-efficiency data, whereas directors with clinical or humanistic backgrounds tend to be skeptical of quantitative approaches and evaluate their operations on the basis of experiences with individual clients. These findings, as well as others, suggest to students of diffusion that it is impossible to ignore social relations in studying the spread of innovations.

Citizen Participation in Educational Planning

One of the more prolifically researched topics of study in the field of educational planning has been citizen participation. Seeming to have achieved importance in the federal, state, and local government arenas, citizen participation has been responsible for much reduction of tension in our society. Citizen participation in any organization provides the potential for analyzing the organization's influence on goal achievement and policy formulation. In schools and educational organizations, a basic management concept is that better decisions are made when groups affected by the decision are actively involved in identifying problems and determining solutions. Studies such as those conducted by researchers at the Urban Institute (1970) have shown that citizen participation does work. The erratic, misunderstood involvement of citizen groups at the federal level has often overshadowed the results of more utilitarian, controllable experiments with citizen participants at the local level.

The organizational system in education was the primary target of change efforts reported by Benson (1971, 1977), Klingsborn (1973), and Pfeffer (1977). Types of educational changes were similar; these writers placed them in two comprehensive categories: (1) political, which involved educational goals being established as public policy, and (2) knowledge, which involved learning how to achieve goals that have already been established. Because schools are unique among organizations, the ongoing conflict between professional participants and hierarchical organizational control was evident in these studies.

Owens (1969) dealt with schools as people-changing organizations, and Steinhoff (1976) studied the diffuse and ambiguous goals their administrators strive to achieve. Both Owens and Steinhoff (1976) supported the contemporary motivation and social-systems theory expressed by Lewin, Maslow, Herzberg, and McGregor. Because schools have essentially an involuntary clientele, Steinhoff pointed out the likelihood that they would not survive in conditions that depend on a search for direction and purposefulness. He believed that the low internal interdependence so easily swayed by political control is a key reason for the low success of school organizations.

According to dissatisfaction theory, which is based on the concept of participative representation of the citizenry in local school districts (Lutz & Iannacone, 1978), the local school district is doomed as a democratic governmental unit. In his discussion of the wide range of theory assessing deviance, conflict, and cultural change, Levine (1978) proposed a dichotomy between hard and soft institutions; the former constrain and limit behavior, whereas the latter allow and encourage a structure wherein individuals express their own needs. He suggested four basic characteristics necessary for a model adopted to resolve conflict and to cause change within an institution. These characteristics contribute to the survival of an organization built on group participation and social adaptation. The first characteristic, persistence, sustains the other three: order, progress, and revitalization.

There is a certain loose, disorganized quality about citizen participation in the governance of schools, which evaded all written

attempts to define its characteristics. Those who have attempted to define the problems related to control of community-based organizations such as schools have failed to reach consensus regarding citizen participation. The recent literature mainly pertained to federal policies and practices, even though local government control and its intended benefits must be incorporated in any definition concerning schools and educational organizations. The quality of citizen participation is in sharp contrast to the kind of participation--the policies and practices of citizens in the governance of cities and states.

Moguluf (1970) felt that citizen participation is the problem in traditional decision making. However, he expressed optimism that a systematic approach to using citizen power would provide better decisions that would be more palatable to the recipients of the services of school organizations.

Perhaps a larger body of literature regarding the policy and practice of citizen participation exists than what this investigator was able to uncover. However, the fact remains that citizen participation is there to be observed, it works, and it seems to have received financial support from federal and state agencies since the early 1970s. It is fitting that citizen participation should be regarded as a means of reducing societal tension and should automatically be included as part of the American democratic process. In contrast to the benefits of citizen participation as an instrument for decision making and goal attainment is the argument that citizen

participation is best viewed solely as a means of establishing policy for organizational improvement.

After more than ten years of study, Benson (1971) described the processes inherent in participative structure. But it was Klingsborn (1973) who revealed the variables that affect the success of participative organizations. Pfeffer and Salancik (1978) made important contributions to the field by identifying and labelling internal conflicts inherent in participative processes. The notion of designing organizations around participative groups was introduced in the mid-1970s and fostered the ensuing trend, at least in the United States, toward group dynamics and the study of human relations.

Leavitt (1974) stressed the idea that groups are becoming more relevant for organizations as well as for cultural reasons. He said that most large organizations are collections of both formal and informal groups interacting with one another, which is a natural phenomenon of organizations. Leavitt appraised groups as being particularly useful as coordinated and integrated mechanisms for dealing with complex tasks that require input of many kinds of specialized knowledge. He further found that organizational decisions resulting from the interplay of forces among groups are not a characteristic of only large organizations but also of small, loosely integrated organizations in which face-to-face activity is an important disciplinary tool.

Formality in School Organizational Management
and Educational Planning

Interpreting the need for formal structure, rationality, and discipline essential for a successful organization is not simple. For the purpose of this investigation, the researcher examined writings about the elements that compose a successful educational organization as well as literature pertaining to the use of formal management systems to develop programs in schools. Surfacing throughout that review were references to and descriptions of systems approaches to decision making in school organizations.

Godder (1976) discussed the use of formal management systems to assist decision making in schools because, in his view, using such systems is the only way to discover the real issues and to decide what to do about them. Phillips and Tucker (1976) defined needs assessment as the difference between what is and what should be and prescribed long-range educational planning as the means of meeting the needs of school organizations. Alexander (1975) approached educational planning by examining the social demands on the school organization, interpreting those demands into objectives that could be met by forecasting manpower needs, and measuring the benefits of educational planning by attempting to assess expenditures.

Coelho (1975) presented a set of techniques for developing and implementing a systems-management effort in a small, conservative New England school district as an adoptable model focusing on self-assessment and organizational diagnosis. Third-party consultants became the means by which small school districts developed their

management skills and solved their problems systematically. Coelho's basic assumption was that small systems function best under a central management team. It has been found that variations in school-district size affect the success of the team approach. According to a study conducted by the Ohio Association of Elementary School Principals (1971), school-district needs depend directly on district size, and the best decisions are made by individuals and groups as close to the point of implementation as possible.

Unless an organization recognizes the need to coordinate the efforts of its key people to realize common objectives, it is subject to either misdirection and dissipated energy or to minimal effectiveness, at best. Ciampa (1975) prepared a systems overview for school administrators supporting this essential premise. His primary effort was directed at presenting evidence that systems approaches were in practice 2,000 years ago when Philip of Macedonia asked what objectives he needed to accomplish and determined the procedures he had to follow with the resources available to him.

Planners and Planning in Educational Settings

The rise of the local educational planner was preceded by that of the regional educational planner, who functioned primarily through state departments of education. As regional planning became the law of the land and was proven effective,¹ it also provided direction for educational-organizational management.

¹Some of the pertinent legislation is as follows: Michigan Public Act 281 of 1945, as amended P.A. 194 of 1952; as amended P.A. 87 of 1967; as amended P.A. 427 of 1976. Federal Housing Act of 1954, Section 701. A-95 Review required for land use--1966, as amended

Writers of urban-planning literature in the mid-1900s provided an aggregation of material that established an essential multiple-step framework for educational planning. Each of the steps was a separate element in systematic planning in educational organizations; as with the model described in this dissertation, all components were essential.

According to Simon (1962), the greater the number of parts a system develops, the greater its complexity and its ability to produce change within itself to improve goal attainment. Melcher (1975) researched institutional structures and processes designed to define and attain systematically established goals. Among the organizations that generated scientific policy strategies and effective decision-making procedures, those incorporating effective citizen participation demonstrated the best mechanisms for feedback of evaluative information.

Kast and Rosenzweig (1972) found that organizations are not spontaneously evolving social systems; they are contrived by man. As Ackoff (1971) reported, organizations were formed from human components and their structures were based on events rather than physical components, which could not be separated from the processes. Lazlo (1972) viewed the human components of organizations as willful elements in the sense that the participants initiated and, in varying degrees, carried out the organization's activities.

1976. Federal Office of Management and Budget--Section 204 of Demonstration Cities and Metropolitan Development Act of 1966.

An important step in systems planning is assessment of need. Models for simple, economical methods of needs assessment are generally a blend of community participation and evaluation (Rookey, 1976). The literature contained instruments and questionnaires that have been used to gather and understand people's perceptions regarding the need for change.

Writers of the 1970s discussed many new approaches to resolving problems in educational organizations (Hopkins, 1977). As Barbulescu (1976) pointed out, the systems approach can be used to study problems in a variety of fields. Employing the methods and techniques of modern management and allowing for the problems specific to educational organizations, the systems approach can be used to define the content of an educational system. In the development of general-systems and organizational theory and in the construction of educational-theory models, numerous concepts have been borrowed from other disciplines; the social sciences, agriculture, economics, pharmacology, and quantum theory have provided more than a minimal influence.

Summary

Given severe-enough challenges from its environment, any organization will need to adapt to improve its goal attainment or to regulate itself in such a way as to measure success. A model for systematic planning provides explicit, effective procedures for defining the state of the organization at a particular time and the probable degree of success to be anticipated. Organizations that can generate alternative policy strategies and effective decision-making procedures inevitably have good mechanisms for feedback of evaluative information.

It is evident from the review of literature that there is a need to develop much better planning models. Contemporary social scientists have barely made a dent in this effort, and research on the development of such models is demanded. As far as can be determined, only minimal study has been undertaken in this regard.

Figure 1 represents 60 years of systematic-planning theory in a topical display of themes from the prominent writers whose most important contributions were reviewed by the present researcher. By examining this figure, one may come to understand the variety of themes related to systematic planning and grasp the diversity and profusion of literature published since 1920. Figure 2 contains the same thematic representation as Figure 1 but displays the names of the writers of systematic-planning theory.

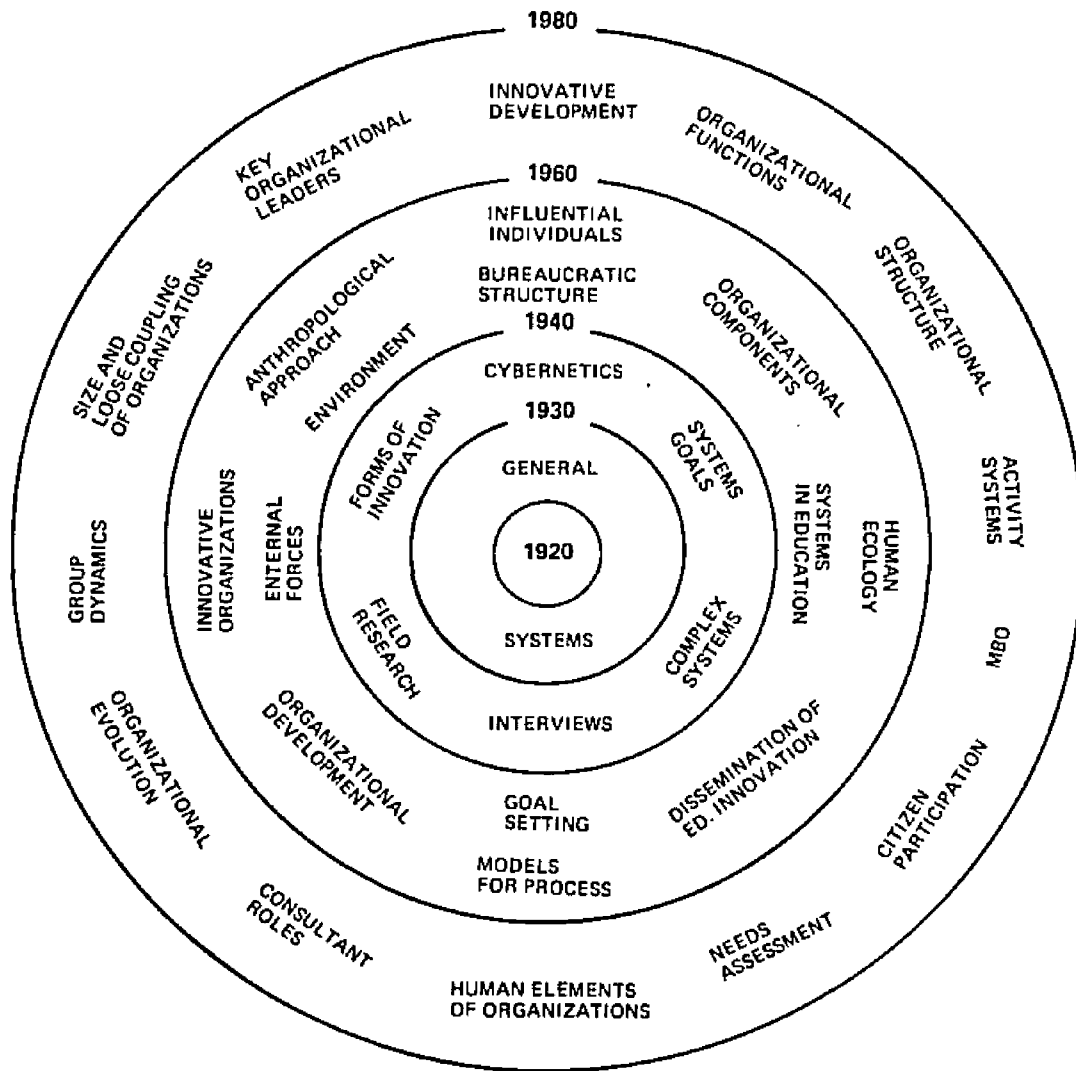


Figure 1.--A thematic representation of sixty years of systematic planning theory.

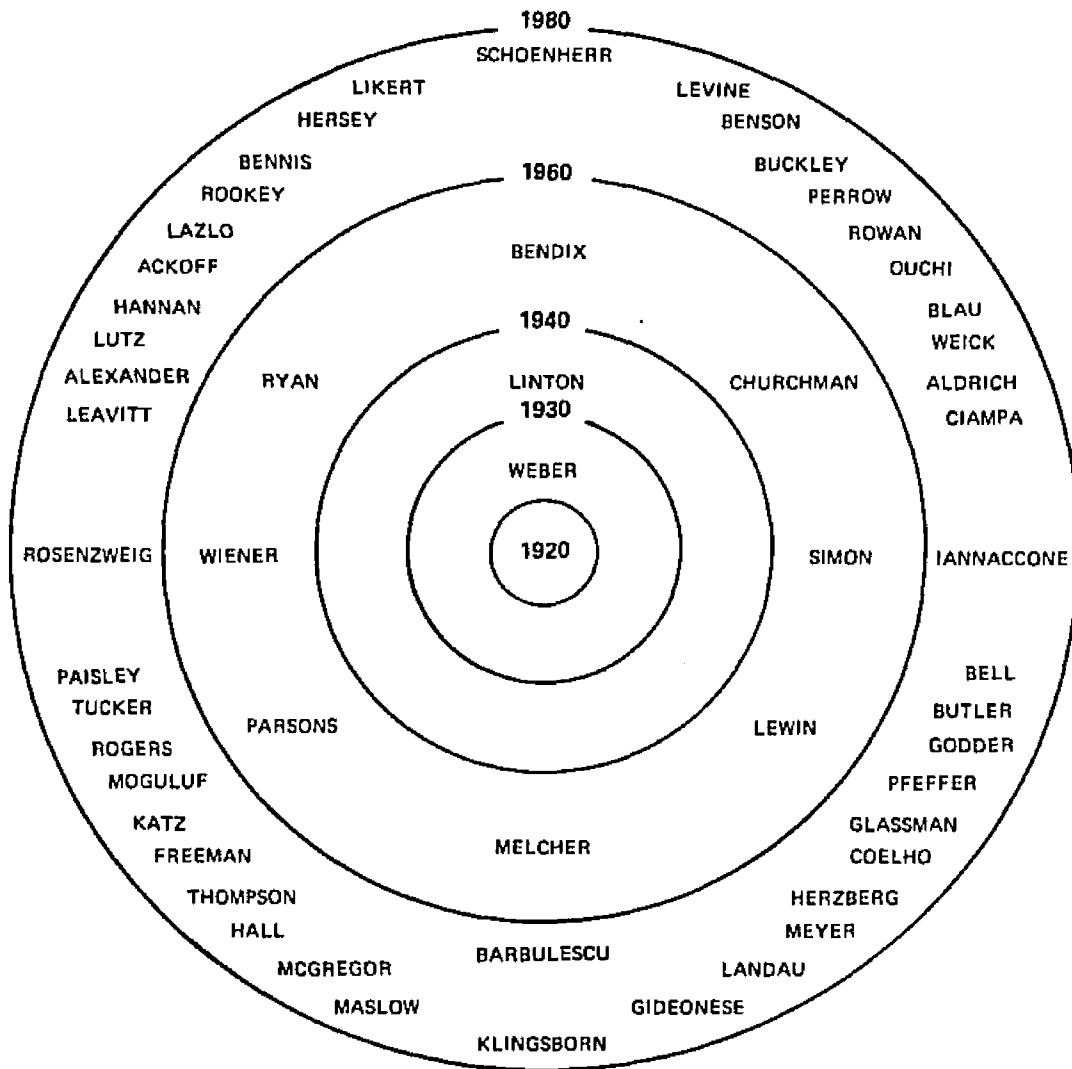


Figure 2.--Sixty years of systematic-planning theorists.

CHAPTER III

DESIGN AND METHODOLOGY

The West Bloomfield Model and Process

The West Bloomfield Model hardly had an official beginning. If, to establish historical accuracy, one must pinpoint when the West Bloomfield Public Schools Model for a Systems Plan for Program Development made its debut, it would have to have been in February 1975. The first Monday evening of that month, an audience of nearly 100 community members listened as the superintendent of schools, Dr. Jerry J. Herman, presented the schematics of the model to the board of education. (The model, in its entirety, may be found in Appendix A.)

That winter evening was not the first occasion on which systematic planning was the main topic of discussion among groups of people working or living in the West Bloomfield School District. Before publicly introducing his model at the 1975 board meeting, Dr. Herman had frequently described the benefits of systematic planning to the building and department administrators and trustees of the Board of Education. In the two years between Dr. Herman's employment with the school district in January 1973 and the public presentation in 1975, the management team had become familiar with the basic components of a systems approach to planning and how planning could help attain the goals important to a school district's

clientele. Few of those school administrators and elected board members understood the specific concepts of systematic planning, but they soon evidenced more than a surface interest and had many questions when the schematics of the planning model were presented.

On that February evening, Dr. Herman provided a graphic explanation of the model and answered many questions asked by staff members, elected officials, and citizens attending the meeting. The administrators and trustees attended because they were required to be at all regular board of education meetings, but the large number of citizens were there because of advertising, personal contacts, and invitations sent to parents and community businessmen who were directly involved in school activities.

The story of the model's development and implementation demonstrates how important it was for many people to be involved in the commitment to adopt the process at the earliest possible stage. That commitment, in itself, was what made this planning model unique and was a primary reason why the writer decided to give this evaluative description. After reading this description, one should be able to understand how the process worked and, after examining the model's components, to determine whether the model provides the guidance necessary for implementation in any school district. Formal commitment to such an endeavor must follow careful evaluation of the general concepts of systematic planning as well as critical analysis of the model's components. As the West Bloomfield Board of Education did on that February evening in 1975, any other board of education can formally commit itself to systematic planning. Thereafter, people

adopting that planning process can duplicate or deviate from the seven phases of the model described here.

Neither a graphic design nor a few paragraphs are sufficient to explain how this commitment came about, for the process was much more elaborate than can be described in a few sentences. To understand the success of the planning effort, the details of Phase I, the Overview Planning, must be examined. In that phase, the mission and goals from which all objectives were derived were established for the school district. Essentially, the investigator herein describes the foundation of a modified management-by-objectives system.

Commitment and Time Lines

Soon after the commitment to adopt the model was formalized, Superintendent Herman announced a variety of tasks to be completed by June 30, 1975, which would establish the top-priority educational goals for the coming years. The various publics within the school organization and the community used the Phi Delta Kappa goal-building program.¹ The superintendent appointed a project manager, whom he directed to (1) select a stratified random sample of residents to rank the 18 educational goals, (2) design a computer-processed survey instrument to conduct the ranking activity by mail, and (3) train other administrators to conduct the Phi Delta Kappa program.

In addition to the sample of residents, six other groups participated in the goal-building program. They were (1) a random

¹The Phi Delta Kappa Educational Foundation granted permission to adapt the instruments displayed in Appendix P. From Phi Delta Kappa Community Goal Building Exercises and Development Workshop, 1974.

sample of senior-high-school students; (2) the entire teaching staff; (3) a random sample of the nonteaching staff; (4) all identifiable PTA, PTO, Fan Club, Band Boosters, and special-education parent groups; (5) the total administrative staff; and (6) the board of education.

None of those who participated in the Phi Delta Kappa exercise were included in more than one group. When the results from the six groups were compiled, the report made to the board did not combine their ranked lists. In other words, six different lists of ranked educational goals were presented. From these lists, the board created the one list that was later adopted as official policy.¹

While the goals were being ranked, 18 needs-validation committees were working on the Needs Assessment and Status Studies components of Phase I. The committees were as follows:

Six building committees

One personnel committee

One each in

- Administration
- Curriculum
- Athletics
- Career and Vocational Education
- Community Education
- Budget and Finance
- Transportation
- Food Services
- Special Education
- Maintenance of Facilities
- Public Relations

¹West Bloomfield School District Policy No. 6000, adopted September 22, 1975.

Almost 260 members of the West Bloomfield educational community served on these committees for three months. At the end of this time, they presented a 200-page report of needs to the board of education. Coincidentally, 18 administrators were employed in the district at that time; thus each principal, assistant principal, director, and coordinator was appointed as an administrative liaison to one of the 18 committees. The administrator did not necessarily chair the committee but was charged with providing information, clerical and secretarial service, and guidance to that committee. Administrators also assisted in presenting the list of needs drawn up by the committee to the board by June 30, 1975. Later, 36 residents (two from each of the 18 committees) were elected to rank order the needs on a districtwide basis. The 36-member "committee-of-the-whole" performed this task during the summer of 1975 and presented these 248 needs to the board of education on November 17, 1975.¹

The writer must reiterate some of the activities falling under the Needs Assessment and Status Studies components in more detail for the reader's clarification. A major activity of the school district is an attitude sampling called ASK.² Beginning in

¹These needs are listed in the minutes of the regular meeting of the board of education, November 17, 1975.

²The Attitude Sampling Kit (ASK) is a question bank of 2,000 items designed to solicit opinions about education in a particular community. Responses from a sample of voters, parents, students, and staff are gathered by telephone interviewers and recorded on forms that may be processed for computerized analysis. Copyrighted by Oakland Intermediate School District, Pontiac, Michigan, in 1968, the questionnaire was field tested in California during a five-year period after 1963.

1974, ASK has been conducted annually in West Bloomfield and other Oakland County districts interested in gathering information about citizens' attitudes. Reports consisting of summaries and analyses of the information are frequently made to the board of education.

Status studies used by various committees and the board comprised all of the retrievable reports and pieces of information gathered over several preceding years and produced whenever a compilation of information was needed. Many reports were updated from those produced sometime in the past, filed for future reference, and left unchanged as time elapsed. Such reports provided valuable information during summer 1975 while the committee-of-the-whole rank ordered the district's needs.

Frequently, studies were comparisons of data compiled about West Bloomfield and other school districts. This method often gave the persons concerned a basis for recommending a change in a current condition. Consequently, a high priority was assigned to such a need, the intention being to bring about a change in a short time.

During the 1976-77 school year, there was a hiatus in program development. Because of unpredictable revenues; inflationary costs for services, equipment, and supplies; and unsettled employee master contracts, the board of education reduced activities related to the planning model. That year, as in the preceding academic year, the administration attempted to meet those needs ranked high by the validation committee if no cost or a low cost was associated with such action.

In the 1975-76 and 1976-77 school years, the board adopted goals ranked in the highest-priority positions in the description of need. For instance, in spring 1976, the voters passed a bond issue after an energetic campaign to remodel Roosevelt Elementary School and to improve other buildings. Other high-priority needs, including the number-one item, were not met but were earmarked as those that required future bonding.¹

Financial Resources From an External Source

During summer 1977, the district received notice that a financial award would be made from Elementary and Secondary Education Act, Title IV-C funds. The district successfully competed in the proposal-writing process established by the Michigan Department of Education and was granted \$40,000 to establish an office of planning and evaluation and to test a planning model. With this funding, the West Bloomfield Schools were able to reactivate the systems-planning process and, in fall 1977, reactivated the components of the model, beginning with Phase II (the Awareness Phase).

A description of the three components of Phase II supports a major contention of proponents of the model--that decisions made by groups of people are better than those made by individuals. The Awareness Phase was designed to bring the dynamics of individuals interacting with others in a group setting to a conscious state at which those dynamics would help group members make efficient and

¹The number-one item, the construction of another elementary school, has not yet been accomplished because of declining enrollments in the elementary schools.

effective decisions. Workshops in group dynamics were important in fostering the group-decision-making process. Teachers, aides, and administrators were trained in an attempt to cement group-leadership skills in as many key individuals as possible. Parents, other citizens, and paraprofessional and support staffs were included as an important part of the group-dynamics workshops.

A project director and a part-time secretary were employed to coordinate this and subsequent phases of the model. The superintendent and the project director selected a group-dynamics consultant. He had had many years of experience directing organizational development and research in group dynamics with General Motors Corporation and other organizations, including some composed of citizen volunteers.

The first public activities began in October 1977. Board members and administrators submitted the names of potential participants; these people were chosen because of their direct involvement with the schools, either as parents or residents. It was assumed that these people, like employees who volunteered to participate, had at least a minimal knowledge of the schools' operations and a generally supportive attitude concerning the school organization. A letter explaining the project and inviting potential participants to an orientation meeting was sent to 110 people. (See Appendix B.) Sixty participants attended the orientation meeting, which was held on Saturday, October 22, 1977.

The meeting began with a brief welcome and remarks by the president of the board of education. This contribution by the chief

elected official was essential to the program's success because it reassured the participants they were involving themselves in an activity about which, at that time, they might have felt somewhat confused. Other board members added their support to the endeavor and assured participants that their efforts would produce information of value to the board of education.

The agenda for the remainder of the afternoon is included in Appendix C. The project director explained the purpose of the day's activities and the objectives of the project several times during the workshop and answered questions whenever they arose. The consultant conducted three major activities during the day. Each deserves some comment here because these activities were important in developing the planning process.

Participants were assigned to seven subgroups in which they were to discuss current situations and conditions in the school district and to itemize the negative and positive characteristics they could state as problems requiring solutions. One-on-one interviews followed, in which concerns that might be unlike those generated in the subgroups were gathered. A spokesperson from each subgroup was selected to report to the total group. During that "sharing" time, the common concerns were noted on a large chalkboard and grouped into four major categories, labeled communications, administration, curriculum, and staff. The project director attempted to list all statements made by the seven spokespersons in the four categories, but this proved to be an impossible task within the available time. It was decided that all participants would receive a list of the

statements after the workshop and be able to give some indication of their perception concerning the relative importance of each item. Appendix D shows how those responses were collected.

In the next part of the orientation meeting, the consultant conducted an individual versus group decision-making exercise. Many such exercises can be found in current publications developed for community involvement (Matthews et al., 1978) and public relations for schools (Pfeiffer & Jones, 1977). At the end of the workshop, participants added their names to a list of people interested in working on a task force to investigate one of the four problem areas. The group selected a date for the next workshop, and the meeting was adjourned for the day.

Appendix E shows the ranking of responses to the "State of the District" perceptions elicited in October. The subgroup spokespersons and the project director determined that all participants should be involved in determining which problems were more important than others. Participants ranked the problem statements and returned their rankings by mail. Project-office personnel compiled the results, which were reported to the participants at a December 1977 group-dynamics workshop.

A Demonstration of Enthusiasm for Planning

The mood of the second workshop, conducted in December 1977, was noticeably different from that of the first. A different environment was selected intentionally for the meeting. Instead of the auditorium/lecture hall type of setting used the first time, this

gathering was scheduled in a brightly lit, more informal cafeteria/social hall in another school building. An early-morning start added to a high level of anticipation for making progress on the job to be done.

By and large, the citizen participants were the same 60 who had attended the October orientation meeting. Some new faces also appeared, either adding to the original group or replacing individuals who had contacted the project director and requested exclusion from further activity. An increased number of teachers and administrators also attended.

An effort to identify resource people who would be available to the specific task groups had been successful.¹ That is, the project director had persuaded several teachers and administrators to act as experts in specific areas related to the general topics of concern expressed at the October meeting and in the ranking exercise completed after the meeting. At the end of the second workshop, these resource persons served an important purpose and proved to be useful as the respective groups pursued their tasks.

Appendix F contains the agenda for the second workshop, at which the group-decision-making process gained momentum. With encouragement from the project director, the resource people, and the administrators, participants reviewed the work completed thus far and got to know each other better through several group-dynamics

¹Administrators and residents served as resource people in specific areas of expertise, e.g., curriculum, business and finance, health services, and construction trades.

exercises. A modest but tasty luncheon, prepared by several school-bus drivers, added to the enjoyment of the occasion and enhanced the socialization process. As time went on, it became evident that sharing food and refreshments was an important element in the group process. Restoring energy was critical at certain times, but more important was the incentive added by socializing during meals. When people were working hard and evidencing some anxiety about their tasks, it was helpful to release tensions at refreshment time.

After lunch, participants heard a lecture on how groups can reach consensus and make decisions, and then they practiced what they had learned. This led to reformulation of the four groups associated with the four major areas of concern that had been identified seven weeks before. As each group met, participants were given some suggestions on how to set priorities when turning to the task ahead; how to define specific goals and break them down into manageable, measurable objectives; and how to devote themselves to a clearly stated task. Each group elected a chairperson, who selected individuals to assist in group leadership.

As the day progressed, the resource people shared ideas about where to obtain information; the consultant and the project director generally helped the groups approach their goals. Appendix G displays a group-decision-making exercise the project director designed for each of the four groups. After doing the exercise, individual groups decided on a time for their next meeting and shared with the total group the project they had undertaken, the way they had decided

to approach it, and needs they perceived for successful completion. The workshop adjourned following an evaluation of the day's activities.

An interesting phenomenon occurred when the curriculum and staff groups decided to combine their memberships, their charges, and their tasks. This was reflected in a letter sent to all participants, summarizing the work accomplished through the first part of the school year and giving a pre-holiday reminder intended to continue the momentum into the new year. (See Appendix H.)

Beginning in January, the three task groups met regularly and formulated recommendations for rectifying the problems identified earlier. These recommendations usually were brought to the project director's notice first because the director and the task-group chairpersons had established this procedure. Some recommendations were submitted to the superintendent for his reaction, but generally the task groups retained their proposals for incorporation into a final report.

Visits and Record Keeping

During their investigations, task-group members visited other schools and districts to observe how they had solved specific problems. Other members visited libraries, public and private agencies, corporation sites, and research centers or attended a conference or workshop in an attempt to gain insight into various ways of meeting district needs. In any case, the participants reported on these visits to their group, the project director, and their colleagues and shared what they had learned that might help improve ongoing programs or

develop new ones. Group members often were accompanied on these visits by a friend, a spouse, or a colleague who was not directly involved in the project. Appendix I contains a form designed to help participants report and record information gathered on a visitation.

Another part of the Phase II activity was a review of literature containing descriptions of outstanding programs in Michigan and elsewhere. This type of investigation provided a means by which a participant could contribute a great deal but did not need to spend time traveling. Those who preferred to review printed materials prepared reports similar to those done by people who had made visitations. No standardized format was recommended for these reports. The aforementioned types of activities took place for about eight weeks.

Planning for the Future

By March, Phase III of the planning model was scheduled to begin. This called for the appointment of a 13-member committee composed of staff, parents, students, board members, and administrators to develop a five-year plan to be adopted by the board of education before the beginning of the 1978-79 school year.¹ The five-year-plan committee was appointed and became known as a "blue-ribbon panel" in acknowledgment of their important task. The project director carefully selected the 13 committee members, and the superintendent

¹The dates shown in Appendix A do not reflect the two-year period when project activities were curtailed because of insufficient financial support.

appointed them to carry out their tasks, which are detailed in Appendix J. In addition to developing a five-year plan, the committee was to conduct a public-relations program to inform residents, school staff, and students about the purpose of the planning effort and also to gain input into and support for the plan before its official adoption. If any criticism is to be levied concerning the weakest link in the chain of events, it must be here: The citizens on the committee declared themselves incapable of undertaking a public-relations program. By mid-April, the committee was ready to make recommendations and to share ideas with the public. Even though some members of the group expressed a need for more time, their energy and enthusiasm carried the group well ahead of schedule to complete its task.

One might speculate that committee members resisted the public-relations effort because they lacked confidence, but probably they were convinced that public relations is successfully handled only by professionals. The threat of failure loomed when the committee members assessed their own strengths in public-relations techniques, and they did not want to jeopardize the favorable public sentiment that had been gained up to that point. The committee did not formally refuse to conduct a public-relations program, but members were obviously reluctant to discuss and commit themselves to such a program. Nevertheless, the committee met regularly, chose co-chairpersons, and undertook the assigned task to propose a plan for change. The entire committee met only three times. Most of the work was completed by

individuals who worked in small teams and then sought direction from the total group at committee meetings.

Appendix K contains minutes of late March and early April 1978 meetings, when the committee was in the process of working out and ranking the various needs assessed by the task groups. The committee decided that various categories of needs should be formed to provide a clearly defined list and to add perspective to the kinds of needs that existed. Without ranking the 1975 needs list, and by eliminating needs that had been met since that time, the 1978 needs list was compiled.

The committee decided to introduce the tentative five-year plan at a public meeting before presenting it to the board of education for adoption. The meeting was scheduled for April and was announced to the entire community. Appendix L shows the kinds of methods used to encourage community members to attend the meeting. Radio and newspaper advertising was prolific, and committee and task-force members conducted a telephone campaign to generate interest and to promote attendance. This essentially was the extent of the public-relations program. The campaign also provided an opportunity for everyone to express an opinion or to comment on the five-year plan before the committee presented it to the board.

Confirmation of a Long-Range Plan

At the public meeting in April, an audience of approximately 30 residents joined the citizens, staff, and students who had worked on developing the five-year plan. (See Appendix M for the agenda

of that meeting.) The atmosphere was like that of a round-table discussion. There was a degree of formality, yet there was enough questioning and discussion to provide a congenial give-and-take dialogue. At the close of the meeting, this writer reiterated the appreciation expressed by the audience to the participants for a job well done. Several board members and administrators acknowledged the many hours spent by the participants, who had completed what appeared to be a very worthwhile undertaking.

Four days later, representatives and chairpersons from the committee attended a regular board of education meeting and presented the Five-Year Long-Range Planning Report. (See Appendix N.) The board accepted the report with few questions, probably because most members felt well informed after having attended several task-force or committee meetings as well as the public meeting. The board asked the administrative team to determine the cost of items in the report that did not already have a price. Further, the board directed the administrative council to propose pilot programs that might be subsidized by Elementary and Secondary Education Act, Title IV-C funds and to implement them. This the council did at its May 3 meeting. The project continued until May 10, when the council activated the final phases of the planning model.

Appendix O shows how pilot programs were selected. In the interaction of the principals, directors, and superintendents, there was dynamic competition among those favoring and those opposing a particular pilot program. The programs selected inevitably were the ones best described, thought out, and developed and, of course, best

presented by individuals in the group. As the guidelines of Phase IV of the systems plan were applied to selected programs, it became less necessary to follow precisely the format of the model. However, this part of the model functioned as intended when the pilot programs commenced.

Final Phases of the Systems Plan

Phase IV is a simple outline of steps to be followed when a problem is identified and a plan for solving that problem is sought. The steps are followed in an effort to develop any program area. Programs are specific or very general in nature and of a short term or encompassing several years. The need determines the format under which a program is developed.¹ (If all components of the Phase IV outline are used, the pilot effort will be better designed than if no plan were followed at all.)

Phase V provides a simplified approach to evaluation of programs, regardless of whether they are in a pilot stage or are already established. There is no mystery about the four basic system components. Delivery denotes the manner in which a program is implemented--what is happening. Data retrieval is the process by which information about the program is gathered, and evaluation states how that information is used. Reporting of results is an important component, for observers and participants alike may draw conclusions about success and failure from these results. Conclusions often are

¹The items in the Phase IV outline do not include all possible tests but provide a comprehensive, if not complete, list.

evidenced that are based, not on results but rather on the manner in which results are reported.

Phase VI is a detailed outline of the way a decision regarding program success can be made. It stresses not only the importance of monitoring data collection, but also the careful analysis of those data to evaluate the results and draw meaningful conclusions. The decision then is based on the success or failure of a pilot program and determines whether a program will be expanded, replicated, modified, or disbanded. This phase of the model incorporates the essential element of all systems planning--the ability to return to a previous phase when a need is still apparent or when a solution is not deemed successful and another is sought.

As in Phases IV, V, and IV of the model, Phase VII is an ongoing sequence of activities tied directly to implementing new programs that have proven themselves worthy of continuation. Phase VII outlines five areas in which decisions must be made about successfully piloted programs. The allocation of financial and human resources is probably the area in which most decisions are made that determine whether a program will be developed at all. Simply put, if resources are not easily identified, programs are dropped even if they otherwise have proven successful.

Phase VII incorporates a description of the delivery system by which a piloted program will be implemented, including the staffing pattern, facility requirements, instructional or other processes, and supply requirements. A third component contains a description of the staff and participant training process. Often, the pilot staff

learns a great deal about training needs as the program becomes operative. Inservice training is equally important for new staff, in the case of expansion or replacement of experienced personnel.

Public relations is important when a new program is adopted. When a decision is made to develop a successfully piloted program, a plan must be created to disseminate information about that program. The ease and skill with which this is done are directly related to how much planning has been done to establish positive attitudes among the various publics who are likely to criticize any effort to effect change.

Upon determining a time sequence for implementation, all of the ingredients for program development have been mixed into the planning formula. The West Bloomfield Systems Plan for Program Development includes all of the ingredients for the seven phases of the model. In this chapter, in which the writer described the systematic process and the model outline, more questions may have been raised than answers presented. As with any model, the contents serve only as a guide for the user.

For the early phases of the model, it was possible to describe single events that complied with the guidelines and illustrated how the model works. In the later phases, especially the implementation of programs, no single example followed all the guidelines of the model. At this point, it might be helpful to review a currently operating program that was developed at West Bloomfield using the Systems Plan process.

An Example of the Model's Results

In the 1975 needs-validation process, priority item 37 was to develop a K-12 curriculum for gifted children. In 1977, those involved in reviewing and studying the original 248 needs recognized the need for a program for gifted children. The Long-Range Planning Task Force on Curriculum and Staff supported the need for such a program and knew of a tentative district plan for a magnet school for academically accelerated elementary-school students. In its report, the Task Force warned against curtailing currently operating school-district programs and reducing others. It also stated that teacher shifts resulting in increased loads for teachers in the neighborhood elementary schools or any curtailment of facilities or equipment elsewhere to make the new program operational would not be desirable or acceptable.

In October 1977, when the report was prepared, an advisory committee was already designing the Magnet Program for gifted students. The district earmarked \$21,000 for the development of a pilot program, which was completed by June 1978. For the 1978-79 school year, the board allocated \$41,250 to implement the magnet school program. The question of how this decision-making process conformed to the model's guidelines can be answered by reviewing the events that transpired and acknowledging that the program was developed to meet more than one need and to solve more than one problem.

The top-priority need, validated in the original 1975 study, was to build a new elementary school or to relieve overcrowding at Green School by reducing the student population by 250. The second,

third, and fifth priority items concerned renovating and remodeling Roosevelt Elementary School, a deteriorating building constructed in 1926 and the oldest still in use in the district. A professional consultant conducted a study and proposed a design for extensive renovation. With this in mind, the board of education campaigned for a \$1 million bond issue, which was passed in spring 1976.

It soon became apparent that the renovated building was an ideal setting for an expanded program. Old facilities could be used to accommodate new programs. For the district's Five-Year Plan for Media Program Development arose a suggestion for a new library and media center. The assessment committee expressed a need to reduce the population at one school and to establish a program for gifted students. The common thread that tied these needs together was the search for solutions, which occurred in the long-range planning process. If the needs had not been identified, ranked, and discussed in the early phases of the process as dictated in the model, a meshing of solutions might not have occurred.

Eventually, solutions were found for three problem areas: (1) the overcrowding situation, (2) the renovation of a building, and (3) services for gifted students. The committee designing the program for gifted students requested funds from the remaining Elementary and Secondary Education Act, Title IV-C monies to use during the summer of 1978 for staff professional-development activities. When the board of education decided on June 1, 1978, to implement the Magnet Program during the 1978-79 school year, the additional monies, which amounted to \$6,000, provided valuable staff training.

Observing the events of the 1977-78 school year in West Bloomfield, one can see the last four phases of the systems plan in operation. The casual observer might only think that the Magnet School Program served gifted students, whereas, in fact, it also reduced the student population in the five elementary schools and put to best use the newly constructed facilities in an aging building. The more insightful observer would see that the initial implementation of the programs was closely monitored, and, although the programs appeared to meet the assessed needs, they would be evaluated according to the systems-plan guidelines and reworked for future improvement.

In conclusion, it must be noted that this program-development process was not without crisis. But far overshadowing these crises were the positive, productive activities that took place as a result of the direction provided by the systems plan.

CHAPTER IV

BACKGROUND INFORMATION ON RESPONDENTS WHO PARTICIPATED IN THE STUDY

Superintendent Interviews

To look at any sample of districts selected by size, population, or other criteria is to look at as many different modes of operation and as many different decision-making processes as there are individuals who fill the position of chief executive for the various districts--the superintendent. A "systems" approach, in diverse forms and conditions, is present in most superintendents' management techniques. With varying precision, some degree of systematic planning takes place in the regular operation of all school districts. It is the superintendent who determines just how systematic the planning is. Those who have more than a general knowledge of the concept will, as the world becomes more complex and society makes more demands on decision makers, find themselves with an advantage in the professional field of educational leadership. The era of cybernetics¹ and automation will not allow public-school-district executives to make decisions or develop programs without any planning.

¹Wiener and Rosenbleuth (1945) called the entire field of control and communication in a system "cybernetics" from the Greek word for "steersman." The term dates back no earlier than 1945 and refers to mathematical logic applied by planners capable of using computer technology to search for alternative solutions to problems.

With this in mind, two of the questions posed in this evaluative description were as follows: Can a model for systems planning work for a variety of school districts, and what are the questions that must be answered before replication of such models takes place? These are questions of salability. Simply stated, will school-district superintendents, their respective policy-making boards, and their subordinate administrators adopt a systematic approach to program planning and development? To answer this and other related questions, the investigator interviewed school superintendents to determine their attitudes toward long-range systematic planning for program development and to identify specific questions they might ask before deciding whether to adopt the model described here. The questions they asked formed the basis for an attitude survey presented to additional superintendents, who were asked to respond to a series of questions that were mailed to them. Six superintendents were in the first group, who were interviewed personally; the second group numbered 54.

The first group of participants was selected because (1) they were chief executives in school districts within 50 miles of the writer's home, and therefore personal contact was convenient; and (2) they represented a variety of school districts. Two were superintendents of intermediate school districts, one serving seven constituent public-school districts and the other, 13. The three other superintendents in this group represented public-school districts with 3,352, 893, and 1,202 kindergarten through twelfth-grade students.

The interviews were conducted informally. The interviewer explained that the purpose of the interview was to generate a series

of questions asked by school superintendents if they were considering adopting the model for program development established in the West Bloomfield Schools.

The interviewer began each interview with a 20-minute description of the model and how it had been conceived, implemented, and modified in the West Bloomfield District. Following that presentation, he answered any questions the superintendent had and clarified any misunderstandings about the model in particular or systems planning in general. The maximum amount of time this took was one hour and ten minutes.

On the following pages is a synopsis of the questions the superintendents asked. Emphasis is placed on questions asked by several participants and responses to questions suggested by the interviewer.

Superintendent One, an intermediate-school-district executive in the district serving seven subordinate districts, asked: What was the significance of the personalities of the key persons involved in the leadership roles? He questioned whether the management style the chief executive followed was as important as his manner of dealing with his clientele and subordinates. In terms of adopting a facsimile of the planning model, he contended that the feasibility of such an endeavor depended not so much on the process itself but on the personality traits of the executive, the director, the consultant, or other key leaders involved. He pointed out his belief that the real test of successful implementation would not be the involvement of vast

numbers of citizen participants but whether they believed they had direct input into the decision-making process.

Philosophically, Superintendent One supported the model's purpose and saw no real concern for the board of education's commitment to such a process. Rather, he saw the process as just one more way to get the job done. He did not feel that the number of participants mattered a great deal but questioned the extensive amount of time required to manage this process. He then raised two final questions: How much time must be spent acclimating and orienting people involved in the process? and Is the credibility of the model directly related to the amount of time spent training people in the process and, in turn, convincing them of its worth?

The second superintendent was an intermediate-school-district executive in a county with 13 local districts in the service area. Early in the interview, this administrator described himself as interested in long-range planning and further indicated his propensity for futuristic forecasting. He believed that all executives should have planning skills and that any manageable means to incorporate systematic planning in the organization's day-to-day operations was of primary benefit to the chief executive.

He asked specific questions about the West Bloomfield Systems Plan: Is the model still in existence? What component parts of the activities are still operational? Which have been dropped? Why are certain components still active and others not? After further conversation regarding the components, he asked whether the systems plan remained on target in its year-by-year schedule--was the schedule

adhered to exactly or only approximated? Additional questions related to the cost of maintaining such a planning system. The actual cost in dollars as well as in man hours was important to Superintendent Two.

Superintendent Two was not concerned about the composition of the various policy boards of his constituent school districts but expressed the belief that differing approaches to planning would be forthcoming and questioned the adaptability of the model to various extremes of attitudes. He wondered if the system would work in a community in which conservative attitudes dominated and how that would differ from a community in which a more liberal approach to the philosophy of education predominated.

Superintendent Three was a first-year executive in a rural school district with 1,180 K-12 students. He saw himself and his community at a real disadvantage in terms of attempting to adopt a systems-planning effort like the one the West Bloomfield model suggested. He questioned whether he could even generate the time and manpower to initiate Phase I if he successfully obtained board-of-education commitment. He felt such a commitment was obtainable but perceived the whole concept of systems planning as a rather sophisticated idea and questioned its "fit" in a less sophisticated community such as his own. With regard to the amount of time required to train the participants, particularly the key administrative personnel, he questioned whether the necessary resources could be made available. Finally, Superintendent Three questioned the means by which an acceptance of planning is generated. He expressed concern about what he termed the educational level of his citizenry and was certain

that the key to successful adoption lay in the hands of the administrative team.

Superintendent Four, who was from a similarly sized school district (920 K-12 students), expressed concerns and posed questions not unlike those of Superintendent Three. Superintendent Four's community was a small-town rather than a rural district. He thought that preliminary board-of-education commitment could easily be obtained but felt that the trustees would need intensive, ongoing training in systematic long-range planning. He specifically questioned the possibility of allocating the seemingly endless administrative hours and participants' time required for Phases I and II of the model. He felt a research-and-development budget was an illusion in his district and that, without it, a planning model was incomprehensible. His major concern seemed to focus on dealing with crises and how the costs of such dealings never left any funds for planning or research in educational practices.

This superintendent, like Superintendent Three, considered his constituents' low educational level and lack of sophistication a handicap. He had experienced citizen naiveté about educational innovations and a resultant lack of input. Because implementing the model required the participation of numerous citizens, he questioned how to involve them in the project. He summarized his reactions to the model by stating that community size was the most important factor. He felt that involving more people would provide a proportionate number of participants for such an endeavor. Superintendent Four also inquired about the politics of the systems-planning activities.

Because he felt most group decisions are made through political maneuvers, he thought this would be a deterrent to the model's progress.

Superintendent Five had served his local public-school district for eight years. The district was suburban, affluent, and considered to be among the more "progressive" in Michigan. The school population comprised 3,383 K-12 students. Following the interviewer's description of the Systems Plan for Program Development, Superintendent Five asked: How far ahead can we plan in public education today? Can five years of planning be fiscally sound? His experiences with boards of education whose composition was ever-changing and whose continuity of interest was erratic led him to question whether even three years of planning could be projected.

The citizens committees and the network of communications implied by the model caused Superintendent Five great consternation. He expressed a fear of an unmanageable process in which goals and objectives were constantly changing, influenced by one or a small number of persistent individuals who, under the guise of the annual updating of a five-year plan, would deviate from previously identified needs. He questioned whether innovation, in this instance, was not too much of a risk and whether it was possible to be accountable for decisions and actions. He asked if the costs of goals established through the systems-planning process were always accurately estimated and if, on goal attainment, a cost-effectiveness analysis was performed. In the end, Superintendent Five wondered whether a superintendent could survive such an elaborate endeavor:

To him the model suggested the constant and ever-changing dynamics of a process in which countermeasures could be taken to undermine decisions made by the superintendent, regardless of the incidental nature of those decisions.

A superintendent from a moderately sized urban school district of 5,363 K-12 students was the last of the half-dozen interviewees. After reviewing the model, he expressed his concerns through several questions. The first was: Is the model reliable; will it provide consistent answers for various targeted needs? Second, he asked a question not uncommon among planners: Are financial and personnel resources available for implementation of proposed programs, and does the model deal with this question?

Superintendent Six wanted to know how the model was unique in terms of what it led its participants to do that was different from having no planning model at all. Another question concerned how the model worked in comparison to other models with similar or identical purposes. This inquiry stemmed from his search for other means to achieve similar results in less time. Finally, he asked how and when to procure staff commitment to a planning model.

Mail Survey of Superintendents

Another method of generating questions from school superintendents was mail and telephone inquiry. In September 1980, the writer asked the Michigan State Department of Education for a list of all public school districts operating K-12 programs in 1979-80. Five hundred thirty districts were reported, along with 49 K-8 districts.

Using 1979-80 school-year student populations, the K-12 districts were listed, beginning with the district with the lowest student enrollment and ending with the district reporting the highest student enrollment. The investigator used this list and chose the tenth district listed and every tenth district thereafter. The resulting sample of 54 districts reflected a range of district sizes--from the smallest, with 240 students, to the largest, at 36,208 students. The City of Detroit Public Schools was not included as the largest district because the regional subdivision of that district gives a misleading student-enrollment count. Also, the writer felt that he was not likely to receive an immediate response to the mail inquiry from the Detroit Public Schools.

A letter explaining the purpose of the study (Appendix Q); an accompanying response form, soliciting comments and questions (Appendix R); and a graphic description of the program-development model were mailed to the superintendent of each of the selected school districts. A brochure describing the planning project funded by Elementary and Secondary Act, Title IV-C was also included in the packet, as was a postage-paid return-addressed envelope. West Bloomfield Schools paid for the brochure as part of its obligation to disseminate information about the funded project; the postage-paid envelope was part of the writer's personal expense.

The superintendent serving the district as of June 1980 was the addressee. The writer speculated that a number of inquiries were not responded to because of a change in the superintendency. No packets were returned unopened. Twenty-three respondents, or about

43 percent of the sample, completed and returned their surveys. Eleven respondents requested a telephone conversation. Including these individuals in the respondent group would have yielded a 63 percent response rate. However, the writer decided to use only those questions presented in writing in the compilation of typical questions asked by school superintendents considering adopting a model for program planning. The investigator felt that, in conversation, he created an environment similar to that of the interviews conducted with neighboring superintendents, and therefore redundant questions would be asked. Because the mail survey was intended to elicit responses under identical conditions, only those responses presenting written questions were analyzed.

In general, the questions were similar and evidenced three major areas of concern. The implementation of the model in relation to time expenditure was questioned most frequently. The availability and use of personnel, either staff or citizens, was a second area of concern. Third, but not less-often expressed, was a concern for the accessibility of funds to support the activities and events incorporated in the model. Among those respondents who indicated they were actively involved in long-range planning, the questions were based on experience and indicated there was a need to resolve frustration when time, staff, and finances were depleted. The respondents who had recently "thought" about long-range planning posed similar questions and concerns. They requested training and information on the techniques of managing the systems plan as presented in the West Bloomfield model.

More details about the various kinds of questions asked by the respondents are given in the following paragraphs. Included are the questions that need to be answered to establish the salability of the model and to help the researcher draw conclusions about environmental characteristics that may determine the potential success or failure of the planning process.

To 17 respondents, the model seemed to be more easily understood if it was "read" from left to right, using the chart. In particular, Phase IV and succeeding phases seemed to describe events that, when placed in sequence, were practical and fit within a recognizable time frame. Concerning pre-planning to Phase II, respondents raised questions about how long it took for the participants to move through the components. In five cases, superintendents challenged the composition of the groups of people involved; they were particularly interested in whether school-board members had input. The superintendents were also concerned about how frequently nonparent residents were directly involved in the planning process.

Ten superintendents were pleased that the model provided for failure. Those who shared this feeling indicated that "we" often feel failures are too risky and would benefit from the model's provision for recycling components. Ten respondents remarked that by adopting this model or one similar to it, the public would at least be aware that failure was possible and would be less critical of unexpected failures. There was no common characteristic about the five comments on this matter except that superintendents apparently were interested in long-range planning, not because of declining

enrollments but because of a need for new programs to meet increasing student demands. Generally, these superintendents were from districts with populations ranging from 3,400 to 4,120 K-12 students.

Superintendents in stable districts in the same student-population range questioned whether the information obtained through the planning process justified the time and money expenditures. The question was raised not only with respect to the expenditure of time and money, but also in regard to the use of human resources. Several superintendents perceived their districts as lacking personnel resources as extensive as those in West Bloomfield. These same superintendents were concerned about the use of human resources in general; that is, they were uncertain whether they could recruit as many participants from the staff and community as had been involved in the pilot project at West Bloomfield. No less than seven superintendents in districts with student populations between 3,000 and 5,000 voiced a serious concern about their ability to involve and manage so many people.

Such questions as the following emphasize a more intense concern about the use of personnel than about the use of time and finances. Of the three general areas of concern, the use of human resources came through strongest when 14 superintendents asked: Would a school district come to the same conclusions by a less complicated means? Could not a district generate the same information by using fewer people, i.e., its administrators? Nine of the same 14 administrators questioned the reliability of the information obtained by using such a model. More than half of them asked about how

information could be discarded--and why. A few asked a key question: Is the information sufficient to make decisions determined to be the right decision by everyone participating, and what about those persons who do not agree with information presented or decisions made, based on this information? The writer estimates that 50 percent of the respondents expressed an interest in knowing how to deal with discontented and disagreeable participants.

The responding superintendents universally recognized the importance of working positively with staff and residents. Without exception, the superintendents expressed concern about how to solicit volunteers from a staff for whom "volunteering" for extra duty was literally a thing of the past and for whom collective-bargaining agreements controlled the time and financial remuneration associated with extra assignments or volunteer duties.

From just a casual review of the response sheets, it was easy to see that chief executives of public school districts were concerned about involving their staff members in the decision-making process. Specifically, they were concerned about staff manageability and how it could be achieved under the guidelines of the West Bloomfield Model. Doubtless, the West Bloomfield Systems Plan would become more salable if the apprehension regarding staff management were reduced. In these days of hostile collective bargaining, it was not unexpected that school executives perceived this as a symptom of nonparticipative attitudes among staff members. Although participation is a key element of the planning model, the attitudes of those participating are more important than the numbers of participants.

The expected reaction from respondents came forth in their inquiries regarding the recruitment and management of community-resident participants. The reflections of negative community attitudes seen in unsuccessful millage campaigns in many public-school districts throughout Michigan, the scars left on school superintendents who had lived through hours of vindictive harassment before crowds at public board-of-education meetings, and confrontations by individuals on the telephone or in person, at home or at the office, were vivid and foreboding. The message received by many superintendents made them apprehensive about any decision-making process in which results are directly related to positive citizen participation. A critical concern expressed by nearly three-fourths of the responding superintendents was voiced by one who administered a district of 13,810 students. He stated his primary need was to establish confidence and a strong public image among his constituents. He felt the staff needed to develop a high degree of professionalism in order to survive the pressures of declining enrollments, school closings, and depleted financial resources. To look to parent involvement was not sufficient, he wrote, even though they performed enthusiastically when dealing with vandalism and disrespectful behavior among students and could relate to accreditation studies and vocational-education surveys. He felt parents were ill-prepared to consider alternatives for traditional staffing patterns or programs changes affecting student achievement. He said that if the model presented a clear picture of how he could deal with the professional needs of the district and concurrently create rapport between staff and residents,

he guessed that would be a positive outcome of using the model. He suggested that the salability of the model depended on how knowledgeable and tolerant participants became after several months of involvement in the planning activities. The investigator interpreted this as a representative, critical question--one that was equally important to superintendents from all sizes of districts.

Participant Interviews

To determine further the salability of the planning model, the researcher also interviewed selected administrators who had actually experienced the events described in this dissertation. Of those central-office administrators, building principals and assistants, department directors, and supervisors employed before the West Bloomfield project began and still employed as of this writing, five persons were selected to respond to a list of ten questions posed by the researcher. The selected individuals had actively participated in the planning project and had taken part in all of the program-development phases. To provide a representative selection of interviewees, one elementary-school principal, one middle-school principal, one department supervisor, the high-school principal, and the assistant superintendent for instruction were asked to participate. All readily agreed and were provided with ten questions before the interview session. Appendix S contains the list of questions presented to the interviewees.

Three administrators chose to be interviewed in a group setting, which was highly conducive to an exchange of ideas through an

informal, friendly conversation. The interchange stimulated their recollections of activities associated with the planning project that they might not have interpreted as being meaningful or relevant under other conditions. The five individuals voiced as many concerns about the salability of the model as they had questions about their own personal involvement in the project.

The elementary-, middle-, and high-school principals recollected no personal consternation or discomfort on first being introduced to the systems-plan model, even though they had had no previous experience with program-development models. The effect of the planning model on these three administrators was similar to its effect on the two others. It forced them "to look ahead and plan more carefully." It also provided a forum for seeking input from others, which broadened their understanding and scope of thinking about managing their respective schools. Both formal and informal past administrative experiences provided a high degree of understanding about the possible personal effects of the long-range planning project.

The five administrators agreed their management procedures had changed as a result of the project. Previous management styles were reinforced, and they learned to use their skills more effectively. In particular, the building principals perceived their jurisdiction encompassed broader responsibilities and was directed toward more comprehensive goals as a result of involvement in the planning process. All confirmed that using advisory groups had become an integral part of their management routine, whereas before this procedure had only been incidental. All five administrators understood

management by objectives. They mentioned both positive and negative aspects of a systematic approach to management. One administrator admitted he initially had difficulty learning to discipline himself to comply with the management-system process but later recognized it as a means of self-improvement.

All five administrators agreed that long-range planning had become a routine part of their management style. They stated: "It is now a part of my personal life style." "It has become logical." "It is essential." "I am sensitive to the possibilities of disappointment experienced when plans are not fulfilled." All five respondents perceived each of the planning components to be important to planning ahead. The components listed most frequently were assessment of needs and desires, inventory of resources and groups, identification of input devices, and stating goals specifically. Of added interest was their agreement that group-decision-making processes have to be learned and are an integral part of long-range planning.

No more meaningful question was asked than whether, generally, any aspect of the plan was still operating in the district after the termination of the Long Range Planning Project's experimental period. Two administrators said the citizens' governance committees were still active as a direct result of the project. Two others named improved budgeting methodology, and the fifth said public relations had been greatly improved because of the project. One administrator vehemently declared that little new had been undertaken during the project period and that the same things would have been done anyway. He reiterated that everything that had been done had been tried before

financial support became unavailable. The federal allocation then made the experimentation possible, according to his appraisal.

The administrators listed both positive and negative outcomes of the project. On the negative side, they perceived that group composition was unstable, as evidenced by the changing membership. Respondents also said that group members expected too much to come about as a result of their efforts, thereby convincing others to think more would be accomplished than was possible. They pointed out that the district administration lost credibility when some of the plans could not be implemented. They also pointed out that participant expectations could not always be satisfied. Referring to the time when the seven original study groups had been combined into three, the administrators remarked that management had imposed this manipulative technique. Further, they felt management had been especially skillful in using the group process and had not completely trusted the participants' common sense. Even though one administrator felt more negative than positive feelings had been generated among participants, the others reflected on a new spirit that had been generated when residents began to look at the school as a part of their community.

The administrators expressed pleasure in having had an opportunity to be involved in problem areas that were not normally within their jurisdiction, i.e., areas that might previously have been labelled "someone else's business." They also appreciated receiving information they might not otherwise have received. In general,

these administrators were enthusiastic about the socializing and the informal conversations with parents, other residents, and staff.

The final questions asked of the five administrators elicited meaningful answers and provoked additional questions. When given an opportunity to suggest what they would have done differently, the wide range of responses included the following: "I would not have done it at all." "The reason for attending most of the group sessions was usually a devious intent on the part of most participants." Another believed the process was a viable vehicle for input in decision making, which required the commitment of everyone involved.

Only one of the five administrators emphasized the essential nature of the special funding that had been made available for this model project. One cautioned against establishing undeliverable expectations, whereas another advised promising less than was known to be possible, in order to produce exhilarating results. One administrator expressed frustration because 30 percent of the group membership had changed during the process; he saw the groups functioning as political groups, applying pressure on the board of education.

Two of the administrators would have preferred to move a little more slowly or "into lesser fronts," commenting that a slower approach would have stretched the monies further and allowed more of the suggestions made by the task groups to be completed. Another administrator concurred with that opinion; he thought a slower approach would have allowed hidden leadership to emerge--concurrently suppressing negative leaders and supporting the positive ones. He felt the naiveté of the group leaders about effective and efficient group

behavior discouraged all but one or two members from striving for leadership roles.

One of the administrators, probably summarizing the feelings of all five, raised two key questions. He asked, "In the beginning, how was it determined that this process should be adopted?" and "What did it do or not do for kids?"

Analysis

The researcher thoroughly analyzed the questions and concerns expressed by those who participated in the interviews and the mail survey. He reduced the numerous questions to the following list, which was both manageable and representative of those asked:

1. Did implementation require excessive expenditure of time?
2. What amount of time was required to move through all the components of the model?
3. What was the accessibility of financial resources to support the activities?
4. What happened after the project period when time, staff, and finances were reduced?
5. How did personnel become available?
6. How were volunteers recruited?
7. Did board members have input?
8. What was the ideal group composition?
9. How were parent and nonparent citizens managed together?
10. How was dissonance treated?
11. What about orienting, educating, and training participants?

12. Were positive public images created?

13. Was the information generated reliable and sufficient for decisions?

14. Would the school district have reached the same conclusions by a less-complicated process?

Answers to these questions evolved during the time when the writer made presentations to school districts interested in the Systems Plan Model. He prepared materials to orient interested persons to the model, and the project staff conducted workshops for groups investigating systems-plan models. Many questions were answered in the informational report submitted to the Michigan Department of Education to meet the requirements of the Elementary and Secondary Education Act, Title IV-C grant.

No attempt was made to rank order the questions in order of importance. The answers appear here in the same order in which the questions were presented above. The writer grouped questions with related content to help the reader detect similarities between questions. In some cases, answers to several questions were combined when the content suggested a topical relationship.

Question 1

Some participants in the Long Range Planning Project thought excessive time had been expended on project activities. Implementation required approximately 25 percent of the project director's normal working time and slightly less of the project secretary's time. Both individuals had other responsibilities. Often the

administrative and clerical time devoted to the project was not scheduled during the regular work day or week. That is, it was often necessary to work on evenings and weekends to accommodate citizen participants. Teachers, students, and administrators attended evening meetings and weekend workshops in addition to their regular assignments during the five-day school week. Thus, if spending time in addition to the regular work week is interpreted as excessive, the answer to this question is "yes." It is essential, however, to analyze the results of the project before determining whether the time expended was excessive. Attitude changes were measured, programs were designed and implemented, and procedures were improved as a direct result of the project; this negated any feeling that time was expended beyond what was necessary for goal attainment.

Question 2

The amount of time required to move through all the components of the model was established when it was introduced in February 1975. The last phase of the systems plan to have a target date associated with its initiation was Phase V, Initial Implementation of Pilot Programs, which was scheduled to occur 31 months after February 1975. The activities in Phases VI and VII were conducted annually, as these components were activated whenever new programs were initiated and old ones recycled.

Question 3

Forty-three months passed between adoption of the model and implementation of its final phase. The researcher spent more time

than any other person on activities directly related to the project. Nonemployee participants spent much less time on the project during the summer months than did administrators and staff.

In the West Bloomfield School District, financial resources were not allocated to the systems plan for the 1976-77 school fiscal year. Therefore, the process was delayed. When funding from both the Elementary and Secondary Education Act, Title IV-C grant and local resources became available in June 1977, the project was reactivated. By September 1978, Phase V was completed and Phases VI and VII were in place. Initially, financial resources became available from local-school-district appropriations to support the West Bloomfield Systems Plan for Program Development. Those funds covered the project manager's salary, secretarial wages, materials and supply costs, consultant fees, and automated data-processing services.

In the second year, when the board of education failed to allocate funds, the project came to a halt. This researcher, the superintendent, and others sought other funding and were successful. They contacted and presented grant applications to the United States Office of Education, the Michigan Department of Education, several county-government agencies, and a number of private foundations that had expressed interest in the model. When the Michigan Department of Education guaranteed Elementary and Secondary Education Act, Title IV-C monies in the second competition period (June 1976), the researcher concentrated his efforts on monitoring the project and spent less time seeking additional financial resources.

Upon receipt of the federal funds, the board of education agreed to provide supplementary financial support if "in-kind" time and remuneration were acceptable under the Elementary and Secondary Education Act, Title IV-C regulations, as determined by both state and federal guidelines. As it turned out, time, materials, and manpower contributions constituted supplementary support. Therefore, local funding did not exceed what had already been budgeted for salaries and materials associated with development of curriculum and other programs for the school year.

Question 4

After the project period expired, certain aspects of the systems plan were curtailed. The Office of Planning and Evaluation, the director's position, and the secretarial position were eliminated. However, the specific responsibilities were still assigned to the district project manager and his part-time secretary. The programs initiated during the project period continued to be monitored as planned. Members of the advisory committees continued their work, and the various phases of the model provided guidance for program evaluation and recycling. In other words, the process was operating and continued to function with the necessary staff and financial commitments constituting the management-by-objectives format adopted by the district.

Questions 5 and 6

From the inception of the model through the subsequent adoption of the systems plan, people expressed concern about how to involve

personnel in the planning activities. The vast number of participants required for the various phases was frightening to those who anticipated a lack of volunteers. With employees, it was assumed that monetary compensation was the best incentive, and released time from classroom duties the second best, for instructional staff to become involved. Thus, after the Phase I Overview Planning, which involved only volunteers for the needs-assessment committees, the goal-building groups, and the surveys, staff members received stipends for time expended, as specified in the Elementary and Secondary Education Act, Title VI-C proposal. Parents, students, and other residents volunteered their time.

A special kind of recruitment effort was conducted to assemble the people needed. Primarily, this effort consisted in promoting any idea that promised improved conditions for everyone. From the beginning, positive attitudes were generated through efforts to portray an appealing scenario of the future educational advantages for the children in the West Bloomfield Schools. For parents that was persuasive; for staff and students, it was sufficiently encouraging to warrant their interest. During the first three phases of the planning process, people volunteered because they were convinced they could make a meaningful contribution to a plan for an improved future.

Question 7

Board-of-education trustees were encouraged to attend and participate in all activities associated with the planning project. The director or the chairpersons of the respective committees generally

initiated mail invitations or phone contacts to these individuals. Often the superintendent would visit group activities and take along a board member. Three of the seven board members accepted membership on committees during the 1977-78 project year. Almost always, these individuals asked to be considered nonvoting committee members. All board members attended the group-dynamics workshops, as did all administrators. These activities were always announced well in advance; attendance by trustees and administrators was interpreted as a directive from the superintendent.

At most regular board-of-education meetings, especially during the 1977-78 year, the agenda included one or more items regarding progress on the planning activities. Discussions at these meetings provided board members an opportunity for input and inquiry; in addition, information was disseminated to the public by the audience in attendance and by journalists whose reports regularly appeared in local newspapers.

Question 8

No particular group size or composition proved to be more effective than another. From the outset, participant groups were composed of persons recommended by administrators, active members of support groups, staff volunteers, students delegated to the task, and residents drawn by random sampling. Consequently, group size and composition varied.

Needs-assessment committees generally maintained a membership of 10 to 15 individuals. The validation committee was composed of

two delegates from each of the 18 original groups; the superintendent's charge specified that number. Each of the task forces that evolved from the group-dynamics workshops had from 8 to 17 members, depending on residents' attendance; staff members attended regularly.

By the time the planning process reached Phase III, a specified number of participants was proposed for the citizens' committee to develop a five-year plan. The committee had 13 members because that seemed to be a manageable number; it was neither too small to encourage the exchange of ideas nor too large to control dialogue stimulated by varied attitudes. Seven parent/residents, two teachers, two administrators, and two students composed the regular committee appointed by the board in January 1978. The model suggested the importance of this particular group. With the support of the superintendent, the administrative team, and the project director, the committee proceeded to fulfill its charge in the time allotted. Questions regarding ideal group size and composition might well be answered by examining this group as a model for group planning.

Questions 9, 10, and 11

Parent and nonparent citizens who participated in the activities never created conflict that could be attributed to the fact that some had children in school and others did not. No one observed all meetings at all times, but during the months in which group planning was active, this writer saw no disruptive behavior that could be attributed to a resident participant having children in school. Dissonance among group members and between groups occasionally was

disruptive. Individuals who caused disruptions were gently reminded by chairpersons or other participants (often an administrator) about the purposes of the project and that cooperation from all members would lead to goal attainment. Many participants in the group-dynamics workshops applied what they had learned about getting along with others in the common effort.

The orientation, education, and training of participants was a multi-faceted endeavor undertaken by the superintendent, the administrative team, and the long-range planning project director. Participant training began very early because improving communications and developing a process by which groups of people could function productively were primary reasons for implementing the model.

Before the overview planning (Phase I) began and even before the board of education's formal commitment to systematic planning, several inservice training activities were conducted with board and administrative personnel. Several consultants who were experienced in organizational development, group dynamics, and communications spent three afternoons and a weekend during the year working with these personnel. The formal and informal training they received carried over into the goal-building and needs-assessment activities. In other words, the administrators in leadership positions used all the skills they had learned to train other participants.

The two major day-long workshops conducted for participants early and late in the 1977-78 project year focused on group decision making and were conducted by a consultant and the project director. These participant-training efforts were funded by the Elementary and

Secondary Education Act, Title IV-C grant and were designed to be components of the planning model, which received extensive examination by other school districts interested in replicating it.

Question 12

When the project was terminated in spring 1978, the participants frequently commented that good feelings about other residents and school personnel had been generated. The images created in the local press were also positive. One of the recommendations made by a task force was that the school district employ a public-information director to continue creating positive public impressions of school programs.

Well over 1,200 participants were involved in the project activities. However slight their involvement was, at least some of the participants became aware of the school organization's efforts to improve. No specific measurement of positive public attitudes was attempted; speculation following successful millage increases and bonding approvals indicated that favorable images had been achieved.

Question 13

The numerous individuals and groups who worked on the project generated an immeasurable amount of information. The value of this information was determined by the decisions made by the board of education as they considered the recommendations of the various committees contributing to the five-year plan.

After the funded project came to an end, a number of activities were initiated in the West Bloomfield School District on the

basis of information generated by planning committees. Some of these activities are as follows:

1. Public relations and public information dissemination became a regular part of the management responsibilities.
2. The identification of leadership among the residents of the community became an important aspect of including citizens in continued planning.
3. The ranking of needs to be met by the annual budget included the information generated by the citizens' committees.
4. Several programs incorporating curriculum revisions were implemented and evaluated as a result of recommendations made by long-range planning committees.
5. Workshops and other types of inservice activities were scheduled to enhance the professional growth of administrators, staff, and board members.
6. Goal building, planning, and using group dynamics were established as means by which decisions are made.
7. Within three months of the project's end, a district-wide communications-governance model established citizens' advisory committees for every building and every major department of management in the school system.
8. Information generated by the systems-planning process caused the district's decision makers to adopt the techniques tested during the year, when the model was fully operational.

Question 14

When this researcher and others presented the details of the systems-plan model to prospective adopters, someone always challenged the elaborate nature of the Systems Plan for Program Development. In essence, potential adopters were concerned about the value of the model: if, in practice, a simpler method could be used to reach the same decisions. The answer to that question was seldom less complicated than the schematics of the model itself.

One has only to look at the decision-making methods used in other school districts and organizations and determine the comparative degree of simplicity to decide whether the results were worthwhile. Yes, a school district could reach the same conclusion through a less complicated process than that used in the systems plan. However, the indirect results of the effort were immeasurably valuable to the West Bloomfield Schools and could not have been gained through a simpler process.

The Systems Plan for Program Development was established as one part of the school district's decision-making process. A schematic representation of the more elaborate plan by which the district manages the tools used and evaluated since the demonstration project is shown in Appendix T. To conclude that any other method would be more or less successful would be to determine that the model would be appropriate for any school district. Such a conclusion would exceed the parameters of this research.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The fifth and final chapter of this dissertation contains findings, conclusions, and recommendations related to the questions asked by the participants surveyed in this study. Observation of the systems-plan model produced answers to the questions. Thus, the five exploratory questions posed in Chapter I were answered. The inferential nature of the answers demonstrates that the conclusions and recommendations pertain to the conditions of salability necessary for adoption of the model. The researcher attempted to maintain an attitude of objectivity and to describe accurately the events that occurred in the planning process. In addition, he attempted to use good judgment in providing conclusions and recommendations for school-district administrators who must decide whether to adopt or reject the West Bloomfield Systems Plan for Program Development.

The writer's task would have been simplified if an evaluative description of the systems-plan model answered all possible questions about all possible situations. A computer might well have been used to propose intelligent, imaginative solutions to the problems associated with implementing any plan for program development. Ultimately, a complex, responsive environment is the best stimulus for testing the value of a planning process in which people relate to other people and

produce solutions to problems identified as being important through a democratic process.

Findings

A large number of participants in the study perceived the amount of time, manpower, and financial support required to implement the model to be excessive. These three major areas of concern were mentioned by virtually all of the superintendents interviewed, by the mail-survey respondents, and by the sample of administrators who participated in the planning project. The observations the researcher made while he participated in the project verify that the findings accurately reflect the concerns of the West Bloomfield participants. Concerns expressed by less than 10 percent of the participant respondents and the project participants were considered insignificant and are not reported in this dissertation.

Thirty-one percent of the mail-survey respondents said the model was easy to understand when read from left to right, which clarified the chronological order of activities in the planning process. Forty-two percent asked how much time was required to reach the point at which a program was developed. Thirteen percent asked about the management of such a large number of people in the various groups.

Ten percent of the respondents said they lacked the administrative personnel to implement a process like the West Bloomfield Systems Plan. Forty-two percent recognized the importance of working with staff but were concerned about soliciting volunteers from the community. Thirty-one percent identified the strongest need to be

establishing a positive public image among the residents. Half of these respondents said staff and parent interaction was very important and saw the endurance of participants as a challenge.

Twenty percent of the respondents appreciated the fact that the model provided for failure and recognized the need for recycling goals that were not successfully implemented. The ten percent who said they were interested in long-range planning clearly indicated a need for the guidance provided by the Systems Plan for Program Development. None of the mail-survey respondents mentioned management by objectives as a management process.

Ten percent of the respondents questioned the financial expenditure necessary for supporting the systems-plan model. In general, respondents indicated they perceived the model as a process added onto routine administrative responsibilities. Conclusions about the model's salability depend on the value of the group process, which has no price tag. The ten percent of the mail-survey respondents who questioned the composition of the groups did not equate administrative time to cost.

Ten percent of the mail-survey respondents questioned the value of nonparent citizen participation. A similar percentage asked if public awareness of the decision-making process was important. Twenty-two percent were concerned about dealing with discontented participants and how they could be kept on their assigned tasks.

Ten percent of the respondents said the most threatening aspect of initiating the planning process in accord with the systems model was personnel recruitment. Ninety-seven percent of the

respondents expressed concern about their ability to select group participants without great difficulty. The administrator participants all said they had serious concerns about the recommendations they had made for group members from the beginning of the project to the end.

Conclusions and Recommendations

Time: A Critical Element

When and where a school district replicates the process used in the West Bloomfield Systems Plan will determine the exact amount of time required to move through the components. A small district probably will have the same number of identifiable needs as a large one. The attainment of those needs depends on whether the necessary resources are allocated for planning and program implementation. The amount of administrative time dedicated to program development relates directly to the number of people involved in the planning process.

Restrictions imposed by limited finances, materials, and time released from "other" responsibilities can be alleviated by increasing the number of people involved in planning. If the initial commitment is strong and guidance and training are provided, the major factor to ensure program success is the energy expended by volunteer participants. The greater the number of volunteers, the greater the amount of energy generated. This writer recommends that potential adopters of the systems plan carefully consider the responsibility of managing large numbers of energetic volunteers. The results are worth the effort put forth by a conscientious administrative team. Regardless

of how many members make up that team, every individual must be responsible for managing group activities.

Authority and Control

Based on the experiences of the West Bloomfield administrative team, this writer concluded that one person should be assigned the supervisory and coordinating role of the systems-planning process. In a small district that might be the superintendent; in a large district, an administrative assistant; in a moderately sized district, any one of several principals or directors might fill the role either full or part time. It is recommended that this person be allowed to function somewhat independently in pursuing financial resources external to the school district, identifying leadership within the participant groups, preparing and acquiring materials, and training personnel.

MBO as an Integral Part of the Model

A modified management-by-objectives format proved to be a highly successful method for appropriating administrative responsibilities and for evaluating interim success at timely intervals during the planning process. The objectives assigned to the project director specified those tasks essential to progress. The writer strongly recommends that annual goals established by a board of education and related directly to the long-range planning process be converted into performance objectives for administrators.

MBO depends on identifiable resources, financial and other, and helps planners establish time lines, which are essential to keep the planning process moving and activities easily observed. To

recommend any other "system" of management would require testing the model under controlled conditions. This possibility suggests a topic for future researchers.

Funding Essential to Success

Variations in funding at the State Department of Education level imposed uncertainty on the local school districts designated as experimental sites in the same fiscal period in which West Bloomfield's Systems Plan for Program Development was established as a dissemination model. The director's salary, wages for secretarial staff, and participants' stipends were the major financial obligations incurred in establishing such a plan. Whereas few school districts of small to moderate size can afford to support an office of planning and evaluation without additional funding, larger districts do not have this difficulty. However, it is recommended that systematic planning be incorporated in all organizations. The responsibility for implementing a planning process should be assigned to trained, energetic administrators who believe in experimentation, futuristics, and the design and evaluation of programs that can serve as models for other organizations.

After the project period, certain components of the model that had been active before federal funds became available continued to function as before. The project helped establish those components as routine management practices. The elements of planning, i.e., needs assessment, goal building, program implementation, and evaluation, were in place and continued to be followed when time, staff,

and finances were reduced. Programs that had been designed and implemented with project staff and funds during the project period continued to operate and were evaluated at the intervals established in the planning process. Soon after the project ended, implemented programs were perceived as no different than the established practices of the school district. In other words, the process initiated through the project was not recognizably "special" any longer; the staff accepted it as a regular part of the school district's operation.

Citizen Participation

Activities initiated during the planning project that involved the many citizens and staff in group planning sessions took on new characteristics after the project's demise. No longer was there a project director to schedule, publicize, and facilitate the numerous events. These responsibilities fell to the building administrators and department supervisors. The administrators interviewed for this research commented that the groups generated the year after the project were charged with new objectives and continued to function as advisory groups with a clear purpose of improving the school district.

An investigation of the variety of directions prescribed for and/or taken by the numerous groups might uncover useful information about how the dynamics of group interaction produced results in a systematic planning effort. A question associated with this recommendation concerns the longevity of the skills learned in the various group-communications workshops held during the long-range planning

project. The salability of the model was gained by answering that question. Analysis of the attitudes of participant administrators established that long-range planning, management of group processes, and citizen participation in decision making are important.

Group Dynamics and Recruitment

For those considering adoption, the salability of the model depends on how comfortable adopters feel about accepting the challenge of recruiting participants. In this decade it cannot be expected that people will give their time and energy freely, even those who consider a cause worthwhile. For that reason, the model allowed recruiters to use any means of persuasion. Effective methods included (1) offering released time for student participants and teachers, (2) paying wages for all employees who were active beyond their work hours, (3) reimbursing expenses to and from visitation sites, (4) providing classroom materials and supplies, (5) paying fees to conferences, and (6) providing food and beverages at group meetings. Parents and other residents were almost always recruited by someone whom they knew and trusted, i.e., a neighbor, a friend, or a building principal. Phone calls and personal conversations were the most productive recruiting methods.

Any school or organization administrator who is ready to adopt the planning concept promoted by the model must be prepared to proffer all possible reasons why participation will result in an improved future. Identifying methods other than those proven successful in West Bloomfield is an important reason to continue

experimentation, observation, and field research. The method employed in West Bloomfield was a successful way to recruit staff and citizen participants and is a salable process.

The Role of Board-of-Education Trustees

Throughout the program-development process, the project period, and during the year when financial restrictions diminished the long-range planning effort, the role of board-of-education trustees was much more than a casual one. As policy makers, the individuals functioned only as part of the total board at regular meetings when action on the planning activities was required. As parents, residents, and committee members, several board members made major contributions to the completion of the tasks at hand.

Optimism proved to be the watchword for board members who participated in group sessions. The presence of a board member did not discourage but rather encouraged progress. Initially, board members had to be on guard to ward off requests for promises of results. Members who endorsed the concept the model promoted, who practiced the best ethical behavior or proper school-boardsmanship, and who attended the various workshops that focused on interpersonal communications provided the best models for those who considered adopting the process in other communities.

The amount of satisfaction perceived by board members who used both informal and formal input procedures can only be measured by analyzing final production and personal attitudes. Potential adopters of any model must be aware of the value of support received from board

members and also the danger of disaster if uncooperative board members surface after the planning process commences. Likewise, similar concerns increase the possibilities for identifying the board's collective and individual attitudes toward planning. Future researchers could attempt to discover the attitudes that promote successful plan implementation and those that weaken under typical political, social, and personal pressures. The study of how boards arrive at decisions is complex but is important to the student of planning or the organizational leader who is thinking of adopting a planning model.

Leaders should undertake with caution any replication of the planning process if board members are not made aware of requests put forth by citizens' groups at board meetings. No analysis of the innumerable disasters or successes of such an endeavor can forewarn an adopter of all the possible reactions board members might have to citizen-groups' requests. When board members are caught unaware of those requests, disastrous results are likely. The systems-planning project in West Bloomfield provided ample evidence from which to conclude that the decision-making body (the board of education) advocated citizens' recommendations.

This researcher recommends that investigations of the decision-making process be undertaken to identify the conditions that stimulate advocacy planning. The intricacies of group decision making uncover a reason to test the reliability of a long-range planning process for program development in educational organizations.

Ideal Group Size and Composition

The researcher can add very little about his findings regarding ideal group size and composition, how particular personalities function together, how dissonants are detrimental to group success, and how best to orient, educate, and train participants. Much has already been written about these topics in the volumes of group-dynamics literature. It must be reiterated, however, that thorough training of participants is more important than any other effort to promote group success.

One major conclusion drawn from the project experience was that the skills of the group-dynamics consultant who participated in the various administrator and participant workshops were very important. The person best suited for this responsibility in West Bloomfield was carefully selected and proved to be prepared and willing to strive for the success of the systems plan. Any recommendation for potential adopters must include stressing the need to consider carefully the potential contribution of a consultant employed for participant training. Not unlike the superintendent, the planning director, or a board trustee or committee chairperson, the consultant can be a central figure in developing relationships among participants and ultimately influence the success of the planning effort.

In West Bloomfield, the consultant became more than a paid resource person. In time, he contributed a great deal by being personally concerned about the future of the school district. Not a resident of West Bloomfield, he soon ran for the board of education in his home community and was elected. There his effort to establish

a process of systematic planning for educational-program development, replicating the West Bloomfield model, was successful.

This researcher recommends that adopters should feel confident in the dedication with which a consultant provides guidance for training participants and shares his/her skills with the leaders in the school organization. Researchers have already noted the importance of consultants' contributions. Students of psychology and related behavioral sciences may do well to investigate the appropriate personality traits of the ideal group-dynamics consultant. In educational-program planning, the benefits of such research are unlimited.

Public Opinion

Before 1976, when the system-plan model was implemented, voters often responded negatively to millage requests. After 1978, when the model was activated as part of the Elementary and Secondary Education Act, Title IV-C project, voters' responses to requests for renewed and increased millages were consistently positive. To produce evidence of improved positive public images, one must look to information such as that found in the record of the voting electorate.

In 1973, 1974, and 1975, this researcher conducted a community-wide attitude survey of a stratified random sample of the resident population. All three years, the respondents rated the schools C+ or B. In 1978, following a period of three years in which no surveys had been conducted, respondents to the same survey question rated the schools B+. In 1979 and 1980, ratings of B+ and A-, respectively, were reported.

Replication of the Model

Groups of people with goals similar to those established by the residents in the West Bloomfield School District may very well arrive at different recommendations for how to attain those goals. Any place or time the model for a systems plan is replicated, there is no guarantee that the information generated will be identical to that found in West Bloomfield, even if problems appear to be identical. However, it is unrealistic to conclude from this that the information generated by the systems plan is unreliable.

The information generated through a thorough review of data was made available to the several committees functioning during the project period. In a sense, the committees served the board of education as an investigative team, i.e., a quality control that occurred before the board received information on which to base its decisions. The writer cannot conclude whether this information was any more reliable than what could have been produced haphazardly. Scientists interested in planning processes implemented by organizations undertaking program development should develop tests to determine the reliability of particular planning processes.

Based on the researcher's observations, the board of education had sufficient information with which to make decisions regarding planning-project committees' requests or recommendations. Official records of board-of-education meetings included pertinent comments made by board members and audience participants for the school years 1976 through 1978. The practice at West Bloomfield was to have committee representatives or administrator-liaison representatives attend

board meetings at which questions about the program might arise. Over time, this proved to be a valuable means of clarifying concepts and adding commentary to provide the board with sufficient information.

The Model as a Guideline for Others

Simplicity and ease seem to be words that school executives frequently use as criteria for a planning model. Managing the Systems Plan for Program Development in the West Bloomfield School District was never simple or easy. Yet the model itself is simple in design and can be described and explained with ease. This researcher, Superintendent Herman, and other school administrators were never unable to present the model and simultaneously explain the advantages, drawbacks, and alternative approaches to reaching success with the model's guidance.

The survey of school superintendents showed that most of them understood the model after examining the graphic design. This researcher also made further explanations to clarify misunderstandings. These explanations almost always described management strategies, thereby increasing salability and meeting the needs of those who sought an easier way to plan for the future.

The most important conclusion drawn from this research is that less-complicated models may be more salable but not more effective than the West Bloomfield Model. Superintendents' desire for a simpler way to develop programs suggests that they prefer to make decisions without citizen involvement and that citizen participation

poses a threat to those superintendents who fear unanticipated results. It is the unexpected outcome, the product of the group process, that threatens those who hope to administer school districts free of crisis and conflict.

Experimentation as a Key to Future Models

As the restrictions imposed by financial depression befall school districts today, it is imperative to recommend that more experimentation be conducted in the area of systems planning. Nevertheless, state departments of education, intermediate school districts, and private agencies interested in organizational development must provide resources for local districts to experiment. As more and more citizens demand input and criticize the management of programs in public schools, there must be an increase in the number of models developed to include citizen participation in the decision-making process. The improvement of public opinion will be unlimited.

It is recommended that experimental settings in public schools be provided in communities of varied sizes in which leaders desire group dynamics, citizen participation, and long-range program development. Observation of these activities by skilled and conscientious researchers will establish guidelines for those who decide to replicate the processes and the results. Ultimately, it is the results that establish the means to determine the value of any systematic planning process. Various models, created from successful and otherwise productive processes, will then be salable to potential adopters. The salability of any single model, specifically the West Bloomfield

Systems Plan for Program Development, will continue to be tested with original questions and in unique environments. As the researcher reported in this evaluative description, salability of systems plans can be determined when these plans are examined in a variety of organizational environments.

The West Bloomfield Systems Plan Model has been tested over more than four years and has proven the salability of the process described in this dissertation. When school administrators are prepared to commit time, personnel, and finances to the attainment of educational goals, they will benefit from the adoption of this model.

ADDENDUM

ADDENDUM

Coincidental to the completion of this evaluative study, a group of researchers gathered to prepare a synopsis of their findings about planning in educational organizations. Clark, Huff, Malkus, and McKibben (1980) conveyed two important messages, which suggested that planning systems fail in educational organizations because they are based on inaccurate assumptions. The first message uncovered the flaws generally found in current educational planning for school-improvement programs at the national level. The second stressed the need for alternative perspectives on planning in which many more persons could participate than that which is traditional.

The assumptions upon which educational-planning systems are based describe the most common causes for failure of planning models:

1. Educational organizations are goal driven,
2. follow rational and sequential processes,
3. operate in predictable environments, and
4. have effective internal monitoring.

The absence of these conditions challenges school administrators to seek more adaptive concepts in which informality, diversity, and fluidity provide new purposes for planning. Decision makers in present educational organizations frequently adopt management systems such as Program Planning and Budgeting System and Zero-Based Budgeting

in order to instill predictability, rationality, and specificity and to eliminate inconsistent and unclear technology.

Criticism levied at educational organizations is justified whenever goals are established as a result of planning and not a priori. The inconsistent preferences of school administrators often create weak linkages between organizational goals and personal desires. Consequently, there remains a challenge to decision makers to achieve goals by planning rather than pretentiously accepting outcomes of expired activities and calling them goals. Thus, the educational organization becomes less anarchical and more likely to garner positive responses from its constituents.

It is not unusual to find outcomes of participative planning that were not stated in original goals. Educational planners must be prepared to acknowledge these outcomes and accept them as a natural aspect of organizational life that can be incorporated in a systematic planning process.

Huff (1980) presented the role of the planner as people oriented, with no best single strategy for matching needs to processes. Inevitably, a commitment to systematic planning must incorporate initiative and creativity as well as acceptance of the relative structure of a planning model.

David L. Clark, Anne S. Huff, Mark Malkus, and Sue McKibben, New Perspectives on Planning in Educational Organizations. "In Consideration of Goal-Free Planning: The Failure of Traditional Planning Systems," "Evocative Metaphors in Human Systems Management," and "Planning to Plan" (San Francisco: Far West Laboratory, January and November 1980).

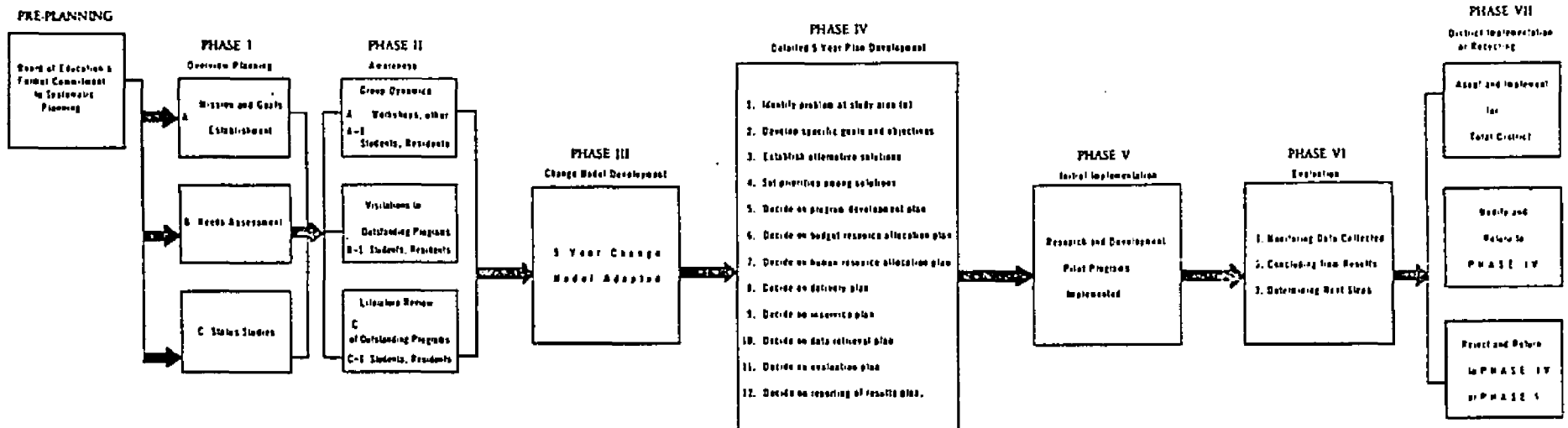
APPENDICES

APPENDIX A

WEST BLOOMFIELD PUBLIC SCHOOLS MODEL--SYSTEMS PLAN
FOR PROGRAM DEVELOPMENT

WEST BLOOMFIELD PUBLIC SCHOOLS **MODEL - SYSTEMS PLAN FOR PROGRAM DEVELOPMENT**

FEBRUARY 1975



By Jerry J. Herman
 Superintendent

APPENDIX B

PROJECT DIRECTOR'S LETTER TO SELECTED PARTICIPANTS

October 5, 1977

With considerable pleasure I am able to share some good news with you regarding a federally funded grant recently received by the School District. At several Board of Education meetings in the last year, I have described the grant proposal and now want to offer details to the many persons I hope will become interested and involved.

In 1975 our Board of Education adopted a Long Range Systems Planning Model for Program Development. During 16 months of productive activity, a comprehensive needs assessment was conducted and a 5 Year Plan adopted by the Board. The School District became known as one of only a few nationwide where long-range planning was actually at work.

At that time a considerable amount of information about the Model was distributed throughout the Schools, Community, its residents, students and staff. Nearly 258 people were directly involved in the needs assessment and prioritizing activities.

Soon thereafter, financial support for the planning model became restricted and the related activities came to a near halt. With the good fortune of having been granted \$40,000 of E.S.E.A. Title IV-C funds for the 1977-78 school year, we can again activate the model and its second, third and fourth phases.

I am asking for your help. In order for the planning model to succeed, two hundred students, residents, parents, faculty and staff must again become involved in the group dynamics outlined in the Systems Plan.

Up to this date I have not been able to meet personally with each of you individually. I look forward to that opportunity.

Your name was submitted to me by one of our administrators who thought you would be interested and willing to share in this planning experience.

Beginning at 12:30, and through the afternoon until 5:30, on Saturday, October 22, I would like you to attend a workshop with the other participants and learn the details of the exciting tasks ahead.

At this first session we will be scheduling a series of meetings. Please bring along your personal calendar so you can mark the most convenient future dates.

Dr. Howard Carlson, a consultant in organizational development, will meet with us in the West Bloomfield High School Forum, where we will spend the afternoon learning about the intent of the project and how each person can be involved. I hope you will attend.

The primary goal of the project is to provide a means by which community involvement can help the District in the attainment of its goals and provide new and proven programs for the young people in our schools.

I look forward to seeing you October 22nd. In the meanwhile, you may contact me if you have specific concerns. We will attempt to answer the many questions you have during the first meeting, which has been scheduled in the West Bloomfield High School Forum.

Yours sincerely,

John H. White
Project Director

JHW/rg

APPENDIX C

LONG-RANGE PLANNING PROGRAM--FIRST MEETING AGENDA

WEST BLOOMFIELD SCHOOL DISTRICT
LONG-RANGE PLANNING PROGRAM

Orientation Meeting
October 22, 1977

12:30 p.m.	MEETING BEGINS with Welcome and Opening Remarks.....	R. Plaunt President, Board of Education
	Introductions, Objectives and Overview of Today's Meeting.....	J. White Program Director
	Discussion of the "State of the School District" (Sub-groups).....	H. Carlson
	One-on-One Interviews.....	All Participants
	Sharing Back with the Total Group.....	Sub-group Spokespersons
	What This Program Is All About and How It Ties In.....	J. White
	Sub-group Discussion of the Program and Its Potential Impact on Our School District.....	H. Carlson
	Question and Answer Panel.....	J. White, Sub-group Spokespersons
	ROLLING BREAK	
	Learning How to Decide Things Together (Exercise on Individual vs. Group Decision Making).....	H. Carlson
	Sign-Up Process: Learning Task Forces and Workshops to Launch This Program..	J. White, All Participants
4:30	MEETING ADJOURNED with Closing Remarks..	J. White

APPENDIX D

STATE-OF-THE-SCHOOL-DISTRICT RESPONSE FORMS

November 1, 1977

Dear

You will find here a list of statements describing "the State of the School District" reported by the discussion-group spokespersons at the October 22, Group Dynamics Workshop. Instead of continuing an attempt to have all 7 spokespersons meet together, I am asking your response in this manner.

Within the next three days, please check those statements that you feel accurately reflect that which was said by a spokesperson at the Workshop. Change those statements you feel are incorrectly stated; strike out those statements you feel were not said. Add statements you feel were made but do not appear here.

Then return the statements to me no later than Monday, November 7.

I have attempted to place each of the statements in one of four major areas of concern in order to avoid duplication.

Please call on me if you have questions. After your response I will prepare a list to be prioritized by the group before the next workshop.

Yours sincerely,

John H. White

JHW/rg

COMMUNICATION

The Board does not listen to teachers, parents or students. _____

Board meetings are not democratic. _____

The Board needs to improve public relations. _____

There is a credibility gap between parents and school board. _____

There is a lack of parent involvement and lack of awareness on the part of parents as to what kids are doing. _____

There is high potential in this district. _____

There are people who still care but are frustrated. _____

We need to develop respect for each other. _____

Communication between the community and the Board is poor. _____

ADMINISTRATION

There is bad communication involving administrators, parents and community, teachers and students. _____

How much money is there? Parents and teachers want to have copies of budget and have representatives involved with budget. _____

The building-level administration is most influential in initiating parent involvement. _____

There is contradicting information to parents from Administration and teachers. _____

More parent-teacher involvement in school decision making is needed. _____

There is a lack of decision-making processes. _____

Administrators don't listen or listen and don't react. _____

We are not here to serve an administration but to work together for a common goal: to benefit our district. _____

The administration demonstrates a poor attitude in that: They don't treat teachers as professionals. _____

The real potential of teachers, parents and students in this district is not being used. _____

The administration does not listen to teachers/parents and students. _____

A bad attitude, generating from higher levels and filtering down, has become permanently installed. _____

CURRICULUM

Student illiteracy is seen as a major problem. _____

Money is wasted on media equipment, etc. _____

There is need for more counseling, more professional counseling, more trade-school emphasis. _____

There is a concern that educational standards are not keeping pace with the population growth. _____

Set a standard literacy level and achieve it. _____

There is a lack of contact with neighboring districts as to program improvements. _____

There is no continuity in curriculum from elementary to the high-school level. _____

Class sizes are too large in some cases. _____

More individual attention needs to be given to students from teachers. _____

Reading program needs evaluation as to its success in the instruction of grammar. _____

There is a lack of integration of our curriculum. _____

There is a need for programs for gifted students. _____

STAFF

Employees feel high frustration. _____

We have a devoted teacher staff. _____

Administrators tell teachers what they want to be taught and do not confer with teachers. _____

Hiring coaches should be secondary to hiring major-curriculum-area specialists.

Over-all low morale is demonstrated by low participation of teachers in P.T.O. activities and many students who have a poor attitude toward learning.

APPENDIX E

STATE-OF-THE-SCHOOL-DISTRICT SUMMARY

November 17, 1977

Dear Friends,

At the October 22nd Planning Workshop a list of statements regarding "The State of the School District" was produced in small-group sessions and presented in a large-group discussion. At the end of that day, it was agreed that the spokespersons of each small group would attempt to determine which statements were important and represented the feelings of the participating citizens, students and staff. Following that determination, the total group would be asked to prioritize the expressed concerns so that future workshops can be designed where we can get factual information regarding common concerns.

You will find enclosed with this note a list of the statements verified by the group spokespersons placed into four major areas of concern. In order to prepare for a workshop scheduled for all day Saturday, December 3rd (MARK YOUR CALENDAR AND PLAN TO ATTEND!!), I need your response to the question... How important are these concerns?

Will you please follow these steps and return the list to me in the enclosed postpaid envelope by November 28th.

1. Read the complete list.
2. Strike out those statements you feel are not appropriately placed in one of the four areas.
 - a. Add any new areas you feel should be added on page 3.
 - b. Place statements you deleted from one area into any other or into the new areas you've added.
 - c. Add statements of your own.
3. Place a number from 1-100 in each space to the right of the area titles and statements indicating... How important you feel this statement is.
 - a. 100 is the highest possible point value.
 - b. 1 is the lowest possible point value.
4. Do not try to have statements in each area add up to 100 total points.

Remember... Each statement has a possible value of 100. Try to reflect how you feel each statement indicates an important concern and how some are more important than others.

Example:

DISCIPLINE (75 pts)

Students are rude to parents.	<u>57</u>
Suspensions from school are frequent.	<u>14</u>
Teachers should grade students according to a common code of ethics.	<u>82</u>

ATTENDANCE (30 pts)

Tardiness to class is common at the senior high school.	<u>90</u>
Absence from school is a home problem.	<u>70</u>
Illness is a poor excuse for missing school.	<u>2</u>

Thank you for your cooperation. I am looking forward to meeting with you again December 3rd. Details and an agenda for the day will follow soon.

John White

JW/rg
Enclosure

COMMUNICATION

Committee discussion is powerless.

The Board does not listen to teachers, parents or students.

There is no sense of community. There is a lack of friendliness in parents and students.

Board meetings are not democratic.

The Board needs to improve public relations.

The Birmingham Eccentric expresses only administrative viewpoints.

Parents have other demands, can't get involved in school.

Working mothers can't get involved.

Parents are not active enough in the middle school.

There is a credibility gap between parents and school board.

This is an active community; it has students with enriched knowledge. Labor problems are over.

Meetings are dominated by a few powerful individuals.

There is a lack of parent involvement and lack of awareness on the part of parents as to what kids are doing.

There is strong community interest among parents.

There is good communication between parents and teachers.

Only lip service is made to what committees do. They are only set up to say, "Yes, we have a committee."

There is too much "structure" and not enough flexibility.

There is high potential in this district.

There are people who still care but are frustrated.

We need to develop respect for each other.

We need a listening workshop.

There is not enough parental feedback as to the quality of education in the district.

There is a great lack of community involvement at the high-school level. _____

Communication between the community and the Board is poor. _____

Communication between teachers and parents is good. _____

There is a lack of communication between parents, teachers, and students. _____

ADMINISTRATION

There is bad communication involving administrators, parents and community, teachers and students. _____

The high school is not friendly. _____

How much money is there? Parents and teachers want to have copies of budget and have representatives involved with budget. _____

The building-level administration is most influential in initiating parent involvement. _____

There is contradicting information to parents from Administration and teachers. _____

More parent-teacher involvement in school decision making is needed. _____

There is a lack of decision-making processes. _____

Administrators don't listen or listen and don't react. _____

A better method of charging large families for athletic events should be found. _____

We are not here to serve an administration but to work together for a common goal to benefit our district. _____

The administration demonstrates a poor attitude in that: They don't treat teachers as professionals. _____

The real potential of teachers, parents and students in this district is not being used. _____

The administration does not listen to teachers/parents/and students. _____

A bad attitude, generating from higher levels and filtering down, has become permanently installed. _____

The administration at the middle-school level and board-office level is incompetent. _____

Students "pay" for all problems because they're on the bottom. _____

Administrators are not well prepared for staff meetings. _____

CURRICULUM

Student illiteracy is seen as a major problem. _____

Waste of money on media, equipment, etc. _____

There is no knowledge of quality of education between parents. _____

There is need for more counseling, more professional counseling, more trade-school emphasis. _____

There is a concern that educational standards are not keeping pace with the population growth. _____

Registration needs improving. _____

The curriculum is not challenging enough for college-bound students. There is a need for vocational specialists in counseling. _____

Discuss the state of the school district. Strength--The vocational schools and English department at West Bloomfield High School are strong. _____

There is a need to build learning experiences. _____

Set a standard literacy level and achieve it. _____

Student aides should be utilized at high-school level. _____

There is a need for elementary-school recreation equipment and books at the high school. _____

There is a lack of career orientation. _____

There is a lack of contact with neighboring districts as to program improvements. _____

There is no continuity in curriculum from elementary to the high-school level. _____

Class sizes are too large in some cases. _____

More individual attention needs to be given to students from teachers. _____

Physical education needs more life-orientated skills. _____

Reading program needs evaluation as to its success in the instruction of grammar. _____

There is a lack of integration of our curriculum. _____

There is a need for programs for gifted students. _____

STAFF

Counselors don't exert themselves. _____

Employees feel high frustration. _____

We have a devoted teacher staff. _____

Teacher-planning hours need to be rescheduled. _____

A long-term poor attitude is foreseen. _____

Teachers don't ask for parent participation. _____

Administrators tell teachers what they want to be taught and do not confer with teachers. _____

Individualism should be attained between students and staff. _____

More input from students is needed. _____

Hiring coaches should be secondary to hiring major-curriculum-area specialists. _____

The general attitude among teachers since contract settlement is good, with cooperation outstanding. _____

Over-all low morale is demonstrated by low participation of teachers in P.T.O. activities. Many students have a poor attitude toward learning. _____

Over-all quality of teachers is not adequate in spite of current job market, although students are generally satisfied. _____

Workshop Participants' Responses to "The State of the District,"
October 1977

Problem Areas

COMMUNICATION

Ave. Points

There is high potential in this district.	<u>74</u>
Communication between the community and the Board is poor.	<u>72</u>
There are people who still care but are frustrated.	<u>70</u>
The Board needs to improve public relations.	<u>68</u>
There is a credibility gap between parents and school board.	<u>66</u>
We need to develop respect for each other.	<u>63</u>
There is a lack of parent involvement and lack of awareness on the part of parents as to what kids are doing.	<u>58</u>
The Board does not listen to teachers, parents or students.	<u>54</u>
Board meetings are not democratic.	<u>40</u>

ADMINISTRATION

We are not here to serve an administration but to work together for a common goal to benefit our district.	<u>77</u>
The real potential of teachers, parents and students in this district is not being used.	<u>72</u>
More parent-teacher involvement in school decision making is needed.	<u>66</u>
There is bad communication involving administrators, par- ents, and community, teachers and students.	<u>65</u>
The building-level administration is most influential in initiating parent involvement.	<u>64</u>
How much money is there? Parents and teachers want to have copies of budget and have representatives involved with budget.	<u>62</u>
There is contradicting information to parents from Admin- istration and teachers.	<u>62</u>
Administrators don't listen or listen and don't react.	<u>54</u>
The administration does not listen to teachers/parents/ and students.	<u>53</u>
The administration demonstrates a poor attitude in that: They don't treat teachers as professionals.	<u>53</u>
A bad attitude, generating from higher levels and filtering down, has become permanently installed.	<u>48</u>
There is a lack of decision-making processes.	<u>44</u>

CURRICULUM

Reading program needs evaluation as to its success in the instruction of grammar.	<u>70</u>
There is a need for programs for gifted students.	<u>68</u>
More individual attention needs to be given to students from teachers.	<u>67</u>
There is need for more counseling, more professional counseling, more trade-school emphasis.	<u>64</u>
There is a lack of integration of our curriculum.	<u>60</u>
There is no continuity in curriculum from elementary to the high-school level.	<u>59</u>
Set a standard literacy level and achieve it.	<u>57</u>
Class sizes are too large in some cases.	<u>56</u>
Student illiteracy is seen as a major problem.	<u>50</u>
Money is wasted on media equipment, etc.	<u>48</u>
There is a lack of contact with neighboring districts as to program improvements.	<u>48</u>
There is a concern that educational standards are not keeping pace with the population growth.	<u>43</u>

STAFF

Employees feel high frustration.	<u>66</u>
Hiring coaches should be secondary to hiring major- curriculum-area specialists.	<u>60</u>
We have a devoted teacher staff.	<u>58</u>
Over-all low morale is demonstrated by low participation of teachers in P.T.O. activities and many students who have a poor attitude toward learning.	<u>52</u>
Administrators tell teachers what they want to be taught and do not confer with teachers.	<u>47</u>

APPENDIX F

LONG-RANGE PLANNING PROGRAM--SECOND MEETING AGENDA

WEST BLOOMFIELD SCHOOL DISTRICT LONG-RANGE PLANNING PROGRAM WORKSHOP
December 3, 1977

9:30 a.m.	Coffee and doughnuts	
9:45 a.m.	Workshop begins with opening remarks, overview of today's workshop and what will have been accomplished by 4:00 p.m. ..	J. White
	Exercise on Individual vs. Group Decision Making	H. Carlson
	Brief look at the "State of the District" Survey results: Formation of Planning Teams	J. White, Individual participants
	Getting-to-Know-You Process	H. Carlson, Planning teams
12:00 Noon	Lunch	
12:30 p.m.	Lecturette on Understanding the Change Process	H. Carlson
	Putting the Consensus Method of Decision- Making to Work: How to Approach and Manage a Project (Exercise)	H. Carlson, Planning teams
	Turning to the Job Ahead of Us	
	. Priority Setting	J. White, Planning teams
	. Definition of Goals, Charge to Be Given Our Team	
	. Election of Chairperson	
	Group Discussion: How We Might Begin to Approach Our Task	Planning teams, Resource people
	(Resource Center available for consultation)	
	Sharing Back with the Total Group-- Charge, Nature of Approach, Date of Next Meeting	Team spokes- persons
	Evaluation of today's workshop	H. Carlson
4:00 p.m.	Workshop adjourned	J. White

APPENDIX G

WORKSHOP ACTIVITY--PRIORITY RESOURCES

Your committee has received \$1,000, allocated by the Board of Education for your use to solve the problems stated here. You may spend the money as you wish. You must spend all of the money and must spend more on the most important problems, less on the least important.

Remember this is a group decision.

CURRICULUM

Reading program needs evaluation as to its success in the instruction of grammar.	\$ _____
There is a need for programs for gifted students.	\$ _____
More individual attention needs to be given to students from teachers.	\$ _____
There is need for more counseling, more professional counseling, more trade-school emphasis.	\$ _____
There is a lack of integration of our curriculum.	\$ _____
There is no continuity in curriculum from elementary to the high-school level.	\$ _____
Set a standard literacy level and achieve it.	\$ _____
Class sizes are too large in some cases.	\$ _____
Student illiteracy is seen as a major problem.	\$ _____
Money is wasted on media equipment, etc.	\$ _____
There is a lack of contact with neighboring districts as to program improvements.	\$ _____
There is a concern that educational standards are not keeping pace with the population growth.	\$ _____
	\$ _____
TOTAL COSTS	\$1,000

APPENDIX H

COMMITTEE MEETING SCHEDULES

December 21, 1977

Dear Friends,

Before the holiday recess from school moves us into the new year, I thought a brief report about the Long Range Planning Program activities would be of interest to you.

At the December workshop session the participants decided to investigate three problem areas which were identified at the earlier October workshop. Consequently, a sub-committee of parents, students and staff is planning to propose alternative methods for improving

1. DISTRICT COMMUNICATIONS
2. DISTRICT ADMINISTRATION
- and 3. DISTRICT CURRICULUM AND STAFF.

Each sub-committee has met once since then and has scheduled a series of meetings between now and February when everyone will meet again to report on the progress made.

I hope you are still interested in being informed and involved in the Long Range Planning Program. Because many people were unable to attend the December workshop, the chairpersons are still seeking to add participants to their respective subcommittees. Please plan to meet with the group of your choice in January. Their next meetings and the chairperson you should contact are listed here:

Teri Spinelli 363-8828	<u>DISTRICT COMMUNICATIONS COMMITTEE</u> Meeting, Saturday, January 14, 1978, at 9:00 a.m. in Board of Education conference room
Charlene Perinjien 851-1616	<u>DISTRICT ADMINISTRATION COMMITTEE</u> Meeting, Thursday, January 19, 1978, at 3:00 p.m., Room 202, Orchard Lake Middle School
Orville Kitzman 851-6100	<u>DISTRICT CURRICULUM AND STAFF COMMITTEE</u> Meeting, Monday, January 9, 1978, at 7:30 p.m. in High School Media Center

Please call my office if you have questions.

Have a happy holiday and a prosperous new year.

John White, Director

APPENDIX J

REPORT OF VISITATIONS, CONFERENCES, AND WORKSHOPS

WEST BLOOMFIELD SCHOOLS
Long Range Planning Program
Report of Visitations, Conference or Workshop

Name: _____ Date of Visit: _____

Topic of Visit: _____

Location: _____

Cost (Including Transportation): _____

1. Brief Description: _____

2. What things did you learn that might improve the district in terms of planning for the future? _____

3. Overall Evaluation of Visit:

Excellent--would recommend for others

Average

Below Average--would not recommend for others

Comments: _____

4. How have you shared, or plan to share, the information, especially with the Long Range Planning Task Force? _____

If additional space is needed, please use back of sheet or attach additional pages.

Copies: 1. - White copy--Planning Director
2. - Yellow copy--Task Force
3. - Pink copy--Participant

10/1/77

APPENDIX J

FIVE-YEAR PLAN AND PUBLIC RELATIONS
COMMITTEE CHARGE

ESEA IV-C Project

West Bloomfield Schools 1977-78

5-Year Plan and Public Relations Committee

Description of Committee:

13 members (citizens, staff and students)
a citizen chairman

Delegation:

Appointed by the Superintendent
Citizen chairperson appointed by the Superintendent

Time Frame:

6 weeks beginning January 16, 1978, thru February 28, 1978

Goal:

To present to the Board of Education a 5-Year Plan for meeting the expressed needs of the School District beginning with the school year 1976-79 through the school year 1982-83.

Tasks:

To review the District Needs Validation List produced in 1975.
To analyze the needs having been met and those not yet met.
To suggest costs associated with needs not yet met.
To identify resources for meeting those needs.
To specify a chronological sequence of needs and resources in a time frame of 1978 thru 1983.
To suggest alternatives to identified needs.
To design a communitywide network of activities to inform the citizens, staff and students of the 5-Year Plan.

APPENDIX K

FIVE-YEAR PLANNING COMMITTEE MINUTES

MINUTES--MARCH 20, 1978
FIVE-YEAR PLANNING COMMITTEE
WEST BLOOMFIELD SCHOOL DISTRICT

ATTENDANCE: Carl Constant Peg Morris
 Jeannine Mayone John White
 Monte Nelson Don Schlitt

Sorted "A" priority needs among the following classifications without determining a revised priority rating:

Media	Maintenance
Special Education	Building and Site
Co-Curricular	Counseling
Personnel	
Curriculum--Academic, Cultural, Technical	
(Vocational Education), Special Education	
(Gifted Programs, too)	

Carl Constant
CO-CHAIRMAN

CLC:fd

MINUTES APRIL 3, 1978
FIVE-YEAR PLANNING COMMITTEE
WEST BLOOMFIELD SCHOOL DISTRICT

ATTENDANCE:	Judy Graning	Mark Hall
	Jeannie Mayone	Julie Rogers
	Carl Constant	Celeste Carroll
	John White	John Kerwin
	Cindy Custer	Betty Lepak

GUEST: Ted Cavin

PROPOSED FORMAT OF REPORT REVIEWED

1. Exhibits--Consolidated written reports for CHILD DEVELOPMENT AND CONSUMER EDUCATION UNDER CATEGORY OF CAREER EDUCATION and received new report from the Administration Task Force
2. Cover Letter
3. Comparison chart for 1975 "A" Priorities and proposed category summary

DEVELOPMENT OF RECOMMENDATIONS

1. Reviewed "Cultural," Special Education and Technical Education
2. Discussion--Why large number of "A" priorities high school
3. Developed following recommendation:
 - A. Assign on full-time basis an Administrator to direct the Special Education program including the Magnet Plan for gifted children so Assistant Superintendent of Instruction would now provide general supervision--program must consider PRIORITIES 29, 144, 152, 161 and 164.
 - B. Put "Cultural" priorities into other categories.

Carl Constant
CO-CHAIRMAN

CLC:fd

APPENDIX L

PUBLIC DISCUSSION OF FIVE-YEAR PLAN
ANNOUNCEMENT

Long-Range Planning Program,
An ESEA IV-C Project

WEST BLOOMFIELD SCHOOLS

A Combined meeting of the Citizens,
Staff and Students Task Forces
on Communications, Curriculum
and Administration

You are invited to attend a public discussion when the
Citizens 5-Year Planning Committee will report on:

"The School District's Needs,"
a plan for change, proposed for the years 1978 through 1978,

and

"Pilot Studies for Improvement"
to be conducted as part of the Planning Program for the benefit of
the Students in the West Bloomfield Schools.

Your presence is especially important.

DATE: April 13, 1978

PLACE: The Abbott Middle School
Community Room
Orchard Lake, Michigan

The meeting will begin promptly at 7:30 p.m.

If you have questions or concerns, please call John White, Office of
Planning and Evaluation at 682-3555.

APPENDIX M

PUBLIC DISCUSSION AGENDA

WEST BLOOMFIELD SCHOOLS LONG-RANGE PLANNING PROGRAM
APRIL 13, 1978

Combined meeting of Citizens, Staff and Students Task Forces

. A public discussion

7:30 p.m. Introductions and Program Description .. John White

Task Force Activity Reports and recommendations for Pilot Studies to improve areas of expressed need. "The State of the District."

CURRICULUM AND STAFF Orville Kitzman

I. Reading and Math Evaluation and Standards

II. Gifted Students

III. Class size and individual attention

IV. Counseling

V. Curriculum Integration and Articulation

VI. Media

VII. Staff

VIII. Parent Teacher Organization

ADMINISTRATION Charlene Perinjian
 Leadership and in-service to
 enhance communication

COMMUNICATION Terri Spinelli
 Services to the public, media and
 staff

CITIZENS 5-YEAR PLAN Carl Constant
 Judy Graning

 The modified and updated Needs
 List--A plan for change

Discussion and Questions Chairpersons
 Committee members, citizens, staff
 and students

Wrap Up and Summary John White

APPENDIX N

1978 FIVE-YEAR PLANNING REPORT

1978 FIVE-YEAR PLANNING REPORT
EXHIBITS--1978

1. Assignment
2. Recommendations
3. Committee members (attendance is available upon request)
4. Written reports received
 - A. Update of Media items
 - B. Career Education
 - 1) Child Development Program
 - 2) Consumer Education Survey Test
 - C. 1975 Needs Validation Committee
 - 1) "A" Priorities List--1975
 - 2) Follow-up Status--1977
 - D. Task Force on Administration
 - E. Task Force on Communications
 - F. Task Force on Curriculum and Staff

1978 FIVE-YEAR PLANNING COMMITTEE REPORT

APRIL 17, 1978

Board of Education
West Bloomfield School District
c/o Dr. Jerry J. Herman, Superintendent

Our Committee has found the original six-week assignment was too short and the breadth of the tasks greater than could be accomplished with the resources utilized.

Due to the complex nature and changing mixture of school funding, we did not feel capable of suggesting costs associated with needs not yet met nor identifying resources for meeting those needs, such as the number of elementary school students in the Green School area. This assistance should be available from the present Staff with aid from the Oakland Intermediate School District Staff and other existing units dedicated to the efficient administration and development of schools. Services of outside consultants who are skilled and experienced to fit a special need should be secured when the Board and Superintendent are satisfied our Staff has committed its resources to higher priority items. Moreover, because the priorities have been identified, it is felt our Staff can advise how its resources can be allocated and coupled with available funds to accomplish the educational goals of the West Bloomfield School District.

The "A" priorities of 1975 have been grouped as follows:

Maintenance, Building & Sites	Community Education
Counseling	Media
Co-Curricular	Curriculum--academic, technical
Personnel	(vocational) and Special Service
	(gifted)

This grouping of the priorities dramatizes that Staff efforts and funds must be committed and directed to accomplish more for Maintenance and Personnel. The obsolescence of our schools must be directed by sound policy and solid administration so the facilities age with maturity rather than neglect! The large number of "A" priorities associated with Personnel also tells us that this portion of the budget needs more than \$'s.

If a number of these priorities are to be accomplished, assignments will change and programs will be discontinued, consolidated or increased as the Board directs a reallocation of our resources. The Board needs regular, periodic feedback from our teachers and administrators recommending how resources could be utilized. A part of this feedback must include teachers' and administrators' participation in the selection

process as the Board considers the competing interests of the priorities and decides what will be done. Then the students will have an opportunity to benefit from the investment of parents and taxpayers.

To improve understanding and to enhance acceptance of the Board's decisions, it is recommended that the Staff identify each year what is committed to the "A" priorities. Furthermore, the Board should receive data evidencing what has been achieved even if expectations were not realized. This "before and after" picture must be related to the Staff, the parents, the taxpayers and the students as it is happening so their feedback can be considered on a timely basis.

Sincerely,

Judy Graning - Carl Constant
CO-CHAIRPERSONS

CLC:fd

Needs-Validation Committee
Update of Media Items

- Item # 8 Ealy--Air condition media center--nothing has been done.
- Item #18 Abbott--Media addition--nothing has been done.
- Item #50 Media Personnel--nothing has been done--if anything, we have fallen slightly behind.
- Item #66 Media Facilities--this would include Items #8, 18 and an addition to OLMS plus some minor changes in other buildings. Roosevelt is the only building changed significantly.
- Item #76 Abbott--media equipment--we have improved slightly in all buildings but only Roosevelt has achieved the Five-Year Goals.
- Item #85 Abbott--library books--we have improved in all buildings but still have a long way to go.
- Item #89 Scotch--implement the five-year projection for equipment and software--we have progressed but not achieved the goal.
- Item #94 Scotch--install additional electrical outlets--not done.
- Item #100 Media--Books and software (as stated in five-year plan)--we have improved slightly each year but still have a long way to go.
- Item #123 Media--program--skills booklet will be available to staff soon--production improved--limited by staffing needs.
- Item #132 Media software--repeat of Item #100.
- Item #139 OLMS--Media Center equipment--some slight progress.
- Item #145 Media--Closed-circuit TV--nothing done.
- Item #164 Special Education--audio-visual equipment--we have attempted to meet current needs from building allocation--dependent on five-year goals--need not completely met.

TO: FIVE-YEAR PLANNING COMMITTEE
WEST BLOOMFIELD SCHOOL DISTRICT

RE: CURRENT AND FUTURE
CHILD DEVELOPMENT PROGRAM
WEST BLOOMFIELD HIGH SCHOOL

THE FOLLOWING PROPOSALS ARE MY RECOMMENDATIONS FOR DEVELOPING A BROADER EDUCATIONAL SCOPE FOR MORE STUDENTS AT WEST BLOOMFIELD HIGH SCHOOL.

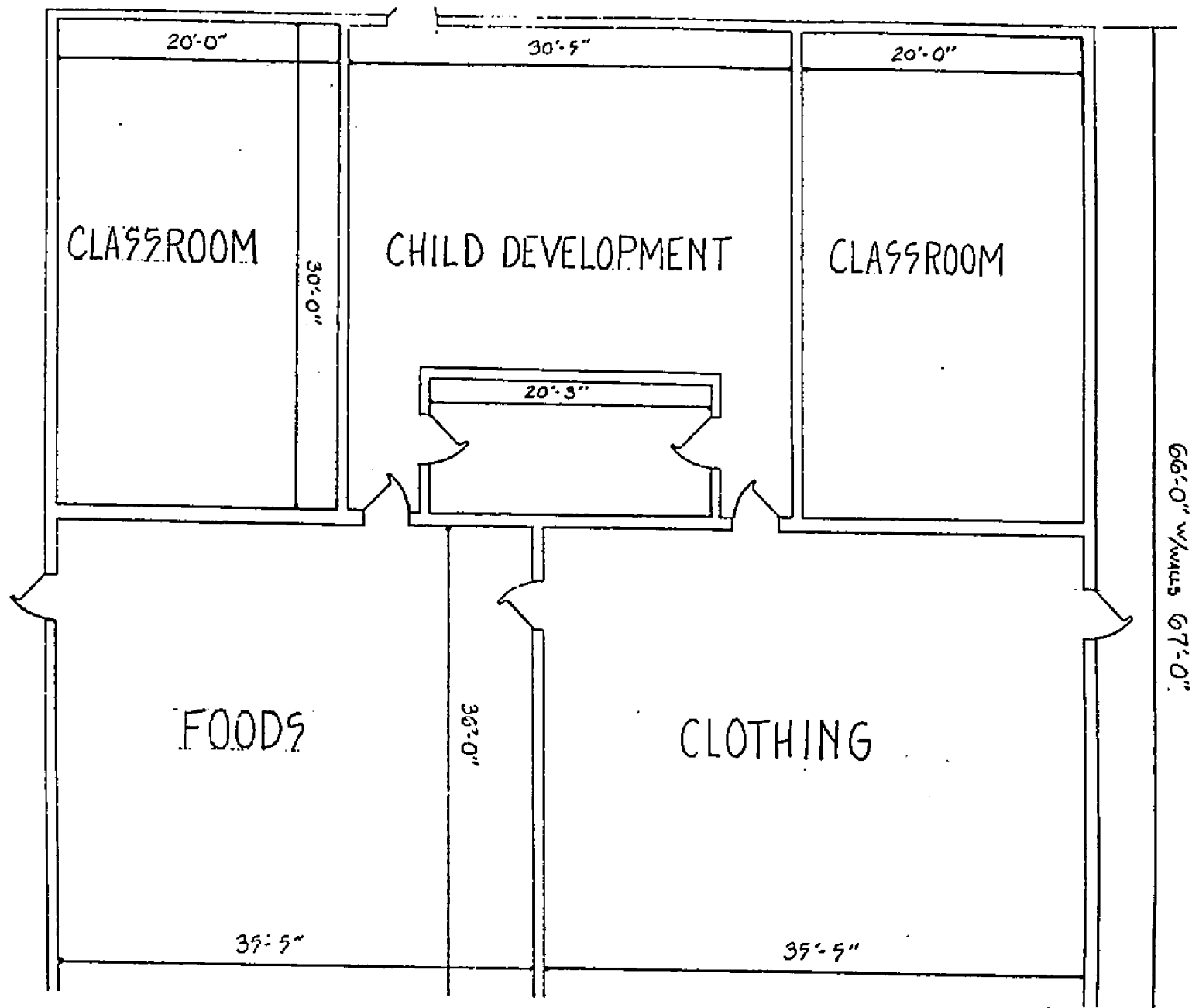
PART I. Two additional sections of Child Development

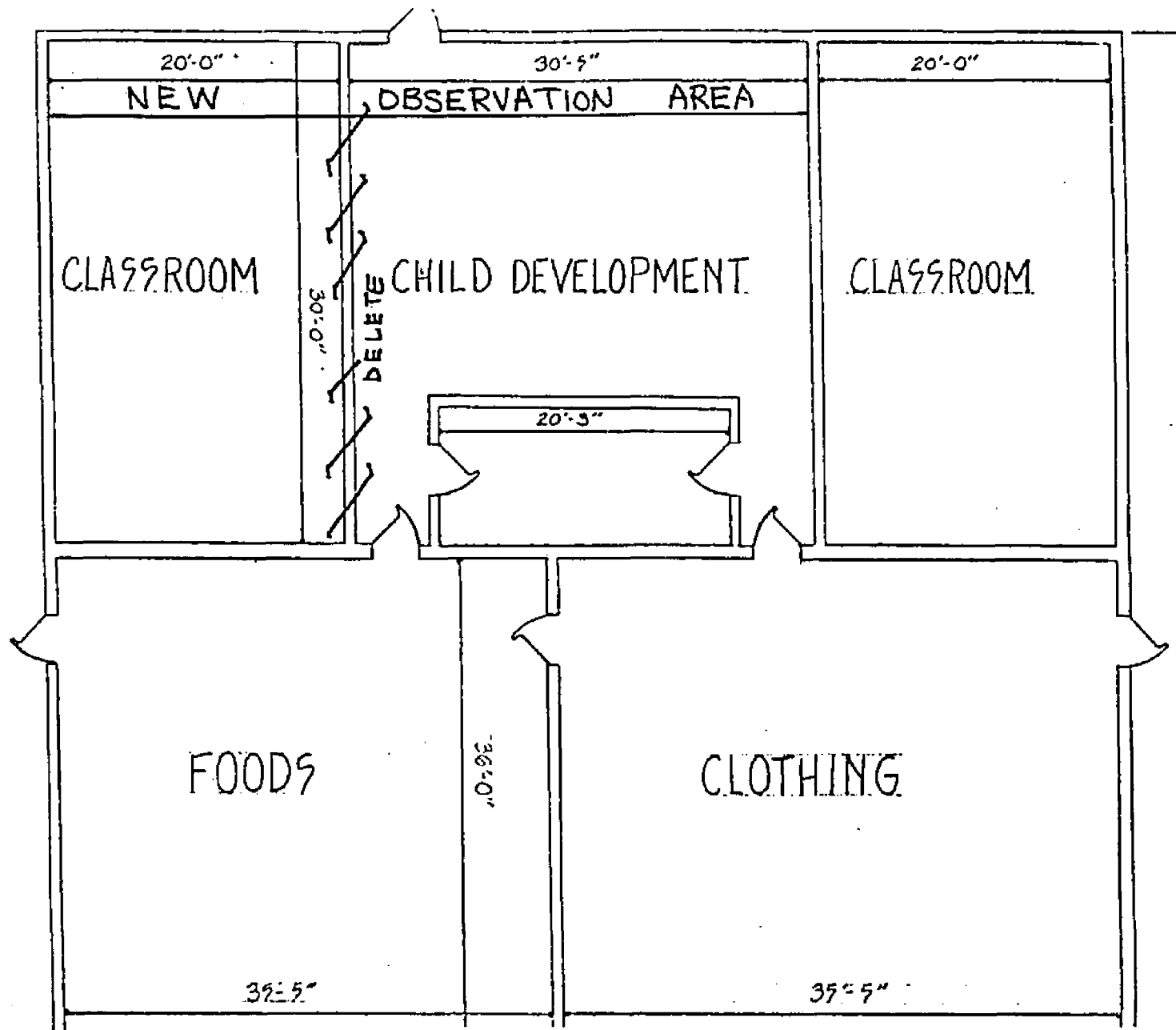
- A. To be designated as
 - 1) Related Child Development or
 - 2) Research in Child Development
- B. These sections would be designed to be co-ordinated as a related course of study to the Health Occupation Programs as well as students enrolled in other helping fields, as medicine, nursing, psychology, or education. These two sections could operate a second pre-school program, possibly also involving some students in the Foreign Language Areas. There could be research done in the area of normal child development, as well as special areas of speech problems, language development, physical handicaps, etc. There would possibly be some non-English-speaking pre-schoolers in this program who could be helped in the future school adjustment by being with English-speaking peers.
- C. The course would be a minimum of one semester on an elective basis.
- D. Minimum of 15 to 20 students in each section.

- E. Problem area: Scheduling and availability of students, time-wise and how would they be told of its importance and relativity?

PART II. Extension of existing facilities. SEE ACCOMPANYING DIAGRAMS.

- A. The present facility can handle consecutive classes leading into the rooms which adjoin one another.
- B. The adjacent classroom, C-706 is currently an English classroom, tentatively designated to become a storage area. The wall between C-708 and C-706 could be removed and two half-walls could be installed as observation areas. This, of course, would involve some funding at the discretion of this body and the Board.
- C. This facility could then be used not only by the Child Development Classes, but by the parents of the pre-schoolers; other classes, as Health; Psychology; Social Studies, etc., as adjuncts to existing classes. An opportunity for greater learning exists in the availability of this type of learning situation. How can we see that it is used to the fullest extent?





PART III. Relevant Policies Affecting Enrollment

- A. An examination of the number of students who take reduced-load schedules would indicate a definite effect on the number of elective courses being chosen.
- B. An examination of current graduation requirements reflects that there are no requirements in the areas of Fine Arts, Industrial Arts, Home Economics or Business. Perhaps one or more of these areas would provide a broader educational foundation for the graduates of West Bloomfield High School.

PART IV. Potential Student Contact and Involvement

- A. A tentative survey of the student body involving a random sampling of them is being worked out by myself and Mr. Piasicki. It is designed to encompass more than just the Child Development Courses and why students do or do not enroll in this type of elective subject. The survey is not yet completed or distributed.
- B. The Student Government body has not yet been approached, since I understand Cindy is a very busy young lady. Perhaps the survey mentioned above would serve as a tool and could be distributed and summarized by that group.

Respectfully submitted,

JOYCE THOMPSON

National test
Given to 100 College-Bound West Bloomfield High
School Seniors
Average score 27
Range 10 to 42
50% scored between 21 and 29 correct

"Consumer Economics": a proposed course for Seniors.

Under Home Economics the course will be partially
funded by government resources.

National Consumer Economics Test

1. Which form of charge account does not normally require the consumer to present a credit card to charge a purchase?
 - a. Master Charge
 - b. Sears, Roebuck and Company
 - c. Bell Telephone
 - d. American Express
2. When a person buys any form of life insurance he does so in an attempt to
 - a. control his premiums
 - b. share the risk of losses
 - c. reduce the effects of inflation
 - d. transfer the individual losses to the government
3. The most effective way the consumer can influence the sales price of the products in the marketplace is to
 - a. require federal chartering of corporations
 - b. establish federally enforced grade labeling of products
 - c. buy only when well-established price ceilings for products exist
 - d. make informed choices based on price and quality comparisons
4. A major source of reliable consumer information on the safety and effectiveness of prescription and over-the-counter drugs is
 - a. Parents' Magazine
 - b. product labels
 - c. the Department of Health, Education, and Welfare
 - d. the Food and Drug Administration
5. A consumer hurried to his car dealer after seeing a commercial that advertised a two-year-old model at \$500 under what it should cost. The car had just been sold, but a similar model could be purchased at a slightly higher cost. This technique is called
 - a. low balling
 - b. adjusted markup
 - c. bait and switch
 - d. loading
6. A program provided by appliance dealers to encourage customers to pay for repairs in advance is
 - a. a service contract
 - b. a warranty
 - c. a guarantee
 - d. an installment plan

52. One of the major obstacles to the consumer in the balance of power between business and consumers is
- a. the existence of approximately forty federal agencies and four hundred departments presently attempting to serve consumers
 - b. the specific requirements established under legislation, such as the Fair Packaging and Labeling Act and the Truth-in-Lending Law
 - c. the existence of a federal consumer court of appeals
 - d. the policies of the Securities and Exchange Commission
53. Which information is not required on the labels of all food products?
- a. the ingredients
 - b. the net weight
 - c. the product name
 - d. the name of the producer or distributor
54. The most common brands of children's vitamin capsules are classified by the Food and Drug Administration as
- a. a chemical
 - b. an additive
 - c. a drug
 - d. a food
55. An early legislative attempt by the federal government to protect the consumer was the
- a. Truth-in-Lending Act
 - b. Pure Food and Drug Act
 - c. Flammable Fabric Act
 - d. Motor Vehicle Traffic Safety Act

NOTE: Just the first and last pages of the National Consumer Economics Test are included here.

Proposed Course OutlineCONSUMER KNOW-HOW

- Unit I The Role of the Consumer in the Economy
(How the economy affects you)
- Unit II Consumer Planning and Decision Making
(Values, goals, needs, wants and the decision process)
- Unit III Developing a Personal Spending Plan
(Making the most of your money)
- Unit IV Ways to Increase Income
(The job market, use of skills and resources)
- Unit V Advertising and Its Appeal
(Why you buy, informational and emotional ads)
- Unit VI Sources of Buying Information
(How and where to look before you buy)
- Unit VII The Art of Shopping
(Food, clothing, appliances, furniture, car and car insurance)
- Unit VIII The Good Life Through Credit
(How to use credit to your advantage)
- Unit IX Housing
(Rent or buy, local market, signing a lease and buying procedure)
- Unit X Financial Security
(Checking accounts, life and health insurance, savings and investments, Social Security)
- Unit XI Government Services and Taxes
(Where do your taxes go, making use of services)

- Unit XII Your Consumer Rights and Responsibilities
 (Using your rights, making complaints, shoplifting)
- Unit XIII Consumer Protection
 (Agencies and laws, avoiding gyms and frauds)
- Unit XIV The Consumer and the Environment
 (What you can do, what's being done, what needs
 to be done)

Needs Validation Committee

"A" Priorities

1. **Green** — Build a new elementary school or relieve the over-crowding at Green School by depleting the population by 250 students.
2. **Building and Grounds** — Roosevelt needs to be renovated and remodeled in accordance with Program B as outlined by Wakely-Kushner with careful study of detailed specifications for each service to be performed.
3. **Roosevelt** — replace old window sashes with modern aluminum sash glass and panels.
4. **Administrative** — Long term district goals and objectives:
 Function Recommendation — The Systems Model to Long-term Planning recently adopted seems to serve this purpose. The Board needs to provide adequate funding to carry out the tasks in the model.
 Human Resources Recommendation — There appears to be no additional administration needed at this point. Any added need for administration, if any, will have to be dealt with on a year-to-year basis as the systems planning results become evident.
5. **Roosevelt** — Electrical wiring should be reworked as outlined in Plan A in the Wakely-Kushner report.
6. **Administrative** — Overall curriculum development and evaluation:
 Function Recommendation — Additional emphases needs be given this high priority need.
 (1) The Assistant Superintendent for Instruction needs be freed from the responsibility of administering the Special Education program and devote his full energy to coordinating the district-wide curriculum development and evaluation efforts.
 (2) A sufficient sum needs to be budgeted on a year-to-year basis to hire teacher coordinators, to provide an hour or more release time for the coordinators, to provide funds for summer employment of key staff and to hire expert outside help when needed.
7. **Special Services** — Hire a director of special education trained as a special educator.
8. **Early** — Air condition the media center.
9. **High School** — One additional counselor.
10. **OLMS** — Ventilating system in vocal music and band rooms.
11. **Building and Grounds** — Scotch School be renovated and remodeled in accordance with Program A as outlined in the Wakely-Kushner report as amended.
12. **Scotch School** — Optimal Plan B as in the Wakely-Kushner.
13. **Early** — Air condition the Kiva.
14. **Distinct Instruction** — Define and implement science curriculum.
15. **Music** — String instrument program.
16. **Building and Grounds** — Preventative Roof Maintenance Program.
17. **High School** — Improve social studies program.
18. **Abbott** — Media addition. (as stated in media five year plan)
19. **Vocation and Career Education** — Acquire materials, systems and resources for career counseling.
20. **Music** — Band instrument program.

21.
Administration - Staff Evaluation and Development:
- a. Function Recommendation -
 - (1) A pre-condition for development of this area needs be the establishment of districtwide goals.
 - (2) Once the district goals are established, it is recommended that the Board of Education appoint an advisory committee of teachers, students, residents, and administrators who will recommend standards by which the staff is to be evaluated, and
 - (3) A strong administrative in-service program be implemented to insure quality professional evaluation.
 - b. Human Resources Recommendation - The planning committee be provided with outside expertise as it develops and plans the staff evaluation program.
22.
Building and Grounds - The establishment of an annual painting schedule to paint 15% to 20% of wall surface, 5% to 10% of ceiling surface and 20% of exterior surface as needed each year.
23.
High School - Solve the smoking problem.
24.
OLMS - Stage curtains.
25.
District Instruction - Use of a skilled science consultant to expedite and implement a science curriculum.
26.
Abbott - Light control
27.
Administration - Individualization:
- a. Function Recommendation - A high degree of interest was exhibited in this area. The committee members stress that a great deal of attention be given this function in phase two of the systems planning model.
 - b. Human Resources Recommendation - No additional administration appears to be needed at this point.
28.
Personnel - A strong need for a remote computer terminal.
29.
Special Ed. - Establish overall coordination of programs at all levels.
30.
Vocational and Career - Expanded "laboratory" vocational skills courses, equipment and facilities at high school level.
- a. Present classroom space for all areas of vocational training programs limits the number of students permitted to enroll in programs.
 - b. New programs cannot be initiated in current facilities.
 - c. Pre-vocational courses (9th and 10th) are presently limited.
31.
OLMS - Foreign language program as it was.
32.
High School - Improve the orientation of students to programs. Strengthen activities portion of co-curricular.
33.
District Instruction - More in-service training time for teachers including time for curriculum development.
34.
Personnel - A half-time director of pupil personnel when there is 6,000 students; and full time when reaches 12,000.
35.
High School - Recommend development of resource room per Dr. Garvelink's recommendation. Present library classroom is a prime possibility. Necessary equipment and furniture estimated.
36.
Special Ed. - Improve procedures for identification of handicapped pre-school children. Establish a pre-school program.
37.
Special Ed. - A complete curricular review of the K-12 programs with goals to develop courses of study for the gifted child should be undertaken.
38.
Administration - Student Personnel Services:
- a. Function Recommendation - The Board of Education should appoint an Advisory Committee; consisting of students, residents, teachers and administrators; to suggest:
 - (1) A program definition
 - (2) Staff needs including para-professionals
 - (3) Functions of the total program
 - (4) Coordination need for a total pupil personnel program.
 - b. Human Resources Recommendation - Consideration should be given to adding administration who will coordinate and supervise this area.
39.
Administration - Maintenance and Operations:
- a. Function Recommendation -
 - (1) Updating our facilities is necessary to bring them up to a reasonable standard.
 - (2) Adequate funding and planned scheduling to keep our facilities up to a reasonable quality standard are vital.
 - b. Human Resources Recommendation - Serious consideration should be given to adding:
 - (1) A full time purchasing agent.
 - (2) Adequate full time supervision.
 - (3) Consideration should be given to writing specifications and bidding for outside sub-contract cleaning to determine whether or not this approach would be cheaper, than that of maintaining our own staff.
40.
Building and Grounds - Little Green two room school be renovated and remodeled for two updated classrooms.
41.
Edly - Re-vamp and update language program (English Grammar, usage creative writing, speaking, debate, etc.).
42.
Doherty - To offer different classroom environments to accommodate different learning styles such as self-contained traditional, open classroom, multi-age grouping, individualized instruction.
43.
OLMS - Light control in cafeterium.
44.
Scratch - Four percent of the operating budget be earmarked for a district wide maintenance program.
45.
Abbott - Career education.
46.
Roosevelt - All classroom wood floors should be removed, concrete installed to required level, where necessary, and carpeting installed in all classrooms.
47.
District Instruction - More conferences at all levels.
48.
Athletic - Boys wrestling 6, 7, and 8th grades.
49.
Roosevelt - The roof should be re-constructed and insulated.

50.
Media — Personnel (as stated in media five year plan)

51.
District Instruction — Defined and implemented social studies curriculum.

52.
District Instruction — More and better counseling at the middle schools and high school.

53.
Vocation and Career — Surveys, inventories and interest assessments of students at levels six through high school graduates.

54.
Building and Grounds — Connection to sanitary sewer system at Scotch and public water system as soon as such facilities become available.

55.
Early — Program for academically gifted (including gifted children in other areas as well).

56.
Abbott — Academically talented.

57.
Personnel — An Assistant in Personnel Administration and Employee Relations should be employed.

58.
Building and Grounds — Connect Abbott water and sewer to the Keego Harbor water and sewer system as soon as satisfactory arrangements can be made.

59.
Green — More individualization of instruction.

60.
District Instruction — More emphasis on written communication, including grammar.

61.
Building and Grounds — At Early reconstruct the driveway to provide adequate drainage and exit to Maple Road. Flood light entrance and exit for safety.

62.
Green — Facility improvement:

- a. Carpet total building
- b. Music room facility and storage
- c. Art room facility and storage
- d. Better heat control
- e. Better light control
- f. Increased building maintenance
- g. Extend P.A. system to all parts of school.
- h. Hallway lamps to allow equipment usage.
- i. Specialized science room facility and storage.
- j. Add office spaces for use by specialized personnel.
- k. Instrumental room facility and storage.
- l. Create total building atmosphere of flexibility by adding team teaching spaces in all rooms.
- m. Teacher lounge furniture improvement.
- n. Community room facility and storage.
- o. Add cafeteria.
- p. Drinking fountains in each room or hallway.
- q. Tackstrip display area in all hallways.

63.
Vocational and Career — Comprehensive Career Ed. Curriculum development at all levels including: awareness, orientation, exploration and experience.

- a. This is in support of present efforts to develop a comprehensive career ed. curriculum.
- b. Plans to conform to the State of Michigan model for vocational education.

64.
Green — Building safety problems because of all glass construction.

65.
Special Services — Resource rooms in every building is a worthy goal.

66.
Media — Facilities (as stated in media five year plan)

67.
Doherty — To improve and/or maintain reading program.

68.
Abbott — Work Study program.

69.
Building and Grounds — That blacktop parking areas be expanded at least twenty more parking spaces for employees and volunteers. Blacktop playground areas be constructed, where feasible, adjacent to parking areas separated by chain link fence and gate. These areas may serve for overflow parking for evening events.

70.
Early — Maintenance at 4%. (Establish maintenance on a regular rotation basis for painting, etc. Roof repair, stop or caution light, drainage of playground, install surface of playground.)

71.
Doherty — To improve the oral and written communication skills.

72.
High School — Rental of two teletype machines and appropriate supplies — purchase of time in Oakland Schools computer for 10 month and special summer program, could be self-supporting. Computer for problem solving. Rationale — many of our most able students are handicapped in not being prepared in math and the sciences at the college and technical level.

We have reviewed the purpose of such instruction at the high school level and have concluded that a problem-solving approach is preferable to a systems approach.

73.
District Instruction — Use of a skilled social studies consultant to expedite and implement a social studies curriculum.

74.
Vocation and Career — Career counseling re-emphasized at all levels.

- a. Counseling should not be limited to school programs.
- b. Professional personnel at elementary schools can be trained to provide guidance in the areas of career education.

75.
Green — Bathroom (many) facilities are not adequate for the number of students served. Further, the toilet facilities are lacking in privacy due to the absence of doors.

76.
Abbott — Media equipment, (as stated in media five year plan)

77.
Roosevelt — Plumbing and fixture repairs, in all toilets, should be completed as outlined in Plan A, Wakely-Kushner.

78.
Doherty — To improve learning centers in classrooms.

79.
District Instruction — Early identification of skill deficiencies in students.

80.
Roosevelt — A drainage system should be installed as outlined in Plan A, Wakely-Kushner.

81.
High School — Reading School Wide: Start up accommodation for reading texts and supplements for two reading instructors, 1 English, 1 social studies, 1 math-science, to teach and develop reading program at high school level — \$1,000. Start supplies for 2 reading instructors, per previous recommendation — \$1,000.

82.
Doherty - To improve science program.
83.
Special Services - All programs should be evaluated periodically. Staff members should be encouraged to formally evaluate programs as they did this year in resource room and hearing programs as they did this year in resource rooms and hearing impaired rooms.
84.
District Instruction - Materials to implement social studies program.
85.
Abbott - Library books. (as stated in media five year plan)
86.
OLMS - Add electrical circuits in office complex.
87.
Doherty - To improve math curriculum with new material and of specialists.
88.
District Instruction - Better coordination of communications between elementary and middle schools (5-6) and between middle schools and high school (8-9).
89.
Scotch - Implement the five-year projection for Media equipment and software materials necessary to supplement and enrich the instructional program.
90.
Special Services - Counselors must develop a greater understanding of special education students and their needs.
91.
Building and Grounds - To provide bicycle racks at each school site properly secured with a chain link fence area, located for maximum visual surveillance from the building, and where there is a safe access to bicycle trails, walks and roadways.
92.
District Instruction - Greater emphasis on finding students with perceptual problems.
93.
Green - Assistant principal.
94.
Scotch - Install additional electrical outlets in classrooms and Media Center to promote greater flexibility and utilization on AV equipment and materials.
95.
High School - Sturdy shelves for scripts and books in the drama department.
96.
District Instruction - More emphasis on early identification of non-college bound students. All H.S. graduates should have a saleable skill.
97.
District Instruction - Emphasis on the metric system in all related subjects - not only in math.
98.
Special Services - A funded vocational training program should begin at the MS level.
99.
Building and Grounds - Drapery and light control curtains in Green rooms B2, 3, 9, 10, 16, 17, K-1; Abbott throughout the building; OLMS 101, 104, 107, 108, 106, 110, 111, 112, 114, 115, 200, 202, 207, 209, 211, 213 to replace worn out draperies to improve audio visual instruction.
100.
Media - Books and software. (as stated in media five year plan)
101.
Building and Grounds - Carpet the floors in all classrooms, corridors, teachers lounges and offices in Green, Eady, Abbott OLMS.
102.
Special Services - Additional transportation to the Walled Lake Vocational Center for special ed. students in the summer program should be provided.
103.
OLMS - Large mat for physical education.
104.
OLMS - Study skills unit required.
105.
Vocational and Career - administrator of Vocational and Career Ed.;
a. To coordinate vocational/career ed planning.
b. To coordinate vocational/career ed program management.
c. To facilitate application, monitoring and evaluation of current vocational programs.
d. To train current staff in instructional and guidance techniques.
e. To serve as a resource person to the needs of students, staff and the community relative to vocational and career education.
106.
Athletics - Contact football 6-7-8.
107.
OLMS - Learning Lab furniture and equipment.
108.
District Instruction - Equalize gym facilities at OLMS and Abbott.
109.
District Instruction - Complete review of our grading system.
110.
Athletics - Girls basketball 6-7-8.
111.
Vocational and Career - Alternative work study experiences, program for senior high school students.
a. To provide opportunities for students in a learning environment other than the school facility itself.
b. Experiences to earn credit but not necessarily wages.
112.
Building and Grounds - Additional blackboards and taskboards where needed in all schools.
113.
Green - Playground facilities; the need for walkways and additional blacktop areas to keep the children out of wet, muddy areas.
114.
Athletics - Girls Boys JV tennis - high school.
115.
Community Education - Area-wide advisory council to improve the delivery of services and increase better communication on an ongoing basis, we recommend that an area-wide advisory council be established with the Board of Education providing the impetus in it's creation.
Such a group would help in the following goals:
a. Promoting better human relations.
b. Identifying resources.
c. Developing leadership.
d. Gain citizen involvement in community life.

- e. Encourage citizen involvement in public schools.
 - f. Continue development of needs identification process.
 - g. Help in evaluation of programs.
 - h. Establish cooperation and coordination.
116.
Abbott — Choral users.
117.
Green — Close school annex. The committee feels the annex is not a good facility. They are concerned about the safety of the children and the feeling of isolation from the main building.
118.
High School — student lounge: development of a portion of the cafeteria to provide a meeting place and casual use by students, with furniture and divider panels, carpeting, bookshelves.
119.
Abbott — re-do science area.
120.
District Instruction — Better horizontal communications between grade levels in various schools (i.e., all 5th grades)
121.
Community Education — Increase programs:
- a. Increase in comprehensive, supplemental and alternative education for all ability and interest levels. Such offerings could be dealt with through an increase in vocational and career-educational type programs as well as more alternatives for school age youngsters who are presently being lost in our present educational system.
 - b. Bringing in more outside expertise, particularly in the social and health education fields with emphasis on preventative physical and mental health.
 - c. Increase recreation in leisure-type programs. Also, cultural enrichment programs such as outdoor pop concerts and art appreciation groups brought to the community.
122.
Special Services — A pilot program be proposed and developed regarding job opportunities for "Type A" high school students. This should involve local business community and be closely monitored.
123.
Media — program, (as stated in media five year plan)
124.
Green — The major concern was for better science instruction and media equipment, including a comprehensive educational TV program with closed circuit capabilities.
125.
Abbott — Supplemental texts.
126.
High School — Child development nursery: conversion of present senior pod to indoor playground area for child development nursery classes — the conversion would involve a low barrier, possibly even a playground type fence which could be dismantled and re-erected outside, if necessary.
127.
Community Education — Facilities: Commend board use of school facilities. Additional recreational facilities needed are tennis courts, baseball diamonds, and more practice football and soccer fields; also outdoor basketball courts. Also, identify and utilize other facilities not necessarily school owned for program offerings.
128.
District Instruction — Reduce elementary report cards to two a year and increase parent teacher conferences.
129.
OLMS — Philosophy, sexuality and self-awareness.
130.
Green — Continue to update the educational materials now in use. There was an assumption that progressive materials would continue to be purchased. Should materials be a future problem the committee felt this priority would change positions forward.
- a. Consistent updating of present educational text and materials.
 - b. Increased library books and software.
 - c. Reference materials for each room (encyclopedia, dictionaries).
131.
District Instruction — More outside, or real world, student contacts including speakers and field trips.
132.
Media — Software, (as stated in media five year plan)
133.
Green — Traffic control and safety; create student pickup area.
134.
Special Services — A fine arts course be offered for non-college bound students as well as "Type A" students in high school.
135.
District Instruction — Improve H.S. course descriptions to better encompass subjects being taught.
136.
High School — Modify present northeast pod as a mathematics office, similar to the social studies pod. Modify vacated mathematics office as a student activities-student government center.
137.
Building and Grounds — That existing blacktop areas be inspected regularly and resurfacing be done when early signs of break-through or cracking is evident in order to retain maximum value with minimum resurfacing cost.
138.
District Instruction — Greater use of volunteers including the elderly.
139.
OLMS — Media center equipment, (as stated in media five year plan)
140.
Roosevelt — Blacktopped parking space for twenty additional cars.
141.
Abbott — roof.
142.
District Instruction — Rotate siblings among counselors.
143.
Edy — Playground equipment.
144.
Special Ed. — "Type A" field trips should be allowed without liability in special education facility.
145.
Media — Closed circuit T.V. (as stated in media five year plan)
146.
Building and Grounds — In all school buildings, install emergency lights to be used if current goes off while people are assembled. These should be installed near major outdoor inter-sections, gymnasiums, cafeterias, auditoriums, community rooms, forum and places of major assembly.

147.

H.S. — The student radio station has special needs over and above the level of other English courses and should be funded as athletics is. Funding at this level would enable us to maintain a news wire teletype.

148.

Building and Grounds — In the high school, continue to replace fire system sprinkler heads with Grinnel Type Model F920 with automatic water shut off.

149.

H.S. — Conference secondary—debate and forensics should be funded as athletics is, since it basically operates as a separate entity and cannot be supported in the regular department budget.

150.

Building and Grounds — Install a traffic signal at Orchard Lake Road to improve safety for children crossing Orchard Lake Rd. to OLMS.

151.

Building and Grounds — At Green, install blacktop walk from building to Savoy Court and extend walk to Walnut Lake Rd.

152.

Special Ed. — Attending selected meetings and conferences to gain new methods and information to be incorporated into our Special Ed. program.

153.

Scotch — Grade and reseed North playground area. Area presently has sharp steps and steep bank. Two baseball diamonds located in this area cannot be utilized because of rough terrain.

154.

OLMS — Special program for exceptional achievers.

155.

Abbott — Field trips.

156.

Abbott — Social studies equipment.

157.

Abbott — Science equipment.

158.

H.S. — Like athletics, instrumental music has performance needs and obligations not typical of other areas. I recommend a general performance budget over and above regular funding.

159.

Building and Grounds — Provide additional security storage at the high school for supplies, athletic equipment, band instruments, audio visual equipment, receiving area equipment, repair area, etc.

160.

H.S. — Like athletics, vocal music has performance needs and obligations not typical of other areas. I recommend a special performance budget over and above regular funding.

161.

Special Ed. — The following resources should be employed in the teaching of "Type A" children:

- a. Computer with time sharing terminal.
- b. Student teachers.
- c. High School students (screened).

162.

Scotch — RE-vamp playground area. Relocate old equipment. Purchase new equipment. Reseed grass. Plant shrubs and trees.

163.

OLMS — Career education.

164.

Special Ed. — Audio visual equipment.

165.

H.S. — Dramatics has certain program needs over and above the level of other English courses and should be funded as athletics is.

166.

Scotch — Update and purchase textbooks, maps, globes and other supplementary materials necessary to implement the K-5 Social Studies program when finalized and adopted by the district.

167.

Building and Grounds — Gym storage in Green, Ealy and Scotch to provide for table and chair storage.

168.

Special Ed. — A follow-up system on each "Type A" student to age 25.

169.

Special Ed. — Physical Education and other programs be made available to the L. D. students; e.g., trampolines available in the gym, etc.

170.

H.S. — The yearbook has special needs over and above those of other English courses. I recommend a modest budget to support some supply needs and conference needs.

171.

Scotch — Update and purchase equipment and support materials necessary to implement the K-5 Physical Education curriculum that has been adopted by the District.

172.

Ealy — Increase and improve gym supplies and equipment.

173.

Scotch — Design and develop for implementation a Language Arts curriculum embracing the K-5 program.

174.

Athletics — Boys J. V. Soccer.

175.

OLMS — Equity between boys and girls sports.

176.

Scotch — Survey various programs, textbooks and supplementary materials necessary for a coordinated and comprehensive K-5 Science program.

177.

H.S. — The school newspaper has special needs over and above those of other English courses. I recommend a modest budget to support some supply needs although the paper should essentially be self-supporting.

178.

Ealy — Living education: children should have the opportunity to experience as many things first hand as possible. Increased funding for field trips was one suggestion. Another was the possibility of extended tours (e.g., Williamsburg, Washington, D.C., Indian reservations) for children to see and participate in some of the activities they read about.

179.

Scotch — Design and implement a coordinated and comprehensive curriculum embracing the Metric System. Update and purchase supplemental materials necessary to support the Houghton-Mifflin mathematics textbook series.

180.

Scotch — Continue the elementary reading objective as established by the Superintendent and Board of Education with an annual allocation of five hundred dollars for support materials.

181.
Building and Grounds - Repair or replace interior corridor doors at OLMS.

182.
Special Ed. - Special Education staff members have expressed a need for released time for departmental meetings (at least twice a semester).

183.
Building and Grounds - Install bulletin boards deleted from original plans at the high school.

184.
Building and Grounds - Complete hard surface walks to east and west side of Doherty.

185.
Building and Grounds - Reduce designed capacity to provide one room for art, one room for music, one room for community and volunteer use, and rooms for special education pupils.

186.
Special Ed. - Learning disabilities classroom needs the following:
a. Reading machines.
b. Typewriter repairs.

187.
Ealy - Construct a storage room.

188.
H.S. - One more bulletin board in vocal music room. Duplicate of one already there. Many things could be displayed.

189.
H.S. - Develop locker room facilities to expand lockers and storage for varsity and intramural sports, both boys and girls.

190.
Special Ed. - Increase materials budget for Resource Rooms to a more realistic figure.

191.
Ealy - Install a P.A. system.

192.
H.S. - Install a sign board near Orchard Lake for bulletin postings and coming events.

193.
Building and Grounds - Blacktop all connecting parking areas and driveways and expand hard surface parking area at west end of Abbott Middle School.

194.
H.S. - Development of gated and lockable parking lot area.

195.
Ealy - Install lights at entrance to driveway. Landscape site. (refer to priority #61)

196.
Building and Grounds - Construct an adequate site drainage system to make OLMS ground accessible during early spring and protect the building from water damage and flooding. Install the following:

- a. Catch basin at county road culvert.
- b. Catch basin at low area southeast of building.
- c. Catch basin at low area east of building.
- d. Concrete tile to southwest of building.

e. Farm tile or perforated drain pipe in natural swales along south fence, to wet areas, and generally a system of drainage. Tile will flow into trunk line drains.

f. Catch basin to connect new tile with existing tile.

g. Connect roof drains to the underground trunk line drainage system.

197.
OLMS - Wrestling - inter-scholastic.

198.
OLMS - Visual communication.

199.
OLMS - Science lab equipment.

200.
Building and Grounds - Seal rubberized track to extend its useful life at the high school.

201.
H.S. - One Leclerc floor loom. Presently, advanced fibers is limited to three or four students, due to the limited equipment.

202.
Building and Grounds - Replace deteriorated concrete curbs at the high school.

203.
Ealy - Improve bell system.

204.
H.S. - Modify the north pod as an instructional materials and production center.

205.
Building and Grounds - Resurface or replace deteriorated concrete in front of the high school.

206.
Building and Grounds - Resurface original six tennis courts at the H.S.

207.
Building and Grounds - Improve the baseball field at Doherty.

208.
Building and Grounds - That maintenance of the sites include top dressing grass areas with sandy loam top soil where needed, fertilizing, re-seeding, limited use of weed killer and regular mowing. Maintenance of ball diamonds require addition of soil that will compact on infields and regular leveling.

209.
Building and Grounds - Open space and recreational development. Priorities need to be developed with other units of government.

210.
H.S. - Addition of outdoor basketball and volleyball courts. Used by both classes and community. Will help relieve situation of unsupervised players in the gym after school.

211.
H.S. - Additional parking lot area, blacktopped and suitable for outdoor basketball and other games on south side of building.

212.
H.S. - Enclosure of cage in girls' locker room. Needed to store equipment for girls' athletic teams.

213.
H.S. - Additional team-type lockers for girls' locker room. Girls' athletic program is expanding.

214.
H.S. - School wide career day or other appropriate program. All careers represented with all departments related to such. Long-time planning throughout the school.
215.
H.S. - Need to have grad students return to counsel under-grads.
216.
H.S. - Improve interpretations of testing to students and parents as part of a comprehensive testing system. Be sure that test results be provided and interpreted to parents, students and teachers.
217.
H.S. - A commitment to some kind of vocational testing. To be determined after the results of pilot study are completed. There has been a long-felt and expressed need of the counselors as an aid in more adequate career planning work.
218.
H.S. - Interest testing, all students within a grade level, perhaps in conjunction with the social studies department. Perhaps to be viewed as a necessary tool, should our emphasis be on career education.
219.
H.S. - Improve language arts programs. (Basic grammar, writing skills and spelling).
220.
H.S. - Fenced area, approximately 100 foot circle, gates - approximately \$700. Does not include playground equipment, etc. Estimated \$1000. (Home economics)
221.
H.S. - Curbing should be installed in both turn-around courts and in the parking lot's north side, to protect grassed areas at the south end of the football stadium. Visiting bus pickup spot adjacent to gym for two buses.
222.
H.S. - Seven 6x2 mats equivalent to Nissen #500 at 2.85/sq. ft., \$1200.
223.
H.S. - One desk and chair teacher. For additional member, student teachers, etc.
224.
H.S. - 35mm camera, several copy stands, dark room. Photography provides an excellent teaching tool. For teachers to develop materials for class use and have students develop films relating to various classes.
225.
H.S. - Colorado Time Systems 6-lane electronic timer. Assure fairness to all competitors. We have competed at 10 away meets, all schools had electronic equipment, including some Class B schools.
226.
H.S. - 1 new IBM executive typewriter for counseling, to replace old machine now being used.
227.
H.S. - Replace stools in both woodshop and drafting rooms.
228.
H.S. - 46"x20" tracing box equivalent to MacMillan Arts and Crafts, Inc. 285350.
229.
H.S. - Frost-free 16 cubic foot refrigerator - top freezer, equivalent to Sears model est. (Home Economics)
230.
H.S. - 1 economy eye model 67939-02; 1 median section of head 67937-02; 1 economy heart model 67943-02; 1 economy skin model (lumbetas) 67945-02.
231.
H.S. - 1 sousaphone, fiberglass King model or equivalent.
232.
H.S. - 1 transistor equipment analyzer equivalent to B & K electronics #970 at 250 for advanced electronics lab.
233.
H.S. - Relocation of walls in science area to provide more rooms.
234.
H.S. - Request permission for materials to build small engine storage under present power lab tables.
235.
H.S. - More lab rooms in science area.
236.
H.S. - Develop vertical and horizontal hanging storage in auditorium stage area and modification of folding walls to allow access doors.
237.
Boys' wrestling 6-7-8 grades.
238.
Contact football 7-8 grades.
239.
Complete two (2) baseball, one (1) softball diamonds at high school site. (Team benches-dugouts, fencing, drainage)
240.
Purchase 34'x34' wrestling mat for existing program at high school.
241.
Repair and resurface present tennis courts and running track. Related to above is football field damage.
242.
Middle school girls' basketball program.
243.
Purchase six (6) basketball poles complete with backboards and rims to be installed on north parking lot, thus providing immediate outdoor courts for fall, spring and summer use at high school site.
244.
Middle school girls' basketball program.
245.
Athletic storage facilities. Enclose exterior areas between north entrances to high school building. Merely enclosure of existing space, one exterior wall and one interior wall, would provide a critical need.
246.
Purchase additional athletic lockers for girls - high school.
247.
Girls-Boys Junior Varsity tennis team. (9-10 grades)
248.
Boys Junior Varsity soccer program. (9-10 grades)

NEEDS VALIDATION FOLLOW-UP STATUS, 1977

"A" Priorities

MAINTENANCE, BUILDING AND SITES

- 8. Ealy--Air condition the media center.
- 10. OLMS--Ventilating system in vocal music and band rooms.
- 61. Building and Grounds--At Ealy reconstruct the driveway to provide adequate drainage at exit to Maple Road. Flood light entrance and exit for safety.
- 69. Building and Grounds--That blacktop parking areas be expanded at least twenty more parking spaces for employees and volunteers. Blacktop playground areas be constructed where feasible, adjacent to parking areas separated by chain link fence and gate. These areas may serve for overflow parking for evening events.
- 133. Green--Traffic control and safety: create student pickup area.
- 193. Building and Grounds--Blacktop all connecting parking areas and driveways and expand hard-surface parking area at west end of Abbott Middle School.
- 194. H.S.--Development of gated and lockable parking-lot area.
- 195. Ealy--Install lights at entrance to driveway. Landscape site. (Refer to priority #61.)
- 196. Building and Grounds--Construct an adequate site-drainage system to make OLMS ground accessible during early spring and protect the building from water damage and flooding. Install the following:
 - a. Catch basin at county road culvert.
 - b. Catch basin at low area southeast of building.
 - c. Catch basin at low area east of building.
 - d. Concrete tile to southwest of building.
 - e. Farm tile or perforated drain pipe in natural swales along south fence, to wet areas, and generally a system of drainage. Tile will flow into trunk line drains.
 - f. Catch basin to connect new tile with existing tile.
 - g. Connect roof drains to the underground trunk line drainage system.
- 202. Replace deteriorated concrete curbs at the high school.
- 205. Building and Grounds--Resurface or replace deteriorated concrete in front of the high school.

- 153. Scotch--Grade and reseed North playground area. Area presently has sharp steps and steep banks. Two baseball diamonds located in this area cannot be utilized because of rough terrain.
- 200. Seal rubberized track to extend its useful life at the high school.
- 206. Resurface original six tennis courts at the high school.
- 207. Improve the baseball field at Doherty.
- 208. Building and Grounds--That maintenance of the sites include top-dressing grass areas with sandy loam top soil where needed, fertilizing, reseeding, limited use of weed killer, and regular mowing. Maintenance of ball diamonds requires addition of soil that will compact on infields and regular leveling.
- 209. Building and Grounds--Open space and recreational development. Priorities need to be developed with other units of government.
- 210. H.S.--Addition of outdoor basketball and volleyball courts. Used by both classes and community. Will help relieve situation of unsupervised players in the gym after school.
- 211. H.S.--Additional parking-lot area, blacktopped and suitable for outdoor basketball and other games on south side of building.
- 241. Repair and resurface present tennis courts and running track. Related to above is football-field drainage.
- 64. Green--Building safety problems because of all-glass construction.
- 94. Scotch--Install additional electrical outlets in classrooms and Media Center to promote greater flexibility and utilization of AV equipment and materials.
- 108. District Instruction--Equalize gym facilities at OLMS and Abbott.
- 116. Abbott--Choral risers.
- 146. Building and Grounds--In all school buildings, install emergency lights to be used if current goes off while people are assembled. These should be installed near major corridor intersections, gymnasiums, cafeterias, auditoriums, community rooms, forum, and places of major assembly.
- 153. Scotch--Grade and reseed North playground area. Area presently has sharp steps and steep bank. Two baseball diamonds located in this area cannot be utilized because of rough terrain.
- 18. Abbott--Media addition (as stated in media five-year plan).

40. Building and Grounds--Little Green two-room school be renovated and remodeled for two updated classrooms.
62. Green--Facility improvement:
 - a. Carpet total building
 - b. Music room facility and storage
 - c. Art room facility and storage
 - d. Better heat control
 - e. Better light control
 - f. Increased building maintenance
 - g. Extend P.A. system to all parts of school
 - h. Hallway ramps to allow equipment usage
 - i. Specialized science room facility and storage
 - j. Add office spaces for use by specialized personnel

PRIORITIZED

MAINTENANCE, BUILDING AND SITES

We strongly urge the immediate catch-up maintenance, so that preventive maintenance can be implemented on an ongoing basis. With the passing of the next millage, we feel these items will be taken care of; however, our recommendation as to the "A" Priority List is as follows:

8	16
10	22
61	26
69	43
133	44
193	54
194	58
195	70
196	75
202	86
205	112
153	118
200	136
206	148
207	159
208	167
209	183
210	184
211	185
241	187
64	189
94	192
99	203
108	204
116	212
146	123
153	220
18	221
40	236
62	245
91	

COUNSELING

We recommend that in order to relieve the counselors of menial tasks, that a system of automated student records be installed.

Priority	1	28
"	2	216
"	3	217
"	4	218
"	5	19/63/74
"	6	32
"	7	214
"	8	72

CO-CURRICULAR

Our priorities are as follows, referring to the "A" Priority List:

147
106
114
240
225
149
158
160
165
170/177

ADMINISTRATION AND COMMUNICATIONS

Recommendation per sub-committee reports (attached):

We feel a major effort needs to be put into effect in the field of community communication.

PERSONNEL

Priorities are as follows, using "A" Priority List:

21
15
47
39B
105
25
33

MEDIA

We recommend all media equipment and facilities be brought up to the same standards throughout the district.

Priority	1	8
"	2	50
"	3	66
"	4	89/100
"	5	148

COMMUNITY EDUCATION

See "A" Priority List.

115

CAREER EDUCATION

This area covers several different categories within our outline and has been therefore placed within overlapping areas. The need for preparation into the "working world," either directly after high school or college graduation, should not be dismissed or ignored nor dropped.

CURRICULUM

Recommendation:

The communication between our schools' programs, districtwide, needs to be more closely correlated.

	<u>Academic</u>	<u>Technical (Vocational)</u>	<u>Special Services (Includes Gifted)</u>
Priority I	Language Arts		
	60	30	7
	41	111	152
	81	72	154
	219		161
	125		164
			122
			134
Priority II	Science		
	14		
	199		
	119		
	230		
	124		
	166		
Priority III	Social Studies		
	17/51		
	84		
Priority IV	Metrics		
	97		
	179		
Priority V	Grading System		
	109		
	128		
Priority VI	Math		
	87		
Priority VII	Gym Equipment & Supplies		
	172		

TO: Five-Year Planning Board

FROM: Task Force on the Administration

Proposal: In order to restore and perpetuate harmony among the parents, staff, and administration of the West Bloomfield School District, the Task Force on the Administration emphatically recommends the reinstatement of a Communications Director, either on a full-time, part-time, or consulting basis.

We further suggest that the Administration (Central and Building) and the Board of Education be afforded the opportunity to participate in an in-service program designed to instruct and counsel in the enhancement of communication skills.

February 4, 1978

To: The 5-Year Planning Committee
From: The Communications Committee
Chairwoman: Mrs. Terri Spinelli
Subject: Committee recommendation

We, as a committee, have determined that a communications problem exists in all the various aspects of the West Bloomfield educational community.

Including: The Board of Education
 The Teaching Staff
 The Support Staff
 The Administration Staff
 The Parents
 The Tax Payers
 The Students
 The Media

Therefore, our recommendation is the creation of a Communications Office, which will provide services including, but not limited to, the following:

Liaison to the public, media, and staff
Availability to the public to provide information
Publicity about the existence of the office and
the services it can provide.

Long-Range Planning, Task Force
on Curriculum and Staff

"State of the District"

Problem Statements of
October, 1977

Responses to
Reviewed Outcomes
and
Recommendations

I. Reading and Math Evaluation and Standards

- A. West Bloomfield participates in the "State of Michigan Assessment Program."
- B. West Bloomfield participates in the "State Minimal Performance Objectives."
- C. District testing program was revised 1976-77 as a "Mission" goal.
- D. 73% go to college.
- E. Our students are above average in all areas.

Recommendations:

- A. Recommend better evaluation of testing results to identify the needs of well-behaved students who perform poorly (the student who doesn't "act up" in class, who gets little attention).
- B. Identified students should not be placed in the general (larger size) classrooms, as they need special attention.
- C. Suggested that reading consultants at middle and high school levels work with no more than five students at a time.
- D. Elementary-level volunteer tutors need better inservice training and follow up.

II. Gifted Students

- A. An advisory committee is presently designing the Magnet Program for the gifted students.
- B. \$21,000 the district has earmarked, and have applied for matching federal funds.

Concerns:

While the committee recognizes and supports the need for programs for the gifted students and is aware of the proposed district plan for a magnet school for the accelerated elementary students, they would not want currently operating school district programs to suffer or be short-changed. It was felt that teacher shifts resulting in increased loads for teachers in the neighborhood elementary schools or any "cutting back" of facilities or equipment elsewhere in order to make the new program operational would not be desirable or acceptable.

III. Class Size and Individual Attention

- A. Review of studies say majority of students are not affected by class size.
- B. Individual attention of students decreases as size increases, according to some studies.

Recommendations:

A class-size study in elementary, middle, and high school, with the emphasis on individual attention of students.

Must be cleared through the:

Union

Administration

IV-C financial support

IV. Counseling

A. Administrators, teachers, students, and parents agree on the main function of counselors.

B. 19 districts surveyed.

Low--244

High--500

Average--344

West Bloomfield High School 1969--331

1972--362

1977--392

Recommendations:

A. School district subsidizing the counselors for furthering their education in specialist counseling areas: Career Education, Vocational Education, Special Education.

B. If counselors were limited to 300 students, they would have about 1 hour/year/student.

C. We support the Counseling Missions recommendations.

V. Need of Curriculum Integration, An Articulated Program

A. This has been turned over to the Career Education Mission Committee.

This has been done because Career Education when totally implemented would include an articulated integrated program.

Recommendations:

A. Supporting the Career Education summer proposed in-service program.

B. Supporting the Educational Community Survey of businesses, industries and services.

C. Recommend a separate administrator to be responsible for career education, vocational education, and special education.

VI. Media

- A. No waste as all items must be justified before being purchased.
 - 1. Instructor
 - 2. Administrators
 - 3. Media staff
- B. Money not always available for repair.

Recommendations:

Continued support.

VII. Staff

- A. Staff is doing a great job.
- B. Physical Education (Coaches) overall are well-qualified instructors.
- C. Coaching is what is being hampered at present.
 - 1. Many coaches not on our teaching staff.

Recommendations:

- A. Recommend hiring teachers in major curriculum areas, and, if needed, hiring those with a qualified coaching background.
- B. Eliminating employee frustration may be accomplished by follow-through of administrative goals resulting from John White's staff-attitude survey.

VIII. P.T.O.

The Board in 1977-78 is to design and present a Communications Model. It should be looked into further as to how it can complement or blend in with the Communications Model.

APPENDIX O

ADMINISTRATIVE-COUNCIL REITERATION

Reiteration of May 3, 1978, Administrative Council regarding IV-C.

Proposals were discussed as outlined in a memo provided to the group. Proposal I of the memo was not accepted because Mr. Cavin could not maintain the program once implemented. Proposal II from Dr. Morse for summer work was discussed. Dr. Morse elaborated on the proposal. Mr. Cavin spoke to the proposal and stated that he was against funding such a request. Mr. Piasecki responded. Mr. White suggested that perhaps a consultant could be added to the costs. This proposal was accepted. The cost change is \$5,430.00. Proposal III, Appalachia Educational Laboratory--there was discussion by several members. Suggestion was made to change staff stipends from three to four. It was also suggested that a counselor be included as well. It was agreed to increase the amount of \$3,000. This proposal was approved. Proposal IV--Request for survey. Dr. Herman spoke to this and said he was opposed unless an outside agency is used or people are trained to do this within the district. General discussion followed. Dr. Herman inquired if there is any chance of repeating our ASK survey and would it be worthwhile. This proposal was not approved. Proposal V--Magnet Planning--There was general discussion on the proposal with some other suggestions being made. This proposal was accepted if the program decision is to go by June 1, 1978.

Proposal VI--Board-Superintendent-Administration-Staff-Community Relationship. Dr. Herman spoke to the proposal as did other members of Council. Timing was a consideration. Dr. Herman said he could see the first week of the August workshop. August 14, 15, and one-half day on the 16th were proposed as acceptable dates. This proposal was accepted.

Proposal VII--Improve Communication Skills. This proposal was also discussed. It was determined that the two (6 and 7) should not be considered together. Timing seemed to be the biggest problem. This proposal was tabled.

Mr. White would like other proposals brought to his attention before next week. Firm materials must be to him soon. These proposals are not to exceed \$2,800.

ADMINISTRATIVE COUNCIL WORKSHEET 5/3/78

ESEA IV-C

	<u>Federal</u>	<u>Local</u>	<u>Alternatives</u>
77-78 Allocation	40,000	39,700	
5/1/78 Expenditures	(12,251)	(12,251)	
10/1 Encumbered wages and f.b.	(6,408)	(6,408)	
10/1 Substitutes w. and f.b.	(500)		
10/1 Newsletter	(1,000)		
10/1 Districtwide survey	(600)		
10/1 Dissemination materials	(400)		
	<u>\$18,841</u>	<u>\$21,041</u>	

PROPOSAL I	\$10,250	5,000	5,250
PROPOSAL II	\$ 4,430		
PROPOSAL III	\$ 2,298		
PROPOSAL IV	\$ 2,900		
PROPOSAL V	\$ 6,000		
PROPOSAL VI	\$ 1,500		
PROPOSAL VII	<u>\$ 1,600</u>		
	\$28,978		

ADMINISTRATIVE COUNCIL WORKSHEET II 5/10/78

ESEA IV-C

77-78 Allocation	\$40,000
5/1/78 Wages expended	(12,251)
10/1/78 Wages encumbered	(6,908)
Other encumbrances	<u>(2,000)</u>
5/1/78 Balance	\$18,841

Proposal I	(CVIS)	[]
Proposal II	Community Ed. Workshop	(5,430)
Proposal III	AELab	(3,000)
Proposal IV	Community Survey	[]
Proposal V	Magnet Planning	(6,000)
Proposal V-A	Science/Social Studies	
Proposal VI	Crises Workshop	(1,500)
Proposal VII	Comm. Workshop	<u>(1,600)</u>
		\$ 1,311

May 4, 1978

Memo to: John White
 From: Jim Morse
 Re: VA Proposal for Title IV-C Funds

Per the direction of the Administrative Council on Wednesday, May 3, 1978, I am submitting an alternate proposal for IV-C Funds. This proposal would go into effect if the Magnet Program was not put into effect at Roosevelt School for the Fall of 1978. That decision will be made by June 1, 1978.

- A. Objective--to provide pilot programs following the recommendations of the Curriculum Committees in Science and Social Studies. Both committees have recommended materials and programs that could be pilot tested. The Science Committee has recommended, and the Board of Education approved, three lab-based elementary science programs. The Social Studies Committee has recommended many different kits or resources that could be piloted by teachers next Fall prior to implementation.
- B. Implementation--I recommend that \$3,000 be allocated to be used for pilot materials for the Social Studies K-12 curriculum. I also recommend \$3,000 be allocated to purchase pilot kits and materials for the elementary science program.
- C. Costs--

Social Studies pilot programs	\$3,000
Science pilot programs	3,000
	<u>\$6,000</u>

JEM/jma

APPENDIX P

GOAL RATING SHEET

* * *

WHICH EDUCATIONAL GOALS HAVE PRIORITY?

* * *

READ EACH OF THE GOAL STATEMENTS ON THE REVERSE SIDE OF THIS SHEET.

As you examine each goal statement carefully, read the similar goals associated with it. The similar goals listed under each of the goal statements are important for understanding the goal statement.

Ask yourself: How important is this educational goal for our school district?

Now go to the Goal Rating Sheet. Put a vertical pencil mark through the [1] for each of the goals that you believe to be more important than others.

1 2 3 4 5 6 7 8 9 10

Reread the goal statements you have marked. For those goals you believe to be more important than others, place a pencil mark through the [3] for that goal statement.

1 2 3 4 5 6 7 8 9 10

Choose the more important of these goals and put a mark through [5].

1 2 3 4 5 6 7 8 9 10

For those goals you believe to be of extreme importance, place a mark through the [10].

1 2 3 4 5 6 7 8 9 10

At least one goal should have four marks when you have completed your Goal Scoring Sheet.



EDUCATIONAL GOALS

*These are not in any order of importance.

LEARN HOW TO BE A GOOD CITIZEN

- A. Develop an awareness of civic rights and responsibilities.
- B. Develop attitudes for productive citizenship in a democracy.
- C. Develop an attitude of respect for personal and public property.
- D. Develop an understanding of the obligations and responsibilities of citizenship.

LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY

- A. Develop an appreciation for and an understanding of other people and other cultures.
- B. Develop an understanding of political, economic, and social patterns of the rest of the world.
- C. Develop awareness of the interdependence of races, creeds, nations and cultures.
- D. Develop an awareness of the processes of group relationships.

LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD

- A. Develop ability to adjust to the changing demands of society.
- B. Develop an awareness and the ability to adjust to a changing world and its problems.
- C. Develop understanding of the past, identify with the present, and the ability to meet the future.

DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING

- A. Develop ability to communicate ideas and feelings effectively.
- B. Develop skills in oral and written English.

UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS

- A. Develop loyalty to American democratic ideals.
- B. Develop patriotism and loyalty to ideas of democracy.
- C. Develop knowledge and appreciation of the rights and privileges in our democracy.
- D. Develop an understanding of our American heritage.

LEARN HOW TO EXAMINE AND USE INFORMATION

- A. Develop ability to examine constructively and creatively.
- B. Develop ability to use scientific methods.
- C. Develop reasoning abilities.
- D. Develop skills to think and proceed logically.

UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING

- A. Develop understanding and appreciation of the principles of living in the family group.
- B. Develop attitudes leading to acceptance of responsibilities as family members.
- C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE

- A. Develop appreciation and respect for the worth and dignity of individuals.
- B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
- C. Develop a cooperative attitude toward living and working with others.

DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK

- A. Develop abilities and skills needed for immediate employment.
- B. Develop an awareness of opportunities and requirements related to a specific field of work.
- C. Develop an appreciation of good workmanship.

LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES

- A. Develop an understanding of economic principles and responsibilities.
- B. Develop ability and understanding in personal buying, selling and investment.
- C. Develop skills in management of natural and human resources and man's environment.

DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

- A. Develop intellectual curiosity and eagerness for lifelong learning.
- B. Develop a positive attitude toward learning.
- C. Develop a positive attitude toward continuing independent education.

LEARN HOW TO USE LEISURE TIME

- A. Develop ability to use leisure time productively.
- B. Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual and creative.
- C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

- A. Establish an effective individual physical fitness program.
- B. Develop an understanding of good physical health and well being.
- C. Establish sound personal health habits and information.
- D. Develop a concern for public health and safety.

APPRECIATE CULTURE AND BEAUTY IN THE WORLD

- A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
- B. Cultivate appreciation for beauty in various forms.
- C. Develop creative self-expression through various media (art, music, writing, etc.).
- D. Develop special talents in music, art, literature and foreign languages.

GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS

- A. Promote self-understanding and self-direction in relation to student's occupational interests.
- B. Develop the ability to use information and counseling services related to the selection of a job.
- C. Develop a knowledge of specific information about a particular vocation.

DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

- A. Develop a feeling of student pride in his achievements and progress.
- B. Develop self-understanding and self-awareness.
- C. Develop the student's feeling of positive self-worth, security, and self-assurance.

DEVELOP GOOD CHARACTER AND SELF-RESPECT

- A. Develop moral responsibility and a sound ethical and moral behavior.
- B. Develop the student's capacity to discipline himself to work, study, and play constructively.
- C. Develop a moral and ethical sense of values, goals, and processes of free society.
- D. Develop standards of personal character and ideas.

GAIN A GENERAL EDUCATION

- A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
- B. Develop a fund of information and concepts.
- C. Develop special interests and abilities.

GOAL RATING SHEET



1	1 2 3 4 5 6 7 8 9 10	Learn how to be a good citizen.
2	1 2 3 4 5 6 7 8 9 10	Learn how to respect and get along with people who think, dress, and act differently.
3	1 2 3 4 5 6 7 8 9 10	Learn about and try to understand the changes that take place in the world.
4	1 2 3 4 5 6 7 8 9 10	Develop skills in reading, writing, speaking, and listening.
5	1 2 3 4 5 6 7 8 9 10	Understand and practice democratic ideas and ideals.
6	1 2 3 4 5 6 7 8 9 10	Learn how to examine and use information.
7	1 2 3 4 5 6 7 8 9 10	Understand and practice the skills of family living.
8	1 2 3 4 5 6 7 8 9 10	Learn to respect and get along with people with whom we work and live.
9	1 2 3 4 5 6 7 8 9 10	Develop skills to enter a specific field of work.
10	1 2 3 4 5 6 7 8 9 10	Learn how to be a good manager of money, property, and resources.
11	1 2 3 4 5 6 7 8 9 10	Develop a desire for learning now and in the future.
12	1 2 3 4 5 6 7 8 9 10	Learn how to use leisure time.
13	1 2 3 4 5 6 7 8 9 10	Practice and understand the ideas of health and safety.
14	1 2 3 4 5 6 7 8 9 10	Appreciate culture and beauty in the world.
15	1 2 3 4 5 6 7 8 9 10	Gain information needed to make job selections.
16	1 2 3 4 5 6 7 8 9 10	Develop pride in work and a feeling of self-worth.
17	1 2 3 4 5 6 7 8 9 10	Develop good character and self-respect.
18	1 2 3 4 5 6 7 8 9 10	Gain a general education.
19	1 2 3 4 5 6 7 8 9 10	HAVE YOU AN EDUCATIONAL GOAL FOR WEST BLOOMFIELD THAT IS NOT LISTED ABOVE? Please write it in as #20 and score it according to its relative importance to you.
20	1 2 3 4 5 6 7 8 9 10	

INSTRUCTIONS: USE NO. 2 BLACK LEAD PENCIL (not ink or ball point) FOR MARKS. MAKE MARKS HEAVY AND DARK. ERASE COMPLETELY ANY MARKS YOU WISH TO CHANGE.

APPENDIX Q

MAIL SURVEY TO SUPERINTENDENT SAMPLE

4601 Sandstone
Williamston, MI 48895

Superintendent
Public School District

I'm not trying to sell anything, although my correspondence with you has to do with an investigation of salability. In particular, the salability of a means by which local school districts may buy into the concept of long-range planning for the development of programs designed to benefit the students, staff, and citizens of a school community.

I hope to be able to research and report on a model for program planning which was, and still is, operative in a moderate-size public school district in Michigan. The model's inception came about because the superintendent of the district began to seek answers for the questions he had as he sought the most effective ways to implement new programs. With assistance from ESEA Title IV-C funds, the answers to those questions apparently have been posed and seem to have had an impact in the community.

In the process of reporting the results of the effort where the answers to most of these questions can be found, I would like to answer typical questions raised by school superintendents who are interested in long-range planning. Will you help generate those questions by submitting to me a brief list of thoughts and concerns which come to mind when you consider the possibility of adopting a model for planning the development of programs in your school district?

I have enclosed here a graphical description of the program-development model. By examining it, you may find questions arising from lack of clarity as to how the model works. Please include these questions in your response to me. Simply put, the graphic design may not explain itself to your satisfaction; your questions are important to that part of my investigation.

Other questions you should include and return to me may seem only remotely associated with long-range planning. Please include those questions along with any indirectly or directly related concerns you might have.

With the assistance of my doctoral guidance committee at Michigan State University, I hope to complete this study in the next few months and will return to you a description of significant findings.

Yours sincerely,

John H. White

enclosures: The model, reaction and questions notepaper, return envelope

APPENDIX R

SUPERINTENDENT'S RESPONSE FORM

FOR YOUR COMMENTS AND QUESTIONS

WITHIN FIVE DAYS PLEASE RETURN TO: JOHN H. WHITE
4601 SANDSTONE
WILLIAMSTON, MI 48895

IF THIS IS NOT COMPLETED BY THE SUPERINTENDENT OF SCHOOLS, PLEASE
INDICATE WHO COMPLETED THIS RESPONSE INSTEAD.

(Title or position)

I.

II.

III.

IV.

V.

VI.

VII.

VIII.

IF YOU PREFER A TELEPHONE CONVERSATION, RETURN ONLY THIS FORM AND THE
NUMBER WHERE I CAN REACH YOU SOON:

USE BOTH SIDES IF YOU NEED THEM. THANK YOU FOR YOUR PARTICIPATION.

APPENDIX S

FOLLOW-UP INTERVIEW WITH PARTICIPATING
ADMINISTRATORS FORM

Follow-up interview with West Bloomfield School District Administrators who were involved in the Long-Range Planning Activities and who continue to be serving the school district in the same administrative position to this date.

TEN QUESTIONS ASKED:

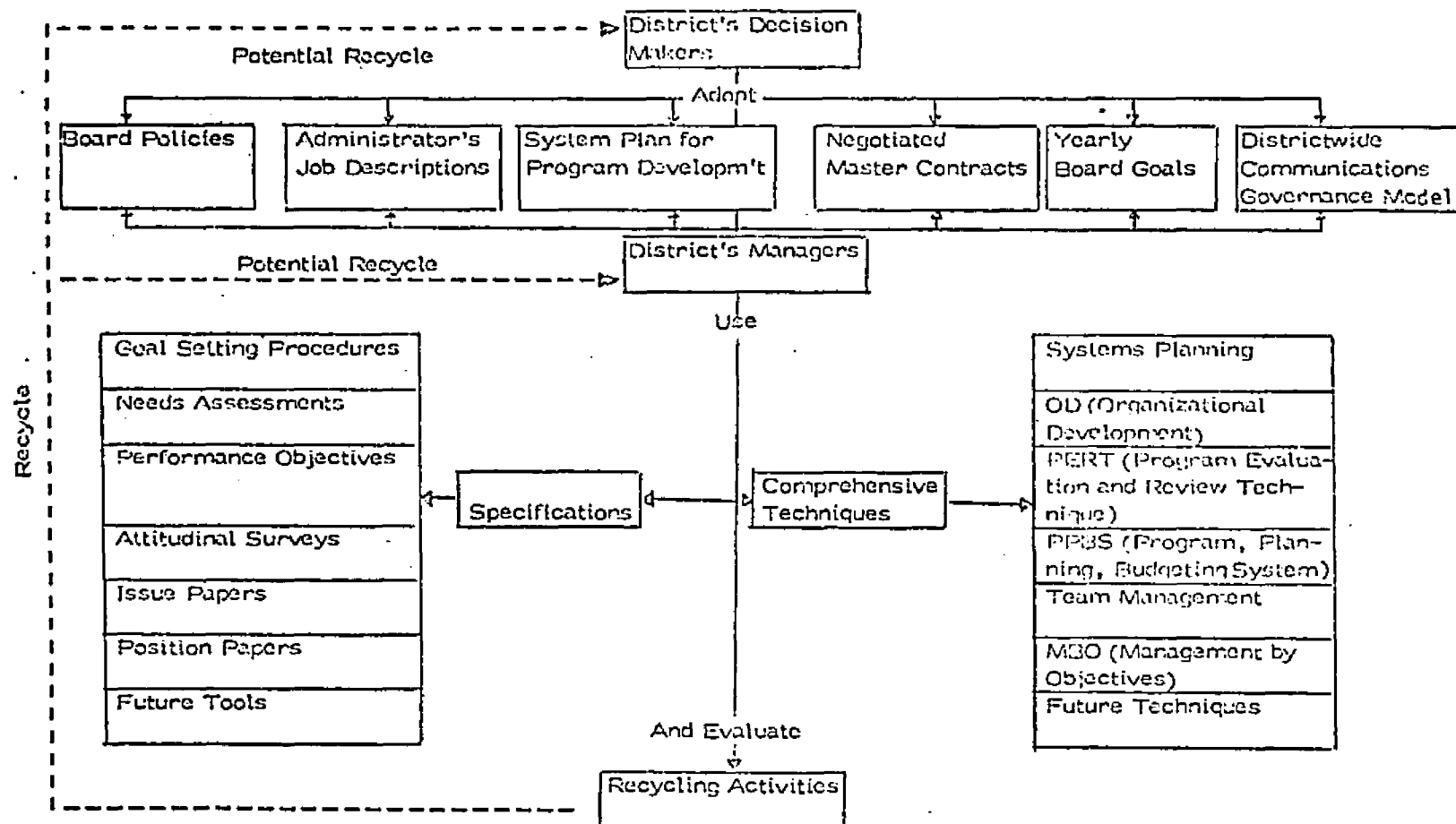
- I. What effect did the Long-Range Planning Project have on you personally?
- II. Is your management process different now as a result of the project?
- III. Do you feel you understand Management By Objectives, as a management process?
- IV. Is long-range planning a routine part of your administrative style?
- V. What components of PLANNING (as you know it) do you feel are important?
- VI. Unimportant?
- VII. Generally, what remains of the LPR Project? ...actively operating in the district or in your jurisdiction?
- VIII. What negative results were there?
- IX. What positive feelings among people were generated?
- X. What would you have implemented differently?

Additional comments, perceptions, concerns:

APPENDIX T

SCHEMATIC REPRESENTATION OF WEST BLOOMFIELD SCHOOL
DISTRICT'S ACCOUNTABILITY PLAN

SCHEMATIC REPRESENTATION OF WEST BLOOMFIELD SCHOOL DISTRICT'S ACCOUNTABILITY PLAN



BIBLIOGRAPHY

BIBLIOGRAPHY

- Ackoff, Russell Lincoln. A Concept of Corporate Planning. New York: Wiley-Interscience, 1971.
- _____. "Towards a System of Systems Concepts." Management Science 17 (1971): 661-71.
- Aldrich, Howard. Organizations and Environments. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1979.
- Alexander, Kern. Educational Planning: An Investment. Gainesville: University of Florida, October 1975.
- Barbulescu, Constantin. "Improvement of the Management and Administration of Educational Systems Through the Use of Modern Management Methods and Techniques." Prepared for the United Nations Educational Science and Cultural Organization Symposium, New York, July 1976.
- Becker, Howard S. "Participant Observation and Interviewing: A Comparison." Human Organization 16 (1957): 28-35.
- Bell, Terrell H. MBO--A Performance Accountability System for School Administrators. West Nyack, N.Y.: Parker Bros., 1974.
- Bendix, Reinhard. Max Weber: An Intellectual Portrait. London: Lowe and Brydome, Ltd., 1959.
- _____. Nation Building and Citizenship. New York: Wiley and Sons, 1960.
- _____, and Selznick, Phillip. Work and Authority in Industry. New York: John Wiley and Sons, Inc., 1958.
- Bennis, Warren G. Changing Organizations. New York: McGraw-Hill, 1966.
- Benson, Kenneth J. "Models of Structure Selection in Organizations: On the Limitations of Rational Perspectives." Paper presented at the annual meeting of the American Sociological Association, Denver, Colorado, 1971.
- _____. "Organizations: A Dialectical View." Administrative Science Quarterly 22 (March 1977): 1-21.
- Blau, Peter M. The Dynamics of Bureaucracy. Chicago: University of Chicago Press, 1951.

- _____, and Schoenherr, Richard A. The Structure of Organizations. New York: Basic Books, Inc., 1971.
- Buckley, Walter. Sociology and Modern Systems Theory. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967.
- Butler, Matilda, and Paisley, William. Research Needs in Diffusion, Change and Information Systems. Columbus: Ohio State University, October 1975.
- Child, John W. "Systems Method for the Planning of Instruction." Paper delivered at the Symposium on Curriculum Reform in Social Studies sponsored by the Experienced Teacher Fellowship Program, Eastern Michigan University, 1967.
- Churchman, West C.; Ackoff, Russell L.; and Arnoff, Leonard E. Introduction to Operations Research. New York: John Wiley and Sons, Inc., 1957.
- Ciampa, Bartholomew J. A Systems Overview for the School Administrator. Springvale, Maine: Nasson College, 1975.
- Coelho, Robert. "The Administrative Team Approach." American Association of School Administrators Journal (February 1975).
- Cook, Desmond L. Educational Project Management. Reading, Mass.: Addison-Wesley, 1978.
- Eisenstadt, S. N., ed. Max Weber: On Charisma and Institution Building. Chicago: University of Chicago Press, 1968.
- Eldridge, J. E. T., ed. Max Weber: The Interpretation of Social Reality. London: Charles Scribner's Sons, 1971.
- Freeman, John. "Effects of the Choice of the Unit of Analysis in Organizational Research." In Studies on Environment and Organizations. Edited by Marshall Meyer et al. San Francisco: Jossey-Bass, Inc., 1978.
- _____, and Hannan, Michael T. "Growth and Decline Processes in Organizations." American Sociological Review 40 (April 1973): 215-18.
- _____. "The Population Ecology of Organizations." American Journal of Sociology 82 (March 1975): 929-64.
- Gideonese, H. D. Educational Research and Development in the United States. Washington, D.C.: U.S. Office of Education, Department of Health, Education, and Welfare, 1969.

- Glassman, Robert. "Persistence and Loose Coupling." Behavioral Science 18 (March 1973): 83-98.
- Godder, Roland. Use of Formal Management Systems to Assist Decision-Making in Schools. Durham, N.H.: New England Program in Teacher Education, November 1976.
- Hall, Richard. Organizations: Structure and Progress. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.
- Hannan, Michael T., with Maguire, Mary Ann. "Organizational Control: Two Functions." Administrative Science Quarterly 20 (December 1976): 559-69.
- Hersey, Paul, and Blanchard, Kenneth H. Management of Organizational Behavior. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.
- Hill, Joseph. How Schools Can Apply Systems Analysis. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1972.
- _____, and Kerber, August E. Models, Methods and Analytical Procedures in Education Research. Detroit: Wayne State University Press, 1967.
- Hood, Paul D. Statewide Educational Dissemination Capacity: A Review of Recent Literature to July, 1978. San Francisco: National Institute of Education, Department of Health, Education and Welfare, 1978.
- Hopkins, Charles O. MBO: A Tool for Accountability. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1977.
- Jacobs, Glenn, ed. The Participant Observer. New York: Braziller, 1970.
- Kast, Fremont E., and Rosenzweig, James B. "General Systems Theory: Applications for Organizations and Management." Academy of Management Journal 15 (1972): 447-67.
- Katz, D., and Kahn, R. L. The Social Psychology of Organizations. New York: John Wiley, 1966.
- Katz, Daniel, and Lazarsfeld, Paul F. Personal Influence: The Part Played by People in the Flow of Mass Communications. New York: The Free Press, 1955.

- Klingsborn, M. J. "The Significance of Variability." Behavioral Science 18 (November 1973): 441-47.
- Landau, Martin. "Rationality and the Problem of Duplication and Overlap." Public Administration Review 29 (July/August 1969): 346-58.
- Lazarsfeld, Paul F. The People's Choice. New York: Duell, Sloan, and Pearce, 1944.
- _____, and Merton, Robert K. "Friendship as Social Process: A Substantive and Methodological Process." In Freedom and Control in Modern Society. Edited by Monroe Berger and others. New York: Octagon, 1964.
- Lazlo, Ervin. Introduction to Systems Philosophy. New York: Harper and Row, 1972.
- _____. The Systems View of the World. New York: George Braziller, 1972.
- Leavitt, Harold J. Handbook of Organizations. Edited by James G. Marsh. Los Angeles: Rand McNally and Stanford University, 1965.
- _____, ed. Readings in Managerial Psychology. Chicago: University of Chicago Press, 1980.
- _____. "Suppose We Took Groups Seriously." Prepared for the Western Electric Symposium on the Hawthorne Studies, Chicago, Illinois, 1974.
- Levine, Jacob, and Butler, John. "Lecture Versus Group Decision in Changing Behavior." Journal of Applied Psychology 36 (1952): 29-33.
- Levine, Joel H. The Network of Interlocks in the United States: An Overview. Department of Sociology, Dartmouth College, 1978.
- Lewin, Kurt. "Group Decision and Social Change." In Readings in Social Psychology. Edited by Eleanor E. Jaccoby and others. New York: Holt, Rinehart, and Winston, 1958.
- _____. The Human Management. New York: McGraw-Hill, 1967.
- Likert, Rensis. "Can You Measure Executive Performance?" International Management 19 (1964): 59-61.
- _____. New Patterns of Organizations. New York: McGraw-Hill, 1961.

- Linton, Ralph. The Study of Man. New York: Appleton-Century-Crofts, 1936.
- Lutz, Frank W., and Iannacone, Lawrence. Public Participation in Local School Districts. Lexington, Mass.: D. C. Heath and Co., 1978.
- Matthews, Carleen, and others. Keys to Community Involvement. Arlington, Virginia: National School Public Relations Association, 1978.
- McGregor, Douglas. "The Consultant Role and Organizational Leadership: Improving Human Relations." Journal of Social Issues 4 (1948): 5-22.
- _____. The Human Side of Enterprise. New York: McGraw-Hill, 1960.
- _____. Leadership and Motivation. Edited by Warren A. Bennis and Edgar H. Schein. Cambridge, Mass.: MIT Press, 1966.
- Melcher, Arlyn J. General Systems and Organizational Theory: Methodological Aspects. Kent, Ohio: Center for Business and Economic Research, Kent State University, 1975.
- _____. Structure and Processes of Organizations: A Systems Approach. Englewood Cliffs, N.J.: Prentice-Hall, 1976.
- Meyer, J. W., and others. "The Degree of Linkage Between District, School and Classroom." Technical Report No. 50. Stanford, Calif.: Center for Research and Teaching, Stanford University, 1976.
- Meyer, J. W., and Rowan, B. "Institutionalized Organizations: Formal Structure as Myth and Ceremony." American Journal of Sociology 83 (1977): 440-63.
- Meyer, Marshall. Environments and Organizations. San Francisco: Jossey-Bass, Inc., 1978.
- Michael, Donald N. On Learning to Plan--Planning to Learn. San Francisco: Jossey-Bass, Inc., 1973.
- Moguluf, Melvin B. Citizen Participation: The Local Perspective. Washington, D.C.: Urban Institute, 1970.
- _____. Citizen Participation: A Review and Commentary on Federal Policies and Practices. Washington, D.C.: Urban Institute, January 1970.

National School Public Relations Association. "Innovative Projects: Making Them Standard Practice." Keys to Community Involvement Number 7. Washington, D.C.: Department of Health, Education, and Welfare, January 1978.

Ohio Association of Elementary School Principals. Columbus: 1971.

Ouchi, William G. "Coupled Versus Uncoupled Control in Organizational Hierarchies." Management Science (August 1976).

_____. Theory Z. Reading, Mass.: Addison-Wesley Publishing Co., 1981.

Owens, R. G. Organizational Behavior in Schools. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

_____. "Strategies for Improving Inner-City Schools." Phi Delta Kappan 50 (January 1969): 259-63.

_____, and Steinhoff, Carl R. Administering Change in Schools. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

Oxhandler, Eugene K. The Three R's Plus or a New Approach to Educators' Problems. Syracuse, N.Y.: U.S. Office of Education and Syracuse University, 1964.

Paisley, Butler-Paisley, and Shapiro. The Status of Educational Research and Development in the United States: Databook, 1976. National Institute of Education, 1976.

Parsons, Talcott. "Suggestions for a Sociological Approach to the Theory of Organizations." Administrative Science Quarterly 1 (June and September 1956): 63-85 and 225-39, respectively.

Perrow, Charles. Complex Organizations: A Critical Essay. Glenview, Ill.: Scott, Foresman and Co., 1972.

_____. Organizational Analysis: A Sociological Review. Belmont, Calif.: Wadsworth Publishing Co., Inc., 1970.

Pfeffer, Jeffrey. "Power and Resource Allocations in Organizations." In New Directions in Organizational Behavior. Edited by Barry Staw and Gerald Salancik. Chicago: St. Clair Press, 1977.

_____, and Salancik, Gerald R. The External Control of Organizations: A Resource Dependence Perspective. Hinsdale, Ill.: Holt, Rinehart and Winston, 1978.

- Pfeiffer, J. William, and Jones, John E., eds. Structured Experiences for Human Relations Training, No. 1-6. La Jolla, Calif: University Associates, 1977.
- Phi Delta Kappa Educational Foundation. Community Goal Building Exercises and Development Workshop, 1974. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1974.
- Phillips, Herbert E., and Tucker, Katie. Needs Assessment and Long Range Educational Planning. Atlanta: Southern Association of Community and Junior Colleges, 1975.
- Rogers, Everett M. Diffusion of Innovations. New York: The Free Press of Glencoe, Macmillan Co., 1962.
- _____, and Shoemaker, F. Floyd. Communication of Innovations: A Cross Cultural Approach. New York: The Free Press of Glencoe, Macmillan Co., 1971.
- Rookey, Jerome T. East Stroudsburg Needs Assessment Model. Washington, D.C.: U.S. Office of Education, Department of Health, Education and Welfare, April 1976.
- Ryan, Bryce. "The Resuscitation of Social Change." Social Forces 44 (September 1955): 1-7.
- Selznick, Phillip. The Organizational Weapon. Glencoe, Ill.: The Free Press, 1960.
- Simon, H. A. Administrative Behavior. 2nd ed. New York: Macmillan Co., 1961.
- _____. "The Architecture of Complexity." Proceedings of the American Philosophical Society 106 (December 1962): 467-82.
- _____. "Theories of Decision-Making." American Economic Review (1959): 253-83.
- Steinhoff, Carl R. with Alexander, Lawrence T.; Lockwood, Steven; and Owens, Robert G. A Demonstration of the Use of Simulation in the Training of School Administrators. New York: Office of Research and Evaluation, CUNY, 1976.
- _____. Organizational Climate in a Public School System. USOE Cooperative Research Program Contract No. OE-4-225, Project No. S-083. Syracuse University, 1965.
- Thompson, James D. Approaches to Organizational Design. Pittsburgh: University of Pittsburgh Press, 1966.

- _____. Organizations and Beyond. Edited by William A. Rushing and Mayer N. Zald. Lexington, Mass.: Lexington Books, 1976.
- _____. Organizations in Action. New York: McGraw-Hill Book Co., 1967.
- Tiger, Lionel. Men in Groups. New York: Random House, 1969.
- Weber, Max. Essays in Sociology. Translated in 1946 by H. H. Gerth and C. W. Mills. New York: Oxford University Press, 1958.
- _____. The Theory of Social and Economic Organization. Translated by A. M. Henderson and Talcott Parsons. New York: Oxford University Press, 1947.
- Weick, Karl E. "Educational Organizations as Loosely Coupled Systems." Administrative Science Quarterly 21 (March 1976): 1-19.
- _____. "Systematic Observational Methods." In Handbook of Social Psychology. Edited by Gardner Lindzey and Elliott Aronson. Reading, Mass.: Addison-Wesley, 1968.
- Wiener, Norbert. Cybernetics. 2nd ed. Cambridge, Mass.: MIT, 1961.
- _____, ed. Readings in Philosophy of Science. New York: Charles Scribner's Sons, 1953.
- _____, and Rosenbleuth, Arturo. "Role of Models in Science." Philosophical Science 12 (October 1945): 316-21.
- Wolcott, Harry F. Teachers Versus Technocrats. Eugene: Center for Educational Policy and Management, University of Oregon, 1977.