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director's message

We are pleased to present the Annual Report providing an overview of the major activities of the Midcontinent Regional Educational Laboratory for the fiscal year ending November 30, 1971.

We approach 1972 confidently and with considerable optimism growing out of successful program development efforts during the past year. A continuing contract with the U. S. Office of Education has been negotiated and a variety of new support possibilities are being explored. In 1972 we will have, for the first time, an opportunity to develop a Basic Program Plan for multiple year funding. Future relationships with USOE are expected to relate closely with the emergence of the National Institute for Education.

For these and other reasons the Laboratory's immediate future can be seen transitory in nature and style. We will continue to focus upon the closer articulation of past and present programs, and therefore confirm our commitment to deal more precisely with the development of improved instructional systems. Emphasis shall recognize increasingly the installation and diffusion potential for McREL developed products and processes.

We will appreciate your continued interest and support as the Laboratory achieves an increasing measure of maturity in its ability to provide tested alternatives for the improvement of education for today's youth.





systems for training education personnel

During the past year, McREL has concentrated its efforts on staff development and improving the learning environment of inner city youngsters. Laboratory-trained staffs have continued training student teachers in the Cooperative Urban Teacher Education program ongoing at four sites—Kansas City, Oklahoma City, Wichita and Omaha. A new site at St. Louis is anticipated this year.

Since the inception of the program more than 600 student teachers have received training for teaching in inner city schools. Some 400 college instructors and administrators have been involved with the program and almost 20,000 inner city youngsters have benefited from the training their teachers have received.

A manual for installing the program is now available from the laboratory.

The Cooperative Urban Teacher Education program has continuing impact on teacher preparation programs at participating institutions. A Training Systems Clinic for College Personnel represents a new dimension of the Cooperative Urban Teacher Education program which brings about modifications in the preparation of teachers for inner city schools. The clinic, planned to be held in the spring for deans and professors from colleges and universities participating in the Kansas CUTE program, will replicate experiences of CUTE student teachers. The fact that the clinic is planned for college trainers of teachers is further proof of the impact of CUTE.

Inservice staff development, particularly for teachers in inner city schools, is a newer laboratory effort. The emphasis is on special techniques to promote greater awareness on the part of the teacher of self, pupils and others. Components of this



laboratory effort were design tested at the Switzer School and revisions are being field tested at the Woodland School, both Kansas City elementary schools. The program currently comprises modules of instruction to equip teachers to understand the needs of inner city pupils and to develop skills to improve inner city education. Through techniques that will improve the pupil's self image and learning skills and through strategies that will enhance interpersonal relations the program seeks to develop a new breed of professional educator for the inner city.

Evaluation of the efforts at Switzer Elementary School showed marked improvement in community involvement and absenteeism. Pupil absenteeism dropped from 27 percent to eight percent. During the course of the school year each teacher visited the home of every pupil in his classroom. A questionnaire sent to parents received an overwhelming 90 percent response.

"My child likes his teacher," said 85 percent of the parents.

"My child's teacher likes teaching at the school," said 78 percent.

"My child has made new friends of other races and ethnic groups," said 76 percent.







"My child is learning what he needs to learn at school this year," said 75 percent.

A Pulitzer prize-winning reporter from the **Chicago Daily News**, in a comprehensive national report on schools that succeed, included the Switzer story in a series that ran in **Daily News** syndicated papers across the nation.

Two schools comprising 40 teachers and 1,000 students have participated in the program.

inservice staff training

The laboratory has also been working with school districts holding workshops for staff development. McREL has an agreement with the Wichita Public Schools to carry out development programs for existing staffs in area schools under the Emergency School Assistance Program.

This project identifies clusters of elementary and junior high schools in a neighborhood that feed into a high school. Teachers from each cluster receive twenty hours of instruction designed to promote school staff unity and help students to develop a positive self concept. Teachers are taught to develop curriculum around modern social realities and teacher behavior is explored using role playing and intensive seminar discussion.

Horace Mann Junior High School in Wichita is in its second year of participation in the workshops. It was the only inner city junior high school with no incidence of racial unrest or violence during the 1970-71 academic year. Absenteeism decreased 50 percent over the previous year. Over 1,200 teachers have participated in area workshops in Wichita and Andale, Kansas.

The Bartlesville, Oklahoma public schools involved all segments of the school situation in a staff development workshop held during the year. Five hundred teachers, parents and students participated in a two-day workshop.





inquiry-oriented instructional systems

In Lincoln, Nebraska another laboratory staff development project is proving itself in areas beyond its original classroom application. The inquiry approach first came to Robin Mickle Junior High, a modern but overcrowded school in an older middle-class neighborhood with a history of school problems, two years ago when two classroom teachers attended a trainer workshop for Inquiry Skills Development conducted by the University of Nebraska in conjunction with Mid-continent Regional Educational Laboratory. Administrators suggest the high percentage of the homes with both parents working leaves too much unsupervised time for youngsters in their early teens and creates a feeling on the part of these youngsters that nobody cares.

The six components of the inquiry program develop skills by which a teacher can measure and analyze the effect of his behavior on the students, the effects of student behavior on each other and learn to modify or change these effects to more desirable ones. Over 900 children at Robin Mickle have become partners in the exploration and resolution of educational problems.

As the ideas of inquiry began to be understood and used, not only subject matter but traditional school functions became inquiry oriented. The student council learned to use "information gathering" before making decisions. Another inquiry approach is use of the small group. The PTA was divided into small discussion groups on any subject apt to catch a parent's eye. Parents responded and began visiting school for the first time in three years.

Traditional time schedules and limitations were questioned and modified. Truancy, vandalism and major disruptions have decreased. Failures in the first year of the program were less than two percent.





In cooperation with Model Cities, McREL has been developing a social studies curriculum to facilitate involvement of intermediate grade students in the study of their own neighborhood. Stressing the psychological as well as sociological aspects of social studies, the curriculum enables the student to reassess his value system.

The program works with 38 teachers and 1,000 children in five schools to categorize the tested activities which elicit the greatest response in the inner city and to train teachers how to use the environment available to them to educate inner city children.

The Thirty-First Street Neighborhood School, one of the five, has evolved an open classroom plan. McREL, in cooperation with Model Cities, will also be working to develop classroom materials and methods to teach other teachers some of the things being learned there.



In Gretna, Louisiana McREL's inquiry approach is being field tested in a unique setting utilizing the school counselor. The five large high schools of Jefferson Parish each have about 3,000 students and the integrated ethnic mixture is predominantly French, blacks and whites from all income levels resulting in a variety of attitudes manifested by parents and the related problems which pupils have in adapting themselves to the differing roles which they assume in the biology classrooms of ten teachers where the inquiry approach is used.

During the past year in Louisiana the program has used school counselors in the classrooms regularly to help students in their designated team roles. Counselors do not help with biology data; they aid students in seeing how other students react to them in their roles as team coordinator, data recorder, technical advisor and process evaluator; how they regard themselves; how these things affect the results of their learning endeavor and other similar questions. Counselors are generally pleased with their work in the classroom, feeling that they are finally using their training to help the normal child instead of spending their limited time on only the most troublesome.

McREL continues to seek more applications for its tested research in using the inquiry approach as the program also develops methods to disseminate its findings.

Cooperative relationships between the laboratory and a variety of school districts, teacher training institutions and other support agencies have been profitable and will continue to be sought.

Through participation with these schools the laboratory has been developing training systems and modules of instruction which seek to improve education through increased emphasis on inquiry as a mode of learning and emphasis on new designs for education in the urban setting. These systems and modules of instruction continue to be refined and packaged in ways that contribute to the transportability of the programs and their installation in much larger and more varied settings.





forward planning

During mid and late 1971, the laboratory began to explore a number of opportunities and alternatives requiring critical assessment. Evidence available from users of McREL—developed systems for training education personnel suggested installation, diffusion and marketing of products would be important facets for new long term planning. Continuing support for the short term future has been obtained, but is seen as interim and limited. Relationships between McREL and the United States Office of Education and the apparent emergence of how guide-lines relating to USOE and to the forthcoming National Institute for Education must be seen in sharp perspective. McREL is in a transitory stage in its development.

The continuing development of a variety of systematically assembled, tested and installed programs to improve pre- and inservice training of educators, especially for the target population and environment of the inner city school is a McREL focus. Techniques and procedures applicable to user situations wherein instruction and administrative staff development are of prime importance suggests a key for forward planning. Improving the skills of management to be applied at the place of learning and operation—the school and the classroom—and there applied with systematic, tested training patterns together suggest a forward plan for McREL's commitment.

That McREL has been able to engage with a variety of funding sources and education agencies is a prime source of strength. That the U. S. Office of Education continues to emphasize renewal and retraining objectives for education personnel is pertinent to McREL's planning.

In retrospect, McREL has a short history indeed. That some of its development efforts have achieved important recognition in so short a period of time and with ever present manpower and financial limitations, will please many of its staunch supporters. However, in perspective, the laboratory is now challenged to have its products, its systems for training education personnel and its research and development findings installed for massive impact.



laboratory personnel

EXECUTIVE DIRECTOR'S OFFICE

Lochran C. Nixon, Jr., Executive Director Norma J. Watson, Administrative Assistant

INNER CITY TEACHER EDUCATION PROGRAM

Grant M. Clothier, Coordinator
Terry Carlson, Program Development Specialist
Don W. Dickerson, Program Development Assistant
Sue R. Fremerman, Research & Evaluation Assistant
M. Elizabeth Kingsley, Program Development Assistant
Joseph S. Sakumura, Research & Evaluation Specialist
Clifford B. Tatham, Research & Evaluation Specialist
Helen N. Wait, Program Assistant
Betsy N. Zegarac, Research & Evaluation Assistant
Byrce B. Hudgins, Program Development Consultant

Inner-City Inservice Teacher Education
Ruth Marie Hough, Coordinator of Planning
Verdaine Curry, Teacher-Consultant
Geraldine Owens, Teacher-Consultant
Joyce Reid, Teacher-Consultant
Theresa Murillo, Teacher-Consultant
Ora O'Neil, Teacher-Consultant
Molly J. McCampbell, Research & Evaluation Specialist

Innevative Social Studies: Urban Elementary Schools (ISSUES) William B. Lieurance, Director Rosella M. Hill, Community Representative Donald L. Mitchell, Social Studies Consultant John L. Rivette, Social Studies Consultant

DEVELOPMENT OF INQUIRY SKILLS PROGRAM

Ginny L. Ward, Research & Evaluation Assistant

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C. Benton McConnell, Program Development Assistant
Paul A. Lombardo, Technical Asst.—Program Development

Instructional Staff Development-Lincoln Jerry Baily, Program Development Consultant Ron Joekel, Program Development Consultant John Lux, Program Development Consultant Roger Macklem, Program Development Consultant Alan T. Seagren, Program Development Consultant Delivee Wright, Program Development Consultant



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William J. Hill, Coordinator

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Adele M. Lewis, Publications Officer
Karen A. Basey, Communications Assistant
Marion V. Pike, Communications Assistant

Computer Program Division

John J. Pietrusiewicz, Computer Programmer & Data Processor

John E. Ozga, Jr., Data Manager—Data Processor

Management Information Division
Kenneth A. Burton, Management Information Assistant

Media Division
Daniel E. Courtney, Media Specialist
Jack Pisciotta, Media Technician Engineer

Resource Center Leta H. Tyhurst, Information Assistant

Business Office Keith Collins, Manager of Business Services Vernon Voorhees, Contracts Officer

Personnel Office Pertha J. Hultberg, Personnel Officer

OPERATIONAL PROGRAMS

Cooperative Urban Teacher Education—Kansas City, Mo.
Emma Jean Clark, Director & Elementary Teacher
Education Specialist
Manouchehr Pedram, Secondary Teacher Education Specialist
Curtis Franklin, Psychiatrist
Irving Kartus, Psychiatrist
Aivin Brooks, Sociologist
Tony Parmer, Sociologist

F

Cooperative Urban Teacher Education/Staff Development Projects--Wichita, Ks.
James W. Abbott. Director & Coordinator, Field Relations Billy C. Hancock, Program Development Specialist Michael L. Killingsworth, Program Assistant Phillip J. Lepak, Communications Assistant Winton Crown, Program Consultant Winton Crown, Program Consultant J. R. Muci, Program Consultant Hugh D. Riordan, Psychiatrist John E. Valusek, Psychologist John J. Hartman, So ologist Bobbye J. Humphrey, Sociologist



participating schools

Kansas

Bethel College Newton **Bethany College** Lindsborg Benedictine Atchison **Donnelly College** Kansas City Friends University Wichita Kansas State Teachers Co'lege

Emporia Kansas State University

Manhattan

Kansas Wesleyan University

Marymount College Salina

University of Kansas

Lawrence McPherson College **McPherson**

Ottawa University

Ottawa

Sacred Heart College

Wichita St. Mary of the Plains College

Dodge City

Southwestern College

Winfield

Sterling College

Sterling Tabor College

Hillsboro Baker University

Baker

College of Emporia

Emporia

St. Mary College

Xavier

Bishop Miege High School Shawnee Mission

Shawnee Mission West High **Shawnee Mission**

A(G,G) is a constant of the constant of the

Wichita, Kansas

Brooks Junior High School

East High

West High School North High School

Horace Mann Junior High School

Lawrence Irving Mueller

Kansas City, Kansas Rosedale High School Sumner High School

Northwest Junior High School Central Junior High School Northeast Junior High School

Bryant Douglass Hawthorne Morse Dunbar Kealing Riverview

Stowe Ingalls Grant

Missouri

William Woods College Fulton Westminster College Fulton Avila College Kansas Čity Central Methodist College Fayette **Drury College** Springfield Evangel College Springfield Lincoln University Jefferson City Missouri Valley College Marshall Park College

Parkville

Rockhurst College Kansas City Stephens College Columbia Tarkio College Tarkie William Jewell College Liberty

Kansas City, Missouri

Central Senior High School Central Junior High School Lincoln High School Lincoln Junior High School Manual High School West High School East High School Martin Luther King Junior High St. Pius X High School

Karnes Garrison C. A. Franklin D. A. Holmes Switzer Thirty-First Street Neighborhood School Our Lady of the Americas Woodland Mary Harmon Weeks **Attucks** Central Douglass Greenwood Linwood Manual **Phillips** Washington Wheatley Yatos



Nebraska

University of Nebraska, Omaha Omaha

University of Nebraska, Lincoln Lincoln

Doane College Crete

Nebraska Wesleyar, University Lincoln

Creighton University

Omaha Peru State College

Peru

Wayne State College Wayne

Chadron State College Chadron

Midland Lutheran College Fremont

Dana College Blair

Concordia Teachers College Seward

College of St. Mary Omaha

Hastings College Hastings

Kearney State College Kearney Hiram Scott College Scottsbluff

Norris High School Firth

Plattsmouth High School Plattsmouth

Platteview High School

Springfield
Ralston High School
Ralston

Lincol . Northeast High School

Lincoln Waverly High School

Waverly

Blair High School Blair

Raymond Central High School Davy

Millard High School Millard

Westside High School

Omaha Wahoo High School

Wahoo Goodrich Junior High School Lincoln

Gretna High School Gretna

Lefler Junior High School

Lincoln

Lincoln East Educational Complex

Lincoln

Lincoln Southeast High School

Lincoln

Mickle Junior High School

Lincoln

Omaha, Nebraska

Monroe Junior High School George V. Norris High School Valley View Junior High School Westbrook Junior High School

North High School

Horace Mann Junior High School

Technical High School

Technical Junior High School

Lake

Monmouth Park

Kellom Lothrop Kennedy Clifton Hill Jackson

Oklahoma

Langston University
Langston

Bethany Nazarene College Bethany

Oklahoma Christian College Oklahoma City

Oklahoma City University Oklahoma City

University of Oklahoma Norman

Southwestern State College Weatherford

Central State College Edmond

Oklahoma City, Oklahoma

Creston Hills
Columbus
Culbertson
Dewey
Dunbar
Edison
Edwards
Eugene Field
Harmony
Lincoln
Longfellow
Mark Twain

Page

Polk Riverside Sequoyah Truman Willard Woodson Garden Oaks

Knoxville, Tennessee

Knoxville Public Schools Knoxville College University of Tennessee



Louisiana

West Jefferson High School
Harvey
L. W. Higgins High School
Marrero
Grace King High School
Metairie
East Jefferson High School
Metairie
I iverdale High School

lowa

Iowa State University Ames University of Iowa Iowa City

New Orleans

Colorado

Denver Public Schools Denver University

Illinois

Shimer College Mt. Carroll Northeastern Illinois State College Chicago De Paul University
Chicago
Chicago State College
Chicago
Loyola University of Chicago
Chicago
Concordia Teachers College
River Forest
Roosevelt University

Texas

Texas Tech University Lubbock

New York

Chicago

State University of New York Stonybrook

Pittsburgh, Pennsylvania

Bethel Park High School Hampton High School Pittsburgh City Schools

Hawai

University of Hawaii Lab School Honolulu

participating agencies

The Institute for Development of Educational Activities, Inc.
Melbourne, Florida
The National Science Foundation
Washington, D. C.
Jefferson Parish School District
Gretna, Louisiana
Chicago Consortium of Colleges and Universities
Chicago, Illinois
Omaha Public School Dist., Nebraska State Dept of Education
Omaha, Nebraska
Higher Education Council of Metropolitan St. Louis
St. Louis, Missouri
Nebraska Consortium of Colleges and Schools
Omaha, Nebraska



expenditures

Fiscal Year 1971

Inner City Teacher Education Program

Title IV Funding	\$477,950.00
Model Cities	1 18,981.45
Danforth Foundation	12,950.64
Wichita Public Schools	5,954.00
CUTE Participants-Wichita	20,719.28
CUTE Participants-K. C.	11,442.27
Northwestern Bell Telephone	313.11

Total ITE expenditures \$648,310.75

Development of Inquiry Skills Program

Title IV Funding 391,050.00
Total DIS expenditures 391,050.00

Educational Management Systems Program

Kansas State Department
of Education 129,157.00
Total EMS expenditures 129,157.00

Miscellaneous

External Relations 1,836.00
Total miscellaneous 1,836.00

Total Expenditures

Fiscal Year 1971 \$1,170,353.75



corporation members

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Lebanon R. 3 School Destrict Mc. Paul K. Jotuson: Superintendent 416 North Adams Lebanon: Misseuri 6536

Branson School District R-4 Mr. John F. Chase. Superintendent Branson. Missouri 65616

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Southwest Missouri State College Office of the President Springfield Missouri 65802

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Don hester, Nebraska 68343

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Oxford Nebraska 68962 Sulton Public Schools

Mr. Edwin A. Schaad. Superintendent P. O. Box 357 Sutton Mediumb (2007)

Sutton Nebraska 68979 McCook City Schools

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Saint Patrick School Sister Adelaide Donovan 609 East 3rd Street McCook, Nebraska 69001

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Union College Or G P Stone 3800 South 48th Liricoln, Nebraska 68506

Unwersity of Nubraska Dr. Waifer Beggs Teachers College Lincoln, Nebraska 68508

St. Teresa Schoot Sistur Leonarda 616 South 36th Lincoln, Nebraska 68510

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Mr. Gerald B. Jordan, Superintendent
550 South 5th Street
Albion, Netraska 68620

Aquinas High School Reverend Adrian Herbek David City, Nebraska 68632

Howells Public School
Mil Arnold Jakubowski, Superintendent
Howells, Nebraska 68641

Schuyler Public Schools Bryce Chalquist, Superintendent 401 Adam Streut Schuyler Nebraska 68661

School District #10 Mr. Samuel D. Bell, Superintendent Stromsburg, Nebraska 68666

Northeastern Nebraska College Mr. John N. Harros, Dean of Instruction Efth and Phillip Avenuc Norfolk, Nebraska 68701

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 Allen Nebraska 68710

Bluemfield Community Schools Mr. Robert W. Cork, Superintendent Box 297 Bluemfield, Nebraska 68718

Boyd County Schools Miss Mabelle Borrall County Superintendunt Box 125 Butte, Nebraska 68722

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Madison County Public Schools
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Courthouse
Madison, Nebraska 68748

IOWA

Lewis Central Community Schools Mr. Donald Henderson, Superintendent Highway 375 Council Bluffs, Iowa 51501

OKLAHOMA

Buthany Public Schools
Mr. Leonard C. Harper, Superintendent
4311 North Asbury
Bethany, Oktahoma 73008
Oktahoma College of Linguit Arts

Oklaboma College of Uneral Arts Dr. H. B. Smith, Jr. Chickasha, Oklaboma 73018

Cyril Public School Dr. Garland Hollars Box 110 Cyril, Oklahoma 73029



Elk City School District Lts Mr. Jerry R. Kirk, Superintendent 222 West Broadway f Ik Caty Oktahoma - 3644

Hobsitt Pathic Schools Me Bili Ware Taiperintendent P. O. Box 899 Fichart, Okiaholia 750/4

II Benediging to bear a fault. Mr. Lorno F. Robby in Superintendent Box 580 THE ROUSE WILLIAM FOR BUILDING

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KANSAS

Baker University Dr. James Edward Poly, President Baldwin City, Kansas 66006

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Leavenworth UGC #453 Mr. Gordon & Youngan, Superintendent 6.11 Olive

Leavenworth, Karsias 66048 ARTECL PROPERTY

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5.00 Kansas State Teachers College Dr. Laurence C. Boylan Dean of Graduate Instruction Emporial Kansas 66804

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