

Reports OSU survey team:

Program needs are the same

(EDITOR'S NOTE: This is the eleventh in a series of articles detailing the findings of an Ohio State University survey team which led it to the conclusion that the Dover and New Philadelphia school districts should merge.)

The program needs of the Dover and New Philadelphia school districts are very much the same. Any differences are in degree rather than in kind.

The community survey, the teacher survey and personal interviews by the survey staff substantiates this. The program needs fall into two categories:

(1) — Curriculum needs, i.e., the things to be learned.

(2) — The instructional methods, i.e., the processes used to help the pupil learn.

Curriculum needs are of two types. The first is the need to study the offerings of the instructional program to ascertain

if the program is sufficiently comprehensive to meet the needs of all students. The second is a need to update the content, the scope and sequence of existing courses.

Curriculum revision recommendations made by the survey team were:

(1) — That a curriculum revision system be developed which would assess and correct deficiencies in the scope and content of the curricula.

(2) — That special efforts be made to articulate the curriculum between elementary and junior high programs and between the junior high and senior high programs, to correlate the subject areas within each of these programs, and to coordinate the curriculum within a subject area.

(3) — That efforts be made to balance the curriculum offerings to that all children in the districts are receiving equal educational opportunities.

Instructional methods recommendations made by the survey team were:

(1) — That instructional patterns and methods which facilitate individualization of instruction be developed.

(2) — That more effort be used in helping children become independent learners.

(3) — That instructional technology be used wherever possible to relieve the teacher of drill, repetition and information transmission responsibilities, which are so time consuming, so that he may devote a larger portion of his time to working with individual children in an effort to meet their special needs.

(4) — That long range plans include eventual elimination of the self-contained classroom at all grade levels and all subjects.

Instructional services recommendations made by the survey team were:

(1) — That instructional material centers which are staffed

with trained personnel be established in all schools.

(2) — That curriculum development, supervision and coordination be brought about through a curriculum director and achieved through instructional supervisors.

(3) — That more guidance and psychological services be offered in the elementary schools.

(4) — That the districts explore the types and roles of paraprofessionals, (includes teacher aides, clerical personnel, technical assistants, etc.)

(5) — That an individual be made responsible and held accountable for the in-service education of the district staff.

(6) — That testing and program evaluation services be made available to the teachers.

(NEXT: Improving administrative structure and operations.)