

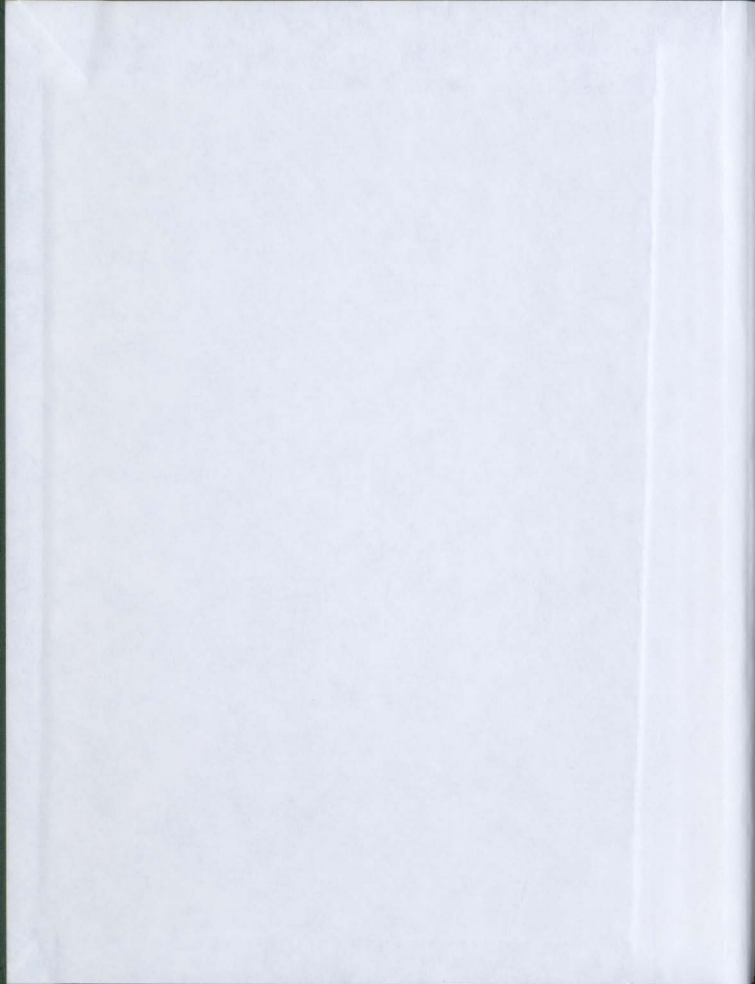
AN EXAMINATION OF THE
GRADE XII COMPONENT OF
THE HIGH SCHOOL PROGRAM
IN LETHBRIDGE, ALBERTA,
WITH PRIMARY EMPHASIS ON
EXISTING CURRICULUM AND
EVALUATION PRACTICES

CENTRE FOR NEWFOUNDLAND STUDIES

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FOSTER MILTON LAMSWOOD



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AN EXAMINATION OF THE GRADE XII COMPONENT OF THE
HIGH SCHOOL PROGRAM IN LETHBRIDGE, ALBERTA,
WITH PRIMARY EMPHASIS ON EXISTING
CURRICULUM AND EVALUATION
PRACTICES

by

Foster Milton Lamswood, B.A.(Ed.), B.A.



An Internship Report
Presented to
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FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, an Internship Report entitled "An Examination of the Grade XII Component of the High School Program in Lethbridge, Alberta, with Primary Emphasis on Existing Curriculum and Evaluation Practices," submitted by Foster Milton Lamswood, B.A.(Ed.), B.A. in partial fulfillment of the requirements for the degree of Master of Education.

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Date

ABSTRACT

The major purpose of this research was to examine Grade XII curriculum and evaluation procedures in two Alberta school districts: County of Lethbridge No. 26 and Lethbridge School District No. 51.

This report includes a rationale for the research, a review of related literature, a description of the internship activities, a list of the interview questions used by the intern, a description of the Lethbridge Regional Office, as well as the County of Lethbridge No. 26 and Lethbridge School District No. 51, an examination of the curriculum and evaluation procedures in the six high schools visited, an analysis of the student and teacher questionnaires administered, perceptions of Newfoundland educators toward Grade XII, and finally, conclusions, implications and recommendations for introducing Grade XII in Newfoundland high schools.

Four high schools were visited in the county and two large high schools in the city of Lethbridge. Each school was examined independently regarding its curriculum and evaluation procedures. Taped interviews with principals and guidance counsellors were synthesized and reported. Research data were gathered through document analysis, taped interviews, observations, informal discussions and questionnaires.

Results of the research indicated that the Grade XII program in Lethbridge, Alberta, offered a diversified, flexible curriculum with a carefully monitored and clearly articulated evaluation system for its

students. Quality and excellence of senior high school curriculum paralleled the strong financial commitment to education. A semester system, individualized timetabling, and a credit system were central components of Grade XII in Lethbridge. The retention rate for students from Grade X to Grade XII was in excess of 90 percent. Procedures for the evaluation of Grade XII students were set forth by School Board accreditation policies. Student achievement was assessed in an ongoing process throughout each semester with final examinations assigned a weighted percentage of final marks. Guidance services for such a Grade XII program were of paramount importance. Coordination and consultation between senior high schools and post secondary institutions were strongly emphasized. Grade XII was the culminating year of a three-year senior high school program.

An important component of this research was to communicate to a sample of Newfoundland educators the findings regarding the Grade XII program in Lethbridge, Alberta, and to ascertain their views concerning the form of Grade XII Newfoundland high schools should implement and what implications the adoption of a Grade XII program would have for the Newfoundland system of education. The questions posed by the researcher and the reactions of these educators are included in this research.

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CHAPTER I

INTRODUCTION

Throughout the twentieth century, educators have been searching for ways and means of more effectively providing for the ever-widening range of individual differences among high school students. Educational research and studies attest to the many innovations evolved by theorists and implemented by progressive practitioners throughout North America. In terms of senior high school curricula, there has been a veritable transformation in the areas of curricula content, structural organization and the teaching strategies employed by dynamic educational leaders.

This report examines the senior high school curriculum in a selected Canadian province, with specific emphasis on the Grade XII program. The data presented should provide information for Newfoundland educators in assessing modifications which will have to be made in implementing a Grade XII program to meet the needs, interests and abilities of Newfoundland senior high school students.

The Hall-Dennis Report of Ontario succinctly defined curriculum as "all those activities in which children engage under the auspices of the school" (1968, p. 75). Similarly, Warren (1973) maintained that curriculum includes all the experiences which pupils have under the direction of the school-student activities, community projects, instructional programs, as well as subjects and courses. Warren further suggested that instructional techniques or processes of implementing

curriculum could not be separated from curriculum itself nor what is to be taught or learned.

Alexander, Saylor, and Williams perceived curriculum as the program of learning opportunities provided by the school. They provided an all-encompassing, comprehensive concept of what curriculum should entail, including "direct instructional programs, subjects, classes, courses, independent study, club programs, student organizations, school athletics, publications, social affairs, educational tours, guidance services, health and a multitude of other activities" (1971, pp. 191-192).

These modern concepts of curriculum emphasize inadequacies of the one-room school, the all-graded school and the autonomous classroom which has characterized the traditional high school. The singular, most recurring characteristic exemplifying today's senior high school is flexibility or diversity of curriculum to meet the many differences of senior high school students. Diversity is the central component in courses offered, content prescribed, and instructional strategies employed. Synonymous with the flexibility-diversity concept are the concepts of "comprehensiveness in program offerings" and "individualization of the curriculum." Canadian innovations in senior high school curricula have been, for the most part, adaptations and modifications of American educational developments.

James Conant (1959), in a study of the comprehensive secondary school, concluded that the comprehensive school was a practical, workable institution. Subsequent to his study, the following recommendations were made:

1. Every student should have an individualized program. Students should not be categorized into streams or tracks.

2. Every student should be required to take a basic core of general education, including English, history, mathematics and science.
3. Ability grouping should be employed in forming classes in specific subjects, but "across the board" ability grouping should be avoided.
4. For the academically talented students, challenging, enriched academic courses should be required, including English, science, mathematics and foreign language.

(pp. 48-76)

These four principles have been recorded because they have provided the cornerstones for developments in high school curriculum throughout North America in the last four decades. These recommendations serve to highlight and synthesize the major changes which have taken place in high school curriculum. Moreover, these concepts permeate and reflect the philosophies, goals and objectives in the senior high school curriculum across Canada.

Newfoundland educators have moved rather slowly in initiating change to improve both the quality and equality of education in high schools. It is significant that Newfoundland, for the most part, has not been affected by the educational innovations which have characterized North American education. Taylor (1976) claims that Newfoundland's geographical location has kept it on the periphery of cultural, technological and educational change as it has occurred throughout North America. Briefs presented to the Royal Commission on Education and Youth (1967) by Memorial University and the Newfoundland Teacher's Association criticized the education system for its emphasis on textbooks and collection of facts. The Commission stated:

The narrow academic programme which may have served Newfoundland students reasonably well in the past is woefully inadequate and unsuitable today. Radical changes must be intro-

duced in curriculum policies, allowing greater flexibility within individual schools and individual grades. Enriched and remedial programmes must be provided at the elementary and secondary school levels. (p. 147)

The current senior high school curriculum in Newfoundland provides limited course offerings. In assessing the quality and equality of secondary education in Newfoundland, Warren (1973) maintained:

Many high schools in Newfoundland are general high schools, offering very limited programs. Furthermore, even the larger high school offerings are but a pale reflection of those elsewhere in Canada. Many new teaching techniques and organizational patterns, commonly called the pedagogical revolution, are still largely unused in Newfoundland. They have not been adopted by large numbers of teachers. (p. 241)

Senior high schools across Canada have adopted and implemented educational changes such as the credit system, individual timetabling and Grade XII as the main components of a diversified program. These educational developments have evolved in an effort to better accommodate the individual interests, needs, and abilities of all senior high school students. Although several areas of Newfoundland have examined and experimented with particular aspects of high school curriculum alluded to earlier, change has been minimal.

Department of Education statistics (1977) record that the largest enrolment in Grade XII in Newfoundland was 162 in 1960-61. Yet, the Grade XII program has never been adopted on a province-wide basis as part of the senior high school curriculum. It has only been offered in a few larger areas such as St. John's and Corner Brook. As such, the nature of the Grade XII program has been university-preparatory and thereby restricted. Unfortunately, the Grade XII issue has had to compete with established educational systems. Consequently, it has

been shelved as often as it has surfaced. The "either-or" dichotomy has always existed: either Junior Division, the two-year college, the regional college, and more recently, the community college, or implementation of Grade XII. In the United States and Canada, Grade XII is not an additional year of academic studies for university-bound students. It is an integral part of the whole senior high school curriculum which is available to all students--a philosophy which permeates educational thinking across North America.

RATIONALE

An examination of educational developments and innovations in high school curriculum across Canada during the past 15-20 years reveals that one of the major changes has been the adoption of Grade XII as an integral component of secondary education. The Review of Educational Policies in Canada, Western Region (1975) indicates changes which have taken place in secondary schools.

Between 1950 and 1970, all four provinces adopted the composite or comprehensive high schools' structure and organization as a practical option to replace or supplement the existing academic secondary schools and specialized technical-vocational high schools. This type of school offered a wide range of courses with a vocational bias as well as an academic program. (p. 42)

At present, Newfoundland is the only Canadian province not offering Grade XII on a province-wide basis. Quebec, though offering eleven years of schooling, adequately provides for extended educational opportunity through the CEGEP system of community colleges. Ten years ago, the Report of the Royal Commission on Education and Youth in Newfoundland and Labrador (1967) recommended that:

The present high school curriculum needs to be made more flexible in order to meet the diverse needs and abilities of students. At present, the curriculum is, by and large, an academic curriculum which is oriented to university matriculants and which cannot be satisfactorily adopted for those who are not of matriculation calibre. (p. 162)

The Review of Educational Policies in Canada, Atlantic Region Report (1975) states that "Newfoundland is the only one of the four provinces which does not offer a variety of programs as such." (p. 24)

A Grade XII program, the equivalent of first year university courses, had been offered in St. John's and Corner Brook, but was replaced by the Junior Division Studies at Memorial University in St. John's and the Western College in Corner Brook. This development ignores the fact that the other nine provinces of Canada have seen the need to establish a Grade XII program, in addition to the community colleges and universities. The establishment of CAATS in Ontario, CEGEPS in Quebec, and community colleges in the other Canadian provinces represent a continuation of, rather than an opposition to, Grade XII. Planning, cooperation and coordination have characterized the transition from the high schools to post-secondary institutions.

Currently, Newfoundland educators have expressed a renewed interest and an urgency in examining the Grade XII programs throughout Canada with a view to implementing a Grade XII program in this province. This study has received letters of support and endorsement from Superintendents, Directors of Schools of Nursing, the President of the College of Trades and Technology, representatives of the DEC's, the Federation of School Boards, Principals of Vocational Schools, the NTA and the Minister of Education. These individuals regard this project as practical, timely

and worthwhile. Consequently, the internship in Lethbridge, Alberta should prove relevant to all educators involved in assessing and recommending the format of Grade XII which might be implemented to meet the needs, abilities and interests of Newfoundland students. Data gathered from this research should also be of value to the Provincial Committee of the Department of Education recently established to study the Grade XII issue in this province.

PURPOSE OF THE STUDY

The main purpose of this project was to study and analyse the Grade XII component of the high school program of Lethbridge School District #51 and the County of Lethbridge #26, in the province of Alberta, with primary emphasis on existing curriculum and evaluation practices. Attention was also focused on the following tangential dimensions: organization, guidance, and instruction. In Phase II of the internship, the researcher communicated the findings gathered from Lethbridge, Alberta to a sample of Newfoundland educators and ascertained their viewpoints regarding the feasibility of Grade XII in Newfoundland.

SIGNIFICANCE OF THE STUDY

This area of study was chosen for three reasons. First, after teaching for thirteen years in the senior high schools of Newfoundland and Labrador, the intern realized the inadequacies and shortcomings of the current senior high school curriculum. This investigation provides insights into the philosophy, organization and administration of an operative Grade XII program. Observations of the day-to-day activities

pertaining thereto were invaluable in assessing the Grade XII program offered in these selected schools. Second, the examination of both large and small senior high schools in Lethbridge, Alberta provides guidelines for implementing a Grade XII program in the high schools of Newfoundland. Undoubtedly, specific adaptations will have to be made to provide for the particular educational needs of this province. Third, the intern has synthesized the central components of the Grade XII program offered in Lethbridge, Alberta. This has been made possible through firsthand experience and can now be communicated to Newfoundland educators. Thus, the internship is both practical and academic.

In preparation for this study, all Newfoundland Superintendents, DEC's, Department of Education, School-Board Federation, Vocational Schools, the College of Fisheries, College of Trades and Technology, School of Nursing and the NTA were surveyed. Without exception, the respondents supported a need for Grade XII in senior high school curriculum. This study should have significance for these educators.

Finally, there appears to be interest in the Grade XII issue at the Department of Education level. In August, 1977, the Newfoundland Provincial Government announced that a committee would be established to examine Grade XII in the rest of Canada and make recommendations for this province. If establishment of Grade XII in this province is recommended, it might be expected to be a continuation of high school or the equivalent of first year university. This report should be particularly helpful to this committee and other provincial educational authorities in helping to bring the Newfoundland and Labrador senior high schools into the mainstream of North American curriculum developments.

DELIMITATIONS OF THE STUDY

This study was delimited to selected senior high schools of the Lethbridge School District #51 and the County of Lethbridge #26, Lethbridge, Alberta. The internship focused on the organization and administration of Grade XII in relation to overall school operation. Schools chosen provided exposure to the large urban as well as the smaller rural high schools.

LIMITATIONS OF THE STUDY

Any study of this type is limited by a number of factors. Those factors directly affecting this study were:

1. Dependence on a restrictive sample.
2. Subjectivity of the researcher in gathering the data.
3. Restrictions of the 7½ week internship time period.
4. Reliance upon personal observations and a descriptive account, as opposed to a detailed statistical analysis.
5. Dependence on the cooperation of the respondents.
6. Reliance on face validity of the questionnaire.
7. Difficulty in generalizing the results.

DEFINITION OF TERMS

Senior High School: A secondary school which includes Grades X, XI, XII and allowing for one or more high school teachers per grade.

Junior High School: A secondary school which includes Grades VII, VIII, and IX.

Comprehensive High School: A secondary school with a number of departments, e.g., academic, industrial, business, offering a diversified program to meet the needs of pupils with varying interests and abilities.

Credit System: A system whereby students are given weighted credit for successful completion of specific courses offered in the high school.

Core Programme: A selection and arrangement of compulsory courses in general education subjects, in major subject disciplines, and vocational fields to form a systematic pattern or plan of study leading to graduation from a senior high school.

Electives or Options: Courses not designated as "required" for the particular programme the student is taking. These may be chosen for their vocational/avocational values and interests to an individual pupil.

One Credit: Successful completion of at least 25 hours of instruction, examinations and related course activities.

Grade XII: The senior year of a three-year senior high school education system.

Course: Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is usually given. A planned sequence of educational activity, leading to the acquisition of a skill or body of knowledge, usually over a predetermined period of time.

Curriculum: A planned sequence of several educational activities, leading to the acquisition of specified skills or bodies of knowledge, either in a given period or in a given subject or group of subjects.

Work Experience Education:

- a. Work Study: Employment undertaken by a student as an integral part of an approved school course under the cooperative supervision of a teacher-coordinator and employer.
- b. Work Experience: Employment undertaken by a student as an integral part of a planned school program under the cooperative supervision of a teacher-coordinator and employer.

Selected Schools: Schools chosen for investigation in this study.

Cooperating Personnel: Superintendents, administrators, teachers, and guidance counsellors in the selected schools of Lethbridge, Alberta.

Retention Rate: The number of students retained in Grade XII expressed as a percentage of those students who commenced high school at Grade X, continued through Grade XI and reached Grade XII.

Alberta Education: The term presently used in Alberta to refer to the Alberta Department of Education and the Ministry of Education in Alberta.

CHAPTER II

RELATED LITERATURE AND RESEARCH

Although the topic of this research is the Grade XII concept, particularly an examination of the curriculum and evaluation practices in Lethbridge, Alberta, one cannot internalize this concept in isolation from the whole structure of high school education or secondary education. Rather, Grade XII must be viewed as a component of the high school education process, a culminating year in secondary education. For this reason, reference is made to curriculum and evaluation philosophies, rationales, trends, organizations and other areas relating to secondary education. This section of the report examines curriculum development in the United States, Canada and Newfoundland. It is especially noteworthy that both in the United States and in the other nine Canadian provinces, Grade XII has been and continues to be recognized as an integral part of high school education. By contrast, Newfoundland educators are now in the process of assessing this component with a view to implementing a form of Grade XII in Newfoundland high schools.

Downey(1965) commented that the high school had gone through an intense period of public criticism in the decade, 1955-65. Such an experience resulted in secondary education embarking upon a new era of innovation and improvement. Although there was much activity, Downey admitted that secondary education was characteristically unstructured and unsystematic. This perspective of high school education serves to

reflect the attitude of many educators both prior to and since 1965. This chapter presents a cross section of the literature describing the changes and trends in secondary education, along with concomitant results. In many instances, the innovations and improvements, alluded to by Downey, have met with continued public dissatisfaction. Indeed, much of the current literature speaks of the malaise of high school education in the 1970's. A candid examination of educational development during this period should enable Newfoundland educators to proceed with insight into high school change, more specifically the possible implementation of Grade XII.

AN AMERICAN PERSPECTIVE

Important changes characterizing the American high school during the 1960's and 1970's have, in large measure, evolved from and adhered to the principles set forth by Conant (1959). Central to this trend is the "comprehensive" high school with its flexible program and diverse curriculum offerings. The objective is to "individualize the program" to meet the needs, abilities and interests of each student. It is this philosophy which permeates much of the literature related to curriculum change in American secondary education. In essence, there has been a change from the content-centred curriculum to a student-centred curriculum.

Synonymous with the attempt to individualize secondary education has been an effort to humanize curriculum. Hamilton and Saylor (1969) concluded:

It is imperative that the structure of the school not be anti-individual. If the concept of human development is important

to our thinking, if it is urgent that people not be lost in the process, then each student's integrity, uniqueness and at least partial self-determination must be recognized in the educational program. Students themselves must be responsible for certain levels of decision in their education. (p. 83)

How successful and effective the American high school has been in making provision for both individual and human concerns in curriculum has been the subject of much debate and discussion, often involving conflicting viewpoints.

Alcorn, et al. (1970) noted that curriculum was normally divided into two different phases, the organized class program and student activities. Furthermore, the class program consisted of two categories, general education and special education. General education provided learning experiences needed by all students to become effective citizens. Special education was designed to provide for the unique interests, needs and abilities of each individual student.

Again, the intention was to realize a "comprehensive" curriculum to accommodate each student.

To achieve flexibility and diversity in curriculum offerings, it is imperative that all those involved in the curriculum-building process be receptive to and aware of current curricula findings and research. Wiles (1970) advocated maintaining balance in curriculum. He perceived the classroom teacher as the key to changing curriculum. This required the teacher to be experimental to the extent that he might change his procedures when evidence indicated he was ineffective. This balance of curriculum offerings is further supported by Bent, Kronenberg, and Boardman (1970). These researchers advocated that curriculum should be flexible so that each student might have an opportunity to explore

various fields of learning, and as his interests change and his specific abilities are discovered, learning activities can be selected which are congruous with these changes and knowledge. They pointed out:

The academic subjects are no longer adequate to meet all the needs of youth in modern society or to fulfill the aims of secondary education. Students grow and develop also through other activities; such as, physical education and health, industrial arts, consumer education, safety education, conservation of natural resources, home economics, family life and sex education, drug abuse education, music, art, career education and vocational education. Likewise, all extra curricular activities must be integrated into the entire curriculum.

(1970, p. 224)

Allen (1970) recommended that at the secondary school level all students should be allowed to move in and out of vocational-technical and academic courses. He opposed the ironclad separation of academic and vocational programs. Allen suggested:

The educational opportunity we provide should be a mainstream with all its parts equally valued and respected from which each can take the preparation best suited to his particular needs and abilities, carrying not even a subtle suggestion of inferiority for those in a career education program or of superiority for those who are not. (pp. 24-27)

The priority given to university preparatory courses and the neglect of vocational preparation courses has been and continues to be an ongoing problem in American high schools. Marland (1971) strongly supports the view that:

We must purge ourselves of academic snobbery. For education's most serious failing is its self-induced, voluntary fragmentation, the strong tendency of education's several parts to separate from one another, to divide the entire enterprise against itself. The most grievous example . . . is the false dichotomy between things academic and things vocational. . . . I propose that a universal goal of American education, starting now, be this: that every young person completing our school program at Grade XII be ready to enter higher education or to enter useful and rewarding employment. (p. 58)

To suggest that innovative practices and progressive education have characterized developments in American secondary education during the 1960's and 1970's would be misleading and inaccurate. The many theories put forward by educators have often failed to reach the level of the everyday classroom. McCurdy (1970) cites, as evidence, the work done by Goodlad in 1968. Goodlad's findings of the many American high schools visited included:

1. Almost a complete absence of deliberate goal-setting and evaluation. There was little use of the basic principles of learning. The instructional process was still the teacher-talk-to-child technique.
2. Little use of differential techniques to accommodate individual differences in children.
3. Books still dominate the classroom as the medium of instruction. Everything was graded with little team teaching. And so on. I was shocked. (pp. 398-400)

Trump (1970) also offered a brief description of the American high school in the 1950's and 1960's. The school scheduled students tightly so that they went from one class or study hall to another, six or more periods a day, with the same periods repeated five days a week. Students spent at least six hours a week on each of five subjects. Trump's vision of schools for the 1970's was as follows:

The school of the future will schedule students in class groups an average of only eighteen hours a week, instead of the present thirty hours. Twelve of the eighteen hours will be spent in 'large group' instruction (100 or more students) and six will be spent in small group discussion (twelve to fifteen students). In addition to these eighteen hours, the average student will be scheduled for about twelve hours a week in independent study. (pp. 352-357)

Romine (1970) maintained that one of the fundamental trends in curriculum was that of moving toward a broader concept of the job which the high school was called upon to do and a more functional concept of

how this job could be done. This 'broadened' curriculum would include problem-centred courses, out-of-school experiences, wider range of resources, use of multi books, A.V. material, resource personnel, resource centres, work experience, special projects and independent study (pp. 343-346).

The need to diversity curriculum offerings at the high school level was further proclaimed by Alexander, Saylor and Williams (1971). They pointed out:

It seems very clear that the public high school more than ever is expected to provide equal educational opportunity for all of its students and that equality means diversity rather than uniformity of curriculum offerings. Thus, each school district must make as certain as its resources permit--even to the point of combining resources with other districts in cooperative programs--that each student may have a program of studies, activities and services relevant to his previous educational experience, to his present educational needs, and his plans for the future. (p. 190)

Despite the demands for a more diversified curriculum, change and reform has been slow. Tanner (1972) provided a reason for this reluctance to change:

The subject-centered curriculum is so firmly entrenched that proposals for radical change are vigorously resisted. It is easier for teachers to concentrate on the adoption of textbooks within their subject specialties than to engage in redesigning the curriculum. Teachers and administrators, like most people, are prone to stick with the status quo. (p. 375)

Thus, the crux of the problem rests primarily between those who suggest what should be taught, and how, the theorists, and those who must do the teaching, the practitioners in the classroom.

In a similar manner, Miller and Evans (1975) emphasize why the curriculum often remains inflexible with limited course offerings. Their suggestion is that:

All too often the courses, activities, and organization of a particular school are influenced and dictated by what has been previously offered, by what has become scheduling convenience, and by the preconceived notions held by administrators and staff as to what should be offered and thus learned.

(pp. 131-134)

Thus, greater flexibility and diversity of course offerings can only be realized with the restructuring of the existing organization and schedule of course offerings. In this regard, administrators find themselves restricted by such factors as school transportation needs, staff qualifications, classroom space, length and number of class periods, student enrollments, allotted instructional budgets, and requirements for high school graduation and entrance into post-secondary institutions.

The claim made by many sectors of society that the curriculum in the American high school caters to and is dictated by the university-bound students is supported by Oliva (1972) who stated that "too much of the curriculum reform of the 1960's has been directed at above-average youngsters and not enough at the average and slow learners" (p. 582). Similarly, Tanner (1972) pointed out that areas of concentration and emphasis still are limited to the academic fields of English, Social Studies, Mathematics, and Science. These are regarded as the essentials. Other studies have been regarded as frills or nonessentials as far as general education is concerned. Again, the problem surfaces, education for all, or education for the elite (p. 559).

A CANADIAN PERSPECTIVE

Canadian innovations in senior high school curricula have been, for the most part, adaptations and modifications of American educational developments. It is therefore reasonable to expect in Canadian secondary

education some repetition of areas which created difficulties in American secondary education. The need for change in the Canadian high schools was emphasized in the Worth Commission (1971) which stated:

There is still a strong tendency toward uniformity in both public and separate schools. This homogeneity often stifles both the learning and teaching process. Controlled course offerings, stereotyped teaching methods, limited learning resources, inflexible scheduling, and consonant philosophies--all contribute to this sameness. Greater differentiation with respect to these factors, especially at the senior school level, would benefit both students and society at large.

(p. 70)

King (1972) identified several of the problems which innovation and reform brought to Canadian high schools. Individual timetabling and credit systems tend to fragment the school experience for students. There is less participation in extra-curricular activities and less enthusiasm for school in general in individually timetabled schools. This situation is compounded by students choosing university-bound courses and selecting other courses as fillers or safe credits. Many senior students who are given spare time use it unwisely. Furthermore, optional class attendance has not been successful. In fact, there has been a decrease in student achievement as a result thereof. Moreover, the nature and quality of academic performance is beginning to vary widely as teachers begin to incorporate independent study, projects and group participation into their evaluation procedures.

The credit system was intended to make better provision for each student's abilities, interests, and future plans. No longer would students be treated as if they were the same. Students would not be forced to take subjects at levels that were clearly beyond their grasp. Another feature was that students would be able to choose a more inter-

esting and relevant mix of subjects and still earn their graduation diploma. The rationale for implementing the Credit System in Ontario was outlined by Wells (1973).

Principals were asking the Department of Education to loosen up on curriculum and diploma demands. The feeling was that the rigid formula-type specifications which we laid down were often stultifying good teachers and having a restricting effect on students. As a result, we introduced the Credit System in 1969 to free-up the curriculum to the extent that it would give creative teachers more room to move, and at the same time to inject some new contemporary subjects into the high schools that would be more relevant, interesting and useful to many students. (pp. 7-11)

Several educational skeptics avoided the innovation panacea of the 1960's and 1970's. Smith (1973) refers to the Ford Foundation Report of 1972 which claimed that its \$30,000,000 million dollar support of the Comprehensive School Improvement Program had not been justified. Smith suggested that the time had come to give innovation a rest and try to better utilize what presently was available in Canadian high schools. The "secret of success of these schools lies not in novel arrangements, but in the spirit of those who operate them" (p. 10). In a similar manner, Jampolsky (1973) stressed that:

The Department of Education may offer guidelines, the Minister of Education may prescribe, boards of trustees may demand all they like, but in the final analysis, the teacher must teach. The real maker of curriculum, the decision-maker, the question answerer, the one responsible for what ultimately occurs in the educational process is the classroom teacher. (p. 35)

A number of changes in Canadian high schools has placed senior academic courses in jeopardy of being dropped from the curriculum. Grave concern has been expressed by both educators and the public. Yorke (1974) listed a number of reasons for this current dilemma:

1. Provincial exams no longer exist.

2. Greater range of options is allowed for secondary school graduation.
3. Community colleges provide an attractive alternative.
4. Locally developed courses are encouraged by the Department of Education.
5. Students can choose whatever school they wish within the school district.
6. School year is semestered.
7. Students plan their programs.
8. Teachers are no longer assessed by an outside agency.
9. Students work part-time and earn substantial sums of money.
(pp. 247-48)

Collectively, these factors seem to be contributing to the present troubled high school in Canada. Accountability for the whole educational enterprise is difficult and the quality of education is seriously questioned. In many instances, quality education has been sacrificed in the name of innovation, reform, and a change-at-all-cost attitude.

The Provincial Research Committee of the Ontario Secondary School Teachers Federation (1976) developed a set of goals and principles that provide a basis for constructive, controlled change in secondary schools--a change which would be more consistent with the needs of Ontario society in the 1970's, and more responsive to the real needs of the entire education community. Future change must be entered into with caution and careful planning to avoid the destructive effects brought about by the introduction of the Credit System. This report (1976) concludes:

The events of the past eight years prove conclusively that educational innovation imposed from above has negative rather than positive effects in the schools. In the mid 1970's, teachers find that the education system of Ontario is in a state of some disorder. Because of inadequate direction and preparation for dealing with the perplexing philosophies imposed upon them, the

schools find themselves limited to day-to-day coping. The kind of coordinated, integrated, comprehensive planning required for attainment of . . . quality education in the 1970's is not being achieved at the present time. (p. 74)

Wells (1977) acknowledged the fact that the Ontario Department of Education had granted too much autonomy to local school boards and individual schools in curriculum areas.

We are now convinced that, in our enthusiasm for curriculum flexibility, we may have gone too far in decentralizing the responsibility for the preparation of courses of study at the elementary and secondary levels. (p. 4)

In addition to the curriculum aspect of course content and instructional strategies used in high schools is the issue of evaluation or assessment of student achievement. Pienaar (1975) maintained that tests, assignments, contracts, essays, projects and final examinations should be used not only to ascertain how much students learned from and contributed to a particular course, but also should enable the teachers to evaluate the success of teaching methods and strategies and perhaps modify both the techniques and content of these courses. Evaluation is viewed as having a dual function for both student and teacher.

A recent trend has been to approach student evaluation through objectives or stated goals. Pade (1974) described such an approach:

Teachers establish learning goals for various subject areas through team-work. For example, all teachers of English of a certain grade level hold a staff meeting to determine objectives for a certain section of their course. Included are listening skills, as well as English reading, vocabulary work and spelling. Tests are prepared along the lines of these objectives. Separate tests are administered for the components of the course. Students who reach a certain number of correct responses on a test have reached the goal associated with this test. For those who attain the goals, there is enrichment; for those with deficiencies, concentration on the particular weakness and those with low standing, review classes. (pp. 198-200)

An educational system based on objectives has been adopted by Lethbridge School District #51, Lethbridge, Alberta. This objectives system began in 1972 and was completed in 1978. By definition, the Objectives-Based Education System (O.B.E.) means an instructional system in which the teachers goals are spelled out in terms of expected student behavior. The purpose of O.B.E. as practiced in Lethbridge public schools is to provide a clearer sense of direction for all those involved in the educational process, and thereby maximize student learning. At the same time different groups benefit in different ways:

1. Students are guaranteed mastery of a minimum core of skills.
2. Teachers have a definite target for classroom instruction and school planning.
3. Parents and the general public are reassured that schools are providing quality education.
4. Trustees are able to gauge the effectiveness of a school system operation and to establish the validity of the district's educational program.
5. Department of Education obtains feedback about Lethbridge schools for accreditation purposes. (1977, p. 2)

Despite innovative and progressive approaches taken by school districts such as Lethbridge School District #51 to improve the curriculum and evaluation practices, much dissatisfaction with the secondary school still persists. Since Grade XII departmental exams were dropped in 1973 in Alberta and accreditation adopted, the following effects have been evidenced:

1. Students' averages and subject grades have all increased.
2. Different evaluative criteria are being used in the same school system.
3. Students are not kept aware of their standing.
4. Provincial methods of student evaluation are nonstandard and inconsistent.

5. Public is dissatisfied with instruction in basic skills.
6. Schools have failed to challenge students.
7. Slow progress has been made in developing new courses and modifying programs to meet the needs of the students and local conditions. (cited in the MACOSH Study, The Minister's Advisory Committee on Student Achievement, October, 1977)

In Alberta, Grade XII represents the senior year of high school education. The Grade XII program is available to all students with provision made for differences in abilities and interests. It is not an additional year beyond the traditional eleven years of schooling. Rather, it is an important component of the integrated high school curriculum.

In Quebec secondary or high school levels a system of comprehensive (or "polyvalent") education enables each pupil to discover his talents or main interests and offers him an opportunity to pursue further academic studies or to prepare for a specific occupation on the labour market. Depending on a student's aptitudes and preferences, he may choose his own courses and prepare his own timetable. Promotion is based on a subject by subject basis. Upon completion of secondary 5, Grade XI, students attend one of the CEGEPS (junior colleges). Ash (1978) maintained that:

The CEGEP can be another chance for the student to determine what he wants to do with his life, an opportunity to sample the various academic disciplines and to augment his intellectual skills while planning for the future. It is also an opportunity in some colleges to acquire technical and technological skills which have an immediate value in the marketplace. (p. 8)

In assessing changes in senior high schools of the Atlantic Region, the Review of Educational Policies in Canada: Atlantic Region Report (1975) noted:

Senior high school includes years at grades ten, eleven, and except Newfoundland, twelve. . . . Interests and abilities of students are identified and both programs and courses are provided to accommodate each student. . . . All provinces now offer either a variety of programs or a wider selection and combination of courses than were offered in the past. Newfoundland is the only one of these four provinces which does not offer such a variety of programs. . . . Nova Scotia and Prince Edward Island have incorporated their course offerings in a single integrated high school program. . . . New Brunswick offers three programs in senior high school: college preparatory, general education, and occupational; or the practical program. Subject promotion, individual timetabling, and greater selection of courses provide for improved diversity and flexibility in senior high school curriculum.

(pp. 24-26)

THE NEWFOUNDLAND PERSPECTIVE

The Report of the Royal Commission on Education and Youth (1967) recommended that immediate efforts be made to improve and diversify the school curriculum. Educators acknowledged that the high school curriculum was narrow, inflexible and heavily academic. Changes and innovations implemented at the senior high school level during the interim eleven year period have been minimal. This academic emphasis in curriculum offerings is further supported by Parsons et al. (1976): "75% of the Newfoundland high school population is enrolled in the 'academic' program and 25% enrolled in the 'general' program" (p. 69).

Several factors have been cited for the inflexible position retained with regard to the high school structure, curriculum offerings and evaluation procedures in Newfoundland high schools. The fact remains that Newfoundland is the only Canadian province which does not offer a Grade XII program of courses nor does it provide flexibility and diversity of curriculum offerings to any significant degree.

The problem of restricted curriculum offerings is even more

acute in smaller rural high schools. Davis (1968) examined the program offerings in the larger and smaller regional high schools of Newfoundland. The general conclusion was that larger regional high schools in Newfoundland offer a better program than do the smaller regional high schools. Meaney (1976) also studied the small central high school in Newfoundland and Labrador. His findings indicated that:

Small central high schools lacked the basic instructional facilities considered essential to the provision of a comprehensive high school program. Furthermore, school curriculum was generally considered narrow, rigid and irrelevant in terms of student needs, and consultative services were grossly inadequate.

(p. 72)

The Grade XII program format which formerly existed in Newfoundland corresponded to that of a first year Arts program or first year of university. This same structure exists in 1978. Seemingly, the Grade XII program has never been adopted on a province-wide basis as a component of senior high school curriculum. The nature of the Grade XII program has continued to be university-preparatory, academic, and hence restrictive.

Kitchen (1971) announced that the Provincial Government had approved the principle of offering Grade XII in the province's schools. The proposal suggested:

First Year University, or Grade XII, be offered in a number of locations throughout the Province. This will mean that students in various parts of our Province will be able to obtain the equivalent of First Year University without leaving home. It will mean three years instead of four presently required to obtain an undergraduate university degree. (p. 2)

In essence, the proposed Grade XII program was to be an extension of the narrow, academic curriculum offered in senior high schools for university-bound students. Yet, in the United States and other parts

of Canada, Grade XII is not an additional year of academic studies for university-bound students. It is an integral part of the whole senior high school curriculum which is available to all students. In 1972, this proposed Grade XII implementation was deferred indefinitely.

Warren (1973), in a study on quality and equality of secondary education in Newfoundland, surveyed thirty-three superintendents. Only ten listed the diversification of the curriculum as a major development, and only eight mentioned subject promotion. In other words, development in the nature and organization of curriculum received little emphasis.

One superintendent responded as follows:

The greatest need is for the development of new courses to meet the needs of students. This refers not only to vocational courses but also to the development of different levels of courses in the various subject areas. (p. 69)

Another superintendent expressed the view that:

More options must be made available to students. This includes academic options and more especially an emphasis on prevocational courses for those who do not have the interest in, nor perhaps, the ability to pursue, the academic areas. (p. 69)

These superintendents maintained that "there was an immediate need to diversify the curriculum at the senior high school level in Newfoundland" (p. 69). Such a varied program would provide opportunity for students to have exposure to areas of different interest. Tilley (1973) points out that it is during the high school years that students are finding their strengths and weaknesses. Students are given insight into the possibilities for their futures and, through counselling and guidance, are encouraged to stay in school longer.

The establishment of the Junior Division of Studies at Memorial University was perceived as a viable alternative to the possible intro-

duction of Grade XII in Newfoundland high schools. Consequently, the Grade XII issue was temporarily shelved. In 1974, the Report of the Committee on Junior Studies revealed that a sizeable percentage of students found Junior Division courses repeating the content covered in Grade XI. A criticism against the adoption of a Grade XII program had been that it would merely duplicate the work of Junior Division--an example of circular logic. Moreover, in this report a majority of Senior Division Faculty, in response to the question of effectiveness or success of the Junior Division, replied that students entering the Senior Division at Memorial University were not considered to be well prepared for future academic work.

The Junior Division Report emphasized the inconsistencies and polarity of views held by Newfoundland educators regarding the Junior Division and the Grade XII issue. Counter to the position given above, Donnelly (1973) offered the parochial view that:

While other Provinces and States have the problem of redundancy of content between first year university and Grade XII course content, Newfoundland is in the accidentally enviable position of having no Grade XII which the university may duplicate. (Other problems relating to curriculum development, instruction, and articulation between high schools and the university develop; but recent innovations in curriculum at the Junior Division of Memorial are indications of hopeful developments.)
(p. 6)

A further problem associated with the narrow, academic curriculum offerings in Newfoundland senior high schools is the notion that a high dropout rate is a direct result of an inflexible curriculum. The Report of the Minister's Committee on Pupil Retention in Newfoundland's High Schools 1974-75 (1975) revealed that Grade XI enrollment was decreasing and that the perennial "drop-out" problem was worsening. The Committee

recommended that:

An expanded high school curriculum be extended to all high schools to allow all students the opportunity to study technical, vocational, business, environmental programs, and that consideration be given to extending the present three year high school program by an additional year. (p. 18)

Similarly, Parsons (1976) recommended that a greater effort must be directed toward a more diversified high school curriculum which would be more relevant to the regional needs of this province. A recommendation was made to introduce a Grade XII program into Newfoundland high schools. The Task Force on Education and Human Resource Development (1975) encouraged high school systems to be innovative in the matter of curriculum, particularly in the development of materials with local, regional and provincial significance. In addition, it urged high schools to adopt the credit system as a replacement for the present lockstep grade system. As yet, these recommendations have not been implemented in Newfoundland senior high schools.

Parsons (1978) advocated that the high unemployment rate in Newfoundland was directly attributable to the low levels of education attained by the potential working force. Furthermore, the high dropout rates in our senior high schools and the failure of large numbers to pursue further education only served to perpetuate a high rate of unemployment in this province. Parsons suggested that:

If the educational system in this Province is to be effective in preparing students for living and for active participation in the labour force, it must improve its retention rates through development of suitable and relevant programmes. By developing relevant programmes during the next two or three years at least 1200 students in each of the tenth and eleventh grades could be retained. There is a need in this Province to provide more adequate programmes in chemistry, biology, physics,

art, music, handicrafts, household science and industrial arts, French, courses related to fish production and processing, economics, etc. (pp. 32-33)

He concluded with "The North American norm is for twelve years of formal schooling for all. Why does this Province insist on eleven?" (pp. 32-33).

Prior to 1971, the evaluation procedures and policies used for Grades IX, X, and XI Newfoundland high school students were established, not by individual school internal examinations, but by uniform external examinations of the Department of Education. Shaw (1978) points out that for the school year 1970-71 public exams for Grades IX and X were abolished, and replaced totally by individual school internal tests. In 1971-72, selected (accredited) schools were permitted to contribute fifty percent to the final grade for their students. The Department of Education Grade XI public examinations contributed the remaining fifty percent. This system, commonly known as "shared evaluation," has gained rapid acceptance in the province.

The next phase, supposedly, would be full accreditation of the senior high school in the final evaluation of its students. In 1974-75, Labrador City Collegiate was granted approval to establish a pilot study in accreditation. In 1976, pilot studies of accreditation were begun in Bishop O'Rielly High School in Port au Port; Grant Collegiate in Springdale; Bishop's College in St. John's; and Brother Rice in St. John's. The advantages and disadvantages of implementing accreditation have been strongly espoused by those on either side of the issue.

Bull, Colbourne, Crocker, and Spain (1977) studied the "shared evaluation" process and found serious discrepancies in the evaluations being carried out in each high school and further inconsistencies between

school evaluations and Departmental evaluations. Measures were taken by the Department of Education to rectify these discrepancies in school grades. This study cautioned educators against the implications and repercussions of proceeding into province-wide full accreditation. Interestingly, "only 15%-20% of the teachers surveyed would like to see public exams abolished completely" (p. 57).

A survey of the St. John's Branch of the N.T.A. (1977) records that only 13% of the teachers responding opted for full accreditation. No fewer than 87% of the teachers disapproved full accreditation, preferring instead a continuation of the present shared evaluation. Finally, the assessment of the pilot projects in the five high schools on accreditation has not resulted in a positive reaction. Consequently, the Department of Education has tentatively delayed proceeding with further developments with regard to accreditation. To date, the form of evaluation which appears most desirable, reliable and strongly supported is that of shared evaluation.

Reference was made earlier in this section to the fact that changes and innovations have been minimal in the senior high schools of Newfoundland, especially during the past decade. This statement is substantiated by a recent examination of two large senior high schools in St. John's. The researcher was commissioned by Dr. L. Harris, Memorial University, to study the curricula changes which had taken place over the ten-year period. This particular sub-study concentrated on the four core areas of English, mathematics, social studies, and science. Briefly, the conclusions reached were:

1. Course changes in these four areas have involved modifications, revisions and new textbooks for previously existing

courses. Totally new courses are minimal.

2. Instructional time in these four areas has not altered from 1968 to 1978.
3. In cases where another science or social studies course was added in grade X or XI, students were still limited as to the courses they could study. The horizontal change was not accompanied by a vertical change of an extra year, Grade XII. The two-year senior high school limits the the courses which can be offered and taken by students.
4. The curriculum at both schools is heavily academic.
5. Provision for vocational, technical, business education and fine arts does not exist to any degree.
6. All students have a full timetable with no time provided for pursuit of activities which reflect their individual interests and abilities.
7. Course offerings are dictated by the entrance requirements to post-secondary institutions.
8. Emphasis is placed on the four core areas of English, mathematics, social studies and science.
9. Students with an interest in music, art, and home economics often have no provision in their timetable to study these areas. (1978, pp. 6-7)

SUMMARY

In this section of the report, an attempt has been made to relate developments and innovations which have taken place in the senior high schools during the 1960's and, more particularly, the 1970's. An American, Canadian and Newfoundland overview has been provided for comparative analysis. These developments have been extremely successful in certain educational areas; in others, there has been much dissatisfaction with the changes which have taken place. It behooves Newfoundland educators to carefully study what has happened in these areas and synthesize the innovations which have been successful in senior high schools elsewhere. Such an examination would be particularly significant in determining the format of Grade XII to be implemented in Newfoundland.

CHAPTER III

THE INTERNSHIP

Three major types of internship have been identified as meeting the requirements for the Master's degree in Educational Administration at Memorial University. First, the diversified internship emphasizes a composite of experiences to give the intern a broad overview of the field of educational administration; second, the specific internship emphasizes more focused experiences leading to in-depth training in a more specific area; and third, the integrated internship is a combination of both the diversified and the specific.

The subject matter of this internship was particularly adapted to the integrated approach. Special emphasis was given to the Grade XII program in relation to the system of credits, core program, electives, course offerings, timetabling, instructional methods, and evaluation process.

PLACEMENT AND DURATION

This internship took place in selected schools of Lethbridge School District #51 and the County of Lethbridge #26, Lethbridge, Alberta. Four weeks were spent in Lethbridge visiting six different high schools. A further three and one-half weeks were spent meeting with a sample of Newfoundland educators to communicate the data gathered in Lethbridge, Alberta and to ascertain their views regarding the form

of Grade XII they would recommend for Newfoundland. A description of the two school systems visited in Lethbridge is provided in Chapter Four of this report. The viewpoints of the Newfoundland educators are contained in a subsection of Chapter Five. Therefore, the total study time for the internship was seven and one-half weeks, April 17, 1978 to June 10, 1978.

OBJECTIVES OF THE INTERNSHIP

The broad objectives of the internship are those outlined by the Department of Educational Administration (1974) and are as follows:

1. To enable the intern to develop a more comprehensive view of educational administration. The gap between theory and practice, between what is taught in university and what actually takes place in the field is often quite substantial;
2. To provide the intern with the experience of carrying real administrative responsibility. Being taught to accept responsibility and actually accepting it are two different things;
3. To enable the intern to benefit from the experiences of the cooperating administrator;
4. To provide a testing ground for the beginning administrator whereby the adequacy of his training, probable success as an administrator, and type of position for which he is best suited can be determined.

The specific objectives of this internship were:

1. To carefully examine the scope of curriculum offerings in the Grade XII program--areas, content, and levels;
2. To study the credit system--core program, electives and individual timetabling;
3. To examine evaluation policies;
4. To investigate the role of the guidance counsellor in Grade XII programming;

5. To investigate the role of the principal in organization and administration of the Grade XII program;
6. To ascertain teacher and student assessment of Grade XII;
7. To consider implications for implementing a Grade XII component in Newfoundland.

PREPARATION FOR THE INTERNSHIP

Preparation for the internship involved a literature review related to high school curriculum. High school curricula in the other nine Canadian provinces were studied through documents received from the Minister of Education in each province. Elements of the senior high school studied were: organizational structures, diversified curriculum offerings, credit system, individualized timetabling, core program, electives, accreditation, counselling and guidance services, school facilities, current issues in each province, coordination between junior high/senior high schools and senior high schools/post-secondary institutions.

The concept of junior/community colleges was also studied, including CAATS in Ontario and CEGEPS in Quebec. In addition, literature pertaining to types of internships, participant observation, and interviewing techniques was also reviewed.

The internship activities, then, can best be described in five stages. These phases and the activities engaged in during each are outlined as follows:

Stage 1: Orientation and Organizational Period

This phase consisted of a one-week familiarization period with the organization of both school districts, including each administrative

structure, policies, and the nature of the two school districts and the six high schools to be visited. A meeting was held with Mr. C. E. Burge and Dr. G. H. Bevan to discuss each school district and the six high schools involved in the study. These initial meetings clearly set forth the internship itinerary and finalized arrangements for visits to the particular districts and schools. A meeting was also held with Mr. M. Bruce, Regional Office Coordinator for Alberta Education. In each instance, the cooperating educators provided helpful information, advice, and documents for examination.

During this phase of the internship, each principal of the six high schools was requested to provide specific information regarding the type of activities to be conducted therein. This enabled the principals to arrange a schedule of activities to focus upon the particular areas of interest to this research and provide meaningful internship experience. Several meetings were also held with Central Office personnel to discuss the Alberta senior high school structure in general, and the Grade XII program in particular.

Stage 2: County of Lethbridge #26 High Schools

This phase consisted of a one-week period of visitations to four high schools in the County of Lethbridge: Kate Andrews High School; Picture Butte High School; Noble Central High School; and Coalhurst High School. During this period all aspects of Grade XII curriculum and evaluation were examined through taped interviews with principals, vice-principals, guidance counsellors and department heads. Informal meetings and discussions were also held with a number of the teachers, aides,

and representatives of the four communities. Questionnaires were administered to selected Grade XII subject-teachers and Grade XII students. Copies of all material relevant to the Grade XII program were collected. These included Form A (a list of all information regarding credit value and courses offered, as required by Alberta Education); an outline of courses offered in each high school; evaluation policies and procedures for each high school; student handbooks; school newspapers; school assignments; timetables; and report cards. Each school was toured so as to observe day-to-day activities in all school areas.

Stage 3: Lethbridge School District #51 High Schools

This phase consisted of a one-week period of visitation to two high schools in the city of Lethbridge; Winston Churchill High School and Lethbridge Collegiate Institute. These two senior high schools were more complex than the county schools because of the different organizational systems, evaluation procedures, programs and courses offered, and the large student enrollments--750 at Winston Churchill High School and 1,500 at Lethbridge Collegiate Institute. During this period, taped interviews were conducted with principals, vice-principals, guidance counsellors and department heads. Informal meetings were held with teachers, aides and representatives of the city of Lethbridge. Questionnaires were administered to all Grade XII subject-teachers, and a random sample of students in each of the two high schools. All material relevant to the Grade XII program was again collected from both high schools.

Stage 4: Assessment Phase

This phase consisted of a one-week period of assessing the data collected and synthesizing the overall internship experiences. Time was spent carefully examining the six different high school programs in an effort to differentiate the type of Grade XII program currently offered in each high school. Results of the questionnaires were studied and tentative conclusions drawn. Again, an opportunity was extended to meet with Dr. Bevan and Mr. Burge to discuss personal observations regarding the Grade XII program offered in the two districts. During this meeting, an opportunity was provided to question and have clarified matters of concern noted during the internship period relating to the Grade XII program in all high schools visited. During this stage the taped interviews were also reviewed.

Stage 5: Interviews with Newfoundland Educators

This phase consisted of a three and one-half week period of meetings with a cross-section of Newfoundland educators, including representatives of the Department of Education; Fisheries College; College of Trades and Technology; Junior Division of Memorial University; Roman Catholic, Integrated and Pentecostal Superintendents for St. John's; the DEC's, and the four principals of Bishop's College, Gonzaga Regional High School, Mount Pearl Central High School and Holy Heart of Mary Regional High School respectively. Research findings gathered from Lethbridge, Alberta were communicated to these individuals and responses were solicited concerning the form of Grade XII they preferred to see implemented in Newfoundland high schools and the implications they

perceived in introducing such a Grade XII program for Newfoundland education in general.

INTERNSHIP REPORT

In a report of this nature, it is difficult to include every facet of the study pursued during the internship. The meaningful experiences of the internship transcend factual description contained in the contents of this report. Nevertheless, to provide sufficient information for a basic understanding of Grade XII curriculum and evaluation in selected senior high schools of Lethbridge, Alberta, an attempt has been made to include the significant aspects of that Grade XII program in this report.

Chapter One presented general background information regarding the Grade XII concept in the United States, Canada, and Newfoundland. In addition, it outlined the rationale, purpose and significance of the internship and listed the limitations and delimitations of this study, as well as definitions of terms used throughout the study. Chapter Two reviewed developments and trends since the 1950's in senior high school education in the United States, Canada, and Newfoundland. Chapter Three described the various aspects of the internship: placement and duration, objectives, preparation, and activities. Chapter Four provides an overview of the two school districts with a description of their administrative structures, Central Office personnel, types of schools, staff numbers, and school enrollments. Chapter Five focuses on the type of Grade XII program offered in the six high schools visited and the evaluation practices currently used. The credit system, diploma require-

ments, options or electives, semester system and other aspects of the Grade XII experience are also explained. Results of teacher and student questionnaires are discussed and the reaction of a sample of Newfoundland educators is recorded. Chapter Six lists the conclusions drawn from this study and considers the implications of adoption of a Grade XII program in this province. Recommendations are also included for implementing a Grade XII program in Newfoundland.

METHODOLOGY

The method of participant observation was utilized during this internship. McCall and Simmons (1969) define participant observation as a style of research that:

. . . refers to a characteristic blend or combination of methods and techniques that is employed in studying certain types of subject matter. . . . This characteristic blend of techniques . . . involves some amount of genuinely social interaction in the field with the subjects of the study, some direct observation of relevant events, some formal and a great deal of informal interviewing, some collection of documents and artifacts, and openendedness in the direction the study takes. (p. 1)

Similarly, Schwartz and Schwartz (1969) have defined this research method as:

a process in which the observer's presence in a social situation is maintained for the purpose of scientific investigation. The observer is in a face-to-face relationship with the observed, and, by participating with them in their natural life setting he gathers data. (p. 91)

Lutz and Iannaccone (1969) offer several advantages of the participant observation method. First, questions may be modified or rejected as the research progresses. Second, the researcher is not bound to a set of preconceived ideas or hypotheses. Third, ideas may

appear irrelevant when initially recorded but may prove useful later. Finally, the researcher can observe circumstances surrounding incidents and can explain his findings.

Participant observation is a broad term in that the researcher can occupy a number of different roles; for example, participant as observer, observer as participant, and observer as non-participant. The participant as observer role requires an individual to have a role in the system he intends to study. The observer as participant role requires an outsider to assume an active role for the purpose of scientific investigation. This study utilized the observer as a non-participant role for gathering information. Consequently, the three main methods for collecting data were focused interview, document analysis and structured observations.

RESEARCH QUESTIONS

The following questions were used to gather information regarding the existing curriculum and evaluation practices in the Grade XII program in Lethbridge. Secondary attention was also focused on the organizational, guidance, and instructional dimensions of the Grade XII program under observation.

1. How is provision for various achievement levels built into the curriculum?
2. What are the local school policies for evaluating, grading, and reporting of students' progress?
3. What is the nature of evaluation practices--type of exams, assignments, activities?
4. What provision is made for local initiative in the development of curriculum offerings?

5. What is the nature of the course offerings in the areas of academic, technical, vocational and business education?
6. What specific skills, knowledge, and course objectives are the Grade XII courses intended to provide?
7. Is there a core program required for all students? What is the rationale for this core program?
8. Are the Grade XII students capable of making wise decisions as to which electives or options they choose?
9. Are Grade XII students better prepared with the extra year of schooling to pursue post-secondary studies or enter the labour market? (What has the extra year contributed to the status of the student?)
10. Are any Grade XII courses credited as being equivalent to courses offered in post-secondary institutions?
11. What constitutes the extra-curricular program in this school?
12. What percentage of students are involved in an extra-curricular program?
13. What administrative responsibilities are associated with the Grade XII program?
14. What impact does the Grade XII program have on guidance services?
15. Has the Grade XII program resulted in a higher retention rate among secondary students?

CHAPTER IV

A DESCRIPTION OF THE SCHOOL DISTRICTS IN

LETHBRIDGE, ALBERTA

This chapter provides a brief overview of the organizational structure of the Lethbridge Regional Office, the County of Lethbridge #26, and Lethbridge School District #51. Descriptions of the administrative structure, central office staff, types of schools, professional staff and school populations are also included.

THE LETHBRIDGE REGIONAL OFFICE

The Lethbridge Regional Office is a local office of the Field Services Branch of the Alberta Department of Education. It is one of five such offices in the province and serves Southern Alberta--frequently referred to as Zone 6. Other regional offices are located at Calgary--Zone 5, Red Deer--Zone 4, Edmonton--Zones 2 and 3, and Grande Prairie--Zone 1.

Each regional office has been provided with a staff comprising consultants and a regional office coordinator. In the Lethbridge Regional Office, consultants function in the following curricular and support services areas: guidance and counselling, language arts, mathematics, media and curriculum, administration, science, social studies, fine arts, and Early Childhood Services. Consultative services in areas for which there is no consultant can be obtained by making arrangements

through the coordinator of the Lethbridge Regional Office.

The Calgary Regional Office has consultants who are assigned duties in both the Calgary and Lethbridge zones. As a result, the Lethbridge Zone has ready access to additional consultants in the following areas of specialization: industrial education, physical education, school buildings, facilities, equipment and curriculum, second languages, business education, and home economics. In addition, Calgary Regional Office has attached to it consultants in special education in the areas of: mental retardation, visually impaired, and hearing handicapped.

The Lethbridge Regional Office can also call upon the services of consultants who have province-wide responsibilities in the Alberta Department of Education. Areas of specialization representative of this range of services include: intercultural education, consumer education, library, work experience, evaluation, and transportation. In addition, the Lethbridge Regional Office and the Faculty of Education, University of Lethbridge, cooperate whenever possible on joint sponsorship of activities. Individual faculty members and consultants also maintain close liaison on matters relating to curriculum, resulting in a reasonably extensive collection of new curriculum materials. Included are both print and non-print materials applicable to Alberta programs. All material is available to teachers.

Zone 6 Regional Office provides the following specific services to teachers, administrators and school boards in the field:

Assistance to individual teachers both in program development and in problem areas where assistance is required.

In-service activities in subject areas, Early Childhood Services, and in support areas such as administration, guidance and counseling, special education, library and media.

Resource personnel for staff meetings on specific or general topics.

Resource personnel at principals' meetings on specific topics related to curriculum, support services, or administration.

Resource persons at meetings of school boards or school committees in an information-giving or advisory role.

Resource persons or speakers at meetings of Home and School Associations, service clubs, and other such groups.

Resource persons or speakers at teachers' conventions, specialist council activities, workshops, institutes, Education Week activities, and graduations.

Curriculum materials library located in the Regional Office.

Personnel from the Regional Office are engaged to a large extent in the following major activities:

Assisting teachers, administrators and school boards in developing, implementing and maintaining educational programs.

Providing liaison and communication between those in the field (teachers, administrators, boards) and the various branches of the Department of Education, i.e., Curriculum, Field Services, Special Education, Planning and Research, etc.

Advising school boards and school personnel on planning, budgeting and finance.

Conducting surveys and investigations requested by school boards, school personnel and the Department of Education.

Conducting school evaluations at the request of school staffs, school boards, or as scheduled by the Department of Education.

Serving on provincial ad hoc curriculum committees or on provincial curriculum policy committees.

Figure 1 graphically illustrates the many agencies, organizations and individuals served by Lethbridge Regional Office.

Three tables of information have been made available through the Lethbridge Regional Office. These tables give a clear breakdown of the numbers and types of public and separate schools, the high school enrollment by various types of grade organizations and finally, the

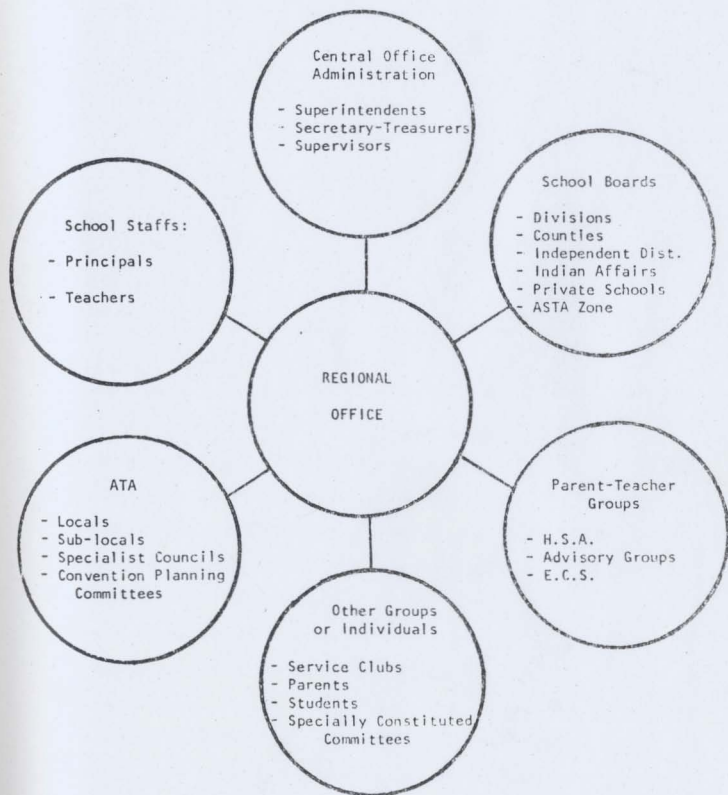


Fig. 1. Agencies, Organizations and Individuals in Zone 6 to whom the Regional Office Provides Service

Source: Lethbridge Regional Office Publications

credit offerings per grade by high school enrollment. These tables have relevance for Zone 6 which is administered by the Lethbridge Regional Office.

With reference to Table I, several observations can be made. Only five of the 90 schools have a Grade X-XII organizational pattern. Of the 38 schools offering Grade XII, there are seven different grade organizations. Fourteen of the schools include Grades I-XII and ten of the schools include Grades VII-XII. This aspect of varied grade combinations suggests that Grade XII programs are not restricted to just the large urban high schools with strictly Grades X-XII. This fact has particular significance for the Newfoundland educational system with its different types of school and grade organizational patterns.

Table II reveals that of the 38 high schools offering Grade XII, 31 schools have enrollments ranging from 51 to 500 students respectively, with varied grade combinations from I-XII to X-XII. Again, Grade XII offerings are not restricted to the large urban high schools. A large percentage of Newfoundland schools presently have organizational patterns similar to those outlined in Table II beginning with the VII-XII level. This aspect should be noted by those studying and recommending a form of Grade XII for Newfoundland high schools.

Table III provides specific data regarding the number of credit offerings in each grade, X-XII, according to the number of students enrolled in that school. It is obvious, for example, that schools with a small enrollment can offer limited courses due to restrictions in physical facilities and number of staff. By contrast, schools with larger enrollments can offer a much broader program with extra facili-

Table I

Numbers of and Types of Public and Separate Schools which
Submitted Form A: 1977-78, Zone 6*

Range of Grades in School (Junior High School)	Number of Schools	Range of Grades in School (Junior and Senior High School)	Number of Schools	Range of Grades in School (High School)	Number of Schools
1 - 7	6	1 - 11	1	10 - 12	<u>5</u>
1 - 8	8	1 - 12	14		5
1 - 9	27	4 - 12	1		
3 - 8	1	5 - 12	1		
4 - 7	1	7 - 12	10		
5 - 8	2	8 - 12	2		
5 - 9	1	9 - 12	<u>5</u>		
7 - 8	1		34		
7 - 9	<u>4</u>				
	51				
				Total	<u>90</u>

* Excludes Hutterite Colony Schools

Source: Lethbridge Regional Office Publication

Table II

High School Enrollment by Various Types of Grade Organizations
1977-78, Zone 6

Grades	Enrollment	0-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	451-500	501-550	701-750	1151-1200	1451-1500
1 - 11		1													
1 - 12		3	11												
4 - 12				1											
5 - 12			1												
7 - 12					4	1	2	1	1	0	1				
8 - 12								1	0	0	0	1			
9 - 12				1				1	1	0	1			1	
10 - 12										1	2		1		1
Totals		4	12	2	4	1	2	3	2	1	4	1	1	1	1

Source: Lethbridge Regional Office Publication

Table III

Credit Offerings Per Grade by High School Enrollment, Zone 6, 1977-78

Enrollment	<u>Credits</u>			
	Grade X	Grade XI	Grade XII	Totals
0 - 50	51, 52, 50, 53	59, 44, 32, 31	35, __, 35, 40	145, 96, 119, 124
51 - 100	67, 61, 83, 58,	73, 61, 80, 64,	60, 55, 78, 55,	200, 177, 241, 171,
	50, 51, 64, 67,	53, 58, 58, 68,	53, 50, 70, 56,	156, 159, 192, 191,
	54, 62, 54, 76	52, 60, 62, 97	45, 55, 60, 91	151, 177, 173, 264
101 - 150	71, 80	77, 98	56, 70	204, 248
151 - 200	55, 87, 89, 99	68, 100, 98, 113	65, 90, 101, 81	188, 277, 288, 293
201 - 250	96	101	111	308
251 - 300	113, 107, 100	110, 107, 94	116, 86, 75	339, 300, 280
301 - 350	105, 94	115, 133	91, 105	311, 332
351 - 400	115, 115	135, 159	113, 165	363, 439*
401 - 450	96	130	126	352
451 - 500	94, 123, 103, 125	110, 132, 106, 131	100, 136, 104, 95	304, 391, 313
501 - 550	97	117	118	332
701 - 750	125	139	145	406
1151 - 1200	128	250	250	628*
1451 - 1500	162	253	229	644*

* Includes vocational education -- 3 schools in the Zone.

Source: Lethbridge Regional Office Publication

ties, resources and professional staff. In essence, diversity and flexibility of course offerings seem restricted in the smaller high schools.

COUNTY OF LETHBRIDGE #26

The County of Lethbridge #26 was established January 1, 1964. The Board of Education for this county consists of representatives from a cross-section of towns and villages throughout the county; seven divisions are represented. Central Office staff includes the Superintendent of Schools, Assistant Superintendent of Schools, Coordinator of Special Educational Services, and a Supervisor of Industrial Arts.

The County of Lethbridge #26 is a rural school system within a radius of 55 km. of the city of Lethbridge. This system consists of 14 schools--nine elementary, four elementary-junior high-senior high school combinations, and one senior high school. Student enrollment is 1,416 in elementary school, 763 in junior high school and 779 in senior high school--for a total student population of 2,958. The professional teaching staff totals 157, in addition to the principals in each school.

LETHBRIDGE SCHOOL DISTRICT #51

Lethbridge School District #51 serves the public school supporters within the Lethbridge city limits. The governing body of this district is a Board of Trustees whose seven members are elected by city voters every three years. The administrative body for this system includes the Superintendent of Schools, Chief Executive Officer, three Directors and the Secretary-Treasurer. The present Administrative Council comprises Dr. R. P. Plaxton, Superintendent of Schools; Dr. G.

H. Bevan, Director of Curriculum; Dr. G. B. Probe, Director of Personnel and Facilities Planning; Dr. D. L. Brammer, Director of Student Services, and Mr. M. V. Crumley, Secretary-Treasurer. Within the Curriculum Department there are four Coordinators, each responsible for one of mathematics/science, fine arts, physical education and health, and humanities. Student Services Department consists of one Coordinator of Special Services and four Consultants (two psychologists, one reading, and one speech).

This school system encompasses 15 schools--two senior high, three junior high, nine elementary, and one school for the mentally handicapped. The student enrollment is as follows: senior high--2,189; junior high--2,005; and elementary--3,364. The teaching staff is comprised of 390 teachers and administrators, in addition to the Central Office staff of 17, a total of 407 professionals.

Lethbridge has been extremely progressive and innovative in Alberta education. Its model of evaluation and organization for Grade XII, along with its accreditation policies, have been recommended for adoption on a province-wide basis in Alberta.

CHAPTER V

STATEMENT OF FINDINGS

PHASE I: GRADE XII CURRICULUM AND EVALUATION

POLICIES IN LETHBRIDGE, ALBERTA

Provincial Guidelines

Alberta Education sets forth the basic policies and organizational aspects of Alberta high schools in a publication, Junior-Senior High School Handbook 1977-78. Together with the Program of Studies for Senior High Schools, these Departmental guidelines provide the essential framework within which all Alberta high schools operate. An overview of the senior high school program and its organization is offered in an attempt to provide information with which to assess the senior high school program offered in Lethbridge, Alberta.

A student may complete the high school program in three years by obtaining approximately 35 credits per year. The total credits required for a high school diploma is 100. In addition to 100 credits, the following requirements must be met:

- a. Language Arts -- a minimum of fifteen credits, five of which must be in English 10 or 13 (Grade X) and five in English 30 or 33 (Grade XII). Students usually do English in Grades X, XI and XII.
- b. Social Studies and Social Sciences -- a minimum of ten credits, five of which must be in Social Studies 10 (Grade X). A maximum of 18 credits may be earned in the Social Science options.
- c. Physical Education 10 -- a minimum of two credits (1 course).

- d. Mathematics -- a minimum of five credits with a maximum of: (i) ten credits in Grade X, and (ii) fifteen credits in Grade X and XI courses.
- e. Science -- a minimum of three credits (1 course).
- f. Grade XII courses -- English 30 or 33, plus a minimum of ten other credits at this level. (In essence, English 30 or 33 plus two other 30-level courses) (Junior-Senior High School Handbook 1977-78, p. 26)

It is particularly important to emphasize that these requirements represent the minimum requirements for an Alberta High School Diploma. They do not give a student senior matriculation standing. Entrance to universities and many other programs in post-secondary institutions requires courses beyond the minimum required for a Diploma. In fact, a large majority of students, depending upon their vocational and avocational aspirations and interests, complete a much broader program of courses and credits. A number of Alberta educators interviewed in this study expressed dissatisfaction with the minimum Diploma requirements as they presently exist. They suggested that additional credits should be included for Diploma standing. The Diploma does not necessarily guarantee admission to post-secondary educational institutions. A student has to choose a program of subjects to meet the particular entrance requirements of the different institutions.

The Credit System

The Credit System is a means of assigning credit value to courses offered in high schools. The credit assigned to a course depends upon the instructional time allotted that course. It is required that at least 25 hours per credit be assigned for purposes of instruction, examinations, and other activities directly related to the course for which

credit is granted. Thus, a five-credit course would be assigned a minimum of 125 hours; a three-credit course, a minimum of 75 hours. To earn credits attached to any course in the high school program, a student must achieve at least a "D" standing in that course. However, to proceed to the next unit of a subject, a mark of C or higher is required. The grading system currently used in Alberta is as follows:

<u>Letter Grade</u>	<u>Percentage</u>
A	80 - 100
B	65 - 79
C	50 - 64
D	40 - 49
F	1 - 39

The credit load for a student is normally limited to 40 credits in any one year, or 20 credits per semester.

The six high schools visited in this study were semestered. The Fall Semester extends from September to January, and the Spring Semester from February to June. Thus, the student who completes 20 credits per semester (four courses) is able to accumulate 120 credits over six semesters, or three years of high school, and thereby qualify for the High School Diploma. The credit system, semester system, individual timetabling and accreditation were essential components of the six high schools examined in this report.

Special Features. There are several features of the Grade XII program as offered in Lethbridge, Alberta which need to be carefully internalized at this point. Grade XII is NOT the equivalent of First Year University, nor does it offer courses which are the equivalent of courses offered in other post-secondary institutions during the first

year. Rather, Grade XII is the culminating year of a three-year senior high school program. It does NOT exist in isolation from the other senior grades. In fact, the courses taken by a Grade XII student are primarily dictated by the program he/she has been following in Grades X and XI, and in many cases, a continuation of the program offered in junior high school.

Grade XII is an integral part of the senior high school program, just as Grade XI presently is in the Newfoundland high school system. Students entering the senior high school from junior high school are carefully evaluated and given guidance as to which route or program of courses they should follow. They then choose the necessary courses to suit their particular program needs through a three-year senior high school period. It is possible, and indeed common, for Grade XII students to choose courses listed under Grade X, XI, and XII providing normal prerequisites have been obtained.

This section of the chapter will focus specifically on the intern's experiences in the six high schools visited. Each school is examined in terms of the information gathered from interviews, collected documents, observations and informal discussions.

COUNTY OF LETHBRIDGE NO. 26

Kate Andrews High School

Student enrollment at Kate Andrews High School is 442, with 161 students in Grade X, 148 students in Grade XI, and 133 students in Grade XII. The retention rate from Grade X through Grade XII is 83 percent. Total high school credits available is 352, with 125.4 hours of instruc-

tion for a five-credit course. The school has a professional staff of 26, yielding a pupil-teacher ratio of 17:1.

Much emphasis is placed on a student's future educational and vocational goals. The program of studies pursued by a student depends upon whether he/she intends to go into university, college, technical school, agricultural college, nursing, apprenticeship, or the world of work. Much effort is taken to ensure that students are familiar with the entrance requirements of all post-secondary institutions, and courses are then selected on the basis of individual student needs. Involvement and commitment of all staff members to the role of guidance was pronounced in this school.

Curriculum. Curriculum and course offerings enable most students to pursue a challenging, interesting and meaningful mix of studies. The special interests of students at Kate Andrews High School are provided for through areas, such as, art, drama, electronics, drafting, industrial arts, mechanics, foods and nutrition, fabrics and dress, psychology, sociology, merchandising, bookkeeping, typing, and data processing. In addition, there are a number of out-of-class activities which provide an outlet for special talents and interests. These include: house league sports, curling, football, basketball, track and field, driver training, yearbook, school newspaper, radio station, library work, and student government.

At Kate Andrews High School there are two basic course patterns: matriculation (university entrance) and non-matriculation. A course pattern is a series of courses taken by a student through Grades X, XI,

and XII. All programs are organized around a number of compulsory, optional, recommended, and elective courses. A student can obtain a senior matriculation standing by successfully completing English 30 and four of the following Grade XII courses: Social Studies 30, French 30, German 30, Mathematics 30, Mathematics 31, Biology 30, Chemistry 30, and Physics 30. In these five subjects, a student must obtain an average standing of at least 60 percent with a final grading of at least 50 percent in each subject. A non-matriculation diploma pattern provides the student with general education and course requirements leading to institutions and career fields other than university. Students selecting such a program may choose course work emphasizing business education, industrial arts, or academic areas.

The scope of course offerings in Grade XII is listed below:

English (2 levels)	Music
Social Studies	Physical Education
Microeconomics	Accounting
Macroeconomics	Business Machines
Mathematics (3 levels)	Office Processes
Biology	Typewriting
Chemistry	Food Science
Physics	Electricity-Electronics
French	Mechanics
German	Industrial Education
Art	Work Experience
Drama	Special Projects

Other areas of course offerings open to Grade XII students at Kate Andrews are Driver Education, Clothing and Textiles, Personal and General Psychology, General Sociology, Social Institutions, Origins of Western

Philosophy and Law. It is important to note that the majority of courses offered in the curriculum areas in Grade XII are also offered in Grades X and XI. Thus, the problem of course sequence and prerequisites is minimized to a great degree.

Evaluation. The six high schools examined in this study are accredited. That is, each high school is responsible for evaluating all its students and assigning a final grade or report for Grade XII students upon completion of their high school years. Each school subscribes to and follows the conditions stipulated by Alberta Education. The intern observed that the whole area of accountability for student achievement and evaluation was a priority concern of both administration and staff. Administrators, together with staff, formulated an evaluation policy for each school. Teachers were required to provide an outline of course content to be covered and a breakdown of the percentage values to be given to the various components of the course; quizzes, tests, classwork, projects, lab work, oral presentations, group work, independent work, term tests and final examinations. This information was filed in the main office and all students were informed at the beginning of each course as to these course requirements and the specifics of student evaluation. In essence, the evaluation policy and procedure is carefully communicated to the students and constantly monitored in an ongoing manner by department heads and administration.

Evaluation of Grade XII student achievement at Kate Andrews High School includes a variety of assessment techniques, commonly referred to as "term work." The grading system cited at the beginning of this

chapter is followed. Promotion is based solely on individual courses, not by grade. Three student evaluations are reported each semester, the last being a cumulative report of the semester's work. Final examinations are required in all Grade XII courses. These examinations are of three hours duration and are assigned 30 percent of the final mark in that particular course. For those students who feel they have been graded unfairly and unjustly by a teacher in evaluation there is an Appeals Committee. In the case of students missing assignments and examinations for reasons other than confirmed illness or compassionate leave, a "letter grade" on the basis of the individual's interim class work, or a "no grade" is recorded, as the case merits. The evaluation system at Kate Andrews High School is regarded as fair and just by both students and staff.

Chapter III of this report included a list of questions which were used in the taped interviews with principals and guidance counsellors. The purpose of the fifteen questions was to focus on specific areas of concern in the research and to solicit specific reactions to these questions. An attempt is made in the following paragraphs to highlight their reactions, beginning with question one and proceeding sequentially through question fifteen. A similar procedure is followed in the examination of the five remaining schools.

Provision for the various achievement levels is built into the curriculum through the variety of courses offered. Different levels of courses are available in English, Mathematics, Science and Social Studies, in addition to specific courses catering to the interests and abilities of different students. Courses in different subject areas

vary in credit value from two, three, four to five credits. A shop wing, industrial arts, and business education facilities are available for students with different abilities. Work experience and special projects are also provided. In many cases, students with differing abilities are given different assignments, projects and activities.

Although provision is made for local initiative in the development of curriculum offerings, Kate Andrews High follows the curriculum as prescribed by Alberta Education. A guidance counsellor remarked that in such an area as Alberta one would expect to find courses in agriculture but they are not offered. The course listing for the Grade XII program provided earlier in this chapter and the reference to the Grade X and XI programs indicates that the course offerings include academic, technical, vocational, and business education areas.

The term, core program, as it applies to required courses at the junior high school level, does not apply to the senior high school. However, Grade X students are urged to take specific subjects and then given more choice in Grade XI and XII. Educational and vocational aspirations, in addition to the entrance requirements for post-secondary institutions, dictate the courses which a student takes in high school. The attitude that students are given free license to choose whatever courses they wish is completely misleading. In fact, the opposite is true; students are given much guidance as they follow through a particular route in their studies.

As to whether the students are capable of making wise decisions in choosing electives or options, a guidance counsellor stated that like young people anywhere they need to be counselled and directed. By and

large, with the help of teachers and others, they make wise decisions. Two arguments which were put forward to support Grade XII were that the students are more mature and better prepared to enter either further educational institutions or the labour market. The Grade XII program occupied 75-80 percent of the guidance counsellor's time. The Grade XII student requires the additional time because of the school leaving factor and the information which is required to provide the proper guidance.

Grade XII courses are not credited as being the equivalent of courses offered in post-secondary institutions. However, it is possible for students to write advanced placement tests to ascertain whether they can move to a higher level course at the community colleges and the technical colleges. Grade XII students have a better foundation and preparation for university studies, but Grade XII courses are not regarded as the equivalent of first year university courses.

The major administrative responsibility of the principal in the Grade XII program is to report student results to the Student Evaluation and Data Processing Services Branch. The principal ensures that each student has completed the correct courses for his/her particular program. Thus, individual student achievement is monitored by the principal throughout Grades X, XI, and XII, as are the evaluation procedures.

Picture Butte High School

The student enrollment at Picture Butte High School is 223, with 82 students in Grade X, 66 in Grade XI, and 75 in Grade XII. The retention rate from Grade X through Grade XII is 91 percent. This school

also includes a junior high school division, housing Grades VII-IX. The total high school credits available is 308, with 130 hours of instruction for a five-credit course. The professional staff numbers 25, giving a pupil-teacher ratio of 16:1.

Curriculum. The two basic course routes at Picture Butte are matriculation and non-matriculation patterns. Grade XII students select courses which fulfill the particular pattern chosen. The intern noted emphasis given to assisting students in appraising their abilities, values and interests, thereby helping them to choose more meaningful and suitable courses. The following is a list of the Grade XII course offerings:

English (2 levels)	Physical Education
Social Studies	Accounting
World Geography	Business Foundations
Experimental Psychology	Typewriting
Mathematics (3 levels)	Clothing and Textiles
Biology	Food Science
Chemistry	Industrial Education
Physics	Work Experience
Art	Special Projects
Music	

These subject areas are also available in Grades X and XI. Provision is made for students to study areas of interest and need throughout the three-year period of high school and to choose electives in other areas during any of the six semesters. Courses are also given in Occupations (career education), Driver Education, Record-Keeping, General Sociology, and Law. Academic, business education, industrial and Diploma areas

are emphasized. For a school of its size, Picture Butte High School offers a reasonably broad program. The Industrial Arts wing of the school consists of five different laboratories. One laboratory is used to teach power, ceramics and crafts. Another is used for wood and metals--a materials oriented course. The third laboratory is essentially a graphics area. A fourth area is used to teach electricity and electronics, and the fifth area to teach drafting and electronics. The science laboratories, gymnasium section, library and business education are well-equipped.

Evaluation. Each teacher is required to present and discuss with students the general and specific objectives of each course. Course evaluation is based on these specific objectives. Students are informed of the manner in which a final grading will be established. This includes the percentage breakdown assigned to the different evaluative criteria to be used--tests, quizzes, projects, and final examinations. Emphasis is given to ongoing evaluation throughout the semester as opposed to 100 percent emphasis on final examinations. Final results are an accumulative assessment of the entire semester's work. Final exams for the Grade XII students are valued at 30 percent of the year's work.

Student progress report cards are issued at least twice before the assigning of a final grading. All subject and student marks are carefully monitored and recorded by the administrative staff. Grade XII students may appeal a final grading by meeting with the subject teacher and principal of the school or by writing a Departmental Examination

which is timetabled twice yearly in March and August. All Grade XII final grades are expressed in exact percentages. Again, promotion is based on the successful completion of subjects or courses, not on a grade basis. The general trend is for Grade X students to do Grade X courses, Grade XI students, Grade XI courses and so forth. Students realize that they are attending high school for six semesters and distribute their credit load per semester rather evenly. Cross-setting of courses is also possible, whereby a student at one grade level can take a course at a different grade level. This results in greater course flexibility.

Provision for various achievement levels is built into the curriculum through a variety of course offerings. For example, Grade XII matriculation students might take English 30, Mathematics 30 or 31, Social Studies 30, Biology 30, Chemistry 30, Physics 30, and any other subjects. Non-matriculation students might choose any of the courses on the Grade XII program. Often, they study the less difficult courses--courses other than those of matriculation standing. It is important to note that many of the courses at the Grade X and Grade XI levels are also open to Grade XII students.

Rather than development of curriculum offerings through local initiative, there was considerable modification of courses, especially in the non-academic and non-matriculation areas. This enables individual teachers to utilize their strengths and provide more flexibility. Academic areas, however, were clearly defined by Alberta Education. In this regard, Picture Butte High School adheres to the prescribed provincial curriculum. Students are required to select particular courses to

satisfy high school diploma requirements and to fulfill entrance requirements to particular post-secondary institutions.

Picture Butte High School considered itself fortunate to have Grade IX students in the same building as senior high school students. This enabled the administration to carefully assess these students and provide information regarding programs in Grade X, XI, and XII. Students seem to be fairly realistic about their abilities and achievements and choose a program of courses to meet these abilities and post-secondary aspirations. For the most part, their course selections indicate an ability to choose wisely. Further guidance is necessary for all students as they progress through senior high school. Grade XII students are regarded as socially more mature and academically better prepared to pursue future studies or to enter the labour market.

The guidance counsellor's comments regarding involvement with Grade XII students parallels statements made by his counterpart at Kate Andrews High School. Eighty percent of guidance time is devoted to Grade XII students because they are at the "jumping off point" and need information pertaining to post-secondary institutions, finances available, manpower assistance, labour force demands and so forth. The school has introduced an occupations course to try and meet the needs of students in this area. Observations of the intern, taped interviews, and analysis of the many documents made available at Picture Butte High School suggest that a fairly diversified curriculum and a sound evaluation system is provided to all students.

Noble Central High School

The senior high school student enrollment is 72, with 24 students in each of Grades X, XI, and XII, giving a 100 percent retention rate. This particular school accommodates students from Kindergarten to Grade XII in three different sections of the building. The small enrollment is reflected in the limited course offerings. Total high school credits offered is 156, with 131 hours of instruction for a five-credit course. There are ten professional staff members, giving a pupil-teacher ratio of 15:1.

Curriculum. Noble Central High School offers two course patterns, matriculation and non-matriculation. When one considers that 100 credits are necessary for students to qualify for a high school diploma, 156 credits during a three-year period does not provide much flexibility and diversity in course offerings. The small numbers enrolled and limited staff and facilities also contribute to a more restricted curriculum. The following is a list of the Grade XII course offerings:

English (2 levels)	Chemistry
Social Studies	French
Sociology	Business Foundations
Mathematics (1 level)	Work Experience
Biology	Special Projects

Other courses available at Grade X and Grade XI are Art, Physical Education, Driver Education, Law, and Typewriting. Unlike the two schools mentioned previously, Noble Central High School has a large number of students enrolled in correspondence courses available through

Alberta Correspondence School. This enables students to broaden their curriculum and choice of courses. Thus, in addition to courses offered at Noble Central High School, students are taking Mathematics, Mechanics, Physics, Drafting, Shorthand, Art, Clothing and Textiles, Accounting, Electronics, and English through correspondence courses. It is worthy of note that in instances where course offerings are restricted in a particular community and school, other avenues for studying areas of interest are open to Alberta students. Students are also involved in Special Projects, such as, Library Science, Photography, 4-H Work, Handicraft, Crocheting, Needlepoint, Quilting, Sewing, Embroidery, Knitting, and Rug Hooking--courses designed to develop individual interests and talents. Grade XII students have a list of eight core subjects and seven options to choose from at Noble Central High School.

Evaluation. At the beginning of every semester, each teacher is required to outline course content and evaluation procedures to be followed. Course objectives and evaluation procedures are provided for each student. The type of evaluation criteria to be used, essays, chapter tests, individual research, lab work, and final examinations, are clearly outlined. Students have an up-to-date account of their standing throughout the semester. The final results come as no surprise to any of the students. Though the nature of evaluation criteria used by teachers may vary, the principal must ensure that each student has been fairly and justly assessed.

In accordance with County policy, three report card dates are provided per semester. Each teacher is required to submit an Attendance

Summary Sheet together with a Summary of Grading for his respective subjects. Credit can be withheld for excessive absence. If a student is having trouble between report card dates, individual teachers notify parents and encourage a parent-teacher interview with the intent of helping the student. Students are made aware of the procedure for appealing a teacher's final grading. Briefly, the student appeals to the teacher, then the principal, and finally the Superintendent of Schools. Grade XII students can write a Departmental examination in the subject being appealed. Other evaluation guidelines regarding the system of letter grades and percentages have been cited previously and are not restated at this point. Final examinations of two-three hours duration are given in all Grade XII courses. Final grading is a cumulative report of the entire semester's work, with the final exam worth 30 percent of the evaluation.

Provision for various achievement levels is built into the curriculum primarily through the abler students choosing a matriculation program and the less able students choosing non-matriculation courses. This enables both groups of students to satisfy their academic needs and thereby experience success. Course offerings listed in the Grade XII program include more demanding academic courses along with those of less difficulty. Except for the work experience and special projects, curriculum at Noble Central High School follows the prescribed curriculum of Alberta Education.

Whether the term "core program" or "required subjects" is used, it is obvious that there is a close relation between the subject areas studied in junior high and senior high school. At Noble Central High

courses are fairly well designated once a student decides to follow the matriculation or non-matriculation program of studies. The principal opposed the suggestion that a core program for all students be extended into this senior high school because it would reduce flexibility and have all students, regardless of their interests and abilities, doing the same core subjects. Presently, students choose their programs with guidance from their parents, teachers, guidance counsellor and principal. The guidance counsellor stated that 80 percent of guidance time was devoted to helping Grade XII students in preparation for leaving high school and pursuing further studies or entering the labour market.

The main role of the principal in the Grade XII program was in timetabling courses which would enable all Grade XII students to fulfill their Diploma requirements. All final evaluations have to be carefully monitored and results recorded and forwarded to the Student Evaluation and Data Processing Services Branch, Alberta Education. Finally, the principal maintained that the high retention rate was not attributable to just the Grade XII program offered but also to the fact that society required and sanctioned it. That is, students are aware of the stigma and handicaps if they fail to complete their Grade XII. These societal expectations give the Grade XII program much credibility.

Coalhurst High School

The student population at Coalhurst High School approximates that of Noble Central High School. There are 88 students, with 31 students in Grade X, 27 in Grade XI, and 30 in Grade XII--a retention rate of 97 percent. This school accommodates students from Grades V

through XII. The total high school credits available is 171 with 133 hours of instruction for a five-credit course. There are ten professional staff members, giving a pupil-teacher ratio of 21:1.

Curriculum. Coalhurst High School provides two course patterns of matriculation and non-matriculation. Once students decide which of the two routes they will follow throughout senior high school, most of their courses will be prescribed for them. However, over the three-year period, students are allowed to choose different areas. The Grade XII course offerings include:

English (2 levels)	French
Social Studies	Physical Education
Mathematics (1 level)	Accounting
Biology	Typewriting
Chemistry	Work Experience

Other courses offered in Grades X and XI are Physics, Science (general), Art, Driver Education, Personal Psychology, General Psychology, Drama, and Law. The non-matriculation student with a problem in science could take the general science course in Grade X, likewise the second level English in any of the three grades. Mathematics is also available at a less academic level. These provisions enable most students to fulfill requirements for the High School Diploma. The only level of Mathematics in Grade XII is academic. The non-matriculation student would have fulfilled the Mathematics requirement in Grade X or XI. Assuming the other diploma requirements have been met, a non-matriculation Grade XII student has to take one of the two English courses plus any two other Grade XII level courses. A number of students also take correspondence

courses to compensate for courses not offered at the high school in areas of their interests and academic needs.

Evaluation. The Senior High School Student Evaluation Policy of Coalhurst High School contains many of the features outlined in the aforementioned County schools. Briefly, general course objectives in a given course should coincide with those listed in the curriculum guide for that course. Teachers provide an outline of their course to the principal at the beginning of each semester. Students are also given copies of the course objectives and the plans for evaluation, including mark breakdown information, number of exams, and assignments. Evaluation is carried out as part of the instructional program throughout the semester, not merely as an exercise that terminates in a course or section of a course. Students are held responsible for completion of all assignments and examinations in cases of absence and tardiness. Since students have a reasonable choice of courses and select particular courses, they are expected to assume responsibility for meeting these course standards. Course marks are cumulative results of work completed throughout the semester by means of a varied approach to evaluation and assessment. Student reports are issued three times per semester. Letter grading and percentage equivalents adhere to those cited earlier in this chapter. Similarly, Grade XII students follow the procedure for appeals of final grades as mentioned in other County schools.

Provision for different achievement levels is made through the program which the high school student chooses to study, matriculation or non-matriculation. Courses available in these two areas plus the

electives offered during the three-year period of senior high school accommodate individual interests, needs, and abilities to a great degree. At Coalhurst High School there is no access to vocational or technical courses. The principal felt that in certain cases it is not so much a problem finding suitable courses for the differing interests and abilities of the students as it is motivating students to work to their potential. Students sometimes choose courses for reasons which reflect little thinking or a carefree attitude. Curriculum offerings at Coalhurst High are those prescribed by Alberta Education. Special projects and locally developed courses, in the opinion of the principal, tended to provide latitude for teachers to engage in activities which were not sound administratively or instructionally. As a consequence, such activities were discouraged at Coalhurst High School.

The principal in this school believed that Grade XI students were too young to be leaving home and that the extra year, Grade XII, served to help them mature and become better prepared academically for either future studies or the field of work. It was emphasized that a student finishing courses in matriculation subjects in Grade XII was better prepared to study at post-secondary institutions. Similarly, a student having completed courses in the business education area would have a better foundation for pursuing a program in secretarial science at Lethbridge Community College. The two main arguments in favour of Grade XII were more maturity and being better prepared academically. Involvement of the guidance counsellor and principal with Grade XII students was similar to the involvement of their counterparts in the other County high schools.

Descriptions of the four senior high schools in the County of Lethbridge No. 26, relating to curriculum and evaluation practices and policies, should have significance for Newfoundland high schools with comparable student populations, organizational patterns, facilities, and staff.

LETHBRIDGE SCHOOL DISTRICT NO. 51

Prior to examining the curriculum and evaluation practices at Winston Churchill High School and Lethbridge Collegiate Institute, it is necessary to examine two concepts of paramount importance. These two concepts are O.B.E. (Objectives-Based-Education) and Accreditation. Brief reference is provided in the following section and a more detailed account included in Appendix C and D of this report.

In a pamphlet prepared especially for parents by Lethbridge School District No. 51, O.B.E. is defined as a system of learning in which each student is expected to master a basic set (core) of knowledge and skills. This core of knowledge and skills is spelled out in clearly understood statements called objectives.

When provincial departmental exams were discontinued in 1973, school districts were held solely responsible for the education of their students. With the teachers in each school district in Alberta setting and marking their own final exams, it became difficult for colleges and universities to judge what each student knew and how well he knew it. It became apparent that final marks did not mean the same thing from district to district. Consequently, the Minister of Education required each school district to develop a "fair and just" evaluation system for

its students. In response, Lethbridge School District No. 51 felt that the minister's requirement would be met if all students in the district were to learn the same core material at the same standard of achievement. Thus, in 1974, after detailed study, the Board adopted and began phasing in an Objectives-Based-Education System. By September 1979, the four core subjects (Language Arts, Mathematics, Social Studies and Science) will be operating under O.B.E. in Grades I-XII throughout the system.

It is important to note that planning for O.B.E. began as early as 1972-73. When it was introduced in 1974, a five-year phase-in plan was carefully assigned to coordinate the changes. Tremendous effort was expended in formulating the O.B.E. system and still further expertise was required to implement such a system throughout the district. The reader is asked to refer to Appendix C for additional information regarding O.B.E.

Under O.B.E., a child is guaranteed a minimum basic standard of education. The child will not fall behind in a subject area due to inadequate preparation at the preceding level. With the success achieved under O.B.E., a child should develop a more positive attitude towards education. Finally, a child's realistic expectation for his own success will be enhanced and this should help him to fulfill his academic potential.

By definition, accreditation is the practice of determining a student's final standing in the various courses which make up the prescribed Program of Studies, without reference to external examinations originating with Alberta Education. In return for the privilege of accreditation, each school system is required by the Minister to:

1. Establish a fair and just way of evaluating student achievement.
2. Have evaluations made by qualified teachers and approved by the Superintendent of Schools.
3. Submit marks assigned for matriculation subjects to Alberta Education for approval at a time and in a manner prescribed by the Director of Student Evaluation and Data Processing.
4. Make known to all students the scores obtained by them on matriculation subjects so that they may write Grade XII Departmental Examinations if they so desire. (Lethbridge School District No. 51, 1978, p. 1)

Accreditation permits a school system to design its own evaluation procedures. Course content continues to be prescribed by the Minister of Education. Accreditation is a general condition which applies to the entire school system and not to individual schools or teachers. In addition, all subjects and all grades are covered and not just Grade XII matriculation courses.

A detailed outline of the Lethbridge School District No. 51 "accreditation and local autonomy" policy is provided in Appendix D. Particular reference is made to policy, evaluation procedures, reporting student achievement, final examinations, evaluation appeals and the concept of "fair and just" evaluation.

Winston Churchill High School

Student enrollment at Winston Churchill High totals 748, with 214 students in Grade X, 210 in Grade XI, and 313 in Grade XII. The retention rate from Grade X through Grade XII is close to 100 percent. The school is exclusively a Grade X to Grade XII system. Total high school credits offered is 414, with 125 hours of instruction for a five-credit course. Professional staff totals 34, resulting in a teacher-pupil ratio of 22:1. Several administrative and organizational aspects

of Winston Churchill High School require explanation before proceeding to examine the curriculum and evaluation procedures of the school.

The program of the school is designed to meet the individual needs of students. It is characterized by one-to-one relationships and small group activities designed to encourage initiative and responsibility among students. *Individualized instruction* subject requirements and credit arrangements are the same as for all other high schools in Alberta. The program, however, reflects a fundamental belief that individual students have different abilities and needs. To cater to these differences, the school offers an approach that exemplifies the philosophy of *continuous progress* education. The key variable in this approach is time, not academic grades. Students are thereby given an opportunity to progress at their own reasonable rate and to learn in a manner appropriate to them.

All subjects have *required classes* but as long as the student is displaying reasonable progress, he has considerable choice as to where he spends his *independent study* time. The content of each subject is prescribed in the form of a number of units, referred to as learning guides. Most learning guides allow students to choose how they learn. Some students may prefer to do prescribed readings and others may choose to learn from available audiovisual materials available. In all cases, learning materials are supplemented by individual teacher help, small group tutorials and large group lectures.

Students are able to begin course work on any day of the school year. There are no fixed entry dates for new students. Students coming from another high school are evaluated by pre-testing and an appraisal

of their previous work as well as their progress reports and records. Work completed at another institution is matched to the student's program outline and the appropriate credit is given. Care is taken to ensure that supervision is maintained until the student has adjusted to the idea of individualized self-directed study and the responsibility it entails.

All courses consist of two main sections, CORE and QUEST. CORE is the compulsory section of a course and consists of the most important principles, concepts and skills prescribed by the Department of Education. Students are required to achieve a minimum score of 80 percent on all tests, assignments and projects related to CORE. CORE is that portion of a course that a student "must know" in order to advance to a higher level course. QUEST is the optional student-initiated part of each course. By attempting QUEST a student may spend up to one-fifth of his time and earn up to 20 percent of his final mark for the subject by pursuing some course-related project which is of special interest to him.

A 'B' mark is awarded to all students who successfully completed CORE with 80 percent standing on all tests and assignments. An 'A' mark is gained by those students who successfully complete QUEST in addition to CORE. In order to achieve such a high standard on tests and assignments, some students may have to spend a longer than usual amount of time on the unit. Although some students may take longer, they often achieve a higher level of understanding.

An attitude which permeates the school's thinking is that students should be given the opportunity to mature and learn to act in a

responsible manner. Students are given considerable independence and are permitted a great deal of choice. However, along with this choice there are certain commitments to the course of action chosen. When students make reasonable commitments to themselves and others, and fulfill these commitments, they act responsibly. Students who do not meet their commitments must accept the consequences of their actions and, hopefully, will soon become more responsible. At Winston Churchill High School, students are given a great deal of help with this adjustment.

An Advisor System helps provide guidance for students in learning responsible behaviour. All students, upon entering the school, are assigned a teacher-advisor. This advisor helps students establish short-term and long-term goals, helps the student choose his program, monitors the student's progress and attendance on a daily basis, and serves as a main communication link between home and school. Each student schedules a weekly meeting (15-20 minutes) with his advisor. In short, the advisor is the student's counsellor and friend, but also the student's conscience when commitments go unfulfilled. This relationship between advisor and student is a close and important one, and the advisor system is probably the most crucial factor in the successful operation of a school such as Winston Churchill High School.

The school has a very extensive co-curricular program to facilitate the social and physical development of each individual student. Every teacher typically sponsors at least one activity. Consequently, the school offers over 40 different team or club opportunities. Activities are grouped into four categories: major athletic teams, minor

athletic activities, non-athletic clubs and miscellaneous school activities.

It is obvious that for a school to provide individualized instruction, extra staff is a necessity. The many monitoring, clerical and supervisory demands at Winston Churchill High School are efficiently handled with the assistance of four full-time para-professional staff in each of the Learning Centers: Social Studies, Language/Fine Arts, Mathematics/Science, and Applied Arts. In addition, there are full-time personnel in the Printing/Testing Center, a library aide, a cafeteria manageress and a media technician.

Curriculum. Each program of study taken by students has different objectives and different course requirements. Students at Winston Churchill High School do NOT select a program until the second semester of their first year. A common first year is provided so that all students have an opportunity to determine interests and needs. When the final program choices are made, each student will have the necessary prerequisites for the courses in that program. After the first year of high school, students follow a program of studies in the matriculation, general academic, business education, or technical-vocational areas. The particular courses, options, and requirements for each of these four areas is carefully articulated by administration so that students are well-informed and make correct course selections.

The Grade XII course offerings at Winston Churchill High School are as follows:

English (2 levels)
 Social Studies
 Economics
 Mathematics (3 levels)
 Biology
 Chemistry
 Physics (2 levels)
 French
 Art (2 levels)
 Drama
 Music (2 levels)
 Physical Education

Accounting
 Business Machines
 Office Procedures
 Shorthand
 Typewriting
 Clothing and Textiles
 Food Science
 Modern Living
 Industrial Education
 Work Experience
 Special Projects

In addition to these Grade XII offerings, students can take courses at the Grade XI level as well. These courses include Communications, Comparative Government, Personal Psychology, General Psychology, General Sociology, Sociological Institutions, and Law. Further flexibility and diversity is provided by the fact that a three-year time period enables students to pursue courses at any time--one, two, or three years. That is, the areas of study are available in Grades X, XI, and XII. Individualized instruction and learning, as well as continuous progress, makes it possible for students to study courses most suited to needs, interests and abilities.

Each course is organized into units or learning guides. Each learning guide contains a rationale, a list of the resource materials including references (available in the school), the objectives of the unit, self-tests and unit tests. When students have finished the requirements of any unit, they then go to the "Testing Center" where one of a battery of tests on that particular unit is administered. Upon successfully writing the test, the student then proceeds to the next

unit until all course work is completed. All relevant learning guides are contained in the particular Learning Centres as mentioned previously-- Social Studies, Language/Fine Arts, Mathematics/Science, and Applied Arts. Thus, a student works through the learning guide of a particular subject with the assistance of para-professionals in the learning centres, library, audio-visual resource centre, the subject teacher and the teacher-advisor. Though it seems complicated, the system is extremely well-coordinated and carefully administered at this school.

A common reaction of the uninformed to the educational system at Winston Churchill High School, in terms of its organization and innovative practices, is "It must be total chaos!" The principal, openly admits that in the initial stages of implementation (the first two years) there were many problems. However, after five years of perseverance and dedication, the majority of difficulties first experienced have been rectified. At present, the whole system is working exceptionally well. This is attributed to total commitment of the staff who believed in the system and made it work. It is particularly noteworthy that the changes implemented at Winston Churchill High School, like those at the District level with O.B.E. implementation, have involved five years and more to be developed, accepted, and integrated into an effective educational system.

Evaluation. As would be expected in a school which emphasizes the individualized approach to education, an elaborate and carefully monitored evaluation system is evident at Winston Churchill High School. Each teacher for every course taught has to outline the evaluation

format which is to be used in assessing student progress--the number and value of assignments, essays, quizzes, projects, tests, final examination, and QUEST. A breakdown of the possible final mark is always clarified. Each student is given a copy of this evaluation format at the beginning of the course.

In addition to accreditation and O.B.E. guidelines cited earlier in this chapter, Winston Churchill High School provides an evaluation guideline for Grades X and XI O.B.E. courses (Mathematics, English, Social Studies, and Science) and Grade XII O.B.E. courses, as well as a specific evaluation guideline for all other courses. This system is further divided into matriculation courses and diploma courses for evaluation purposes. Senior matriculation students are given a minimum of three cumulative (unit) tests, not including the final examination. Diploma courses require at least one cumulative test in addition to the final examination.

The final examination for matriculation courses must be two to three hours in length. This examination tests all sections of the course and is based upon the O.B.E. outline. This examination accounts for 30 percent of the total marks for that course. Total marks allotted for cumulative tests and final examinations does not exceed 60 percent of the total marks in a given course. Diploma courses have a final examination time allotment of one hour which accounts for 10-20 percent of the final grade. Total marks allotted for cumulative tests do not exceed 40 percent of the total marks for any course. Basically, evaluation criteria for matriculation courses are more demanding than those for diploma courses. All other courses follow a modified version of

the evaluative criteria stated earlier in this chapter.

A final commentary on evaluation at Winston Churchill High School is the fact that each student is monitored on a daily, weekly and semester basis. The many forms utilized by the school to report student achievement require the complete cooperation of all staff--teachers, para-professionals, aides, principal, clerical staff, and students. The entire evaluation program is clearly articulated to students, staff, and parents. Report cards are issued twice each semester. Accountability for student assessment and evaluation is not a problem at Winston Churchill High School.

Although provision is made for local initiative in development of curriculum offerings, curriculum at Winston Churchill High School adheres to the prescribed courses of Alberta Education. Students are provided a strong foundation in Grade X through a common course program. Grade XI courses are selected according to the program the individual chooses to enter--matriculation, general academic, business education, or technical-vocational. Administration stresses the importance of focusing on the entrance of Grade IX students from other schools to Grade X. Here, it is essential to provide a strong basis for students who will be moving into individualized instruction and course selection to a greater degree in Grades XI and XII. Depending on which program a student chooses, he/she takes required courses complemented by a choice of electives.

The principal explained that Grade XII courses are not credited as being the equivalent of courses offered at post-secondary institutions. However, in the process of following the careers of graduates,

it was noted that those who completed the matriculation program in Grade XII courses did quite well at university and other institutions. Likewise, those students who followed the business education program did equally well in secretarial science at Lethbridge Community College. In essence, the extra year of high school, Grade XII, contributed to the students being better prepared in terms of their maturity and their educational background to pursue further studies or enter the labour market.

Lethbridge Collegiate Institute

The largest of the six high schools visited, Lethbridge Collegiate Institute (L.C.I.) has a student enrollment of 1,455, with 491 Grade X students, 494 Grade XI students, and 457 Grade XII students. The retention rate is 93 percent from Grade X to Grade XII. Total high school credits available is 644, with 125 hours of instruction for a five-credit course. The school has a staff of 72, giving a pupil-teacher ratio of 20:1.

The concepts of O.B.E. and Accreditation cited earlier in this chapter apply to L.C.I. as well. However, the administrative, organizational and instructional procedures are unlike those of Winston Churchill High School. L.C.I. exemplifies the traditional senior high school in its overall structure and philosophy. It must be emphasized that L.C.I. maintains a high quality of education and excellence in its curriculum offerings. There is a difference in the two senior high schools in their philosophies and organization but the end result of educational quality is achieved by both schools. Unlike Winston

Churchill High School, L.C.I. is a "comprehensive high school" with extremely modern and well-equipped vocational-technical shops.

Students at L.C.I. can follow four program routes through the high school. Those who plan to enter university take the matriculation or academic route. A general, unspecialized education is available to those who are undecided about their future vocations. For those students who intend to seek employment in trades, to attend S.A.I.T. and N.A.I.T. (Southern and Northern Alberta Institutes of Technology), Lethbridge Community College, or apprenticeship programs, there is a technical-vocational route. Finally, students intending to seek employment in office occupations or to further their studies at business schools can follow the commercial-business education route. The bases for selection of a particular route are capacity, interest, aptitude, and financial resources of students. All courses taken by a student are dictated by the chosen route.

Requirements for the High School Diploma and Matriculation standing have been provided earlier in this chapter. Students are given much guidance, especially incoming Grade IX students, at the beginning of each semester and in an ongoing process throughout the three-year high school period. Each year the school newspaper, The Collegian, publishes a course calendar produced by department heads, counsellors, administration, and Collegian staff. This calendar sets forth highlights of each course offered at L.C.I. The principal emphasizes that if a good foundation is established in Grade X, many options will be opened for Grades XI and XII. The student need not plan his or her program down to its final detail but should consider follow-up courses

and the number of credits he or she wishes to accumulate in high school. Each course taken in high school has assigned to it a value. One credit represents 40 minutes of instruction time per week. A course assigned five credits involves approximately 200 minutes of class time every week throughout the school year, or 400 minutes per semester period. To earn credits in any course, a student must achieve a 'D' (40 percent) standing. With reasonable effort, students can complete several courses and earn 35-40 credits per year, or 18-20 credits per semester. A student must achieve a 50 percent standing in a course to proceed to the next higher unit of the same subject.

Curriculum. Course offerings at L.C.I. provide a great deal of diversity. The Grade XII program of courses includes the following:

English (2 levels)	Business Machines
Social Studies	Office Procedures
World Geography	Shorthand
Experimental Psychology	Typing
Applied Sociology	Food Science
Mathematics (3 levels)	Autobody (different units)
Biology	Automotives (different units)
Chemistry (2 levels)	Beauty Culture (different units)
Physics (2 levels)	Building Construction (different units)
French	Drafting (different units)
German	Electronics (different units)
Art	Machine Shop (different units)
Drama	Work Experience
Music	Special Projects
Physical Education	
Accounting	

In addition to these Grade XII courses, students can also choose courses in Grade X and Grade XI areas. Other courses available include Science (General), Driver Education, Business Foundations, Clothing and Textiles, Industrial Education, Mechanics, Modern Living, Literature, Personal Psychology, General Psychology, General Sociology, Sociological Institutions, Law, Business Procedures, and Data Processing. It is particularly significant to note that the majority of subject areas offered in Grade XII are also available in Grades X and XI. Thus, a student following any of the four routes described earlier can take courses to fulfill program requirements, as well as electives which suit his/her interests. Emphasis given to guidance by all staff members at L.C.I. clearly outlines the sequence of courses for any route or program of studies chosen by a student. For example, business education is further broken down into accounting, computing science, merchandising, clerical and secretarial components. Industrial education includes autobody, automechanics, automotives, beauty culture, building construction, drafting, electronics, machine shop, materials, visual communications, and work experience. The home economics area includes clothing and textiles, modern living, and food science. Different programs are carefully articulated. Tremendous flexibility and latitude is possible once the students have the foundation courses completed in Grade X.

Provision is made for students to receive high school credit for planning and carrying out special projects of an educational nature. These projects require 125 hours of work and are carefully monitored by a teacher sponsor. Copies of several special projects were obtained and studied carefully by the researcher. Guidelines are clearly set forth

for each special project. Every project guideline includes a rationale, specific objectives, activities to be carried out, evaluation procedure to be used, resources which are available, time involved, and the mark contracted (number of credits). For instance, a student having studied Clothing and Textiles could undertake a special project in this area involving research into fabrics, mastering sewing skills and making five garments. A student having studied sociology and psychology could undertake a special project dealing with research into the areas of drinking, smoking, and drugs. Visitations would be made to various institutions and, together with research, a report would be submitted to a teacher sponsor. Girls interested in pursuing a career in nursing can undertake special projects requiring their working in a hospital or nursing home in addition to researching particular facets of this work. Generally, special projects are extensions of another area of the curriculum which provide students with the necessary background and preparation to benefit from the project.

Diversity in academic and class activities is paralleled by the broad extra-curricular program. These clubs and activities have been established in the L.C.I. to meet student needs by creating situations in which he/she can gain opportunities to practise self-expression and leadership, to gain recognition, and to acquire social confidence. The following list gives some idea of the artistic, recreational and athletic fields open to students at L.C.I.

Archery
Audio-Visual Club
Badminton
Basketball

Gymnastics
Indoor Hockey
I.S.C.F.
Junior Red Cross

Bowling	Key Club
Cheerleaders	L.C.I. Band
Chess Club	Pep Club
The Collegian	Photography
Cross-Country	Music
Curling	Slide Rule
Current Events	Softball
Debating	Student's Council
Drama	Swimming
Drill Team	Track and Field
Electronics	Trampoline
Floor Hockey	Tumbling
Football	Volleyball
French Club	Weightlifting
German Club	Year Book
Glee Club	Wrestling
Golf	

Evaluation. All teachers are responsible for submitting to the administration an outline of each course together with an explanation of the evaluation procedures to be used in assessing student achievement. The nature and number of tests, quizzes, projects, essays and final examinations to be given is also discussed with the students. The intention is to produce both accountability and credibility in the evaluation system. Throughout each semester, students are assessed using a variety of evaluative methods in an ongoing process. Students are aware of their progress on a day-to-day, week-by-week basis. Final results therefore come as no surprise to any student. These final marks are based on cumulative results of the entire semester, including final examinations administered in January and June.

The evaluation guidelines for L.C.I. are set forth by the School Board's policy on accreditation. Evaluation procedures vary from subject area to subject area but, in general, adhere to the Board's overall policy. In the non-matriculation areas of course offerings final comprehensive examinations have not been given. However, a new Board policy is that comprehensive final examinations will be given in all courses. Multiple-choice and objective examinations will not be acceptable for final examinations. It is important to note that all evaluation results are sent to the Student Evaluation and Data Processing Services Branch in Edmonton. In cases where students do not meet the requirements, the computer indicates an inaccuracy in required courses. A complete high school achievement record has to be validated before the Diploma is issued to Grade XII students.

Reports are sent to parents at the end of each semester. An interim report is also sent to parents at mid-semester to monitor students' progress and identify potential problems. Every student has the right to appeal his final standing in a subject if he feels he has a legitimate reason. As a general rule, this appeal is made in writing to the principal within two weeks of the end of a semester. The written appeal outlines the reasons for the request and the principal takes the necessary steps to review the original evaluation. A student is notified within two weeks of the principal's decision. This evaluation system seemed very effective, as well as fair and just to all students.

At L.C.I., several courses have been developed for weaker students in science, mathematics and social studies. These courses were developed locally at L.C.I. and submitted to Alberta Education for

approval. Other programs subscribe to the curriculum guidelines laid down by the Department of Education. Each student is required to complete 35-40 compulsory credits of the 100 credits needed for a Diploma. Five courses are compulsory at the Grade X level and the others in Grades XI and XII. Both the principal and guidance counsellor indicated that after junior high school, students are capable of choosing particular courses of interest to them. These educators were opposed to prescribing which courses students should take in senior high school. The principal suggested that the high retention rate in this school could be attributed to the diverse program and options available to the students. A second factor was the realization by students that opportunity for employment is enhanced with the Grade XII high school diploma. In essence, educational aspirations of students is dictated by societal expectations. Both the principal and guidance counsellor cited two factors--more maturity and better academic preparation--as products of this extra year of high school.

ANALYSIS OF QUESTIONNAIRES

The purpose in administering questionnaires was to ascertain specific opinions of Grade XII students and teachers regarding certain aspects of the Grade XII program offered in each school. Questionnaire results are not subjected to rigorous statistical analysis. These results are depicted in tabular form (Tables 5, 6, 7, and 8). A demographic table of student and teacher populations for each participating school is also included (Table 1). Student and teacher questionnaire results are reported independently. Results from the county and city

Table 4
Demographic Information on Study Population
Relative to Participating Schools

Participating Schools	Students N	Teachers N
Kate Andrews High	43	13
Picture Butte High	33	-
Noble Central High	17	6
Coalhurst High	27	5
Winston Churchill High	43	20
Lethbridge Collegiate Institute	<u>70</u>	<u>28</u>
Total	233	72

schools are treated collectively. In Tables 6 and 8, response columns of the Likert scale are collapsed to represent combined disagreement and agreement of respondents. Copies of student and teacher questionnaires are included in Appendix A and B of this report. All Grade XII subject teachers were asked to complete the teacher questionnaire. Teacher questionnaires were unavailable from Picture Butte High.

Teacher Perceptions of Grade XII in
Lethbridge, Alberta

Tables 5 and 6 include the results of teacher opinions of Grade XII. Teachers agreed strongly that the variety and content of Grade XII course offerings was satisfactory (responses of 96.0 and 83.0 percent respectively). Approximately one-half of the teachers (54.0 percent) felt that accreditation had resulted in greater demands on their teaching and evaluation. Almost 75.0 percent of the teachers were satisfied with the current evaluation procedures used for Grade XII

Table 5
Frequency Distribution of Teacher Questionnaire Results

Decision-Making Area	Disagree Strongly		Disagree		Undecided		Agree		Agree Strongly		Total
	N	%	N	%	N	%	N	%	N	%	
The variety of course offerings is satisfactory			3	4.0			54	75.0	15	21.0	72
The content of course offerings is satisfactory	2	2.0	5	7.0	5	7.0	54	75.0	6	8.0	72
Accreditation has resulted in greater demands on teachers			12	17.0	21	29.0	23	32.0	16	22.0	72
The evaluation procedures used for Grade XII are adequate	2	2.0	10	14.0	7	10.0	44	61.0	9	13.0	72
The guidance services are adequate	1	1.0	2	2.0	8	11.0	44	61.0	17	24.0	72
The school attendance of Grade XII students is not a problem	2	2.0	10	14.0	11	15.0	41	57.0	8	11.0	72
Special qualifications should be required for teaching Grade XII courses	3	4.0	19	26.0	13	18.0	26	36.0	11	15.0	72
All Grade XII students should be required to take a core of subjects	3	4.0	10	14.0	9	13.0	41	57.0	9	13.0	72
The library and resource centre facilities are adequate	2	2.0	7	10.0	9	13.0	49	68.0	6	8.0	72
There is a significant difference in the skills mastered, knowledge acquired, and maturity attained between Grade XII and Grade XI			5	7.0	8	11.0	38	53.0	21	29.0	72

Table 6

Frequency Distribution of Teacher Questionnaire Results
(collapsed tables)

Decision-Making Area	Disagreement		Undecided		Agreement		Total N
	N	%	N	%	N	%	
The variety of course offerings is satisfactory	3	4.0			69	96.0	72
The content of course offerings is satisfactory	7	9.0	5	8.0	60	83.0	72
Accreditation has resulted in greater demands on teachers	12	17.0	21	29.0	39	54.0	72
The evaluation procedures used for Grade XII are adequate	12	16.0	7	10.0	53	74.0	72
The guidance services are adequate	3	3.0	8	12.0	61	85.0	72
The school attendance of Grade XII students is not a problem	12	16.0	11	16.0	49	68.0	72
Special qualifications should be required for teaching Grade XII courses	22	30.0	13	18.0	37	52.0	72
All Grade XII students should be required to take a core of subjects	13	18.0	9	12.0	50	70.0	72
The library and resource centre facilities are adequate	9	12.0	9	12.0	55	76.0	72
There is a significant difference in the skills mastered, knowledge acquired, and maturity attained between Grade XII and Grade XI	5	7.0	8	11.0	59	82.0	72

students. Eighty-five percent of the teachers reported that guidance services were quite satisfactory. School attendance for Grade XII students was viewed as a problem by 16.0-20.0 percent of the teachers. Thirty percent of the teachers disagreed that special qualifications should be required for teaching Grade XII courses, except that teachers need training and qualifications in their area of specialization (95.0 percent of the teachers surveyed held a Bachelor's degree). Seventy percent of the teachers supported the view that Grade XII students should be required to take a core of subjects. Library and resource centre facilities were regarded as adequate by 76 percent of the teachers. Eighty-two percent of the teachers maintained that there was a significant difference in the skills mastered, knowledge acquired, and maturity attained between Grade XII and Grade XI students. Interestingly, in seven parallel areas of the student and teacher questionnaires, teacher respondents recorded higher agreement results in all seven areas than did students.

Student Perceptions of Grade XII in Lethbridge, Alberta

Large Grade XII enrollments in four of the six high schools dictated that samples be used. Consequently, the researcher randomly selected from the Grade XII student lists the number desired for questionnaire purposes.

Tables 7 and 8 contain the results of student opinions of Grade XII. Seventy-five percent of the students were satisfied with the variety and quality of course offerings, choice of subjects, and guidance services available. Adequate library and resource centre facili-

Table 7

Frequency Distribution of Student Questionnaire Results

Decision-Making Area	Disagree Strongly		Disagree		Undecided		Agree		Agree Strongly		Total N
	N	%	N	%	N	%	N	%	N	%	
The variety of course offerings is satisfactory	5	2.0	36	15.0	15	6.0	158	68.0	19	8.0	233
The quality (instruction and/or content) of course offerings is satisfactory	4	2.0	21	9.0	35	15.0	156	67.0	15	6.0	233
The choice as to the subjects to take is satisfactory	4	2.0	20	9.0	36	15.0	150	64.0	23	10.0	233
The guidance services available are adequate	5	2.0	12	5.0	43	18.0	125	54.0	48	21.0	233
The library and resource centre facilities available are adequate	9	4.0	39	17.0	40	17.0	119	51.0	26	11.0	233
The extracurricular activities are adequate	12	5.0	34	15.0	41	18.0	108	46.0	38	16.0	233
The evaluation procedures for Grade XII students are satisfactory	4	2.0	13	6.0	67	29.0	138	59.0	11	5.0	233
All Grade XII students should be required to take a core of subjects	25	11.0	57	24.0	34	15.0	84	36.0	33	14.0	233
There is a significant difference in the skills mastered, knowledge acquired, and maturity attained between Grade XII and Grade XI	3	1.0	21	9.0	47	20.0	99	42.0	63	27.0	233

Table 8

Frequency Distribution of Student Questionnaire Results
(collapsed tables)

Decision-Making Area	Disagreement		Undecided		Agreement		Total N
	N	%	N	%	N	%	
The variety of course offerings is satisfactory	41	18.0	15	6.0	177	76.0	233
The quality (instruction and/or content) of course offerings is satisfactory	25	11.0	35	16.0	171	73.0	233
The choice as to the subjects to take is satisfactory	24	11.0	36	15.0	173	74.0	233
The guidance services available are adequate	17	7.0	43	18.0	173	75.0	233
The library and resource centre facilities available are adequate	48	21.0	40	17.0	145	62.0	233
The extracurricular activities are adequate	46	20.0	41	18.0	146	62.0	233
The evaluation procedures for Grade XII students are satisfactory	17	7.0	67	29.0	149	64.0	233
All Grade XII students should be required to take a core of subjects	82	35.0	34	15.0	117	50.0	233
There is a significant difference in the skills mastered, knowledge acquired, and maturity attained between Grade XII and Grade XI	24	10.0	47	21.0	162	69.0	233

ties were supported by 62 percent of the students (more of a problem in the smaller high schools). Similarly, 62 percent of students expressed the view that extracurricular activities were adequate (bussing is a problem in the county schools). Sixty-four percent of students (10 percent less than the teachers) were satisfied with Grade XII evaluation procedures. Many students stated that too much emphasis was placed on final examinations in comparison to semester work. Students strongly opposed having to take a required core of subjects; only 50 percent of the students agreed with this statement. Students felt that having a core of required subjects, as is the case in junior high school, would only serve to eliminate the present diversity and flexibility of the senior high school, in particular Grade XII. As to whether there is a significant difference in skills mastered, knowledge acquired and maturity attained between Grade XII and Grade XI students, 70 percent of the students felt that there was, while 20 percent were undecided. Generally, the students perceived the current Grade XII program in a positive manner. Although there is a slight difference in the percentage results between student and teacher questionnaires, there seems to be a strong positive correlation in the patterns of agreement and disagreement. Essentially, both students and teachers supported the present Grade XII program, but in different degrees.

PHASE II: NEWFOUNDLAND EDUCATORS' PERCEPTIONS OF GRADE XII

The major purpose of this research phase was to communicate to a sample of Newfoundland educators the findings regarding the Grade XII

program in Lethbridge, Alberta, and to obtain their views concerning the form of Grade XII Newfoundland high schools should implement and what implications the adoption of a Grade XII program would have for the Newfoundland system of education. More specifically, Newfoundland educators were asked to respond to the following questions:

1. What are your reactions to adding another year of high school at the Grade XII level?
2. If you agree with the addition of another year, what purposes should it serve and what form should it take?
3. What implications would Grade XII have for teacher education?
4. What implications would Grade XII have for educational facilities?
5. What implications would Grade XII have for post-secondary education?

Those educators interviewed included:

- Mr. Cyril McCormick, Assistant Deputy Minister of Education, Department of Education, St. John's, Newfoundland.
- Mr. D. Gill, Assistant Dean, Junior Studies, Memorial University, St. John's, Newfoundland.
- Mr. P. Byrne, Assistant Dean, Junior Studies, Memorial University, St. John's, Newfoundland.
- Dr. C. R. Barrett, President, College of Fisheries and Navigation, St. John's, Newfoundland.
- Mr. R. B. Butler, Vice President, College of Fisheries and Navigation, St. John's, Newfoundland.
- Mr. K. Duggan, President, College of Trades and Technology, St. John's, Newfoundland.
- Mr. T. LaFosse, President, Newfoundland Teachers' Association, St. John's, Newfoundland.
- Mr. F. J. Kearsey, Executive Officer, Catholic Education Committee, St. John's, Newfoundland.
- Pastor G. Shaw, Executive Secretary, Pentecostal Education Committee, St. John's, Newfoundland.

Brother A. F. Brennan, Superintendent, St. John's Roman Catholic School Board, St. John's, Newfoundland.

Mr. N. Kelland, Superintendent, Avalon Consolidated School Board, St. John's, Newfoundland.

Father J. Trainor, Principal, Gonzaga Regional High School, St. John's, Newfoundland.

Sister Patricia March, Principal, Holy Heart of Mary Regional High School, St. John's, Newfoundland.

Mr. R. Tilley, Principal, Bishop's College, St. John's, Newfoundland.

Mr. G. Ryan, Principal, Mount Pearl Central High School, Mount Pearl, Newfoundland.

An important aspect of this phase was communicating the data gathered on Grade XII in Lethbridge, Alberta to these educators. Much of the material brought back from Alberta was made available to these educators for examination. In addition, lengthy discussions were held to clarify areas of particular concern to each educator. Specific responses of these educators to the five questions stated earlier are recorded and provide a valuable dimension to this study. Each question is considered independently in terms of the reactions given by these educators. An attempt is made to present the responses as they were recorded during the interviews.

Question 1. *What are your reactions to adding another year of high school at the Grade XII level?*

All educators supported the implementation of a Grade XII program in Newfoundland high schools. A variety of reasons were given for this unified position. Included was the fact that the extra year would enable educators to spread out the present curriculum, add variety, and

examine subject areas in more depth than at present. It would also make provision for introducing new courses to the curriculum because of the additional time available. Pre-vocational courses could be built into the curriculum if more time was provided during the senior high school years. Presently, time limitations dictate that emphasis be given only to the academic areas.

One educator maintained that an assessment and re-examination of what is already available in Newfoundland high schools would have to be completed first and on that basis new curriculum offerings added throughout the senior high school, including Grade XII. An additional year should provide more options and electives to accommodate individual student differences. Another viewpoint was that an extra year of high school would result in students remaining at home and receiving further education in their community, rather than leaving a year earlier to attend other institutions--resulting in concomitant financial, social, and personal implications. One educator was adamant that Grade XII not become the equivalent of first year university. The addition of Grade XII was viewed as an opportunity to provide diversity and flexibility throughout the senior high school curriculum, not just in Grade XII. Grade XII would not operate in isolation to the senior high school program but serve as the culminating year of an integrated, coordinated high school education.

Several educators of post-secondary institutions gave conditional support to Grade XII. They perceived their institutions remaining as they are and changes being made in Grades XII, XI, X, and IX (in that order) to complement courses offered at their post-secondary institu-

tions. Elsewhere in Canada post-secondary institutions coordinate their programs based on the programs offered in the senior high schools. One educator perceived the Grade XII as the equivalent of first year university. Subject to this condition, support was given to implementing a Grade XII in Newfoundland high schools.

Question 2. *If you agree with the addition of another year, what purposes should it serve and what form should it take?*

Educators expressed diverse views regarding the purposes and nature of the Grade XII to be implemented. Many educators stated that an extra year would permit the students to mature and be better prepared to attend post-secondary institutions or to enter the work environment. Students would be able to explore areas of interest in the new courses offered. The additional year would allow timetables to reflect a broader curriculum throughout senior high school. Several of those educators interviewed suggested that the introduction of Grade XII in Newfoundland high schools would provide the opportunity to better accommodate both academic and non-academic students. This would be achieved through the addition of new courses suited to the needs, aptitudes and interests of all students. Non-matriculation students must have access to courses in which they have an interest and an opportunity for success.

Three individuals advocated that Grade XII should have more academic emphasis; that is, academic preparation for the university-bound students. Grade XII was viewed as a mere extension of the present Grade XI. Vocational education was stressed as the domain of vocational schools, not high schools. In this instance, industrial education and

business education would have no place in the senior high school. These atypical views serve to reflect the polarity and divergence of educational opinion regarding the purposes and nature of a Grade XII program for Newfoundland high schools. Generally, educators felt that the extra year would make possible an enrichment of course offerings at all grade levels in high school, including optional and elective courses.

Question 3. *What implications would Grade XII have for teacher education?*

A majority of the respondents stressed that teachers in Newfoundland high schools were well-qualified to teach the Grade XII courses. (In excess of 95 percent of Grade XII teachers in Lethbridge, Alberta have only a Bachelor's degree.) There is a need, however, for in-service and orientation concentrating on the rationale, purposes, and teaching techniques involved with the implementation of Grade XII. Undoubtedly, if new courses are introduced to the curriculum, teachers with qualifications and training in these specific areas will be required. This fact would not differ from the current practice of hiring specialists for specialist areas. One educator believed that teachers must realize the many improvements and different approaches evident in the teaching-learning situation. Newfoundland teachers must broaden their training to extend beyond academic areas, for there exists a great demand for specialists in the areas of electives and options. More coordination is needed from post-secondary institutions to provide training for teachers in these particular specialist areas, or in cases where new courses are being introduced to the curriculum.

Question 4. *What implications would Grade XII have for educational facilities?*

Implementation of a Grade XII program in Newfoundland was viewed as having particular implications for educational facilities. In essence, more students would have to be accommodated than at present. The addition of extra classroom space, improved library and resource centre facilities, better equipped laboratories, and an industrial arts section or shop section for pre-vocational courses would be required. However, the larger high schools should not have too much difficulty providing for a Grade XII. Smaller rural schools, as is the case now, would find it most difficult to provide extra facilities. The facilities required would depend on the form of Grade XII offered in each of the high schools. This factor was pronounced in the six high schools of Lethbridge, Alberta.

A majority of the educators perceived rural areas as having the most difficulty in providing educational facilities for a Grade XII program. In many instances, the smaller rural high schools do not have adequate facilities to accommodate the narrow curriculum currently offered in these schools. Areas, such as, home economics, art, music, industrial arts, and vocational education will require much cooperation between denominations, resulting in sharing of facilities and better teacher allocation for all rural high schools. If Grade XII is to result in a diversification of the curriculum at the senior high school level, with courses in academic, general, technical-vocational, and business education areas, then present educational facilities would have to be greatly modified.

Question 5. *What implications would Grade XII have for post-secondary education?*

Educators felt that efforts would have to be made to more effectively coordinate what is happening between secondary and post-secondary institutions. This would minimize duplication of content and courses at both institutions. The nature of a Grade XII program is particularly significant here. If Grade XII is to be the equivalent of first year university, this has implications for the Junior Division at Memorial University. If Grade XII courses are to include technical-vocational and business education courses, this has implications for District Vocational Schools and the College of Trades and Technology.

Adjustments and modifications will have to be made in both the senior high school and post-secondary institutions if Grade XII is implemented in Newfoundland high schools. (In Alberta, post-secondary institutions have cooperated with senior high schools in articulating and integrating the programs offered in both institutions.) Courses might have to be restructured at District Vocational Schools and the College of Trades and Technology. This would seem to be a natural result of a change in the senior high school program. Once students have completed their secondary education, they then pursue studies at post-secondary institutions. The responsibility of these institutions is to provide training and education which builds on the secondary education experience. Entrance requirements to post-secondary institutions would have to be re-examined and possible changes made. One educator emphasized that if a Grade XII program is implemented in Newfoundland high schools and results in providing educational oppor-

tunity for more students to graduate, post-secondary institutions have most to gain because they will receive not only better qualified and more mature students but also larger numbers of them.

This section of Chapter Five has attempted to present the reactions of a sample of Newfoundland educators to five specific questions regarding the possible implementation of Grade XII in Newfoundland high schools. These varied and conflicting viewpoints emphasize the need for much cooperation and consultation among all educators if Grade XII is to become a reality in this province.

Chapter Five has provided a detailed examination of the curriculum and evaluation procedures in six high schools in Lethbridge, Alberta. Teacher and student questionnaire results have been recorded and analyzed. Finally, perceptions of a sample of Newfoundland educators regarding Grade XII implementation in Newfoundland high schools have been reported.

CHAPTER VI

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

This chapter summarizes the conclusions gathered from research into Grade XII curriculum and evaluation practices in six high schools of Lethbridge, Alberta. It considers the implications of introducing a Grade XII program in Newfoundland high schools, and finally, outlines a number of recommendations for implementing Grade XII in Newfoundland.

CONCLUSIONS

One can quite easily become impressed by the quality of education and the financial commitment to the educational enterprise in Lethbridge, Alberta. Without question, education is given a top priority by both government and the public. School facilities, central office staff, low teacher-pupil ratios, diversified curriculum offerings, and innovative, progressive teaching strategies evidenced in the six high schools visited reflect a belief of investing in education. This expenditure in education applies to rural areas as well as urban. In this regard, it is difficult to compare what is happening in Lethbridge high schools and what is taking place in Newfoundland high schools. Essentially, it would involve a comparison of a "have" and a "have not" province in terms of ability to provide financial assistance to education. Consequently, one must guard against generalizing from the Lethbridge experience to Newfoundland education. Nevertheless, much has been gleaned

from this internship in Lethbridge for understanding many facets of that Grade XII program. This information should be examined not with the intention of adopting that particular form of Grade XII, but with a view to adopting and modifying the salient features of the Lethbridge Grade XII program to suit the specific needs of Newfoundland high school students.

Curriculum in the six high schools visited consisted of a wide range of courses with provision for electives and options. Students were given an opportunity to study subjects of varied interests. A semestering system, individual timetabling and credit system granted flexibility for students to choose courses at different periods during the three-year senior high school program. This aspect of flexibility and diversity contrasts sharply with the rigid timetable schedules and narrow, restricted course offerings in many Newfoundland high schools. The many courses of study available to Grade XII students in Lethbridge seemed to provide a broader background of education for those entering post-secondary institutions or the labour market. In addition, preparation for avocational pursuits was emphasized through courses offered. In essence, education was not perceived as catering to just academic needs, albeit these were well provided for. The degree to which the curriculum is meeting the needs of the students is reflected in the extremely high retention rates--in excess of 90 percent.

Evaluation of student achievement in these six Lethbridge high schools was clearly articulated by administration and adhered to by teaching staff. This was particularly significant for Grade XII students who have to be assessed after completion of senior high school.

Emphasis was given to maintaining an ongoing evaluation of student progress and achievement, rather than just a final examination. Student progress was carefully monitored by administration, teachers, and students. Accountability for student evaluation and achievement was given priority consideration. Teachers were required to outline the content and objectives of each course taught, in addition to providing a breakdown of the evaluation procedures to be used. This information is given to all students at the beginning of each semester and copies filed with the administration. Grade XII students were required to write final examinations counting 30 to 50 percent of the final mark, with semester work constituting the balance. An accreditation and local autonomy policy has been formulated by central office staff and through in-service training internalized by teachers. The success and effectiveness of present evaluation procedures for Grade XII students can be attributed to staff familiarity with and support of these evaluation policies.

Central to the Grade XII program, semester system, credit system, and individual timetabling was the role of the guidance counsellor. Guidance personnel begin by visiting junior high schools to speak with Grade IX students and assess their performances. Based on a variety of information, guidance personnel advise the student regarding courses to take at the Grade X level. Guidance was especially focused for students in their second year of senior high school. Students are given in-depth information regarding future careers and occupations. Thus, students take courses which are meaningful to their educational and vocational aspirations. Fortunately, many senior high school stu-

dents, particularly Grade XII students, can obtain part-time employment in areas which they intend to pursue as careers--banking, nursing, construction, agriculture, technology, and commerce. The importance of education was everywhere emphasized in the Alberta way of life. This exposure to and knowledge of the varied careers available to students seemed to be a motivating factor for students to do well in Grade XII and be better prepared to enter these areas upon completion of high school. Students seemed better informed and consequently coped better in most post-secondary pursuits. In essence, detailed information made available through guidance services resulted in Grade XII students being better prepared to pursue further studies or to enter the labour force.

In addition to the aforementioned aspects of Grade XII in Lethbridge, Alberta, one cannot overlook the coordination and consultation extant between the senior high schools and post-secondary institutions. A close liaison was maintained among administration in high schools, community colleges, schools of nursing, schools of technology, and the universities. All receiving institutions based their programs and entrance requirements upon Grade XII programs offered in high schools. Grade XII courses were not credited at post-secondary institutions as the equivalent of courses given in the first year at these institutions. However, it was acknowledged that with the completion of Grade XII, students were much better prepared academically and more mature to pursue further studies at these post-secondary institutions.

Responsibility for organization and administration of the Grade XII program rested with the individual principal of each school. Timetabling of courses, maintaining an up-to-date record of students'

credits, evaluating students' progress, ensuring that students were following the appropriate pattern of courses and reporting of all final marks to the Student Evaluation and Data Processing Services Branch in Edmonton, Alberta were essential functions of each school principal. The scope of the curriculum offerings, evaluation procedures and time-tabling patterns varied from school to school, depending upon staff, school facilities, and student enrollments. The six principals interviewed maximized resources available in providing a Grade XII program of courses. Tremendous leadership and initiative was exemplified by all principals. It must be reiterated that Grade XII was the culminating year of a three-year senior high school program in Lethbridge. Courses chosen and credits accumulated by a Grade XII student were determined by courses and credits completed in the first two years of high school, Grades X and XI. Thus, in Lethbridge, the concept of Grade XII can be understood only in terms of the entire senior high school program. The Grade XII program was successful here not solely because of the professional resources available through central office staff, school administration and staff, student support services, and school facilities (excellent though they are), but because of the professional utilization of these resources and facilities. Effective organization, administration and coordination of these resources and facilities has resulted in quality education for all students.

SOME IMPLICATIONS FOR NEWFOUNDLAND

Several negative factors make it difficult to consider implications for Newfoundland education in implementing a Grade XII program.

First, educational authorities here have not indicated that there should be or will be a Grade XII. Although the Newfoundland Department of Education has established a committee to examine Grade XII programs offered elsewhere in Canada, it is not known what format of Grade XII will be recommended, if, in fact, it is recommended for adoption in Newfoundland. This uncertainty as to whether Grade XII will be introduced and what form it will take adds to the difficulty of considering implications. Second, support for Grade XII has not been forthcoming from educational leaders. Those Newfoundland educators surveyed prior to the internship and those interviewed during the internship represent divergent views and polarity of opinions as to what form of Grade XII should be implemented in Newfoundland high schools. In essence, very little is communicated by educators in support of Grade XII. Third, there is minimal public support for Grade XII in Newfoundland. Except for several initial reactions to the idea, the public has shown passive disconcern for Grade XII. What would be most unfortunate is that in such a climate of passive disconcern Grade XII may be implemented as the result of political expediency rather than an educational necessity.

Despite these negative factors, it is possible to consider implications of introducing Grade XII in Newfoundland, using the Lethbridge Grade XII as a model. Organizationally, the present high school structure will have to change. The number of grades in a particular school is not a problem. Grade combinations from Kindergarten through Grade XII would still be possible. However, the central high school and regional high school concepts would be most conducive to offering a Grade XII program. Philosophy and rationale for Grade XII must be inte-

grated with overall philosophy and rationale of the high school program. Grade XII should be the culminating year of high school education. Promotion could be based on credits attained for successful courses completed rather than promotion by grade. Students would be required to achieve a specified number of credits to qualify for a high school diploma. Each student should have an individual timetable to provide flexibility in the courses selected. During the three-year senior high school period a student would meet the diploma requirements, while choosing courses which will provide for post-secondary plans. It would not be necessary to semester the school year. However, with the ten-month school year, weighted credit value will have to be assigned to the courses taken and the varied time spent at each.

Curriculum offerings at each grade level of senior high school, X, XI, and XII, should be broadened and varied to make better provision for student interests, needs, and abilities. The core areas of English, mathematics, science, and social studies should be offered at different levels of difficulty. Students should be able to choose electives and options which accommodate their individual interests and aptitudes. Responsibility for curriculum change would rest with the Department of Education. If sciences are to be made available in smaller, rural high schools, laboratory facilities would have to be provided. The Grade XII program would necessitate an improvement in library-resource centre facilities, especially in the rural high schools. An expanded pre-vocational and industrial arts program would also require new facilities. Access to nearby vocational schools could be extremely helpful in this regard. Provision should be made for students with interests in and

aptitudes for art, music, home economics, consumer education, and business-related courses. Educational officials should ensure that every student receives exposure to a core of required subjects in each of the three years of senior high school. This required core would be supplemented each year by a number of options or electives. Organizational changes and their implications would require careful planning if a Grade XII program is to be successfully implemented in Newfoundland high schools.

Evaluation of Grade XII students in Lethbridge is the sole responsibility of the school boards. With the advent of accreditation in 1973, school boards have drawn up guidelines to be adhered to by each high school. The dropping of Departmental examinations has resulted in an outcry from the many publics that standards have fallen. Apparently, individual high schools have failed to develop satisfactory evaluation guidelines. In many instances, accreditation was regarded as an opportunity for each high school to evaluate students as it saw fit. The results of such evaluation changes have been chaotic with a demand for a return to full Departmental examinations for Grade XII students.

A recent pilot of accreditation in five Newfoundland high schools has resulted in a decision to hold in abeyance rather than recommend province-wide accreditation. It would seem that the present 50-50 shared evaluation policy offers the best of the two extremes. Moreover, there appears to be a strong tendency to support this form of evaluation policy in other Canadian provinces as well. The Department of Education and the school boards must make greater efforts to articulate, communicate and monitor evaluation policies if they are to be accountable for

Grade XII student assessment. Current evaluation procedures for Grade XI students in Newfoundland are not well-coordinated by the Department of Education, nor are evaluation policies clearly outlined by school board offices or adhered to by individual school staffs. Lethbridge School District No. 51 has formulated excellent guidelines for evaluation for its students (see Appendix D).

Adoption of a Grade XII program in Newfoundland high schools also has implications for post-secondary institutions. An obvious change will have to be made in entrance requirements to post-secondary institutions. A Grade XII education would replace Grade XI as a standard for acceptance into most of these institutions. If pre-vocational, business education, and technical courses are to be offered in Grade XII, then courses at the post-secondary institutions would have to be altered, adjusted or modified to build on what has been completed in senior high school, particularly Grade XII. It is imperative that cooperation and consultation exist between senior high schools and post-secondary institutions in the planning and coordinating of all programs, as is the case in Lethbridge, Alberta. This coordination of programs would minimize duplication of courses at different institutions. Yet, it is unfortunate that a number of educators perceive the implementation of Grade XII as a threat to job security in post-secondary institutions. For if a Grade XII, similar to the Grade XII program offered in Lethbridge, was successfully implemented in Newfoundland high schools, the logical developments would be more students completing high school, more students attending post-secondary institutions, and thus, more jobs for educators in these institutions. Ironically, those educators who should

be most vocal in supporting the implementation of a Grade XII in Newfoundland high schools are those who are most reticent.

It would be unrealistic to expect Newfoundland to implement a Grade XII program totally parallel to that which is offered in Lethbridge, Alberta. The intent of this report has been to consider Grade XII curriculum and evaluation practices in six Alberta high schools. These considerations provide suggestions and guidelines for implementation of a Grade XII program in Newfoundland high schools. The scope of curriculum offerings in this province may be more restricted and the evaluation procedures not as sophisticated as those in Lethbridge. But, with careful preparation and planning, a Grade XII program can be implemented. Gradually, curriculum could be expanded and evaluation procedures more effectively devised. Yet, innovation costs money.

Preliminary studies of Grade XII programs elsewhere in Canada must be carefully undertaken. Visitations should be made to different school districts to meet with educators who have experience with Grade XII. Seminars, conferences, and in-service must be held throughout the province to coordinate the format of Grade XII to be implemented. Additional classroom space, laboratory facilities, library and resource centre supplies, music, art, home economics, business education, pre-vocational, and industrial arts facilities will require capital expenditure. More teachers will be required for teaching Grade XII courses, in addition to specialist areas, which will involve further costs. If a Grade XII program is implemented on a smaller scale than that of Lethbridge, there is good possibility for its success. The question must not be "Can Newfoundland afford it?"; rather, "Can Newfoundland afford

NOT to implement Grade XII?" This decision has far-reaching implications for education in this province.

RECOMMENDATIONS

Introduction of a Grade XII program to Newfoundland high schools will require detailed planning, dynamic leadership and initiative not only by Department of Education officials but also by educators representing the entire educational community. On the basis of this study, the following recommendations are offered for implementing a Grade XII program in Newfoundland:

1. That the Department of Education establish a committee to thoroughly study Grade XII programs offered throughout the other nine Canadian provinces. Membership on this committee should include representation from all provincial educational authorities. This study would be completed in a one-year term and subsequent findings reported to the Minister of Education and provincial educational authorities.
2. That the Department of Education set forth a policy regarding the form of Grade XII to be introduced, based on the Committee's findings. This policy would outline the procedures to be followed by school boards in implementing a Grade XII program. Included in this policy would be the philosophy, rationale, and objectives of a Grade XII program.
3. That the Department of Education in cooperation with post-secondary institutions and the Newfoundland Teachers' Association initiate educational seminars, conferences, workshops, and media programs throughout the province to promote the Grade XII concept.

4. That boards of education encourage school staffs to become familiar with the Grade XII format to be implemented. In-service sessions should be utilized for this purpose. Resource personnel from the Department of Education could provide expertise for those orientation meetings. Grade XII policy statements of each board should emanate from these meetings.

5. That the Department of Education assess present school facilities and determine which high schools require minimal capital expenditure to accommodate the Grade XII program. These minimal requirements would be given priority consideration with a commitment to plan for more extensive school improvements on a longer term.

6. That the Provincial Government pass legislation to phase in a Grade XII program over a five-year period. This five-year period would begin with the initial work of the committee, followed by a one-year period of fulfilling recommendations two, three, four, and five. In the third year, Grade XII could be implemented in 50 percent of Newfoundland high schools. As facilities are provided, other high schools would be included over a two-year period.

7. That the Department of Education establish a committee to coordinate all facets of the five-year Grade XII implementation period.

8. That the current 50-50 shared evaluation policy be retained by the Department of Education for assessing Grade XII student achievement.

9. That the present secondary school program be broadened to provide a more diversified curriculum suited to a variety of interests and abilities and thereby encourage more students to continue through

to graduation.

10. That a credit system could replace the present grade system in promotion of students through senior high school.

11. That precautions be taken to ensure that all students take a core of subjects in each of their three senior high school years. These core areas would be outlined by the Department of Education.

12. That more vocationally oriented subjects be introduced in the high school curriculum. This would necessitate the addition of vocational facilities or multi-purpose shops.

13. That the industrial arts program be continued and expanded.

14. That additional staff with specialist training and qualifications be hired in vocational-technical, industrial arts, music, art, home economics, business education, guidance, and academic areas.

15. That the Department of Education establish a continuum for public education consisting of a Kindergarten and 12 additional years.

16. That more options and electives be made available to students in senior high school.

17. That senior high school be reorganized to include Grades, X, XI, and XII.

18. That individual timetabling be introduced in the senior high school.

19. That academic subject areas be offered at two levels--general and advanced.

20. That school boards and the Department of Education develop a better public relations system to explain the Grade XII program to the public.

21. That an advisory committee consisting of representation from post-secondary institutions, the Newfoundland Teachers' Association, Federation of School Boards, and the Department of Education be established to maintain an ongoing assessment of the Grade XII program for a five-year period after its implementation.

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APPENDIX A
STUDENT QUESTIONNAIRE

Student Questionnaire

Respondents are asked to circle the number which best reflects their opinion toward the following statements.

The continuum used is as follows:



1. The variety of course offerings is satisfactory.

1 2 3 4 5

If it is not satisfactory, explain:

2. The quality (instruction and/or content) of course offerings is satisfactory.

1 2 3 4 5

If it is not satisfactory, explain:

3. The choice as to the subjects I take is satisfactory.

1 2 3 4 5

If it is not satisfactory, explain:

4. The guidance services available are adequate.

1 2 3 4 5

If they are not adequate, explain:

5. The library and resource centre facilities available are adequate.

1 2 3 4 5

If they are not adequate, explain:

6. The extra-curricular activities are adequate.

1 2 3 4 5

If they are not adequate, explain:

7. The evaluation procedures for Grade XII students are satisfactory.

1 2 3 4 5

If they are not satisfactory, explain:

8. All Grade XII students should be required to take a core of subjects.

1 2 3 4 5

9. There is a significant difference in the skills mastered, knowledge acquired and maturity attained between Grade XII and Grade XI.

1 2 3 4 5

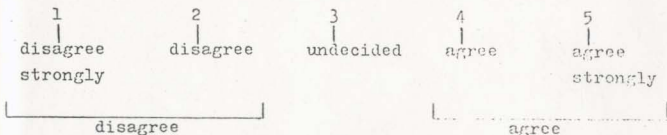
APPENDIX B
TEACHER QUESTIONNAIRE

NAME OF SCHOOL _____

Teacher Questionnaire

Respondents are asked to circle the number which best reflects their opinion toward the following statements.

The continuum used is as follows:



1. The variety of course offerings is satisfactory.

1 2 3 4 5

If it is not satisfactory, explain:

2. The content of course offerings is satisfactory.

1 2 3 4 5

If it is not satisfactory, explain:

3. Accreditation has resulted in greater demands on teachers.

1 2 3 4 5

If it has created greater demands, explain:

4. The evaluation procedures used for Grade XII are adequate. 1 2 3 4 5
If they are not adequate, explain:

5. The guidance services are adequate. 1 2 3 4 5
If they are not adequate, explain:

6. The school attendance of Grade XII students is not a problem. 1 2 3 4 5
If it is a problem, explain:

7. Special qualifications should be required for teaching Grade XII courses. 1 2 3 4 5
8. All Grade XII students should be required to take a core of subjects. 1 2 3 4 5
9. The library and resource centre facilities are adequate. 1 2 3 4 5
If they are not adequate, explain:

10. There is a significant difference in the skills mastered, knowledge acquired and maturity attained between Grade XII and Grade XI. 1 2 3 4 5

APPENDIX C

AN O.B.E. SYSTEM (LETHBRIDGE SCHOOL DISTRICT NO. 51)

AN O.B.E. SYSTEM (LETHBRIDGE SCHOOL DISTRICT NO. 51)

What is O.B.E.?

There are many ways in which O.B.E. systems have been defined. Some of the definitions are quite complex but for Lethbridge School District No. 51 O.B.E. means:

An instructional system in which the teacher's goals are spelled out in terms of expected student behavior.

What is the Purpose of O.B.E.?

The purpose of O.B.E. as practiced in Lethbridge public schools is to provide a clearer sense of direction for all those involved in the educational process, and thereby to maximize learning for students. At the same time different groups benefit in different ways:

1. Students are guaranteed mastery of a minimum core of skills.
2. Teachers have a definite target for classroom instruction and school planning.
3. Parents and the general public are reassured that schools are providing quality education.
4. Trustees are able to gauge the effectiveness of school system operation and to establish the validity of the district's educational program.
5. Department of Education obtains feedback about Lethbridge schools for accreditation purposes.

How Does O.B.E. Work?

Basic Concepts

The two basic concepts of Lethbridge's version of O.B.E. are core and mastery.

Core. Not all educational objectives are equally important. Some are more essential to student success than others. It is to this group of learnings, the ones teachers have placed in the "must know" category, that the term 'core' applies.

One effect is to put a floor under student performance while leaving the ceiling undefined as at present. A more significant consequence is that mastery of core becomes a condition for student promotion.

Mastery. Mastery means the consistent performance of an educational task at a stated level of achievement. Implicit in the concept of mastery is the existence of a pre-set standard against which a student's performance will be judged. Hence, mastery is more than participation in an activity or a specified time spent studying a topic.

Mechanics. Objectives-Based Education in Lethbridge differs from other forms of O.B.E. in its concentration on core objectives. In addition, our form of O.B.E. possesses a number of further important elements. These are: divisional structure, district-wide application, provision for alternative programs and time specification for core.

Divisional Structure. Core objectives are chosen, not at every grade level, but as culminating objectives for a division. This provides schools with considerable flexibility in organizing their instructional programs (graded or continuous progress).

At the same time this approach provides convenient check points to evaluate both student progress and a school's effectiveness in achieving internal and district goals.

This arrangement makes it possible for promotion to take place from division to division, rather than from grade to grade as is normally the case.

In selecting objectives for core, teachers have been guided by their judgment, based on experience, that the average student (85-90% of the student population) should be able to achieve the objectives within the normal three-year time span for a division.

District Wide Application. Core objectives and minimum standards apply to all students regardless of the school they attend. This means that every school and teacher will have to pursue identical basic goals. Teachers and schools are expected to go beyond this minimum with students who are able to do so. However, teachers are not free to substitute their own objectives or to set aside core objectives, or to insist on a different standard of performance for promotion.

Provision for Alternate Programs. Within two or three years the vast majority (85-90%) of all students should accomplish the core program of a division within three years. A second group (perhaps 5-10%) will require an additional period of time (up to one year) for this purpose. Teachers will need to diagnose whether a student is 'slower' than his peers and needs more time.

There is a third group for whom more time is not the answer to mastery of core. For these students, including some now in Special Education classes, who constitute 5-10% of the district enrolment, a different set of objectives may be necessary. Each school will have to identify these students and develop the special programs for them. For screening students and developing curriculum, the services of Central Office will be available.

The question of alternate programs is dealt with more fully in a later section of the manual.

Time Specification for Core. Because of the emphasis on a relatively small number of basic objectives, it is possible to avoid the over-specification of a content area. Teachers will thus not need to become pre-occupied with pre- and post-testing myriads of so-called "behavioral objectives." When we focus on important outcomes of learning, the number of core objectives can be kept comparatively small. Viewed in this way, core (student behaviors culminating with the end of Division IV) should not, in the long run, occupy more than half of the instructional time. This means that teachers will have at their disposal the remaining 50% of the allotted subject time to teach those additional skills, attitudes and concepts which they believe to be important contributors to student growth and development. The selection of "beyond core" or "nice to know" objectives is left to schools and teachers. Appendix B contains a list of further topics from which teachers can select teaching objectives which go beyond core.

There are indications from the early experience with O.B.E. in elementary schools of Lethbridge that teachers will have to spend more than 50% of class time on core with some students, during the implemen-

tation year of a new program. This is not a surprising turn of events but rather what one would expect because many students have not previously been required to achieve mastery. Teachers will feel obligated, particularly in the last year or grade of a division, to make sure that their students have mastered the core program so that they can safely proceed to the next higher level. Despite the foregoing, it was the opinion of the teachers who developed the program that for 85-90% of their students these objectives could be mastered in 50% of the allotted time for a subject.

PLANS FOR IMPLEMENTATION

The core program outlined in this document has been authorized for use in senior high schools during the 1976-77 school year. This means that the program becomes operational immediately, that is, in the coming school year. However, in fairness to students, a phasing-in period will probably be required. The task of bringing 85-90% of the students at the grade 3 or 6 levels to the expected standard in one year has proven extremely difficult, if not impossible. The prior learnings, so important for mastery of core, have just not been present in a sizeable number of students.

In addition to exceeding the recommended 50% time for core for some students, it is likely that teachers and principals will find it necessary to make exceptions for students who are close to mastery at year end but not quite there. Under O.B.E., promotion of students is based on mastery of core but when the rules of the game are changed after the game starts, there must be some flexibility in applying the rules. Some students will undoubtedly be advanced to the next division or course even though they have less than core. Full information concerning those students should accompany them to their receiving teacher or school.

In developing a core program the committee has not written a new course. Nor has the committee set new goals in language arts or mathematics. The committee has attempted to make present goals explicit and at the same time to focus attention on a nucleus of these goals, known as core.

Implementation activities for O.B.E. during 1976-77 include the following:

1. Information sessions during the spring of 1976 and on teacher planning days in each school under the direction of the school's representatives on the development teams. This applies to both language arts and mathematics.
2. Further information will be provided, upon request, by members of the Central Office Staff.
3. Core objectives will become a part of instructional procedures in the classroom.
4. Criterion-referenced tests (tests which measure progress toward each objective) will be constructed by the same teams of teachers that developed the core programs. These tests will be available for use in assessing student progress at the end of the year.
5. Test results will be used by teachers and principals in making decisions regarding promotions in June, 1977.
6. Members of the development team will monitor the adequacy of the core program to provide the necessary data for making revisions for 1977-78.

As indicated earlier, the two final phases of the O.B.E. system are: the development of plans by principals and staffs for improving school climate; and the preparation of core programs for other subjects at the elementary level and for all subjects at the secondary level. These phases are to be completed by June, 1978.

APPENDIX D

ACCREDITATION AND LOCAL AUTONOMY

(LETHBRIDGE SCHOOL DISTRICT NO. 51)

ACCREDITATION AND LOCAL AUTONOMY
(LETHBRIDGE SCHOOL DISTRICT NO. 51)

The Meaning of Accreditation

Accreditation is the practice of determining a student's final standing in the various courses which make up the prescribed Program of Studies, without reference to external examinations originating with Alberta Education.

In return for the privilege of accreditation, each school system is required by the Minister to:

1. Establish a fair and just way of evaluating student achievement.
2. Have evaluations made by qualified teachers and approved by the Superintendent of Schools.
3. Submit marks assigned for matriculation subjects to Alberta Education for approval at a time and in a manner prescribed by the Director of Student Evaluation and Data Processing.
4. Make known to all students the scores obtained by them on matriculation subjects so that they may write Grade XII Departmental Examinations if they so desire.

Accreditation permits a school system to design its own evaluation procedures. Course content continues to be prescribed by the Minister of Education. Accreditation is a general condition which applies to the entire school system and not to individual schools or teachers. In addition, all subjects and all grades are covered and not just Grade XII matriculation courses.

POLICY

Because the Board of Trustees believes that it is every student's right to a fair and just evaluation, it shall be the policy of this district to evaluate student achievement in terms of a common set of expectations as to content and standards. For the core subjects (including Grade XII matriculation courses), this shall be brought about by means of the system known as Objectives-Based Education.

The Director of Curriculum shall be responsible for developing the necessary regulations and procedures to ensure that:

1. Core programs are developed, and revised as needed, within the limits of the prescribed Program of Studies.
2. Standards of student achievement are established for each objective within each core program.
3. Valid tests are constructed for each core program objective.
4. Data are gathered each June from all schools for aggregation at the system level and reported annually to the Board.
5. Evaluation procedures being used in each school are fair and just.

The Superintendent shall be responsible for reviewing annually the operation of accreditation, and for determining whether this policy requires modification.

Notwithstanding the above, it is the responsibility of the principal to establish and maintain fair and just evaluation practices within his or her school. A more detailed description of the terms "fair" and "just" has been provided in the appendix to this policy.

1. Evaluation Procedures

- 1.1 The principal shall outline in writing the general evaluation policy and procedures to be followed in his or her school. An updated copy of policy and procedures shall be filed with the Director of Curriculum.
- 1.2 For Grade XII matriculation subjects the principal shall forward to the Director of Curriculum, by October 1st each year, an outline of the specific evaluation procedure proposed for each course, including:
 - 1.2.1 a course outline by topic, showing approximate time allocation.
 - 1.2.2 a mark breakdown by topic or study area.
 - 1.2.3 the method of assigning term marks (assignments, tests, ets.) and the mark allocation for each evaluation category.

2. Reporting Student Achievement

- 2.1 At the end of the school year (semester for senior high schools) a summary of achievement in OBE subjects shall be prepared by each principal and filed with the Director of Curriculum.
- 2.2 Each high school principal shall report the letter grade distribution for each subject offered in his school. Where a course (Grade XII matriculation subjects only) is being taught

by more than one teacher, a mark distribution by teachers should also be provided.

3. Final Examinations

3.1 Senior High Schools

- 3.1.1 For each subject there shall be a comprehensive final examination in some form.
- 3.1.2 For Grade XII matriculation subjects the final examination shall be written (a portion should be oral in French 30). The weighting attached to the final examination shall be from 30 to 50 percent of a student's final mark with term work constituting the balance.
- 3.1.3 Each high school shall prepare its own examinations. Copies of proposed Grade XII matriculation examinations shall be forwarded to the Director of Curriculum for validation by December 1st for Semester I, and by May 15th for Semester II.
- 3.1.4 In general, matriculation examinations shall be based on previously established course outlines and mark allocations. Each examination should be of three hours duration.
- 3.1.5 For OBE Grade XII subjects, the final examination shall be based on a blueprint mutually agreed to by representatives of the two high schools. The marks for the examination shall be divided evenly between core and non-core test items.

3.2 Junior High Schools

- 3.2.1 For OBE subjects there shall be a comprehensive final examination.
- 3.2.2 These examinations should be scheduled in the last week of the school year (semester) and should be of approximately one and one-half hours duration.

4. Evaluation Appeals

- 4.1 Every student has the right to appeal his or her final standing in any subject. This right may be exercised by a parent or guardian acting on a student's behalf.
- 4.2 The first appeal shall be made in writing to the principal within two weeks of the mailing of examination results. The written appeal shall contain the reason or reasons for the request.
- 4.3 The principal shall initiate whatever steps he deems necessary

to review the basis for the original evaluation including one or more of the following:

- 4.3.1 consultation with the teachers involved.
 - 4.3.2 a check of the records.
 - 4.3.3 a personal hearing of the student's appeal.
 - 4.3.4 an investigation of the evaluation procedures followed.
 - 4.3.5 allow the student to see his final examination.
 - 4.3.6 in the event that the student is not satisfied with the principal's findings, he may request a hearing from an appeal committee. Said committee shall be appointed by the principal and shall consist of three or more persons, one of whom shall be a department head from another school. Neither the principal nor the teacher whose evaluation is being appealed, may be a member of this committee.
- 4.4 Following his investigation and/or any subsequent appeal, the principal shall report the findings to the appellant, in writing, within two weeks of the receipt of the appeal.
 - 4.5 A copy of each appeal and a record of its final disposition shall be forwarded to the Superintendent of Schools for information.

FAIR AND JUST

The Seventh New Collegiate Dictionary by Webster uses the terms "fair" and "just" as being roughly synonymous. In the discussion which follows, the two words will be so regarded. Implicit in the meaning of either word are three basic dimensions:

- (1) Objectivity -- free from prejudice, impartiality, an unbiased judgment.
- (2) Equitableness -- equal treatment of all concerned.
- (3) Justice -- implies an exact following of a standard of what is right and proper.

Fairness for Whom?

One might deal with this question in terms of several publics: the student, his parents, and the general public, the Board which represents the public, the teacher, an entire staff and their school, and the Department of Education representing the people of the Province of Alberta. A difference of opinion might be predicted in deciding whether

a given outcome was fair, depending on the viewpoint of the person making the judgment. With this in mind, it might be fruitful to describe "fair practice" for two of these groups.

(1) The student could expect:

- (a) a clear statement of course objectives in advance of instruction;
- (b) a description of standards to be attained and the criteria to be used in evaluating him;
- (c) an opportunity to appeal the evaluation he has received, if he so desires;
- (d) the same treatment (evaluation process) as all other students in a given class;
- (e) roughly similar treatment (evaluation) in one section of a subject to that given students in other sections in the same school. It should not be purely or largely an accident of timetable how a student is evaluated.
- (f) Some measure of similarity in course expectations (objectives) from school to school. Since the course called Math 30 or Social Studies 30 originates in the same source documents, the Program of Studies and Curriculum Guides, there should be a considerable amount of uniformity in the objectives that teachers in various schools set for their students. Again, it should not be an accident, this time of geography, whether a student is subjected to a strenuous or moderate evaluation.

(2) The teacher could expect:

- (a) to participate in the setting of course objectives in his subject, in consultation with other teachers of that subject within his school, or another school, or with his department head.
- (b) to determine the criteria (standards) to be used in evaluating achievement of objectives by students, in consultation with his department head.
- (c) to devise evaluation procedures for his subject, in consultation with his department head.
- (d) to participate with other teachers in his subject in his school in decisions relating to the relative weighting to be given projects and other term work and final evaluations.

APPENDIX E

CORRESPONDENCE



GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

DEPARTMENT OF EDUCATION
Office of The Minister

ST. JOHN'S, NEWFOUNDLAND,
CANADA A1C 5R9

December 16th, 1977.

Mr. Foster Lamswood,
9 Prestwick Place,
St. John's, Newfoundland.

Dear Mr. Lamswood,

I am referring to your letter of November 25th, which I believe may have been a circular letter to a number of people who might be interested in Grade XII.

As you know, I have appointed a representative Committee to examine the whole question of Grade XII in this province and to make a recommendation to me, keeping in mind the situation that obtains in this province; the situation from both an educational and a resource standpoint. In view of this, I feel it would be improper of me at this time to make any comment on the question of Grade XII for Newfoundland schools.

I would like to take this opportunity to wish you every success in your study; the result of which should be very interesting and very useful.

Yours sincerely,

H.W. House

H. W. House, M.H.A.,
Minister of Education.

Lethbridge School District No. 51

147

433 - 15th ST. SOUTH
LETHBRIDGE, ALBERTA
T1J 2Z5

TELEPHONE 327-4521
AREA CODE 403

February 24, 1978.

Dr. D. L. Treslan, Asst. Professor
Memorial University of Newfoundland
ST. JOHN'S, Newfoundland.
AIC5S7

Dear Dr. Treslan:

In response to your request for information
in your letter of February 10, 1978, we hope that the
enclosed sheet will be sufficient for your purposes.

Yours very truly



Dr. G. B. Probe, Director
Personnel & Facility Planning.

GBF/bc
Encl.

Lethbridge School District No. 51

148

433 - 15th ST. SOUTH
LETHBRIDGE, ALBERTA
T1J 2Z5

TELEPHONE 327-4521
AREA CODE 403

February 24th, 1978.

Attention Dr. D. L. Treslan,
Assistant Professor,
Dept. of Educational Administration,
Memorial University of Newfoundland.

Re: Information Requested - Lethbridge
School District #51

Lethbridge School District #51 is the public school system within the limits of the City of Lethbridge.

This system is comprised of the following types of schools:

- 2 Senior High Schools (Grades 10-12)
- 2 Junior High Schools (Grades 7- 9)
- 1 Combined Elementary -
Junior High School (Grades 1- 9)
- 9 Elementary Schools (1 Grades 1-3)
(1 Grades 4-6)
(7 Grades 1-6)
- 1 School For Mentally Retarded.

Student Enrolment as of September, 1977 was:

Senior High	-	2189	
Junior High	-	2005	
Elem.	-	<u>3364</u>	7558

Teaching Staff: Administrators & Teachers	-	390.6	
Administration Centre Professional Staff	-	<u>17</u>	
			407.6

W. VAN ORMAN, C.A.
ADMINISTRATOR

L. H. TRAPP
DEVE



C. E. BURGE, B.Ed., M.Ed.
SUPERINTENDENT OF SCHOOLS

County of Lethbridge No. 26

905 - 4TH AVENUE SOUTH

Lethbridge, Alberta

T1J 4E4

March 1, 1978

Dr. D. L. Treslan
Assistant Professor
Memorial University of Newfoundland
St. John's, Newfoundland
A1C 5S7

Dear Dr. Treslan:

RE: Study Topic: Effects of Grade XII on the Senior High
School Curriculum - Foster Lamswood

The County of Lethbridge has 14 schools as follows:

- 9 Elementary - Grade 1 - 6
- 1 Elementary-Junior High School - Grades 1 - 9
- 1 Junior High-Senior High School - Grades 7 - 12
- 2 Elementary-Junior High-Senior High School - Grades 1 - 12
- 1 Senior High School - Grades 10 - 12

Students:	Grades 1 - 6:	1,416
	Grades 7 - 9:	763
	Grades 10 - 12:	<u>779</u>

T O T A L 2,958

Teachers: 157

Administrators: One Superintendent of Schools
One Coordinator of Special Educational Services
Principals in each of our schools



Dr. D. L. Treslan

- 2 -

March 1, 1978

Ours is a rural school system, and we have schools as follows:

Rural	-	3
Hamlets	-	5
Villages	-	1
Towns	-	5

All are in a radius of 55 km. of the city of Lethbridge.

I trust that this information will be of value to you.

Yours truly,

COUNTY OF LETHBRIDGE NO. 26

Mr. C. E. Burge
Superintendent of Schools

CEB/dcr



(403) 328-5525

County of Lethbridge No. 26

905 - 4TH AVENUE SOUTH

Lethbridge, Alberta

T1J 4E4

March 30, 1978

Dr. Dennis L. Treslan
 Department of Educational Admin.
 Memorial University of Newfoundland
 St. John's, Newfoundland
 A1C 5S7

Dear Dr. Treslan:

Permission is granted for Mr. Lamswood to visit each of the secondary schools in the County of Lethbridge No. 26.

I trust that either he or you will contact all of the principals before his visit.

Following, please note the names and addresses of the secondary schools, along with the names of the principals:

R. I. Baker	Box 1296, Coaldale	1 - 9	Bill McGrath
Picture Butte High	Box 141, Picture Butte	7 - 12	George Hanna
Kate Andrews High	Box 1120, Coaldale	10 - 12	Harold Huntrods
Noble Central	Box 119, Nobleford	1 - 12	Evan Evans
Coalhurst High	Coalhurst	5 - 12	Herman Gom

I trust that the above will be of value and assistance to you.

Yours truly,

Miss Dawn Rock (for)

C. E. BURGE
 Superintendent of Schools

CEB/dcr

pc: Mr. B. McGrath
 Mr. G. Hanna
 Mr. H. Huntrods

Mr. E. Evans
 Mr. H. Gom

Lethbridge School District No. 51

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433 - 15th ST. SOUTH
LETHBRIDGE, ALBERTA
T1J 2Z5

TELEPHONE 327-4521
AREA CODE 403

April 6, 1978.

Dr. Dennis L. Treslan
Department of Educational Administration
Memorial University of Newfoundland
ST. JOHN'S, Newfoundland. A1C 5S7

Dear Dr. Treslan:

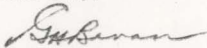
This letter is to confirm the substance of our telephone conversation of April 5th, 1978. Your request on behalf of Mr. Foster Lamswood for permission to investigate the high school program in Lethbridge has been considered by Dr. Plaxton and myself. The proposal has been examined by the principals of our two high schools and has been tentatively accepted by one, namely, Mr. W. Graeme Wigg of Winston Churchill High School. The major concern expressed by both principals was the timing of the investigation, the period in question being a time of greatest demand on senior high school teachers. For this reason, it is a consideration of approval that the time for teacher involvement in the study be minimal. Your letter of March 23rd indicated that this would be possible.

Mr. Lamswood is welcome to conduct his reasearch in Lethbridge. To the extent that we can facilitate his work we will be pleased to do so. I understand that the research will be carried on in the County of Lethbridge schools during the interval April 17th to June 5th. Since the county and the city do not have identical school years I would suggest to Mr. Lamswood that he contact the principals of the schools involved as soon as possible to make sure that he selects the most appropriate times for the various schools.

Upon his arrival in Lethbridge I would be pleased to meet with Mr. Lamswood and to share with him such information as he may desire. I will also arrange to introduce him to Mr. Wigg.

I hope that this information will suffice to encourage Mr. Lamswood to continue with his work. I wish him the very best of luck in his endeavor.

Yours truly,



Dr. G. H. Bevan,
Director, Curriculum and Instruction.

GHB/gm
c.c. R. Plaxton
J. Probe
W.G. Wigg



(403) 328-5525

County of Lethbridge No. 26

905 - 4TH AVENUE SOUTH

Lethbridge, Alberta

T1J 4E4

May 24, 1978

Dr. Dennis L. Treslan
Department of Educational Administration
Memorial University of Newfoundland
St. John's, Newfoundland
A1C 5S7

Dear Dr. Treslan:

RE: Mr. F. M. Lamswood

This will confirm that Mr. Lamswood visited in this office,
and in the four Senior High Schools in the County of Leth-
bridge No. 26.

During his visit with us, Mr. Lamswood was a perfect gentle-
man and, in my opinion, conducted his research in a very
professional manner.

I trust that the variety of schools which he visited in our
area will provide input which will be valuable to you in
making decisions relative to structure and curriculum of
secondary schools in your province.

Yours truly,

COUNTY OF LETHBRIDGE NO. 26

C. E. Burge
C. E. BURGE
Superintendent of Schools

CEB/dcr

Lethbridge School District No. 51

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433 - 15th ST. SOUTH
LETHBRIDGE, ALBERTA
T1J 2Z5

TELEPHONE 327-4521
AREA CODE 403

May 26, 1978.

Dr. Dennis L. Treslan
Department of Educational Administration
Memorial University of Newfoundland
St. John's, Newfoundland. A1C 5S7

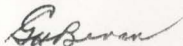
Dear Dr. Treslan:

Re: Foster M. Lamswood

The purpose of this letter is to provide an assessment of Mr. Foster Lamswood's behavior during his recent visit to Lethbridge. During the two-three weeks of his stay, it was my pleasure to meet with Mr. Lamswood on several occasions. I was at all times impressed by his courtesy and sense of purpose. The principals of the two high schools in which Mr. Lamswood conducted his research were similarly affected by their discussions with him.

Mr. Lamswood displayed an excellent grasp of the politics of education as these influenced curriculum decision making. His searching questions made for lively and intellectual exchanges. I much appreciated the sharing of information concerning our respective school systems. Mr. Lamswood is a worthy representative of Memorial University.

Yours truly,



Dr. G. H. Bevan,
Director, Curriculum/Instruction.

GHB/gm

