

THE APPLICATION OF AN EDUCATIONAL PLANNING MODEL TO THE SYSTEMATIC  
DEVELOPMENT OF A FIVE-YEAR PLAN FOR SELECTED ASPECTS OF THE  
EDUCATIONAL PROGRAM OF AN AMERICAN SCHOOL OVERSEAS

by

Richard Dabney Hudson, Jr.

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APPROVED:

Fred J. Brieve, Chairman

Richard Salmon

A. P. Johnston

David Hutchins

Michael Moore

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Blacksburg, Virginia

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Caracas, Venezuela

Richard D. Hudson, Jr.

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## Chapter I

### INTRODUCTION

The first school for North American children residing outside their homeland was established in 1891 in Mexico. The purpose of the school was to provide an education similar in kind and quality to that available in the United States.<sup>1</sup> The number of American schools overseas has multiplied rapidly, especially in the last twenty years. In addition to enrolling large numbers of host country<sup>2</sup> and third country nationals,<sup>3</sup> American schools overseas now serve more than thirty-three thousand American children.<sup>4</sup> Providing educational opportunities for the children numbered among the nearly two million Americans living outside the fifty states<sup>5</sup> is the task now assumed by American community schools. American schools overseas are also charged with demonstrating the ideas and ideals of American education as well as promoting mutual understanding among nations.

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<sup>1</sup>Paul T. Luebke, American Elementary and Secondary Community Schools Abroad (Washington, D.C.: American Association of School Administrators, 1969), p. 7.

<sup>2</sup>See definition of terms, page 12.

<sup>3</sup>See definition of terms, page 13.

<sup>4</sup>Vincent M. McGugan, "The Development of Guidelines Through Which the Adequacy Concept in Designating United States Government Sponsored Schools May Be Examined" (Unpublished Doctor's dissertation, Michigan State University, 1970), p. 2.

<sup>5</sup>Luebke, op. cit., p. 7.

Despite similarities which exist in philosophy and purpose, each school is a definite reflection of the local conditions under which it operates. Restrictions placed on the schools by the host country governments, plus the features which make each school unique are variables with which every school must cope. The nature and scope of the variables make it an impossible task to create a complete set of characteristics generalizable to the educational programs of American community schools overseas. However, one predominant characteristic present in all American schools overseas is the inevitability of change. The only avenue open to school leaders is whether to be changed by circumstances or to make attempts to understand and control future directions of their school programs.

Instead of relinquishing educational progress to factors of chance, school leaders can determine clearly defined means of attaining an institutions goals within situational and environmental constraints over prescribed periods of time. This deliberately directed activity may be termed educational planning. Defining what a school seeks to accomplish, assessing the present status of a school's educational program, and creating the strategies to move the program forward in order to accomplish its stated goals can result in measurable consequences of such educational planning.

Koontz and O'Donnell state that planning increased the probability of making better decisions. They postulate that planning aids in the creating of activities with decisions based on purposes, facts, and estimates to enable changes to take place that otherwise

might not occur.<sup>6</sup> Based on this statement by Koontz and O'Donnell, perceptual data is not included in the type of information suggested for use in planning. Perceptual input, such as that obtained from informal interviews and questionnaires, may not be true feelings of respondents. Thus, such input is questionable for use as a basis in decision making. Factual input may not be parallel to perceptual input because respondents (1) may fear or hesitate to make commitments or (2) may not possess thorough factual knowledge, such as enrollment figures, teacher qualifications, and accreditation standards. Perceptual data alone is suspect and must be considered along with other input of a more concrete nature.

Two major theses generated from the aforementioned factors concerning information-based planning efforts are (1) a school benefits more from planned change than from haphazardly attempting changes without proper perspective and (2) perceptual input from students, teachers, and parents is often inconsistent with factual information obtained as a basis for making planning decisions.

In order to make the development of a plan for the educational program of an American school overseas more realistic and more meaningful, Colegio Internacional de Caracas will serve as the exemplary school. While the empirical data relate specifically to this one school, the general type of information needed, the processes

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<sup>6</sup>Harold Koontz and Cyril O'Donnell, Principles of Management (New York: McGraw-Hill Book Company, Inc., 1955), p. 12.

and procedures can potentially be used to develop and improve educational programs in other American schools overseas with similar problems and characteristics.

FACTORS WHICH AFFECTED THE EDUCATIONAL PROGRAM  
OF COLEGIO INTERNACIONAL DE CARACAS

As Colegio Internacional de Caracas developed, the nature of its problems changed. A principal concern was an annual thirty percent turnover in personnel accompanied by an almost identical student turnover; consequently, maintaining continuity essential to the school's educational program was difficult. While a few students remained in the school one year or less and a few for many years, the average length of enrollment was just under three years.<sup>7</sup> This high mobility possibly affected the extent to which the teachers and students became involved in the activities, issues, and problems of the school's educational program.

The political environment in which the school functions was a constraining factor affecting C.I.C.'s<sup>8</sup> educational program. The necessity of operating within the guidelines of the Ministry of Education<sup>9</sup> complicated designing and maintaining an educational program for a culturally heterogenous school community residing in

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<sup>7</sup>Based on figures from Academy La Castellans previous to the 1971 merger. See definition of terms, page 12.

<sup>8</sup>See definition of terms, page 12.

<sup>9</sup>See definition of terms, page 13.

Venezuela. Most patrons of the school probably transferred to Caracas (1) for professional advancement, (2) for increased financial earnings, or (3) for the adventure and novelty of working and residing in a foreign country.

The present enrollment, which dropped nine percent in the last year, was directly affected by policies of the Venezuelan Ministry of Education. The Venezuelan government influenced the planning process with viewpoints counter to the American educational system as recommended by the Southern Association of Colleges and Schools.<sup>10</sup>

The Ministry did not recognize the work done in any school in which the basic language of instruction was not Spanish and in which the curriculum was not set by the Ministry of Education. In January of 1970 another constraint was introduced. The school director received a request from the Ministry of Education that the school abide by the directive of the Ministry stating that all Venezuelan citizens enrolled in grades one through seven must be in a school inscribed<sup>11</sup> with the Ministry. Students of dual citizenship<sup>12</sup> could be enrolled in all grade levels. Venezuelan students could be enrolled in the junior and senior high schools; however, no graduate of C.I.C. was eligible for admission to Venezuelan universities. Rulings by the Ministry required C.I.C. graduates who wished to attend Venezuelan universities to study at a university outside of Venezuela

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<sup>10</sup>See definition of terms, page 13.

<sup>11</sup>See definition of terms, page 12.

<sup>12</sup>See definition of terms, page 12.

for a minimum of one year and then to transfer back to a Venezuelan institution.

The present physical facilities affected the educational program. A recent merger with another American high school necessitated that Colegio Internacional de Caracas be located in two separate locations. The facility for grades K-5 was a rented house separated from the main campus by several miles. Having the school operation in two locations created communication problems between the two faculties and made assimilating the courses of study difficult. Complicating these factors was an anticipated change in September, 1973, in administrative organization brought about by the retirement of the school's founder and director.

Moreover, parents and students were questioning the educational benefits received in relation to the required student fees. In line with the current insistence on educational accountability, the school community was voicing strong criticism about certain aspects of the school program, according to the school director. At the October, 1972 board meeting, the school director, principals, and board members voiced particular concern about four particular aspects of the school's educational program which they felt needed immediate attention. These areas, which were identified by school leaders who possessed knowledge of the major problems related to the total educational program, included (1) teacher effectiveness, (2) physical education/sports/co-curricular activities programs, (3) school library, and (4) Spanish department.

Recent trends which influenced the status of the school included lagging expansion of U.S. companies, gradual nationalization of industry, growth of third country companies such as Japanese and other international companies, and cutbacks in the U.S. diplomatic corps and foreign service.<sup>13</sup> Several other factors were promoting a hesitancy on the part of the patrons to construct facilities and to supply necessary funds for recruitment, staff development, and educational hardware. The future status of the school created by current decreased registration, the Education Ministry of the Venezuelan government, the school's physical and administrative changes, and the questioning of the educational program by the community were variables which affected the total school program.

If factors which increasingly influenced the functioning of the school were ignored, the eventual consequences may be degeneration of programs resulting in the misallocation of resources, inefficient operation, loss of interest, and confused organization. These, in turn, may result in further degeneration of the program. While the educational program was considered the focal point of the school in this study, it was not an entity in itself. All factors should be considered in planning which directly or indirectly influenced the total program.

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<sup>13</sup>El Universal (Caracas, Venezuela), November 12, 1972.

## NEED FOR THE STUDY

On a 1972 visit to Colegio Internacional de Caracas, a team of educators representing the Southern Association of Colleges and Schools suggested the need for formal planning to add direction to the educational program of the school.<sup>14</sup> The school's Board of Directors had also recognized the need for establishing formal planning procedures for moving the educational program from where it is to where it should be. If Colegio Internacional de Caracas and other overseas schools are to move from their present positions to a realization of their fullest potential as educational institutions, planned programs of change are essential.

No evidence of the use of systematic educational planning models in the American schools overseas was found through either formal or informal search of available literature and materials. No formal planning activities existed for the educational program at Colegio Internacional de Caracas. According to the school director planning attempts had represented only isolated steps of a total planning

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<sup>14</sup>On May 3-4, 1972, a committee representing the Commission on Elementary Schools, and the Commission on Secondary Schools of the Southern Association of Colleges and Schools visited Colegio Internacional de Caracas. The members of the committee were: Monsignor William R. Houck, Superintendent of Schools, Diocese of Birmingham, Alabama; Dr. William B. Royster, Superintendent of Schools, Anderson, South Carolina; and Dr. Joseph M. Johnston, Associate Executive Secretary, Commission on Secondary Schools, Southern Association of Colleges and Schools. Dr. William H. Etsweiler, Executive Secretary, Commission on Secondary Schools, Middle States Association of Colleges and Secondary Schools, participated in the visit as an observer. (See Appendix A)

process. The use of a model was needed to provide a consistency basis for procedures in making planning decisions.

#### STATEMENT OF THE PROBLEM

The problem of this research effort was to apply an educational planning model to the development of a five-year plan, which proposed a timetable for implementation and general guidelines for establishing evaluation procedures, for selected aspects of the educational program at Colegio Internacional de Caracas.

#### PURPOSES OF THE STUDY

The purposes of this study were to (1) use a rational model to provide a planning methodology by which an American school overseas can bring order, efficiency, and effectiveness to the total educational effort, and (2) to provide examples of how this methodology could be used in situations drawn from a particular American school overseas.

Certain benefits should result from the study. (First, there should be more knowledge and understanding of the total school operation.) Second, greater interest should be exhibited by students, teachers, administrators, and parents. (Third, increased awareness of variables affecting the decision-making processes should be understood. Fourth, the use of specifically stated goals should clarify the long-range intentions of the plan for the staff, students, and community. A combination of the four above benefits should result in improved professional performance by the professional staff and thereby produce greater student benefits.

## LIMITATIONS OF THE STUDY

1. The external and internal influences which affected the educational programs of American schools overseas were not commonly found in stateside schools. Therefore, the study was generalizable only to overseas schools with similar problems and characteristics.

2. Because the community served by the school was highly unstable due to the impacting variables as detailed above, it was extremely difficult to project enrollment, a necessary consideration in educational planning.

3. The nature and extent of the school records increased the difficulty of developing a complete information base for use in the formal planning processes.

4. Lack of communication between the members of the Board of Directors and the school administration on the interpretation of policies and procedures, as stated in the records of Board Minutes, created difficulty in establishing formal planning procedures.

5. Respondents' opinions as indicated on the questionnaires<sup>15</sup> may or may not have been the same as their actual attitudes. Some responses may have reflected what the respondent thought he should answer rather than what he truly thought.

6. Some responses on the questionnaires may have been evoked simply by the respondents being asked to participate in the study.

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<sup>15</sup>Questionnaires were used to assess student, parent, teacher, and administrator opinions. Items were related to teacher effectiveness, school library, Spanish department, and physical education/sports/co-curricular activities programs.

7. The actual application of a planning model to an existing school was a longitudinal endeavor and restricted knowledge of the effectiveness of the study.

#### BASIC ASSUMPTIONS

In developing an improvement plan for components of the educational program at C.I.C., the following assumptions were made:

1. Despite restricting decrees by the Venezuelan Ministry of Education, Colegio Internacional de Caracas would be allowed to continue operation at its approximate present status for an indefinite period.
2. The American, Venezuelan, and third country national community would continue to provide the major means of financial support for the school's operation.
3. There would be reasonable financial support to accomplish the plan for improvement and development of the selected aspects of the educational program.
4. The majority of the staff would be committed to improvement of the educational program and, therefore, would support the developmental plan.
5. The leadership to implement the changes would come from the school administration with necessary support from the Board of Directors.
6. The educational program would be the core of the school; all efforts were directly or indirectly aimed toward this major focus.

## DEFINITION OF TERMS IN THIS STUDY

Academy La Castellana Asociacion Civil was the corporate name registered with the Venezuelan government, under which Colegio Internacional de Caracas was operated as a non-profit and tax-exempt organization.

An American Community School was one established by American parents overseas or by U.S. companies intent on providing quality education for their children. The school program related to the educational system in the United States.

C.I.C. was an abbreviation for Colegio Internacional de Caracas.

A Dual Program was a school program in which instruction was provided in two languages, usually English and the language of the host country. This was also referred to as a bi-lingual or a bi-national program.

Dual U.S.-Venezuelan Citizens were students who, because of birth place or nationality of parents, could choose to become citizens of either one of the countries at age 21.

An Educational Program, operationally defined, included the total planned curricular activities endorsed by the school.

Host Country was the country in which the American community school was located.

Inscribed meant to comply with the regulations of the Ministry of Education as to language, curriculum content and school calendar, and therefore, to be listed officially on the registers of the Ministry of Education.

Ministry of Education was the department of the Venezuelan government which controlled educational institutions and their curricula in that country.

Ministry of Hacienda was the department of the host country government which controlled commerce, business institutions and taxes.

Southern Association of Colleges and Schools was the organization by which Colegio Internacional de Caracas was accredited.

Targets, operationally defined, were directional statements of purpose attainable by the accomplishment of specified objectives.

Third Country Nationals were citizens of countries other than the United States or the country in which the American school was located.

VANAS was the Venezuelan Association of North American Schools of which Colegio Internacional de Caracas was an active member.

Venezuelan Bolivares (Bs.) - 4.30 Venezuelan Bolivares was equivalent to one U.S. dollar.

#### ORGANIZATION OF THE STUDY

In the first chapter, the need for planning in an American community school overseas was discussed. The statement of the problems, purposes of the study, limitations, assumptions, and definitions of terms related to the study were established.

The principal steps in developing the dissertation are expanded in the following chapters:

In Chapter Two related literature is reviewed to explore definitions of planning, to identify steps in the planning process, and to examine the potential impact of planning.

In Chapter Three the methodology of the study, including the model used for planning the educational program of an actual American school overseas, is presented.

In Chapter Four a five-year plan for the improvement and development of selected aspects of the educational program at Colegio Internacional de Caracas is presented.

In Chapter Five a summary of the study and recommendations are made.

## Chapter II

### RELATED LITERATURE

Planning has never been a luxury; however, now it has become a condition for existence.<sup>1</sup> It is the purpose of this chapter to discuss the meaning of planning, to identify steps in a planning process and to cite potential advantages of formal planning activities.

### MEANING OF PLANNING

Elam and Swanson suggested that planning encompasses a wide field of activities ranging from work on problems or a purely pedagogical nature to general economic issues.<sup>2</sup> Planning is not a forecast system in itself; its primary purpose is not to limit the future but to examine the present in anticipation of the future.<sup>3</sup>

In "Putting Action into Planning", Schaffer agreed with Elam and Swanson that it is necessary to see planning in a new way, as a total strategy for increasing control which managers have over the performance and direction of their enterprises - particularly as action today affects results tomorrow. He also felt there is never a time

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<sup>1</sup>David W. Ewing, The Human Side of Planning (London: The Macmillan Company, 1969), p. 3.

<sup>2</sup>Stanley Elam and Gordon J. Swanson (eds.), Educational Planners in the United States (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1969), p. 90.

<sup>3</sup>Ibid., p. 85.

when planning is completed because with each new definition of objectives, new problems of action are generated.<sup>4</sup>

Koontz and O'Donnell, in Principles of Management, stated that planning is the task of making things happen that would not otherwise occur. It is a conscious determination of a course of action, the basing of decisions on purposes, facts, and estimates. Planning involves selecting alternatives from objectives and is, thus, decision-making affecting the future course of the enterprise.<sup>5</sup>

Ackoff accepted Koontz and O'Donnell's assertions that planning is a process of producing desirable future states which are not expected to occur unless some directed action is taken. He emphasized that it is the design of a desired future and includes effective ways of bringing it about. It is not only concerned with evaluating alternative means of attaining objectives but also with developing new and better ones.<sup>6</sup> "Planning is predicated on the belief that the future can be improved by active intervention now."<sup>7</sup>

Hartley similarly defined planning as a means of attempting to control the future instead of merely reacting to it and being controlled by it. He further stated that the creation of long-range

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<sup>4</sup>Robert H. Schaffer, "Putting Action into Planning," Harvard Business Review, XLV (November-December, 1967), p. 158.

<sup>5</sup>Harold Koontz and Cyril O'Donnell, Principles of Management (New York: McGraw-Hill Book Company, Inc., 1955), p. 12.

<sup>6</sup>Russell L. Ackoff, A Concept of Corporate Planning (New York: Wiley-Interscience, 1970), p. 1.

<sup>7</sup>Ibid., p. 23.

plans are important in combating built-in tendencies toward rigidity and inertia found in many schools.<sup>8</sup>

Curtis, in Educational Resources Management System, maintained that planning is the process of guiding internal change so that the organization adapts effectively to the dynamic society of which it is a part.<sup>9</sup> It is oriented to the emphasis upon the creation or modification of programs required to achieve long-range goals.<sup>10</sup>

Paralleling Curtis, Morphet proposed the following definition:

Planning is not a process of speculating on probable developments and preparing a theoretical blueprint for meeting needs. Rather it is a process of attempting to determine appropriate goals and objectives, obtaining and analyzing pertinent information that will bring into focus present and emergent problems and needs, and obtaining agreement on steps and procedures that are designed to meet those needs so that objectives can be attained.<sup>11</sup>

More recently, in Educational Planning, Brieve, Johnston, and Young focused on planning as a logical way of looking at what one wants to do, how to go about getting it done, and how to determine how well it was done. They asserted that planning has potential to bring more order, rationality, and accountability to

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<sup>8</sup>Harry J. Hartley, Educational Planning - Programming - Budgeting: A Systems Approach (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), pp. 2-3.

<sup>9</sup>William H. Curtis, Educational Resources Management System (Chicago: Research Corporation of the Association of School Business Officials, 1972), p. 45.

<sup>10</sup>Curtis, op. cit., p. 59.

<sup>11</sup>Hartley, op. cit., p. 17.

the educational enterprise. The idea was stressed that, as a process, planning can aid in making decisions but it does not provide the values, goals, programs or any directions other than a rational procedure for working. The planning process helps in establishing a well organized program but the school is not better automatically as a result of the planning itself.<sup>12</sup>

Concurring with this idea, Ewing stated in The Practice of Planning that no plan ever made an organization successful. He added that planning is a method of guiding managers so their decisions and actions affect the future of the organization in a consistent and rational manner.<sup>13</sup> Ewing strongly believed planning can not be any better than the improvement in decision-making which it helps to produce.<sup>14</sup> Ewing recognized that spokesmen in the field of planning found it difficult to reach a consensus on the exact meaning of planning. In an effort to clarify and limit the meaning of the term, he proposed that planning is not just any one of the following:

1. Planning is not words, communications, and public relations;
2. Planning is not forecasting;
3. Planning is not the same as budgeting;
4. Planning is not report writing;
5. Planning is not the maintenance of a "planning department", or the establishment of any other organizational device;

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<sup>12</sup>Fred J. Brieve, A. P. Johnston, and Ken M. Young, Educational Planning (Worthington, Ohio: Chas. Jones Publishing Co., 1973), in press.

<sup>13</sup>D. W. Ewing, The Practice of Planning (New York: Harper and Row Publishers, 1968), pp. 17-18.

<sup>14</sup>Ibid., p. 144.

6. Planning is not an attempt to avoid risk taking;
7. Planning is not necessarily an attempt to improve operating efficiency.<sup>15</sup>

Meier summarized the meaning of planning by saying that planning is notoriously difficult to define because the term has been applied so broadly. By asking four questions, (1) Where is the organization now? (2) Where does it wish to go? (3) What are the different ways of getting there? (4) Did we get there? the essence of the definitions of planning can be capsuled.<sup>16</sup>

#### STEPS IN PLANNING

Curtis stated that more agreement exists concerning the elements of planning than about the definition of planning itself. He suggested the following as essential steps in the planning process:

1. Assessment of the needs;
2. Examination of existing goals;
3. Establishment of a set of priorities;
4. Tentative determination of major programs;
5. Careful analysis of alternatives;
6. Selection of alternatives;
7. Preparation of a program and financial plan;
8. Development of a comprehensive plan for evaluation.<sup>17</sup>

A Manual for Implementing Standards of Quality and Objectives for Public Schools in Virginia outlined the major steps in the planning process as: (1) identify needs; (2) classify needs into management

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<sup>15</sup> Ibid., pp. 14-17.

<sup>16</sup> Richard L. Meier, Developmental Planning (New York: McGraw-Hill Book Company, 1965), p. x-xi.

<sup>17</sup> William H. Curtis, Educational Resources Management System (Chicago: Research Corporation of the Association of School Business Officials, 1972), p. 42.

and directional categories (an optional step); (3) select needs to be met; (4) list ways to meet the need; (5) choose ways to meet the need; (6) develop program(s) to meet the need; (7) implement the program; and (8) evaluate the program.<sup>18</sup>

The writings of Kraft and Padaro, Ewing, Ackoff, Koontz, Buddle, and others basically agreed with the procedures in the planning process offered by Curtis, the State of Virginia, and Brieve, Johnston, and Young. Major content differences occurred in the terminology used to describe the procedures considered essential and in the detail of the explanations given.

Elam and Swanson stated that to be effective, improvement plans must be developed and maintained that are consistent with other external and internal influences such as:

1. The general policy of the government;
2. The general policy of the ministry of education of that government;
3. Population data and trends in the demand for education;
4. Available data on the future demand for educated manpower;
5. Available information on the technical implementation capacity of local authorities and semi-independent institutions (universities, etc.);
6. Available data on the financial capacity of local government and private bodies;
7. Actual availability of policy instruments;
8. Available information on existing cost structures within the educational system.<sup>19</sup>

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<sup>18</sup>1972-74 State Department of Education, Manual for Implementing Standards of Quality and Objectives for Public Schools in Virginia (Richmond, Virginia, 1972), pp. 46-48.

<sup>19</sup>Stanley Elam and Gordon J. Swanson (eds.), Educational Planners in the United States, (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1969), pp. 86-87.

To further aid a school or organization in the implementation of a plan, Kurland outlined ingredients he considered essential to changing the management approach in the State Education Department of New York. His elements of the change process included:

1. Involving operating staff in planning;
2. Relating planning to the ongoing work of the organization;
3. Beginning wherever there is readiness and high chance of success;
4. Emphasizing opportunity rather than problems;
5. Spending adequate time to clarify goals of each task;
6. Developing clear assignments for each individual with deadlines set for their accomplishment; and
7. Judiciously using outside help to support the process, not to do the work.<sup>20</sup>

It was Kurland's conviction that in the creation and design of planning activities, more positive final results were produced if personnel to be affected by the change were highly involved in the process. He strongly emphasized the key human element in the planning processes.

Sources cited proposed considerations necessary to effectively implement a planning model. The need for compatibility between the planned improvements or changes and external and internal influences was further stressed. In summary, the fundamental steps of planning were assessing needs, establishing priorities, selecting alternatives, formalizing the program, and determining the evaluation procedures.

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<sup>20</sup>Norman D. Kurland, "Changing Management Approaches in Large State Education Department," Educational Technology, (February, 1972), 64.

## THE POTENTIAL IMPACT OF PLANNING

The Manual for Implementing Standards of Quality and Objectives for the Public Schools in Virginia stated that a five-year school improvement plan can assist a school:

1. By helping to keep efforts focused on the goals of education;
2. By providing a commitment to progress and accountability in achieving the goals of education;
3. By defining priorities and relating them to resources;
4. By providing for a balanced program of education, avoiding undue influence by special interests within and outside the school system;
5. By helping to avoid dissipation of efforts and depletion of resources which result when attention is given exclusively to the day-to-day operation of schools;
6. By identifying both the common and the special needs of the community served by the school system;
7. By encouraging experimentation for program modifications, based on discrepancies between the goals of the school divisions and pupil achievement;
8. By encouraging the continuous accumulation of significant data on educational progress in the school system;
9. By allocating an investment of human and material resources in designing a program to achieve educational goals;
10. By reflecting the views and aspirations of the people of the community.<sup>21</sup>

Ewing cited a 1966 doctoral dissertation done by Myers in which a comparative study of long-range planning and its influence on the management practices of several large electronics companies revealed that planning (1) influenced morale, (2) had a heavy impact on methods of evaluating executive performance, (3) aided in developing cooperation among various management groups, (4) strongly affected the general quality of management practice in an organization, (5) affected

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<sup>21</sup>1972-74 State Department of Education, op. cit., p. 53.

positively the quality of human relations in an organization and (6) served more as a cause of good management than as an effect.<sup>22</sup>

Although this study was conducted in an industrial setting, the results were applicable to a school operation.

Similar to Myers' study was the master plan developed for the Lockheed Corporation. Researchers in that study concluded: (1) the plan served as a basis for decision making in all levels over a broad range of policy and operation; (2) the plan served as a basis for ascertaining major determinants of the future; (3) the plan established a framework for organizing value judgments; (4) it served as an integrating force; (5) and it brought a comprehensive, coordinated, and uniform picture of the present and future of the organization to those responsible for management operations.<sup>23</sup>

Finally, Ewing added that planning reduces hesitancy, false steps, unwarranted changes of course, and is a powerful management device for making things happen that would not otherwise occur.<sup>24</sup>

Despite the advantages of educational planning, certain weaknesses in planning techniques seemed recurrent: (1) instead of decreasing rigidity in decision making in an enterprise, inflexibility is often

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<sup>22</sup>David W. Ewing, The Human Side of Planning (London: The Macmillan Company, 1969), pp. 13-14.

<sup>23</sup>George A. Steiner, On the Lockheed Master Plan (paper presented to the Controllers Institute of America, September 20, 1956, Los Angeles, California.

<sup>24</sup>David W. Ewing (ed.), Long-Range Planning for Management (New York: Harper and Brothers, Publishers, 1958), p. 3.

created; (2) planning is often done for one area in an enterprise at the expense and neglect of other inter-related and interdependent parts; (3) practical time tables are often not set; (4) definitions are not clearly established and explained; (5) lack of emphasis is placed on the people involved and affected by the plans; (6) and follow-through, control, and continuity often decrease after initial plans are established. Aware of the often existing weaknesses and necessary precautions in planning, Ackoff elaborated on the importance of designing control procedures for detecting errors, or failures, and for preventing or correcting them on a continuing basis.<sup>25</sup>

Although a review of available literature clearly revealed the advantages and the importance of formal planning activities, findings directly related to the use of planning models for the developing and improving of programs in American schools overseas were non-existent. This absence of conceptual models to guide systematic program planning adds impetus to the need for this study.

#### SUMMARY

This chapter discussed the meaning of planning, identified steps in the total planning process, and cited possible advantages of formal planning activities, which can provide a flexible framework for developing an organization's potential to achieve growth.

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<sup>25</sup>Russell L. Ackoff, A Concept of Corporate Planning (New York: Wiley-Interscience, 1970), p. 6.

## Chapter III

### METHODOLOGY

It is the purpose of this chapter to describe the methodology used in this study. How the data was gathered, organized, considered, used, and procedures for establishing guidelines for evaluation are presented within the framework of a planning model.

#### DATA COLLECTION PROCEDURES

Serving jointly as program coordinator for a university-to-school project and administrative assistant at Colegio Internacional de Caracas, the writer worked at the school during the 1972-73 school year. During this period he participated in administrative activities at the school, served on special committees, and attended task force meetings and meetings of the Board of Directors. He was given written permission by the president of the Board of Directors to undertake the study and to do the related research.<sup>1</sup> All written records which pertained to the study were available for examination upon request. These records included information related to the school's educational program such as the school budget and official board minutes. Informal interviews were conducted with the school's director, the president of the Board of Directors, a past president of the Board of Directors who served on the Board's Executive Committee and students, parents, and

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<sup>1</sup>See Appendix B, page 137.

teachers from the school community. The purpose of the interviews was to gain input for an information base, to supplement written documents, or to gather operational information about the educational program when written records were not available.

Actual presence at the school provided the researcher the opportunity to participate in the daily operations of the school and afforded additional insight concerning the status of the educational program. After reviewing the existing program, basic planning procedures cited in the literature were applicable to this American school overseas. The step by step procedures which served as a basis for gathering, organizing, considering and using the data were graphically illustrated in Figure 1. Data was integrated into each step of the model used to guide the development of the plan.

#### STEP ONE OF THE MODEL: INFORMATION BASE

The school charter, school philosophy, board policy, and Ministry of Education affected the existence of the school, its purposes and general directions. These documents provided a framework within which planning decisions were made. Before needs were determined, familiarization with the contents of the documents decreased the possibility of formulating planning activities which were non-supportive or inconsistent with the with the documents' contents.

Planning by the researcher was based on data used in the creation of an information base. Delimitation of all available school information was determined (1) by its apparent relevance to (A) teacher effectiveness, (B) the physical education/sports/co-curricular

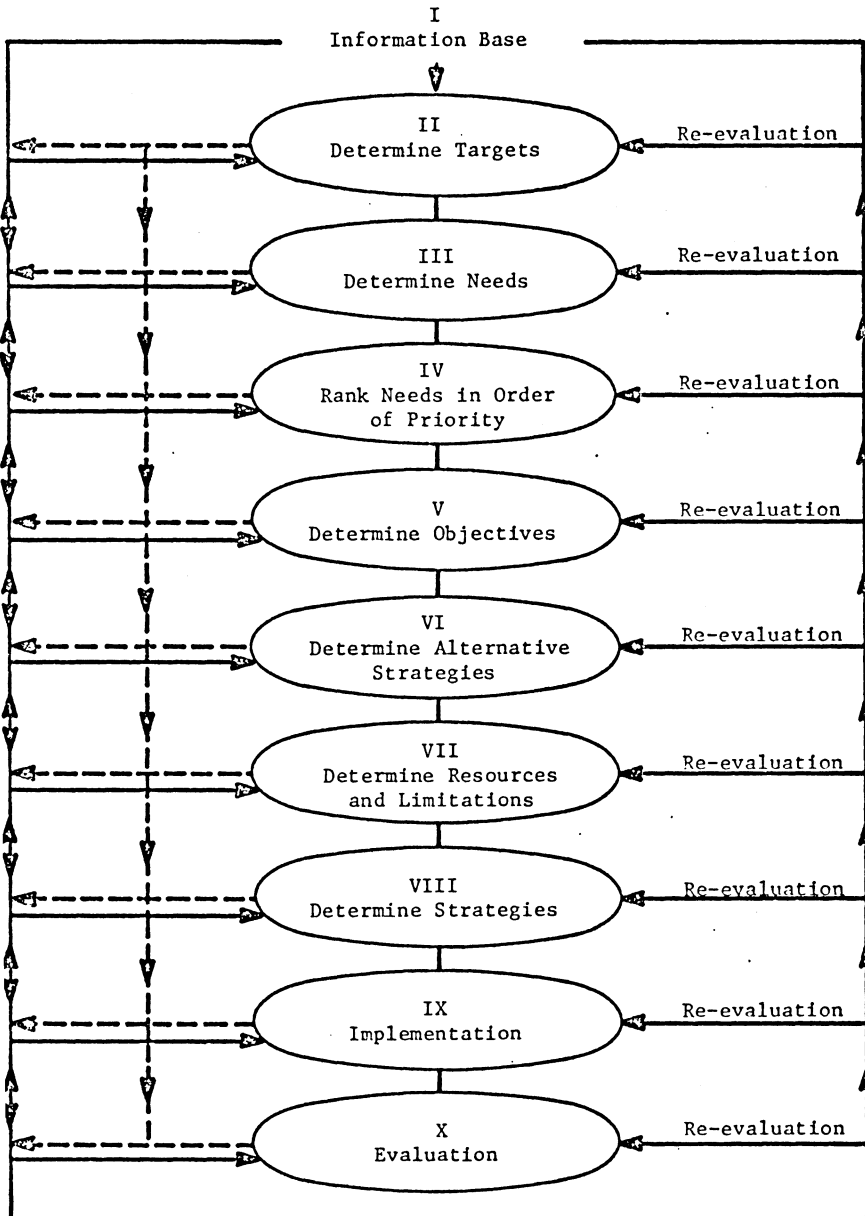


Figure 1

Planning Model Applicable to an  
American School Overseas

activities programs, (C) the school library, (D) the Spanish department and (2) by its expected influence on planning decisions related to the four areas. Information was gathered from files, documents, and other printed materials in the offices of the school director, registrar, guidance counselor, and business manager. Unwritten information was received from personal conversations with the school director, the president of the Board of Directors, consultants visiting the school, students, teachers, and parents. Specifically, information related to the four areas with which the study was concerned included:

1. Board policy
2. School philosophy
3. School charter and history
4. Ministry of Education directives
5. School demographic data
6. Guidelines from accrediting association
7. Programs of other schools
8. Guidance records
9. Test scores
10. Institutions of higher education
11. Consultants
12. Embassies and other government agencies
13. Industry
14. Guidelines from the U.S. State Department's Office of Overseas Schools
15. Student, teacher, and parent input from informal interviews, discussion groups, and questionnaires

In the continuing planning process new input from these areas could have unexpectedly affected subsequent steps in the planning function, as indicated by the broken vertical arrows in Figure 1. Also, in each of the steps of the planning model, new data was continuously generated, as indicated by the broken horizontal arrows in Figure 1. This newly generated information was fed back into the information base to become available as input into other steps of the planning process. As the

figure indicated, it may be necessary to re-evaluate after completion of each step in the process as well as after the total plan has been implemented.

Information used in the planning was classified into six categories: (1) information from the school charter, which was registered and on file with the Venezuelan Ministry of Hacienda,<sup>2</sup> the school philosophy,<sup>3</sup> periodic directives from the Ministry of Education, board policy, and other official documents which affected the nature and purposes of the school, (2) guidelines set by the Southern Association of Colleges and Schools, (3) factual information which affected the areas to be planned, (4) assessments of educational consultants, (5) input from students, teachers, and parents from discussion groups and informal interviews, and (6) input from students, teachers, and parents from questionnaires. Information was considered in that numerical order because input used in planning decisions proceeded from information of a strictly factual nature such as data compiled from school files to perceptual types of information such as questionnaires.

The validity of the factual data in many instances could be cross-checked for accuracy. For example, enrollment data from the registrar's office could be compared to other information available from the guidance counselor.

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<sup>2</sup>See definition of terms, page 13.

<sup>3</sup>See Appendix C, page 147.

Since at least 66 percent of the C.I.C. graduates applied to U.S. institutions of higher education during the 1968-71 period, the entrance requirement of many American colleges and universities that applicants be graduates of an accredited secondary school was considered.<sup>4</sup> High mobility in the school community was indicated by approximately 30 percent of the student body and 30 percent of the professional staff transferring to or from C.I.C. each year. If C.I.C. met standards set by the Southern Association of Colleges and Schools, acceptance of academic credits by schools to which the students transferred was facilitated. In addition to these considerations, the Southern Association of Colleges and Schools provided a general body of recommendations in agreement with the C.I.C. school charter and school philosophy as well as a staff to aid in the improvement of school programs. The set of operational standards outlined by the Southern Association for accreditation was thus assumed to be beneficial to this particular American school overseas.

Assessments of educational consultants were given higher priority by the researcher than the informal interviews, discussion groups, and questionnaires because the consultants were familiar with the purposes, objectives, and operational procedures of the school program. Because these consultants were not directly affiliated with the school, it was assumed they could be more objective.

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<sup>4</sup> Proceedings, (Atlanta: Southern Association of Colleges and Schools, 1972), p. 100.

It was assumed that those participating in informal interviews, discussion groups or questionnaires were interested and perhaps because they were interested, more aware of the actual status of the school. However, input from students, teachers, and parents in informal interviews and discussion groups was given greater consideration by the researcher than responses on the questionnaires because (1) these people initiated the contact with the researcher rather than reacting to a written form and (2) the researcher was physically present and could clarify and follow-up on questions and points of discussion.

The responses of students, teachers, and parents were considered in relation to the four previously identified selected areas of the educational program. If the responses of the three groups were not considered together, consideration of individual group percentages resulted when there was reason for one group to have more factual or experiential knowledge of a particular issue. This occurred when the data was introduced into the various steps of the planning process.

While all information was important as input into the planning, factual data represented concrete input, was more representative of the total school population, and was gathered over a longer period of time. Perceptual data represented opinions of people from informal interviews and from questionnaire responses. This data resulted from a pre-determined number of people gathered at a specified time. Both types of data did represent input from persons with varied cultural and educational levels and backgrounds. Perceptual input, though, was possibly influenced by what people thought they should answer

rather than what they actually thought. And from personal observation over a period of one year, the researcher felt this was true in Caracas where the international community which C.I.C. served tended to isolate itself into a closely knit social structure. Some responses in the informal interviews, discussion groups, and questionnaires may have been evoked simply by the fact that respondents felt obligated when asked to participate in the study.

### Questionnaires

Three separate questionnaires were designated to assess parent, student, and teacher/administrator perception of selected aspects of the school program.<sup>5</sup> This information was considered along with other data in the information base of the planning model used in this study to assess the status of the educational program and to carry out subsequent planning functions.

### Questionnaire Development

The questionnaires were developed by (1) using on-site assessments of the C.I.C. educational program by the researcher, the school director, members of the Board of Directors, and Dr. Fred Brieve, who served as a professional consultant at the school in December, 1972, (2) examining guidelines set by the Southern Association of Colleges and Schools' Evaluation Criteria, (3) conducting informal surveys with the school administrators, teachers, board members, students and other

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<sup>5</sup>See Appendix D, page 150-163.

persons interested in the growth and development of Colegio Internacional de Caracas, (4) examining the self-study published by the Mexico City American School Foundation, and (5) reviewing QUESTA (Questionnaire for Evaluation of Students, Teachers, and Administrators).<sup>6</sup>

Items on the questionnaires included the following areas related to the educational program: (1) individualized attention in the instructional program, (2) programs for non-English speaking students, (3) physical education/sports/co-curricular activities programs, (4) library, (5) effectiveness of classroom teaching, (6) purposes of the school, (7) Spanish course offerings, (8) emphasis of planning for improvement of the educational program, (9) staff training, (10) teachers instructing in their areas of specialization, and (11) certification of teachers. Certain questions, such as that concerning purposes of the school, were considered relevant to the planning for the four areas because all planning should support the purposes of the school as established in the school philosophy.

The questionnaires were reviewed by authorities in the field of international education. The four member team included regional officers in the U.S. Department of State's Office of Overseas Schools and university professors who had coordinated and directed programs of international education. Each of the four persons replied in writing that the items on the questionnaires pursued information

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<sup>6</sup>Questionnaire for Evaluation of Students, Teachers, and Administrators (Princeton, N.J.: Educational Testing Service).

needed to produce a five-year plan for the previously selected aspects of the educational program of an American school overseas.<sup>7</sup> Suggestions were offered in the reply letters for limiting the scope and length of the initial questionnaires.

Further refinements of the questionnaires were made by supplying the survey instruments to 10 parents, 32 students, and five teachers affiliated with the school. Interviews with persons who answered the preliminary questionnaires provided feedback, and therefore, aided in making final revisions of the instrument.

Although the five-year plan concentrated on certain aspects of the educational program and the major purpose of the questionnaire was to collect data for this area, items relating to finance, facilities, and administration were included in the instrument. This was done at the specific request of the school to facilitate further planning efforts by the Board.<sup>8</sup>

### Procedures

The sample was selected from parents who had one or more children in grades K-12. Only parents who had one or more children in the school for a minimum of four months were included in the sample. Four months was selected arbitrarily as sufficient time for parents to have initial reactions to the school program. Using a table of

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<sup>7</sup>See Appendix B, page 138-141.

<sup>8</sup>See Appendix B, page 142.

random numbers, one hundred of the 351 families in the school were requested to respond to the questionnaire. A preliminary letter which briefly explained the purposes of the questionnaire<sup>9</sup> was taken home by the students of the selected families one week before the actual questionnaire was sent. Along with a cover letter, the questionnaires were taken home by the students in sealed envelopes and were returned in the same manner. Eighty-five of the one hundred parents returned the completed questionnaires.

All teachers and administrators were asked to complete a similar survey. Forty-three members of the professional staff returned the completed questionnaires. Five teachers were unavailable. To expedite distribution and collection procedures, teacher/administrator and student questionnaires were completed at a previously specified time during a school day.

All two hundred forty-nine of the 323 students enrolled in grades 9-12 present at the school on February 28, 1973, answered the questionnaires. Three class sections away from the campus on a school-related trip and students absent on that date did not participate in the study. Because of the nature of the questionnaires, only students in the secondary school were asked to participate in the study. All of the students in the sample had been enrolled in the school for at least four months.

Because some parents and teachers possessed varying proficiencies in reading and comprehending English, the parent and teacher/

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<sup>9</sup>See Appendix B, page 144.

administrator questionnaires were translated into Spanish. Three bilingual persons checked the Spanish translations against the English originals for accuracy.

	Questionnaires Sent	Questionnaires Completed	Percentage of Returns
Parents	100	85	85.0
Teachers/ Administrators	48	43	89.7
Students	249	249	100.0

Questionnaire responses were indicated on optical scanning sheets.<sup>10</sup> A Likert-type scale<sup>11</sup> was used which allowed four alternative responses to each item. Choice number one was Disagree. Choice number two was Tend to Disagree. Choice number three was Tend to Agree. Choice number four was Agree. Percentages of the responses in each of the categories were sorted by a computer program of translation. Sixty percent of the combined categories of Tend to Disagree - Disagree or 60 percent on the combined categories of Tend to Agree - Agree was established as being important for the study. This percentage was selected because (1) it was representative of a majority of the sample, (2) it was not so high as to cancel out all agreement on the items, and (3) a percentage less than this could have meant that the approximate 50 percent North American population alone could have determined the results.

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<sup>10</sup>See Appendix D, page 149.

<sup>11</sup>Rensis Likert, Human Organization: Its Management and Value (New York: McGraw-Hill, Inc., 1967), p. 47.

In sample Question A, a response of "4" indicated a positive feeling about the physical education/sports program. In sample Question B, a response of "4" indicated dissatisfaction with the course offerings in the Spanish language.

#### Sample Question A

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
C.I.C. has a good physical education/sports program.	1/ /	2/ /	3/ /	4/ /

#### Sample Question B

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
The curriculum should be altered to provide improved offerings in the Spanish language.	1/ /	2/ /	3/ /	4/ /

The responses to questionnaire items which directly related to the four selected areas of the educational program at Colegio Internacional de Caracas<sup>12</sup> were given in the form of percentages. Not all percentages totaled 100 because of omitted answers and errored answers on the questionnaire response sheets.

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<sup>12</sup>See Appendix E, pages 165-168.

Data derived from the questionnaires became part of the information base. Extrapolations were made on the data from the information base. Thus the data were used more in an informational and developmental manner than in an analytical manner.

#### STEP TWO OF THE MODEL: DETERMINE TARGETS

Targets set directions for the school and the school program. These general target statements were compiled by the school director for the researcher by examining and assimilating such sources as (1) demographic data in the information base, (2) information in the school charter, (3) the school philosophy, (4) reports received from the U.S. Department of State's Office of Overseas Schools, (5) school board policies, and (6) guidelines from the Southern Association of Colleges and Schools. The targets defined what was to be attained by the school, spanned the scope of the educational program, and were considered as expressions of the school's long range efforts.

#### STEP THREE OF THE MODEL: DETERMINE NEEDS

Determining needs of the four given areas of the educational program was the process of examining differences that existed between what was and what should be in terms of the stated targets. The targets established a general framework for examining this relationship in order to make a realistic and thorough assessment of the status of the four established areas. In assessing needs, data collection procedures were established to expand the information base.

This process involved relating the targets to existing facts and perceptions and performing discrepancy analyses. Gaining this perspective of existing needs required repeatedly drawing from and adding to the information base.

#### STEP FOUR OF THE MODEL: RANKING NEEDS

Ranking needs in order of priority emerged (1) from the consideration of factual or perceptual data and their sources and (2) from specific information gathered in the needs assessment of the four aspects of the educational program. These, in turn, became part of the information base. The effect the satisfaction of the needs would have on the long range targets of the educational program and inter-related consequences of one target affecting other targets were also considered to establish priorities.

#### STEP FIVE OF THE MODEL: DETERMINE OBJECTIVES

After needs were ranked on a priority basis, objectives based upon these needs were created. These performance objectives were the positively stated actions to eradicate the needs for the eventual benefit of the students and included the following criteria: (1) standards of acceptance, (2) projected dates for accomplishment, and (3) measurable outcomes. Objectives represented more specific and tangible statements than did the targets, which were general expressions of the school's long range intents.

## STEP SIX OF THE MODEL: DETERMINE ALTERNATIVE STRATEGIES

After targets were set, needs established and ranked in order of priority, and objectives established, alternative strategies were determined. Determining alternative strategies was the process of specifying activities which contributed to the accomplishment of each of the stated objectives. Alternative strategies were viewed as activities and were not considered to be self-contained means of reaching the objectives. Many alternative strategies were suggested to increase the chances of attaining the objectives.

## STEP SEVEN OF THE MODEL: RESOURCES AND LIMITATIONS

Resources and limitations were viewed concurrently in order to choose from the suggested alternatives. Both external and internal resources and limitations existing within the school organization were examined. It was possible that a limitation might also serve as a resource. For example, the policies and entrance regulations of institutions of higher education often placed content restrictions on the school's educational program, while simultaneously providing research materials and consultative services. The Ministry of Education which provided both material resources and restraining decrees was another example.

## STEP EIGHT OF THE MODEL: DETERMINE STRATEGIES

After examining the alternative strategies and considering resources and limitations, a decision was made to choose one, a

combination, or even all of the strategies for implementation to achieve the desired improvements. In addition to reviewing such factors as economic feasibility, potential effectiveness, acceptability by students, teachers, and parents, the writer could not escape making certain subjective projections and judgments especially those related to the potential effectiveness of the strategies. This judgmental element was necessary because effectiveness could be expressed only after the strategies had actually been implemented. "The planning process helps increase the chances for better decisions under existing circumstances but can not serve as a guarantee of the 'best' decision."<sup>13</sup>

#### STEP NINE OF THE MODEL: IMPLEMENTATION

In order to meet the established needs within a five-year period, a timetable and budget was established to set the suggested strategies for each of the four areas in motion. This step provided the means to actualize stated activities to meet the strategy guidelines. To increase chances for successful implementation, school leaders and personnel had to be firmly committed not only to the targets but to the chosen strategies and also willing to accept the responsibility of initiating, monitoring, and evaluating the strategies.

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<sup>13</sup>Fred J. Brieve, A. P. Johnston, and Ken M. Young, Educational Planning (Worthington, Ohio: Charles Jones Publishing Company, 1973), in press.

## STEP TEN OF THE MODEL: EVALUATION

General guidelines were suggested which should be followed by the school administration in developing an evaluation design for the plan. The evaluation should assess the objectives and produce information indicative of the relative success of implementing the strategies which were proposed to accomplish the objectives. In turn, the objectives were initially designed to be supportive of and within the confines of the target statements and school philosophy. Evaluation should provide feedback into the other planning processes. The continuing evaluation process can serve not only as an information collecting device on what was accomplished but also an information generating device capable of feeding back new information into the information base. The new data could be used in the re-evaluation of each of the preceding planning stages.

## SUMMARY

This chapter included the methodology used in this study. Procedures for collecting, organizing, considering, and using the data, procedures for establishing guidelines for evaluation, and a description of each step of the planning model which served as a logical framework for the study were presented.

## Chapter IV

### A FIVE-YEAR PLAN FOR THE IMPROVEMENT AND DEVELOPMENT OF SELECTED ASPECTS OF THE EDUCATIONAL PROGRAM AT COLEGIO INTERNACIONAL DE CARACAS

The major objective of this chapter is to apply planning methodology to develop a five-year plan for four aspects of the educational program of an American school abroad, Colegio Internacional de Caracas. While the plan serves as an example of how the model can be applied, it also serves as a proposed framework for improvement of the educational program to be used by the leaders of the Caracas school.

#### INFORMATION BASE

The first step in the planning process was building an information base. Basic data in this information base, which added perspective and understanding about the planning situation, included historical growth and development of the school, legal status of the school, role of the Board of Directors, financial structure, organizational structure, enrollment data, and attitudes of parents, students, teachers, and administrators collected from questionnaires and informal interviews. Other factors which added perspective to the educational program were the professional qualifications of the staff and the circumstances under which they were employed.

### Historical Growth and Development of the School

Colegio Internacional de Caracas operated as a private co-educational institution. The school resulted from a 1971 consolidation of the previous Academy La Castellana<sup>1</sup> and the Colegio Americano High School, a secondary school operated and maintained by the Presbyterian Board of Foreign Missions from 1947 to 1971.

Academy La Castellana was established in 1956 by the current director of C.I.C. Operating eventually in three adjoining houses, the school grew to 400 students. The fusion of Academy La Castellana and Colegio Americano included the purchase of Colegio Americano's buildings and grounds by the Academy. In the summer of 1971 Academy La Castellana moved to the Colegio Americano campus and by vote of the student body, the combined schools became known as Colegio Internacional de Caracas.

### Legal Status in Venezuela

Academy La Castellana Asociacion Civil, the legal entity which operated C.I.C., was established in 1960 as an educational institution. The Association maintained no affiliation with the Venezuelan Ministry of Education.<sup>2</sup> Therefore, if a major nationalization move occurred, the Ministry might, without warning, close the school.

In 1966 the Association's charter was rewritten to change Academy La Castellana to a non-profit organization. In order to gain this

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<sup>1</sup> See definition of terms, page 12.

<sup>2</sup> See definition of terms, page 13.

status, parents agreed to accept a clause which stated that if the school should ever close, all assets must be used in Venezuela for a similar community service organization. Any clause in the charter can be changed except the three clauses which make the school a non-profit operation.

#### Board of Directors

Acting for the parent body, the board was responsible for establishing the policies and setting the goals of the school. It determined the policies which governed administrative decisions leading to the realization of established goals. Working through its treasurer and aided by a Finance Committee, the board was responsible for the overall supervision of the school's financial operations including planning, capital improvement, and expenditures. A Development Committee supervised fund raising and publicity efforts. Standing committees established annually to assist the board in carrying out its functions were the Educational Committee, Legal Committee, Buildings and Grounds Committee, and the Transportation Committee. Past presidents of the Board of Directors formed an Executive Committee which served in an ex-officio capacity, without vote, as consultants and advisors to the board and to the administration.

#### Financial Structure

In the 1972-73 school year 95 percent of the school operating income was budgeted from tuition and miscellaneous fees. Capital income for mortgage payments on the recently purchased facilities and

for purchase of capital equipment came from interest earned on investments, various gifts, and, at present, grants from the U.S. Department of State's Office of Overseas Schools and the Institute for the Development of Educational Activities.

### Organizational Structure

With the retirement of the present director and founder of the school in August, 1973, the director of the school was appointed by the Board of Directors. He was responsible for the development and supervision of the school program in accordance with the goals and policies set by the board. While the director delegated a number of responsibilities to others, he retained direct supervision over the budget, the programs, and the staff. The elementary and secondary principals' chief responsibility was the direct administration of curricular and co-curricular programs as they involved instruction, student and teacher welfare, and professional development of the staff. Program coordination, discipline, and student-teacher-parent-administration communications were also key duties belonging to the principals. The principals supervised teachers who were directly responsible for implementing the school's educational program.

Quasi-administrative personnel who provided supportive services for the educational program included the guidance director, school nurse, librarian, dietician, and registrar. While the business manager reported to the treasurer of the board and the superintendent of buildings and grounds reported to the Chairman of the Buildings

and Grounds Committee, both worked closely with the director and the elementary and high school principals on day-to-day operations.

### Enrollment

Table 4.1 illustrated that the number of students who were U.S. citizens dropped from 285 in 1971-72 to 265 in 1972-73 and the number of Venezuelan pupils dropped from 112 in 1971-72 to 107 in 1972-73. Third country nationals, which represented 30 other countries, dropped from 123 in 1971-72 to 106 in 1972-73. As a result of the 1970 request by the Ministry of Education that Venezuelan students not be registered in grades 1-6 in the primary school, the number of host country nationals dropped. The number of third country nationals would have dropped as the immigrant wave of the 1950's from Europe decreased.

Table 4.1

Comparison of Student Enrollment  
According to Citizenship

Citizenship	1971-72	1972-73
U.S.	285	265
Venezuelan	112	107
Third Country Nationals (representing 30 countries)	123	106
	N = 520	N = 478

However, this declining trend of third country national registration was partially offset by a growth in the group of industrialists from Japan and the government advisors from Israel.

Table 4.2 illustrated the number of students enrolled in the school in February of the 1972-73 school term. The 1972-73 decrease for the entire school was 42 students from the previous year.

Table 4.2

Comparison of Student Enrollment  
According to Grade Level

Grade	Enrollment in 1971-72	Enrollment in 1972-73
K	12	7
1	15	8
2	15	12
3	18	13
4	18	20
5	18	15
6	22	21
7	30	18
8	31	31
9	64	54
10	110	105
11	83	93
12	84	81
	N = 520	N = 478

Table 4.3 illustrated the citizenship of the family wage earner in relation to his source of employment in the host country. Although 57 U.S. family wage earners were employed directly by the U.S. government or by the Department of Defense, the overwhelming majority

Table 4.3

Comparison of Fathers, Wage Earners or Guardians  
According to Employment and Citizenship  
February, 1973

	Citizenship of Father, Wage Earner or Guardian			
	U.S. Citizens	Host Country Nationals	Third Country Nationals	Sub-Total
U.S. Business Firms	134	16	29	179
Other Business Firms	50	60	7	157
Religious Organizations	8	1	1	10
U.N. Agencies	2	0	4	6
Other Government (such as foreign embassies)	5	6	18	29
Direct U.S. Government	33	0	0	33
Department of Defense	24	0	0	24
Others (retired or professionals)	9	24	7	40
Subtotal	265	107	106	N = 478

Source of Employment

of 208 had other sources of employment according to the February, 1973 figures.

Information summarized in Table 4.2 and Table 4.3 became part of the information base because this data reflected characteristics of the international school community. The enrollment figures and the nature and availability of job positions for both national and foreign families determined the need for the services of the school. The planning process was affected by the type of educational program required by the students and sought by the patrons.

#### DETERMINE TARGETS

In a tape-recorded interview on December 2, 1972, with Mrs. Alice Hayes, the founder and director of C.I.C., the need was stressed for a complete K-12 school to provide children of American families and others in the community an American type education. The point was made in the interview that the school charter, which was registered and filed with Venezuelan Ministry of Hacienda,<sup>3</sup> stated that the school should provide an education to meet the needs of its student population. Approximately 50 percent of the students enrolled at the school were North American, and many third country national students who transferred to C.I.C. had received their previous education at other American schools overseas. Table 4.4 illustrated that from 1968-71 at least 66 percent of the members of each C.I.C. graduating class matriculated at American educational institutions.

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<sup>3</sup>See definition of terms, page 13.

Table 4.4

## Follow-up on Graduating Seniors\*

Activity Following Graduation	Class of 1968	Class of 1969	Class of 1970	Class of 1971
Attending U.S. Colleges or Universities	21	32	26	44
Housewives	2	0	1	0
Gainfully employed	0	3	4	2
Postgraduate high school	0	0	0	1
Art school	0	0	0	1
Unknown	4	9	5	3
Total	27	44	36	51

\*Figures based on 1968-71 figures from Academy La Castellana previous to Academy La Castellana and Colegio Americano merger.

If C.I.C.'s educational program offered an educational program founded on the structure and basic content of the American system, it was eligible to receive funds from the U.S. State Department's Office of Overseas Schools. These funds were available for staff development and for purchasing educational materials and applied specifically to improving the educational program.

The consensus of ten students, nine teachers, nine parents, and three board members attending an informal Parent-Student-Teacher Association discussion group on November 1, 1972, was that C.I.C.

should concern itself mainly with following the American education system and follow the Venezuelan system only to operate within the limits set by the host country government.

The C.I.C. philosophy<sup>4</sup> stated that the school will enable students to develop and apply the processes of critical and creative thinking and that they should have opportunities to develop such intrinsic qualities as individual responsibility and ability to adapt to change. Guidelines from the Southern Association of Colleges and Schools' Evaluative Criteria stressed the importance of these opportunities, and also the importance of providing activities which were not confined to strictly intellectual and academic pursuits.

Materials received by the school director from the U.S. State Department's Office of Overseas Schools, which were excerpted from American Elementary and Secondary Schools Abroad, emphasized the importance of combining academic and non-academic activities in the overseas school program.

From the specific data in the information base which included formal and informal interviews, information from the school charter, U.S. Department of State's Office of Overseas Schools, and the school philosophy, the four targets for the C.I.C. educational program were established by the school's founder and director for the researcher:

1. the school will provide for its international student body an education similar in kind to that in the United States;

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<sup>4</sup>See Appendix C, page 147.

2. the school's educational program will be flexible in order to meet the needs of students transferring to C.I.C. An educational program will be maintained which will enable students transferring to American type schools elsewhere to be absorbed into the educational program with a minimum loss of continuity and academic credit;
3. the educational program will provide students with intellectual, social, and personal competencies as preparation for further formal or informal educational pursuits;
4. the school's educational program will consider the development of each student's self-direction, creativity, critical thinking, and problem solving.

#### DETERMINE NEEDS

Needs were determined by comparing the present status of the four areas of the educational program to desired standards set within the guidelines of the four established targets. Data from the information base were recalled and supplemented in order to make a realistic assessment of the needs of the educational program, the third step in the planning process.

#### Assessment of Physical Education/Sports/Co-Curricular Activities Program

From on-site investigation, certain factors which indicated less than acceptable standards according to documents from the President's Council on Youth Physical Fitness were observed. Meeting these standards also meant meeting the guidelines established for accreditation by the Southern Association of Colleges and Schools. These observed factors were as follows:

1. There were four fully qualified teachers in the department who taught grades 7-12. There were no physical education teachers

or consultants to aid the regular classroom teacher in grades K-5.

2. Physical education classes in grades 9-12 met 65 minutes per day four days per week. Grades 7 and 8 met 60 minutes each week. In grades K-6, one hour three times a week was scheduled for supervised but unplanned recreation by the classroom teacher.

3. Both boys and girls had unventilated and unsanitary locker room facilities.

4. There was no intramural sports program scheduled on a continuing basis.

5. Individual and team sports did not exist.

6. Teachers did not meet regularly to plan and coordinate maximum use of the facilities.

7. There was no coordination of the physical education/sports program with the planned co-curricular activities of the school.

8. There were no course outlines or curricular guides.

Informal interviews and discussions that occurred throughout the year did indicate dissatisfaction with the program, although responses on the questionnaires showed that students were not very dissatisfied. Results of items relating to areas which supported the development of student competencies other than those of an intellectual nature indicated that on item 17, in Table 4.5, fifty percent of the students felt improvement was needed in the physical education/sports program. Fifty-eight percent of the parents and 80 percent of the teachers appeared satisfied with the program. In Table 4.6, questionnaire item 33 stated that C.I.C. placed sufficient emphasis on co-curricular

activities. Forty-one percent of the students, 65 percent of the parents, and 56 percent of the teachers agreed.

Table 4.5

Percentages of Responses to Questionnaire Item Number 17

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C.I.C. has a good physical education/sports program.

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	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	28	22	18	26
Parents	21	20	38	20
Teachers	07	09	47	33

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Table 4.6

Percentages of Responses to Questionnaire Item Number 33

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The school program places sufficient emphasis on  
co-curricular activities.

---

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	27	25	33	08
Parents	06	16	45	20
Teachers	14	30	19	37

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The specific guidelines of the Council on Youth Fitness, information from the informal interviews, and concern on the part of the school director and president of the board were used to support the

need for strengthening the program. Assessment of the physical education/sports/co-curricular activities programs indicated a difference between the present status of the programs and the established standards as recommended by the President's Council on Youth Physical Fitness. The standards recommended either a physical education instructor for the elementary grades or a consultant to advise the regular classroom teacher.<sup>5</sup> This did not exist at C.I.C.

The length of time various grade levels spent with the physical education instructors was recommended by the President's Council as (1) the equivalent of four class periods each week for grades 9-12, (2) the equivalent of two class periods two times each week for grades 7-8, and (3) thirty-five minutes three times a week for grades 1-6. Again, a difference existed in the C.I.C. program. Time allotted for grades 9-12 was in agreement with the standards but grades 7 and 8 were not scheduled according to standards as they lacked 40 minutes of the suggested time each week. In addition, grades 1-6 were allotted too much time without proper guidance. Though questionnaire responses reflected general satisfaction with the present programs by all three groups, informal interviews and discussion groups indicated dissatisfaction with the programs. The information from the informal interviews and concern on the part of the school director and president of the board were used to support the need for strengthening the program.

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<sup>5</sup> Proceedings (Atlanta: Southern Association of Colleges and Schools, 1972), p. 335.

Assessment of the Library

The assessment of the present needs of the library, made in accordance with the standards of the American Library Association, established guidelines to enable the C.I.C. staff to better provide a quality education. Using the Standards for School Media Programs<sup>6</sup> published by the American Library Association, Table 4.7 indicated standards set for schools with enrollments comparable to C.I.C.

Table 4.7

Difference Between Present C.I.C. Holdings and  
Recommended Holdings Established by the  
American Library Association

Materials	Recommended by American Library Association	Present C.I.C. Holdings	Difference
Books	10,000 (20 volumes per student based on an enrollment of 500)	7,500	2,500
Magazines	175*	64	111

\*This number seemed unrealistic for an American school overseas because (1) many periodicals were not distributed out of the U.S., (2) when some periodicals arrived in Venezuela they were no longer current, (3) the additional cost for overseas subscriptions was a limiting factor, and (4) the high incidence of non-delivery of third and fourth class mail was also a factor of consideration.

<sup>6</sup> Standards for School Media Programs (Chicago: American Library Association and National Education Association, 1970), pp. 30-31.

Table 4.7 (continued)

Materials	Recommended by American Library Association	Present C.I.C. Holdings	Difference
Newspapers	9	5	4
Filmstrips	500	200	300
8mm loops	750	15	735
16mm loops	A.L.A. recommends access to 3000 films	20 owned by the school; access to 2,500	---
Slides, transparencies, and graphic material	2,000	1,000	1,000
Professional books	1,000	200	800
Professional journals	40 plus the <u>Educational Index</u>	12	28

The present staff included one full-time qualified librarian and two part-time library aids. In addition, eight volunteers donated weekly time to clerical activities in the library.

The question of the adequacy of the present library was disputed in item 18 of the questionnaire. Results in Table 4.8 indicated a response of satisfactory by 50 percent of the students and 53 percent of the parents. Sixty-three percent of the teachers were dissatisfied.

This percentage reinforced statements made during informal discussions in which teachers and students both felt the existing library facilities limited research efforts and supplementary studies.

Table 4.8

Percentages of Responses to Questionnaire Item Number 18

C.I.C. has an adequate number of books per student in the school library.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	30	17	28	22
Parents	26	15	35	18
Teachers	23	40	16	21

With minor renovations, the physical facilities were more than adequate to meet the minimum standards suggested by the American Library Association for housing recommended acquisitions. However, as the concept of the library changes to a learning resources center, consideration must be given to additional storage, administrative office and working area, conference and viewing facilities, and additional shelving space for books.

Questionnaire results indicated satisfaction with the present library facilities by the parents and students but dissatisfaction among the teachers. This need for improved facilities and increased holdings expressed by the faculty was reinforced by opinions given in informal discussions with teachers and students.

The closing of the gap between the difference of what was recommended by the American Library Association and present C.I.C. holdings will bring the library up to minimum standards. This, however, did not take into account the replacement of existing materials, supplies, and equipment. No clearly defined budget program existed for improving the school library since there were library items included with other departmental items in both the general capital and operating budgets.

#### Assessment of Teacher Effectiveness

The December, 1972 scores on the College Entrance Examinations indicated the median for Colegio Internacional de Caracas students was 410 on the verbal section and 450 on the math section on a 200-800 scale. This was compared to the U.S. national average of 500. Although statistics for previous years were missing, the school director reported a decline in these medians for C.I.C. students during the past three years.

Achievement test scores over the past five years also showed a decline. Table 4.9 reported medians on achievement tests for the elementary grades and Table 4.10 reported medians on achievement tests in subject areas for the high school. Less change appeared at the elementary level; from 1967-1972, elementary students maintained scores average or above norms established for schools in the United States. The secondary school scores indicated a decline in the percentiles from 1970 in all subject areas except Algebra II. Such results may be responsible for the parent and student concern indicated by the

Table 4.9

## Achievement Test Medians of Elementary Students\*

Elementary Grades	1967	1968	1969	1970	1971	1972
Kindergarten Reading & Number Readiness	.68	----	.59	.58	.44	.49**
1st Grade Reading	.76	.70	.60	.35	.75	.75
Arithmetic	.70	.65	.50	.50	.60	.72
2nd Grade Reading	.75	.65	.54	.80	.65	.83
Arithmetic	.85	.85	.59	.70	.70	.80
3rd Grade Reading	.68	.52	.60	.57	.55	.44
Arithmetic	.65	.80	.50	.62	.58	.73
4th Grade Reading	.50	.56	.52	.55	.58	.60
Arithmetic	.85	.75	.55	.54	.54	.54
5th Grade Reading	.60	.60	.64	.57	.50	----
Arithmetic	.73	.78	.73	.63	.59	----
6th Grade Reading	----	.40	.63	.50	.60	----
Arithmetic	----	.65	.71	.74	.63	----

\*Tests used: Iowa Test of Basic Skills  
Metropolitan Readiness

\*\*Figures shown in percentiles based on U.S. norms.

Table 4.10

Achievement Test Medians for High School Students  
According to Subject\*

High School by Subject	1967	1968	1969	1970	1971	1972
<b>Social Studies</b>						
Am. History (Jr. H.)	.43	.59	---	.47	---	.26**
World History (9th)	.68	.63	.63	---	---	---
Mod. Eur. History (9th or 12th)	.43	.61	.72	.65	---	.32
Civics (9th or 12th)	.68	.66	.73	---	---	.45
U.S. History (10th)	.73	.68	.56	.49	---	.40
<b>Math</b>						
Arithmetic (7th)	.26	.62	.45	.51	---	.39
PreAlgebra (8th)	.33	.63	.47	.41	---	.33
Algebra I (9th-10th)	.74	.49	.59	.52	---	.37
Geometry (10-11-12)	.51	.62	.51	.52	---	.38
Algebra II (11th-12th)	.37	.53	.56	.37	---	.44
<b>Science</b>						
General Science (7-8th)	.60	.46	.75	.60	---	.52
Basic Physical Science (9th)	---	---	---	.71	---	.50
Earth Science	---	---	---	---	---	.69
Biology (10th)	.66	.63	.64	.70	---	.54
Chemistry (11th)	.49	.46	.56	.59	---	.54
Physics (12th)	.54	---	.47	.58	---	.46
Psychology						.79

\*Test used: Cooperative Evaluation Scores

\*\*Figures shown in percentiles based on U.S. norms.

responses on the questionnaire item 21 in Table 4.11 which stated that C.I.C. should improve its instructional program with more effective classroom teaching.

Table 4.11

Percentages of Responses to Questionnaire Item Number 21

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C.I.C. should improve its instructional program with more effective classroom teaching.

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	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	10	16	24	43
Parents	05	06	39	47
Teachers	02	21	37	40

---

According to a study done by Mrs. Alice Hayes in February, 1973, many students who transferred from other schools attained higher academic averages at C.I.C. than at their previous schools. According to that study, over 64 percent of all grades given at the end of the first 1972-73 marking period were "A's" and "B's".<sup>7</sup> This, in itself, may or may not be an indication of quality instruction.

According to Table 4.12 professional qualifications of the present staff varied in the level of education attained. Seventeen percent of the faculty did not hold a college degree. In addition, certification

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<sup>7</sup>Alice S. Hayes, "Comparison of Grades Earned at C.I.C. with Transfer Students' Previous Schools," (February, 1973, Caracas, Venezuela).

Table 4.12

## Educational Level of C.I.C. Staff

Level	Number of People
No degree	2
B.A.	26
Masters	13
Ph.D.	1
Titulo*	3
Licenciado**	3
Total	48

\*Titulo - completion of normal school in foreign country (3 years of teacher training)

\*\*Licenciado - teacher training institute (teacher institute beyond high school)

figures reported that 58 percent of the staff held U.S. teaching certificates, 19 percent of the staff members held Venezuelan or other foreign teaching certificates, and 11, or 23 percent, met no certification requirements.

Until the initiation of a University-to-School Program in 1972, teachers and other professional staff members had few opportunities to gain awareness of innovations in curricular strategies unless they studied in the United States during the summers. The physical isolation from North American-type schools and institutions of higher education had limited the in-service resources available to teachers which would enable them to be more effective.

In informal individual and group interviews, students stated that many teachers did not provide motivating stimuli, did not vary from traditional textbook approach, and did not allow pursuit of individual interests. Supporting these reactions were the responses to item 38 in Table 4.13 which indicated agreement of 72 percent by students, 78 percent by parents, and 88 percent by teachers.

Table 4.13

Percentages of Responses to Questionnaire Item Number 38

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The five year development and improvement plan should strongly emphasize staff training program in the school.

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	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	10	14	29	43

Table 4.13 (continued)

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The five year development and improvement plan should strongly emphasize staff training program in the school.

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	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Parents	04	15	36	42
Teachers	02	07	30	58

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Table 4.14 summarized questionnaire data from item 48. It was asked only to teachers and received an 89 percent affirmative response. This reflected teacher agreement that staff training and in-service programs should be continued during the next five years.

Table 4.14

Percentages of Responses to Questionnaire Item Number 48

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The established in-service program for teachers should be expanded during the next five-year period.

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	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	(Not on Students' Questionnaire)			
Parents	(Not on Parents' Questionnaire)			
Teachers	02	09	19	70

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Reactions to item 21 (see Table 4.11) on the questionnaires indicated agreement by all three groups that the instructional program

needed improvement. Questionnaire data in Table 4.15 reflected parent responses to item 40 and reinforced this need by a belief that teachers should teach only in their areas of specialization.

Table 4.15

Percentages of Responses to Questionnaire Item Number 40

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I feel that during the next five years teachers should teach only in the areas of their specialization.

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	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	(Not on Students' Questionnaire)			
Parents	02	15	27	54
Teachers	(Not on Teachers' Questionnaire)			

---

Scores gathered from achievement tests and college entrance examinations, comparisons of present grades with attainments in other schools, and information obtained in informal interviews and questionnaires indicated a need to improve teacher effectiveness in the classroom. Factual data on teacher training, certification, and the inaccessibility of continuing education compounded the need to improve classroom instruction. This need supported the goals of the school philosophy, school charter, and recommendations of the Southern Association of Colleges and Schools.

### Assessment of the Spanish Department

Although the courses met the standards of the Southern Association of Colleges and Schools, 1972-73 course offerings in all departments,<sup>8</sup> including Spanish, were being revised and expanded by faculty committees to add variety and flexibility to each student's program of studies.

Spanish teachers must be native born Venezuelan citizens according to Venezuelan law. Professor Martin Oropesa of Universidad Simon Rodriquez stated in a speech at C.I.C. on October 13, 1972, that Venezuelan teachers were trained in the European didactic method of rote teaching. He stated they need to learn about human growth and development as well as modern teaching techniques.

In Educational Committee discussions, parents and staff members stated a belief that foreign students' learning could be enriched by improvement of the nature and scope of Spanish courses. Also, Spanish students should be encouraged to become more involved in their Spanish studies.

Table 4.16 summarized data gathered from item 26 on the questionnaires and indicated that 70 percent of the teachers felt that the curriculum should be altered to provide improvements in the Spanish offerings. The importance of all students acquiring a basic knowledge of host country language, customs, and history, which was incorporated into the curriculum, was considered of value to the students' total growth.

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<sup>8</sup>See Appendix F for 1973-74 course offerings, pages 170-172.

Table 4.16

## Percentages of Responses to Questionnaire Item Number 26

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The curriculum should be altered to provide improved offerings in the Spanish language.

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	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	18	20	28	30
Parents	16	31	20	32
Teachers	12	19	28	42

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The necessity of improving teacher effectiveness in the Spanish department was stressed by a Venezuelan professor when he summarized the typical Venezuelan teacher as lacking modern teaching techniques and utilizing only the didactic teaching method. This fact, plus the importance placed on the Spanish department for contributing to a total quality educational program, established a need for improvement. In addition, 58 percent of the students, 52 percent of the parents, and 70 percent of the teachers responded that the curriculum should be altered. This corresponded to the school philosophy of providing the means for students to gain knowledge of another culture and language.

## RANKING NEEDS IN ORDER OF PRIORITY

The basis for the fourth step in the planning process, ranking the needs in priority order, involved consideration of (1) factual or

perceptual data and the sources of such data and (2) specific information collected in the needs assessment of the four areas of the educational program. These considerations became part of the information base. Also considered in the establishment of priorities were the effect fulfillment of the needs would have on the long range targets of the educational program and interrelated consequences of one target affecting other targets. The rationale used to rank the needs was given as the needs appeared in priority order.

Targets for the school could not be classified as separate entities. They were interrelated to benefit the total school program. Information to support the formulation of one target was also supportive of other targets. Because they served the educational program as a whole, it was sometimes not a simple task to delineate how the satisfaction of the needs outlined in the needs assessment step of the planning procedures directly and indirectly aided in accomplishing the targets and, therefore, strengthened the total educational effort of the school.

First, the needs were ranked according to the impact satisfaction of the need would have on the targets and the educational program. Since the effectiveness of the classroom teacher encompassed the teaching and supportive services staff, satisfaction of this need would partially fulfill the needs in the other areas. Thus, satisfaction of the need to improve teacher effectiveness will provide a viable means for reaching all four targets. Table 4.12 illustrated that only 27 percent of the teachers had any formal study beyond their undergraduate degree. Teachers needed planned in-service activities to

assist them to gain additional knowledge and acquire additional skills for implementing the American-type educational program. Increased understanding of the structure, processes, techniques, and content of the American educational system should provide the variety and flexibility necessary to meet individual student's needs.

Enrollment records maintained by the guidance counselor indicated that the majority of the students involved in the annual thirty percent student turnover transferred directly to schools in the United States or to American-type schools in other countries. Since transfer was inevitable by a majority of the student body, quality instruction better prepared students to experience an easier transition into new learning situations.

Tables 4.9 and 4.10 illustrated that achievement test scores for 1972, especially for students in grades 7 through 12, dropped sharply from the 1970 scores. Scores for 1971 were unavailable.

In an informal interview with the president of the Board of Directors, he stated that the school staff should strive to aid students in cognitive, affective, and psychomotor development. He also emphasized the importance of the classroom teacher's role in a student's total intellectual, social, and personal achievement. Consequently, improving teaching effectiveness was expected to increase the chances for successfully reaching all the targets.

Responses to item 21 (see Table 4.11) on the questionnaires indicated 67 percent of all students, 86 percent of all parents, and 77 percent of all teachers thought that C.I.C. should improve its

instructional program with more effective classroom teaching. Table 4.17 showed that 70 percent of the students, 94 percent of the parents and 89 percent of the teachers agreed with questionnaire item 36 that the primary emphasis of the improvement plan should be on the instructional program.

Table 4.17

## Percentages of Responses to Questionnaire Item Number 36

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The primary emphasis of the five year development and improvement plan should be on the instructional program in the school.

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	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	09	14	44	26
Parents	01	01	22	72
Teachers	05	07	33	56

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Outlined in Table 4.18, the responses to questionnaire item 14 indicated that 67 percent of the teachers, 60 percent of the parents, and 53 percent of the students felt the attention given to individual problems was acceptable. This was not in agreement with information gained from test scores (see Table 4.9 and Table 4.10) and during informal discussions and interviews. Both students and teachers stated that frustration and tension resulted when a student with a language problem was in the regular classroom situation.

Table 4.18

Percentages of Responses to Questionnaire Item Number 14

C.I.C.'s instructional program emphasizes individual student attention.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	16	27	35	18
Parents	12	26	40	20
Teachers	07	23	23	44

Responses to the questionnaires indicated in Table 4.19 that on item 25, sixty-nine percent of students believed that C.I.C. should have preparation for a U.S. college or university as its primary purpose. Seventy-four percent of all parents and 58 percent of all teachers agreed to the statement.

Table 4.19

Percentages of Responses to Questionnaire Item Number 25

The C.I.C. program should have as its primary purpose preparation for a college or university in the U.S.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	11	16	22	47
Parents	13	13	16	58
Teachers	19	23	23	35

On item 38 (see Table 4.13) which stated that a five-year improvement plan should strongly emphasize staff training programs in the school, 72 percent of the students, 78 percent of the parents, and 88 percent of the teachers agreed.

Eighty-nine percent of the teachers responded to item 48 (see Table 4.14) on the questionnaires that teachers in-service programs should be expanded during the next five years. Because parents and students were unaware of the nature of the in-service program, they were not asked this question. Eighty-one percent of the parents responded affirmatively to item 40 (see Table 4.15) which stated that teachers should instruct only in their areas of specialization. In Table 4.20, sixty-three percent of the teachers stated in item 52 that during the next five years the instructional staff should meet the certification requirements of the accrediting association.

Table 4.20

Percentages of Responses to Questionnaire Item Number 52

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During the next five years all teachers should meet the certification requirements of the accrediting association.

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	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	(Not on Students' Questionnaire)			
Parents	(Not on Parents' Questionnaire)			
Teachers	12	26	23	40

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Every teacher would be involved in the activities to improve the quality of instruction in the classroom and overall teacher effectiveness. All students would be directly and indirectly affected by this effort. Grant funds from the Office of Overseas Schools amounting to \$10,000 would be available for use in satisfying the need and reaching targets.

Second, the problems of the Spanish program which were outlined in the needs assessment were closely related and aligned with all four targets. Data from the information base, informal interviews, and questionnaire responses for teacher effectiveness related directly to the second area. The Venezuelan teachers needed opportunities to gain understanding of the American system of education. This would enable them to add variety to their course content and teaching procedures.

Because every student was required to study Spanish language and courses taught in Spanish such as Venezuelan history, civics, and geography, the same grant funding was available from the Office of Overseas Schools. Combining the human and financial resources available to satisfy the first need will simultaneously accomplish this second need. Therefore, the school will be aided to better provide C.I.C. students with a flexible, varied, and quality program similar to that advocated by schools in the United States.

As required by the Venezuelan Ministry of Education, every student was required to study the Spanish language and Venezuelan history and civics. The importance of acquiring a knowledge of local

language and customs to assist in providing quality education was established as necessary by the school leaders. The effectiveness of the teaching in the Spanish department dictated the quality of the program. These facts were supportive of the decision to rank the Spanish language department as the second priority.

Third, improved teacher understanding of learning techniques, knowledge of curricular strategies, and the development and improvement of the curriculum would enable the instructional staff to add needed variety and flexibility to the curriculum. An adequate learning resources center would support and facilitate teacher efforts to guide students in the pursuit and development of individual interests. Financial aid totaling \$2,500 from the Institute for the Development of Educational Activities and \$2,000 from the Office of Overseas Schools was available for the 1973-74 school year. Requests for these funds were made on an annual basis. Funds from these sources had been received the last two school years and would be sought in subsequent years to aid in carrying out the improvement plan.

Both students and teachers commented in informal interviews on lack of library resources for independent study and class projects. With an approximate split of 50 percent disagree and 50 percent agree on both student and parent responses to item 18 (see Table 4.8) there was a lack of a 60 percent opinion for either Disagree - Tend to Disagree or Agree - Tend to Agree choices. Sixty-three percent of the teachers disagreed with item 18 that the present library resources were adequate. This response was important as the degree of

involvement into which instructors guided their students often depended on available resources.

Quality library facilities and resources directly related to effective classroom learning and individual research for both English and Spanish courses. Services and materials provided by the library were supportive to classroom activities and strengthened the quality of the total educational program. For these reasons the school library need was given the third ranking.

Fourth, improved physical education/sports/co-curricular activities programs would encourage greater student participation and promote the development of social and personal competencies which were not in the strictly academic realm. As indicated in Tables 4.5 and 4.6, responses to item 17 and item 33 differed in the degree of satisfaction with the physical education/sports/co-curricular activities programs. On both items parents and teachers approximated 60 percent or higher responses of satisfaction. Students responded with only an approximated 40 percent satisfaction. This was reinforced by opinions of students who expressed dissatisfaction in the program during informal discussions or interviews.

Satisfying this need related directly to providing a curriculum more similar to that in the United States. It would also add flexibility and variety to the educational program. This need could be satisfied by utilizing the human resources in the physical education department and funds allocated in the proposed budget of operating expenses.

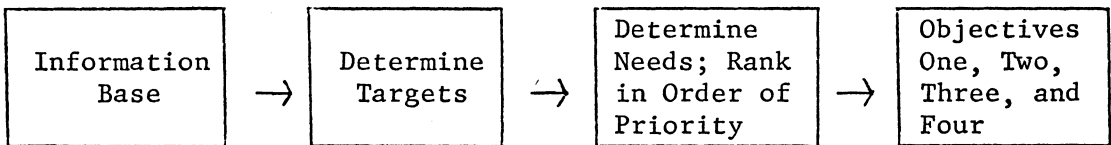
The school charter, the school philosophy, and the Southern Association of Colleges and Schools recommended a comprehensive educational program with the stress on academic endeavors. Therefore, teacher effectiveness received first priority ranking and the Spanish department, which was both directly and indirectly related to this need, was given the second priority. Since the library supported programs established in both of these needs, it was given third ranking. A comprehensive educational program encompassed both academic and non-academic areas. Since there was a need for quality physical education classes, sports programs, and co-curricular activities to ensure a quality total educational program, this area was given fourth priority ranking.

#### DETERMINE OBJECTIVES

The fifth step in the application of the planning model was the determination of objectives, which were designed to remove the discrepancy between where C.I.C. is and where it desires to go. This step occurred after the stated targets were carefully studied and after the needs of the educational program were ranked in order of priority. From these needs, specific objectives to satisfy needs were set, standards of acceptance were established and projected dates for completion were determined. As suggested improvements entered the working stage, it was recommended that a breakdown of the objectives into more workable subdivisions be considered to ensure increased organizational efficiency.

The administration must be structured to facilitate and coordinate the strategies. Details for the implementation of the outlined strategies should begin no later than June, 1973, with the successful completion of the stated objective no later than June, 1978.

In summary then, the flow of information from the information base was used to determine targets. From the targets the needs were determined. These needs were then ranked in order of priority. Objectives one through four were then made from the priority listing of needs. Schematically, the above can be depicted in the following manner:



After needs were ranked and priorities established, the planning for the satisfaction (1) of the first priority, teacher effectiveness, was outlined in Objective One; (2) of the second priority, the Spanish department, was outlined in Objective Two; (3) of the third priority, the library, was outlined in Objective Three; and (4) of the fourth priority, the physical education/sports/co-curricular activities programs, was outlined in Objective Four. Within each objective, steps VI (Determine Alternative Strategies), VII (Determine Resources and Limitations), VIII (Determine Strategies), and XI (Implementation) of the total planning process were incorporated

into the planning stages of each objective and not listed as separate sections to add greater continuity.

### Objective One

Within a period of five school years evidence of more effective classroom teaching will be demonstrated. More specifically, teachers will demonstrate that:

1. they understand human growth and development;
2. they use inductive and deductive methods of inquiry;
3. they possess knowledge of the structure of their field;
4. they use modern resources and techniques in their teaching;
5. they serve as motivator, stimulator, and consultant to students;
6. they encourage students to pursue independent areas of study.

These will be measured by at least 75 percent of each teacher's students responding affirmatively to opinion questions based on the above statements. Any results less than this will indicate improvement is still needed in this area.

The above objective covered all subject areas which were identified as areas of concern. Accomplishment of objective one will also satisfy the particular needs of the Spanish program.

### Alternative Strategies

1. By September, 1978, all teachers will have successfully completed a course in Human Growth and Development either for formal

credit toward certification and/or advanced degree or for audit.

This can be accomplished through the V.P.I. & S.U. - C.I.C.

Cooperative Project<sup>9</sup> with courses offered at least two times within the five year period in Caracas or on the Virginia Tech campus.

2. By September, 1978, all teachers will successfully complete a course in Methods of Curriculum Development or Applications of Modern Instructional Technology.

3. All teachers, both veteran and new, will participate in a minimum of three workshops, seminars, or institutes on methods of individualizing instruction and self-evaluation a year; and should participate in an annual orientation course on the cultural and social peculiarities of the school.

4. V.P.I. & S.U. professors and other educational experts will serve as consultants in areas of improving the effectiveness of classroom teaching.

5. Newly recruited teachers must have college credit in the above areas within the last five years or will be expected to complete it successfully in the V.P.I. & S.U. courses offered in Caracas.

6. Opportunity will be provided for teachers to observe and evaluate programs in other schools in which such innovative methods as open-space, continuous progress, team teaching, and individualized guided instruction were being used. An administrative assistant, who

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<sup>9</sup>V.P.I. & S.U. entered into a contractual agreement with C.I.C. in 1972 to provide courses for college credit, in-service, student teachers, and an administrative intern to assist the school in developing its educational program.

will allot one fourth of his time as a permanent substitute teacher, will be included in the staff budget. This will be in addition to substituting for teacher illnesses and other absences.

7. One workshop will be given at the beginning of each school year in the use of audio-visual equipment.

8. Department chairmen will be selected on the basis of administrative ability and evidence of innovative techniques in their own classroom situations. They will demonstrate, coordinate, supervise, and evaluate more effective classroom teaching. The department chairmen will coordinate the yearly revisions of each department's curriculum guide and the selection of textbooks and classroom materials.

9. Grant funds will be sought from the U.S. State Department's Office of Overseas Schools to establish a school to school project in which there would be student, teacher, and administrator exchanges with innovative school districts.

10. The head of the learning resources center will make arrangements with commercial producers of educational materials to supply information and to give demonstrations of new equipment for the staff.

11. Each year the professional library will be expanded in all areas, including books, periodicals, and other resource materials. Procedures will also be devised which will allow increased accessibility of materials to the school staff.

12. Experimental and innovative activities will be encouraged and supported by the administration.

13. Professional self-evaluation will be stressed; equipment and materials to support these activities will be provided. Videotape equipment, for this and other purposes, will be purchased by March, 1975.

14. All teachers will meet the certification requirements of the Southern Association of Colleges and Schools by September, 1978.

15. By June, 1974, teachers will devise additional strategies and evaluate procedures for increasing effectiveness in the classroom which may supplement or modify the alternative strategies above.

#### Resources

1. Staff and skills of C.I.C. staff
2. V.P.I. & S.U. - C.I.C. Cooperative Programs.
3. Access to various representatives of companies producing educational materials.
4. Access to guidelines, research findings, and recommendations of national professional organizations and accrediting associations.
5. Sharing of information and techniques between V.P.I. & S.U. student teaching interns and C.I.C. staff.
6. Free materials, such as filmstrips, slides, and models, available from the Instituto Pedagogico and other Venezuelan educational institutions.

#### Limitations

1. The 1972-73 budget was projected on an enrollment of 525 students which is 47 more students than are presently enrolled.

Therefore, the school faced an expected loss of 211,000 Bs. in 1972-73 despite a cutback in most aspects of the school program, including reduction of staff and restrictions on purchasing and travel allowances.

2. The physical isolation of C.I.C. from other North American schools, from institutions of higher education, and from indirect influences on education such as attendance at professional conferences and exhibitions hindered the staff from receiving personal professional contacts.

3. Current negative staff reactions to innovations exist due to current lack of participation in the planning of such improvements.

#### Strategies

Because the educational program is the focal point of the school, combinations of the alternative strategies should be effected. Responses in informal interviews and questionnaires stressed student, parent, teacher, and administrator desire for improved teacher effectiveness. Thus, the various strategies would probably be acceptable to those affected by them. This willingness on the part of the school community will increase the potential effectiveness of the chosen strategies. Economic feasibility would be supported by funding from the Office of Overseas Schools. Even if a combination of strategies means reallocation of resources from other areas such as facilities and administration, special effort should be made to provide teachers with options for accomplishing all of the alternative strategies.

Suggested Timetable for the Implementation of the Strategies for  
Increasing Teacher Effectiveness

1973 ----- 1978

Seek approval of Board	Courses, workshops, seminars, consultants	Courses, workshops, and seminars in progress
Allocation of physical, financial, and human resources	Arrangement for teachers to visit other schools	→
	Select Department Chairmen	
Set administrative coordination and supportive structure	Continuous development of curricular guides and curricular materials	→
Publication of strategies and evaluation techniques		Seek outside funds for school-to-school projects
V.P.I. & S.U. Cooperative Program <sup>10</sup>	→	All teachers meet certification requirements set by Southern Association of Colleges and Schools
Establish professional library	Improve and expand professional library	
	Experimental and innovative programs	
Self-evaluation for teaching staff		
Continuous Evaluation and Re-Evaluation for Further Improvements	→	
Written Documents on Evaluation Results		

<sup>10</sup>V.P.I. & S.U. offered in 1972-73 three graduate courses. Fifteen student teaching interns from V.P.I. & S.U. completed their practice teaching at C.I.C. during the 1972-73 school year.

The projected operating expenditures budget and projected capital expenditures budget to accomplish Objective One for the improvement of the educational program of Colegio Internacional de Caracas were presented in Table 4.21 and Table 4.22, respectively.

### Objective Two

Within a period of five years evidence (A) of more effective classroom teaching, (B) more effective student placement, and (C) the addition of more carefully graduated proficiency levels in the Spanish Department will be demonstrated in the following manner:

1. More effective classroom teaching (A) will be accomplished in the same manner as objective number one. The same course will be available for the non-English speaking teachers by using the multi-listening unit presently available at the school and simultaneous interpreters translating from English into Spanish.

2. For more effective student placement (B) the Spanish Department will continue to develop placement testing devices and norms for proficiency levels which will help determine the entrance level and progress of students in the Spanish programs.

3. By September, 1974, all present course offerings in the Spanish Department will be evaluated and (C) courses will be established at distinct levels for the beginning student, for the student with intermediate skill but less than accomplished proficiency, and for the accomplished student who can already read, write, speak, and understand the language effectively. There will be special programs

Table 4.21

Projected Operating Expenditures Budget to Accomplish Objective One for Improvement of the  
Educational Program of Colegio Internacional de Caracas  
1973-78

Operating Expenses to Accomplish Objective 1	1973-74	1974-75	1975-76	1976-77	1977-78
Professional Inservice Courses	13,200 Bs. \$3,069.70	13,200 Bs. \$3,069.70	13,200 Bs. \$3,069.70	13,200 Bs. \$3,069.70	13,200 Bs. \$3,069.70
Annual Teachers' Workshop (includes cost of an educational-expert)*	2,000 Bs. \$465.10	2,000 Bs. \$465.10	2,000 Bs. \$465.10	2,000 Bs. \$465.10	2,000 Bs. \$465.10
Special Teachers' Workshops and School Visitations	4,500 Bs. \$1,046.50	4,500 Bs. \$1,046.50	4,500 Bs. \$1,046.50	4,500 Bs. \$1,046.50	4,500 Bs. \$1,046.50
Permanent Substitute Teacher**	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50

\*C.I.C.'s portion of the VANAS workshop.

\*\*Permanent substitute will devote part-time to other school duties.

Table 4.21 (continued)

Operating Expenses to Accomplish Objective 1	1973-74	1974-75	1975-76	1976-77	1977-78
Released Time for Department Chairman***	32,000 Bs. \$7,441.80	32,000 Bs. \$7,441.80	32,000 Bs. \$7,441.80	32,000 Bs. \$7,441.80	32,000 Bs. \$7,441.80
School-to-School Project****	----	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50
Total	61,700 Bs. \$14,348.60	71,000 Bs. \$16,674.10	71,000 Bs. \$16,674.10	71,000 Bs. \$16,674.10	71,000 Bs. \$16,674.10

\*\*\*Department chairmen will have three free periods per week for supervision and coordination of departmental activities.

\*\*\*\*Figures represent 50% of the total estimated cost. Grant funds from the Office of Overseas Schools will be sought to offset the total cost of \$4,651.00 U.S.

Table 4.22

Projected Capital Expenditures Budget to Accomplish Objective One for Improvement of the  
Educational Program of Colegio Internacional de Caracas\*  
1973-78

Capital Expenses to Accomplish Objective 1	1973-74	1974-75	1975-76	1976-77	1977-78
Television Equipment	----	3,000 Bs. \$997.60	----	----	----
Video-Tape Equipment	----	10,000 Bs. \$2,325.50	----	----	----
Total	----	13,000 Bs. \$3,323.10	----	----	----

\*Venezuelan government regulations stipulate the types of expenditures that must be placed in the capital budget.

for students entering during the school year and needing special assistance in coordinating oral and written skills.

#### Alternative Strategies

1. The Spanish teachers will review all testing programs for possible use as evaluative devices for placement of students.
2. By June, 1974, the Spanish teachers will develop other measures and criteria for student placement.
3. Test scores on each student should be filed and reviewed annually for the purpose of making possible revisions in the testing program.
4. At the end of each school year, both standardized and individual school tests should be administered and reviewed in relation to the placement tests given at the beginning of the school term.
5. Meetings will be scheduled with the Spanish teachers of other English-speaking schools in the community to provide coordination and continuity in the program and encourage exchange of innovative approaches to the teaching of the language.
6. Spanish teachers will visit both Venezuelan and other North American schools in the community to observe and evaluate programs.
7. Venezuelan history and culture, government and civics, and all other courses taught in Spanish should be reviewed and priorities for the selection of their content be established.

8. Formal contacts should be made with local universities to provide consultative advice and materials for upgrading the course content of the Spanish Department.

9. A fully-equipped language laboratory should be installed by September, 1978. Teachers will be trained in its use, agreements made with companies for installations and maintenance will be formalized. In addition, a language laboratory would be valuable for later use in the teaching of English as a second language or if a dual program were eventually established.

10. By September, 1974, the school will be equipped with a minimum of two television sets to receive instructional material already being programmed by the Venezuelan Ministry of Education.

11. Criteria for the hiring and recruiting of Spanish teachers should include (1) bi-lingual ability in Spanish and English, (2) valid certification to teach in Venezuelan schools, and (3) documentary proof that they meet the standards of the Southern Association of Colleges and Schools.<sup>11</sup>

#### Resources

1. The skill and bi-lingual ability of the person who presently serves as Spanish Department Chairman.

2. The specialized skill of the personnel at the local universities.

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<sup>11</sup> Host country and third country national teachers who met certification requirements in their home country were acceptable to the Southern Association of Colleges and Schools.

3. The resources and materials available through the local Ministry of Education, such as the instructional programs telecast during the school hours by the Ministry as well as the teacher guidelines and other resource materials which accompany the program.
4. The presently available standardized achievement tests.
5. Materials from the embassies.
6. Community resources.

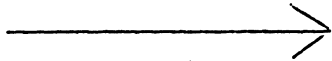
#### Limitations

1. There was a shortage of native-born Venezuelan teachers who were fluent in both Spanish and English.
2. Due to the lack of specialized language teaching devices, Spanish teachers depended on presently available traditional teaching materials.
3. Venezuelan Spanish teachers were trained in the traditional European approach to education which is an inflexible didactic lecture method.
4. Cost of hiring better trained personnel, of constructing specialized facilities, and purchasing specialized language teaching aids was a limiting factor.
5. The school had no television receivers.
6. The lack of skills and experience of some of the present members of the Spanish Department decreased effectiveness in teaching the international student group.

## Strategies

The willingness of the Spanish teachers and administration to improve the existing program suggested acceptability and the possible degree of effectiveness to be achieved by implementation of all the alternative strategies. In addition, the limitations would not prohibit the implementation of any of the suggested alternative strategies with the exception of the installation of a language laboratory. The establishment of a task force to examine the feasibility and costs of operating a language laboratory will be established by September, 1973, with a written report available to the Board no later than June, 1974.

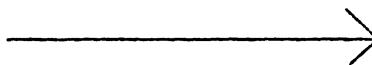
### Suggested Timetable for the Implementation for the Strategies for Improving the Spanish Language Program

1973	-----	1978
Seek approval of Board	Spanish teachers review testing program	
Allocation of physical, financial and human resources	Established contacts with local universities	
	Develop internal measures and criteria for student placement	
	Test scores evaluated and filed	
	Purchase television receivers	Re-evaluation of test scores
Set administrative coordination and supportive structure	Meetings with Spanish teachers of other English speaking schools	

1973 ----- 1978

Visitations to  
other schools

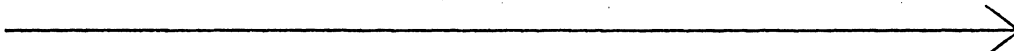
Evaluation of  
course content



Evaluative  
criteria for  
recruiting  
and hiring  
Spanish  
teachers set

Task force for  
determining  
feasibility of  
installing  
language  
laboratory

Continuous Evaluation and Re-Evaluation for Further Improvements



Written Documents on Evaluation Results

Note: These strategies were running concurrently with the strategies in Objective One

The projected operating expenditures budget and projected capital expenditures budget to accomplish Objective Two for the improvement of the educational program of Colegio Internacional de Caracas were presented in Table 4.23 and Table 4.24 respectively.

### Objective Three

The school administration will direct necessary activities to enable the school library to meet the minimum standards recommended by the American Library Association for holdings, facilities, and personnel by September, 1978. Because American Library Association standards were based upon student enrollment, the standard used will be determined by the enrollment as of June, 1976.

The library will move away from the traditional school library concept to a learning resources center concept which integrates

Table 4.23

Projected Operating Expenditures Budget to Accomplish Objective Two for the Improvement of the Educational Program of Colegio Internacional de Caracas  
1973-78

Operating Expenses to Accomplish Objective 2	1973-74	1974-75	1975-76	1976-77	1977-78
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Expenses to accomplish this objective are included in the expenses to accomplish Objective 1					

Table 4.24

Projected Capital Expenditures Budget to Accomplish Objective Two for the Improvement of the Educational Program of Colegio Internacional de Caracas  
1973-78

Capital Expenses to Accomplish Objective 2	1973-74	1974-75	1975-76	1976-77	1977-78
Language Laboratory	----	----	----	----	80,000 Bs. \$18,604.60

print and non-print materials and incorporates self-instruction facilities such as learning carrels equipped for using tape recorders, slide projectors, microfiche readers, and other audio-visual materials and equipment. The objective will be satisfied with the development and operation of a learning resources center (LRC) by June, 1978.

#### Alternative Strategies

1. A faculty, student, and parent library committee will be established to act in an advisory capacity for selection of books and materials.

2. The school will purchase 2,500 separate titles over the next five year period.

3. The library will add at least five periodicals per year over the next five year period to the present titles.<sup>12</sup>

4. The library will subscribe to Sunday editions of four additional newspapers based on the recommendations of the library committee.

5. The library will purchase 300 additional filmstrips based on the recommendations of the library committee and will build up the individual collection as self-instructional programs warrant. The library committee will make positive effort to establish procedures to obtain rental and loan sources possibly through inventories in other schools.

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<sup>12</sup>See footnote on page 57.

6. The library will provide fiscal support to the Venezuelan Association of North American Schools' (VANAS) 8mm film library and will make maximum use of this facility.

7. The library committee will establish a list of rental and loan sources, such as embassies, commerce organizations, and other institutions, in Caracas for 16mm films for the teachers. The librarian will establish the necessary procedures for securing the films.

8. The library committee will aid the staff in the selection of 225 additional tapes and disc recordings over a four year period beginning June, 1974.

9. The library committee will aid the staff in the selection of 225 slides, transparencies and/or graphic materials over a four year period beginning in June, 1974.

10. The professional library will be upgraded by the addition of 850 books and 28 journals over the next five year period. Recommendations for acquisition of the titles will be made by the professional staff, working through the department head.

11. An itemized program budget for the library will be established by December, 1973. The budget for materials will be no less than 2 percent of the total tuition income. This figure is based on a pro-rated figure established by the American Library Association Standards and would amount to approximately \$10,000 U.S. dollars in 1973-74.

12. By 1978, additional space will be provided for the expansion of the library (Learning Resources Center).

13. The library will maintain the corps of volunteer library help.

14. By September, 1978, the library staff will include two professionals and one clerk-typist.

15. Within five years the library will move toward a learning resource center concept which is allied to increasing the affectiveness of teaching and would be the focal point of self-instructional and individualized learning activities.

16. The physical attractiveness of the library will be improved by the addition of bulletin boards, display cases, new color schemes, and a carpeted reading area.

#### Resources

1. Present library and library staff.
2. Present facilities which can be renovated and expanded without major capital outlay.
3. Present audio-visual equipment.
4. Strong school community interest in library improvement.

#### Limitations

1. There was difficulty encountered in ordering, shipping, and delivery of requisitioned materials and supplies, especially from abroad.
2. There was lack of administrative guidelines in handling routine activities such as requisitioning, purchasing, and maintaining library equipment.

3. There was difficulty of keeping in repair the equipment used in the school because of lack of local skilled labor and the lack of locally manufactured equipment.

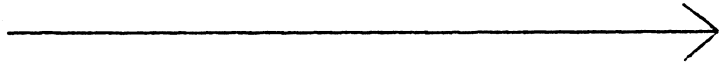
### Strategies

All the suggested alternative strategies were presently possible as the desire by the total school community for improvement of the total educational program suggested both acceptability and good potential effectiveness. However, further reduction in student enrollment may create financial constraints; thus causing a reduction in the budget allocation for the program.

### Suggested Timetable for the Implementation for the Strategies for Improving the Library Program

1973 ----- 1978

Purchase 500 book titles each year



Establish student, faculty, parent library committee

Subscribe to additional newspapers and magazines

Purchase additional filmstrips

Continue VANAS film library support

Establish professional library

Establish rental and loan sources

1973 ----- 1978

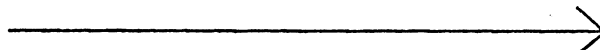
Purchase tapes and disc recordings

Purchase slides and transparencies

Establish program budget

Examine possibilities for expanding physical facilities

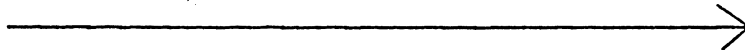
Maintain corps of volunteer library help



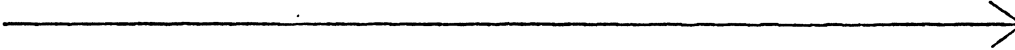
Add clerk-typist

Add professional staff member

Improve physical appearance



Continuous Evaluation and Re-Evaluation for Further Improvements



Written Documents on Evaluation Results

The projected operating expenditures budget and projected capital expenditures budget to accomplish Objective Three for the improvement of the educational program of Colegio Internacional de Caracas were presented in Table 4.25 and Table 4.26 respectively.

Objective Four

Under the direction of the school administration, by 1978 the physical education/sports program will be expanded and improved. This expansion will include the coordination of the physical education/sports program and co-curricular activities. This objective will be measured by the following:

Table 4.25

Projected Operating Expenditures Budget to Accomplish Objective Three for the Improvement of  
the Educational Program of Colegio Internacional de Caracas  
1973-78

Operating Expenses to Accomplish Objective 3*	1973-74	1974-75	1975-76	1976-77	1977-78
Subscribe to Additional Newspapers	500 Bs. \$116.20	500 Bs. \$116.20	500 Bs. \$116.20	500 Bs. \$116.20	500 Bs. \$116.20
Purchase Additional Filmstrips	2,000 Bs. \$465.10	2,000 Bs. \$465.10	2,000 Bs. \$465.10	2,000 Bs. \$465.10	2,000 Bs. \$465.10
Continue VANAS Film Library Support	1,000 Bs. \$232.50	1,000 Bs. \$232.50	1,000 Bs. \$232.50	1,000 Bs. \$232.50	1,000 Bs. \$232.50
Purchase Additions to Professional Library	2,500 Bs. \$581.40	2,500 Bs. \$581.40	2,500 Bs. \$581.40	2,500 Bs. \$581.40	2,500 Bs. \$581.40
Purchase Additional Professional Periodicals	1,000 Bs. \$232.50	2,000 Bs. \$465.10	3,000 Bs. \$697.60	4,000 Bs. \$930.20	5,000 Bs. \$1,162.70
Purchase Additional Periodicals for Students	300 Bs. \$69.00	600 Bs. \$139.50	900 Bs. \$209.30	1,200 Bs. \$279.00	1,500 Bs. \$348.80

\*C.I.C. received a \$2,500 grant from I/D/E/A to be used for learning materials. Grant specifications permit funds to be used for library improvements.

Table 4.25 (Continued)

Operating Expenses to Accomplish Objective 3	1973-74	1974-75	1975-76	1976-77	1977-78
Purchase Slides and Transparencies	----	500 Bs. \$116.20	150 Bs. \$34.80	150 Bs. \$34.80	150 Bs. \$34.80
Purchase Tapes and Disc Recordings	1,250 Bs. \$290.60	1,250 Bs. \$290.60	1,250 Bs. \$290.60	1,250 Bs. \$290.60	1,250 Bs. \$290.60
Hire Clerk-Typist	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50
Hire Additional Professional Staff Member	----	15,000 Bs. \$3,488.30	15,000 Bs. \$3,488.30	15,000 Bs. \$3,488.30	15,000 Bs. \$3,488.30
<b>Total</b>	18,500 Bs. \$4,313.50	35,350 Bs. \$8,220.40	36,300 Bs. \$8,441.30	37,600 Bs. \$8,743.60	38,900 Bs. \$9,045.90

Table 4.26

Projected Capital Expenditures Budget to Accomplish Objective Three for the Improvement of  
the Educational Program of Colegio Internacional de Caracas  
1973-78

Capital Expenses to Accomplish Objective 3	1973-74	1974-75	1975-76	1976-77	1977-78
Purchase 500 Book Titles	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50
Library Facilities Improvement	----	5,000 Bs. \$1,162.70	----	----	3,000 Bs. \$697.60
Total	10,000 Bs. \$2,325.50	15,000 Bs. \$3,488.20	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	13,000 Bs. \$3,023.10

1. Meeting the minimum standards set forth by the President's Council on Youth Fitness.<sup>13</sup>
2. Establishment of an inter-school junior and senior varsity sports program.
3. Establishment of an operational intramural sports program.
4. Improvement of locker rooms and installment of a tennis backboard.
5. Developing written course guidelines based upon recommendations of the American Association for Health, Physical Education, and Recreation.

#### Alternative Strategies

1. The physical education schedule will permit the equivalent of 35 minutes three times a week for grades 1-6 and the equivalent of two standard class periods two times each week for grades 7-8. The time allotted for grades 9-12 will continue on the established schedule.
2. The assignment of a staff member to serve as the part-time coordinator for the physical education/sports and all co-curricular activities will be made. The logical person to coordinate the programs and the use of the facilities would be the physical education department chairman.

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<sup>13</sup>Youth Physical Fitness (Washington, D.C.: President's Council on Youth Fitness, 1961), p. 11.

3. The school will encourage the physical education staff to contact the physical education departments of other local schools to arrange for competitive activities by December, 1974.

4. The construction of the tennis backboard will be completed by September, 1973.

5. Improvement of locker rooms for both boys and girls will be completed by September, 1975.

6. An itemized program budget to guide the purchase of new equipment and improvement of the program will be established by June, 1975.

7. Regular meetings will be held by the physical education staff with the department head for the purposes of planning and program coordination.

8. In recruiting and hiring teachers, one of the criteria for selection of candidates in all departments will be previous background with experience in and willingness to serve as teacher sponsors for co-curricular activities.

By December, 1973, physical education teachers will establish a complete intramural program at the junior high, and senior high levels. Course outlines will also be made available.

#### Resources

1. The highly specialized and skilled physical education staff.
2. The present physical facilities including:
  - 100 meter soccer field
  - 1 volleyball court
  - 300 meter track

2 combination basketball,  
volleyball, and tennis courts  
space for 2 softball fields  
space for 4 tether ball courts

3. A half day twice a month set aside for co-curricular activities.

Limitations

1. Present school day schedule did not clearly establish the time physical education teachers should use for planning, coordinating and teaching classes.

2. There existed a lack of clearly stated allocation for equipment and supplies.

3. There was limitation of financial resources available for developing and funding co-curricular programs.

Strategies

The costs and other prime considerations of acceptability and expected effectiveness would not prohibit the implementation over a five-year period of all the alternative strategies suggested for accomplishing the stated objectives.

Suggested Timetable for the Implementation of the Strategies for Improving the Physical Education/Sports/Co-curricular Activities

1973 ----- 1978

Reschedule physical education classes to meet minimum time standards for all grade levels

1973 ----- 1978

Secure part-time  
 coordinator for  
 physical education/  
 sports/co-curricular  
 activities

Organize and initiate  
 meeting of other  
 schools to establish  
 high school athletic  
 league

Establish junior  
 varsity and  
 senior varsity  
 sports program

Establishment of  
 program budget

Construction of  
 tennis backboard

Improvement of  
 locker rooms

Develop written  
 course outlines

Regular meetings of  
 physical education  
 teachers to plan  
 and coordinate  
 activities and  
 use of facilities

Establish criteria for  
 recruiting teachers  
 who will sponsor co-  
 curricular activities

Continuous Evaluation and Re-Evaluation for Further Improvements

Written Documents on Evaluation Results

The projected operating expenditures budget and projected capital expenditures budget to accomplish Objective Four for the improvement of the educational program of Colegio Internacional de Caracas were presented in Table 4.27 and Table 4.28 respectively.

Table 4.27

Projected Operating Expenditures Budget to Accomplish Objective Four for the Improvement of  
the Educational Program of Colegio Internacional de Caracas  
1973-78

Operating Expenses to Accomplish Objective 4	1973-74	1974-75	1975-76	1976-77	1977-78
Physical Education/ Sports/Co-Curricular Activities Coordinator*	5,000 Bs. \$1,162.70	5,000 Bs. \$1,162.70	5,000 Bs. \$1,162.70	5,000 Bs. \$1,162.70	5,000 Bs. \$1,162.70
Improvement of Locker Rooms and Addition of Tennis Backboard	2,000 Bs. \$465.10	2,000 Bs. \$465.10	----	----	----
<b>Total</b>	<b>7,000 Bs. \$1,627.80</b>	<b>7,000 Bs. \$1,627.80</b>	<b>5,000 Bs. \$1,162.70</b>	<b>5,000 Bs. \$1,162.70</b>	<b>5,000 Bs. \$1,162.70</b>

\*Indicates a portion of a full-time staff member's salary.

Table 4.28

Projected Capital Expenditures Budget to Accomplish Objective Four for the Improvement of  
the Educational Program of Colegio Internacional de Caracas  
1973-78

Capital Expenses to Accomplish Objective 4	1973-74	1974-75	1975-76	1976-77	1977-78
No capital outlay is needed to accomplish this objective					

EVALUATION PROCEDURES FOR DETERMINING THE  
EFFECTIVENESS OF THE SUGGESTED PLAN

The guidelines for evaluation will come from the standards of measurable and/or observable outcomes stated in the objectives. Input into the evaluation process, therefore, will emanate from students, teachers, administrators, and parents. A complete process of evaluation may require a re-evaluation of one, more than one, or even all of the steps in the planning process in order to determine if the targets are being reached. The process must take into account cost, effectiveness, time, and human resources expended. Written documents on program processes, progress, and remaining areas for improvement should be made available to the school community, especially the Board of Directors. The establishment or modification of board policy may result from program evaluation. The school community should be actively involved in refining and redefining the targets and objectives if the continuous evaluation indicates such a need.

Input for the evaluation process may include: (1) formal school self-study, (2) direct observations, (3) interviews, (4) formal and informal surveys, (5) discussions and group meetings of students, teachers, administrators, parents, and community, and (6) follow-up on transfer students and C.I.C. graduates.

Evaluation procedures will help school planners identify new knowledge about specific aspects of the school program. The use of well developed evaluative techniques will also enable evaluators to

translate their findings into constructive insights which, in turn, will enable evaluators to create possible new strategies for further improving the educational program.

EXPLANATION OF PROJECTED EXPENSES AND CAPITAL  
OUTLAY NEEDED TO ACCOMPLISH OBJECTIVES FOR  
IMPROVING THE EDUCATIONAL PROGRAM

Because C.I.C. faced a projected net loss of 211,000 Bolivares by the end of the 1972-73 school year, the Board of Directors voted in March, 1973, to increase student tuition 10 percent. This increase of 500 Bs. (\$116) per year was made to reduce the cumulative deficit and to offset a projected enrollment decline in grades K-12 from the present 478 to 450. This projected decrease in enrollment was based on return pre-registration forms sent to parents prior to preparation of the annual budget. The data was used by the Finance Committee in preparing the budget submitted to the Board of Directors for review and approval.

Projected funds needed to accomplish the objectives for reaching the targets of the educational program were built into the 1973-74 operating budget. However, since the tuition increase was not intended to relieve the projected 1972-73 loss of 211,000 Bs., this loss was to be carried in subsequent years. Analysis of the budget was the key factor in suggesting that a task force be established to further study the feasibility and costs of operating a language laboratory.

These costs were based on the costs of services and equipment on the local market at an exchange rate of 4.30 Venezuelan Bolivares to

one U.S. dollar. The figures were checked and varified with school records and with local business concerns during March, 1973, by the school Finance Manager. Table 4.29 and Table 4.30 summarized the cost projections for implementing the strategies selected to accomplish the stated objectives.

A program budgeting system would facilitate formal planning activities. A two-year planning interim was recommended by the National Association of Independent Schools<sup>15</sup> before a school moved totally to a program budgeting system. Therefore, beginning in 1975-76, all estimated expenditures needed to satisfy the objectives will be allocated through program budgets. Unpredicted cost rises will dictate the need to re-examine budget figures periodically.

#### SUMMARY

The major purpose of this chapter was to use the planning model presented in Chapter III to develop a limited five-year improvement and development plan for selected aspects of the educational program at Colegio Internacional de Caracas. The initial step in applying the planning process outlined in the model was to establish an information base which contained data essential to understand the planning situation and to accurately assess the present status of the educational program. Targets stating general goals which span the total

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<sup>15</sup>Davenport Plumer (director), People, Planning, and Budgets (Boston: National Association of Independent Schools, 1969), p. 69.

Table 4.29

Budget Summary of Projected Operating Expenses for Improvement of the Educational Program of Colegio Internacional de Caracas 1973-1978

	1973-74	1974-75	1975-76	1976-77	1977-78
Operating Expenses to Accomplish Objective 1	61,700 Bs. \$14,348.60	71,700 Bs. \$16,674.10	71,700 Bs. \$16,674.10	71,700 Bs. \$16,674.10	71,700 Bs. \$16,674.10
Operating Expenses to Accomplish Objective 2	18,550 Bs. \$4,313.50	35,350 Bs. \$8,220.40	36,300 Bs. \$8,441.30	37,600 Bs. \$8,743.60	38,900 Bs. \$9,045.90
Operating Expenses to Accomplish Objective 3	7,000 Bs. \$1,677.80	7,000 Bs. \$1,677.80	5,000 Bs. \$1,162.70	5,000 Bs. \$1,162.70	5,000 Bs. \$1,162.70
Operating Expenses to Accomplish Objective 4	Operating Expenses to accomplish this objective are included in the projections of operating expenses to accomplish Objective #1.				
Total	82,250 Bs. \$20,339.90	114,050 Bs. \$26,572.30	113,000 Bs. \$26,278.10	114,300 Bs. \$26,580.40	115,000 Bs. \$26,882.70

Table 4.30

Budget Summary of Projected Capital Expenditures for Improvement of the Educational Program of Colegio Internacional de Caracas 1973-1978

	1973-74	1974-75	1975-76	1976-77	1977-78
Capital Expenses to Accomplish Objective 1	----	13,000 Bs. \$3,323.10	----	----	----
Capital Expenses to Accomplish Objective 2	10,000 Bs. \$2,325.50	15,000 Bs. \$3,488.20	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	13,000 Bs. \$3,073.10
Capital Expenses to Accomplish Objective 3	No capital outlay is needed to accomplish this objective.				
Capital Expenses to Accomplish Objective 4	----	----	----	----	80,000 Bs. \$18,604.60
<b>Total</b>	10,000 Bs. \$2,325.50	28,000 Bs. \$6,811.30	10,000 Bs. \$2,325.50	10,000 Bs. \$2,325.50	93,000 Bs. \$21,677.70

educational program were structured by the school director for the long range intents of the school. The targets, in turn, became part of the data in the information base. Specific needs relating to the educational program were determined from target statements and data from the information base.

After needs were established and ranked, four objectives were stated in terms of (1) minimum standards of acceptance, (2) projected dates for accomplishment and (3) measurable outcomes. For each objective, alternative strategies to aid in the satisfaction of the needs were proposed. Resources and limitations affecting each objective were compiled and examined. This data, plus information accumulated in earlier steps of the planning model, enabled final selection of the actual strategies to be implemented.

Procedures for implementing selected strategies included the sequence and continuity of the strategies with a suggested timetable and yearly expense and capital outlay budget projections. For further improvements, a recommendation was made for continuing evaluation and feedback in the form of written documents. Finally, an explanation of yearly expense and capital outlay budget projections was given with a budget summary of projected operating and capital expenditures for improvement of the educational program of C.I.C.

## Chapter V

## SUMMARY AND RECOMMENDATIONS

Most planning efforts at Colegio Internacional de Caracas occurred to relieve crisis situations. No evidence of the use of systematic planning models to develop the potential of the American community schools was found. The primary purpose of this study was to apply the components of a planning model to the development of a five-year plan for the improvement of selected aspects of the educational program of one American school overseas.

## SUMMARY

The importance of planning was discussed in relation to problems confronting American schools overseas and to specific concerns of Colegio Internacional de Caracas. Since the founding of the first North American school in 1891, the problem of providing an American-type education to students residing outside the United States created unique concerns for American communities abroad.

The highly transient professional staff and student body, the changing employment trends for U.S. and third country national citizens in Venezuela, and the legal status of the school, subject to change without notice by the host country government, were matters with which some American schools overseas, including C.I.C., must cope. Other areas included the difficulties encountered in ordering, shipping, and receiving materials and supplies, the problems of

recruiting and retaining a highly qualified professional team, and the cost-quality benefits of programs with small enrollments. The presence of such factors demanded intensive planning if a school desired to move away from a status quo position to realization of its goals.

The need to apply systematic techniques to improve the educational program became evident. Specifically, the purposes of this study were to (1) use a rational model to provide a planning methodology by which an American school overseas could bring order, efficiency, and effectiveness to the total educational effort, and (2) to provide examples of how this methodology could be used in situations drawn from a particular American school overseas.

Planning literature of a general nature, which seemed applicable to most organizations, included definitions of planning, planning procedures, advantages of educational planning, and weaknesses which often hinder successful planning attempts. Literature related to the use of planning models as a guide for American schools overseas appeared non-existent. Guidelines used in this study and reflected in the planning model itself, were similar to those suggested by Meier: (1) Where is our school now? (2) Where does it wish to go? (3) What are the different ways of getting there? and (4) Did we get there?<sup>1</sup>

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<sup>1</sup>Richard L. Meier, Developmental Planning (New York: McGraw-Hill Book Company, 1965), p. x-xi.

The procedures for developing the parent, student, teacher/administrator questionnaires, procedures for collecting the data, procedures for analyzing the data, and a rational planning model which served as a framework for the planning activities were presented. Questionnaires were developed to gather additional information about specific areas of the school operation to serve as one source of input into an information base. Computer assistance was used in evaluating perceptions of the randomly selected parent population and the faculty, administration, and students in grades 9-12. The analysis of responses in the four categories - disagree, tend to disagree, tend to agree, and agree - was computed. As a part of the information base, the questionnaires provided part of the input used to examine the present status of the educational program.

From the study, the researcher determined that student, parent, and teacher/administrator perceptions of the educational program were sometimes different from factual data. Therefore, the validity of the responses from the three groups was questionable and must be considered with other available information to formalize planning activities.

The components of the model used in the planning process were discussed and the method of application to an actual situation was described. The specific steps used in the planning process were: (1) develop an information base, (2) determine targets, (3) assess needs, (4) rank needs in order of priority, (5) determine objectives,

(6) determine alternative strategies, (7) examine resources and limitations, (8) choose strategies, (9) implement the strategies, and (10) evaluate. A graphic depiction of the model explicitly illustrated constant evaluation and feedback at all levels in the planning process to produce modification necessary to attain desired results.

The planning model was used to plan four aspects of the educational program of Colegio Internacional de Caracas. The foundation of the planning model was a base of information on which planning efforts were built. Some areas contributing to this information base were student, teacher, and parent input from questionnaires, interviews, the school philosophy, school board policies, and Ministry of Education controls, all of which affect the existence, operation, and future of the school. The targets created in this study were established and defined within limitations that existed in the collection and assimilation of data related to the educational program of Colegio Internacional de Caracas.

The needs were determined by the difference between where the school is and where the assessment shows it wants to be. Ranking the needs in order of priority involved consideration of factual or perceptual data and the sources of such data and specific information collected in the needs assessment of the four areas of the educational program. Also considered were the effect satisfaction of the needs would have on the long range targets of the educational program and the interrelated consequences of targets affecting one another.

Objectives were set and alternative strategies for accomplishing the targets were drafted. Facts and conditions which would restrain or prevent the accomplishment of the stated objectives were identified. Strategies for implementation were then determined. A suggested timetable for implementation and yearly budget projections were made for each objective. Because the 1973-74 general budget was already prepared and approved by the Board of Directors, the projected expenses and capital outlay for the first year of the plan were carefully coordinated with this budget after only minor categorical adjustments. Suggested guidelines for evaluation procedures for use in determining the effectiveness of the suggested plan were given.

Although the examples provided in this study related to a particular school, the influences which affect this school may also be factors of consideration for other American schools overseas. The types of information identified to provide more complete understanding of the planning situation, and the identification of other kinds of data used throughout the planning process may also aid other schools that desire to establish formal planning procedures to develop their growth potential. Information gained in this study illustrated the importance of examining information which directly related to the programs being planned and the potential influence of such information on subsequent planning decisions. Results in the study also supported the thesis that the perceptions of students, parents, teachers, and administrators may serve as

input, but these perceptions can serve only as a part of the basis for making planning decisions. The perceptions reflected on the questionnaires used in this study in some instances contrasted greatly to certain factual information pointing to areas of need.

In summary it is possible to apply the methodology of a logical model to plan particular aspects of the educational program of an American school overseas. From the study the researcher determined that the inter-dependence of the educational, financial, and administrative aspects of the total school program was apparent. The success of the plan depended on the human and financial support needed to activate the plan and keep it in motion.

Certain recommendations arose from the study which contributed to improving the effectiveness and efficiency of the educational program and were, therefore, supportive of the total school effort.

#### RECOMMENDATIONS

1. The Board of Directors and the professional staff should make a concentrated effort to thoroughly understand the importance of planning, its underlying bases, and purposes of the plan, and the roles of those involved in implementation of the plan.

2. The board should adopt specific policies which establish, support, and direct organized planning activities.

3. The board and the school administration should provide a system of checks to ascertain whether policy and policy intentions which are supportive of the plan are being correctly interpreted and followed.

4. The board should encourage experimental programs to promote the development of innovative teaching techniques and materials for the educational program.

5. Continuous evaluation of all phases of the plan should be made to determine whether the changes are producing the desired effects and to examine further potential of the plan. Special consideration must be given to future budgeting costs of current decisions.

6. Planning should be projected on a current, annual and multi-annual basis. In order to take maximum advantage of available resources, planning should be geared to the implications of at least three to five years in the future.

7. Increased involvement by students, teachers, and parents in the planning activities of the school should be encouraged by the board and administration.

8. The school should seek the services of consultants who can bring professional advice and assistance on educational problems.

9. A research committee of the board should be established to work closely with other standing committees to maintain a current and accurate information base. Establishment of a broad information base can provide the data needed to guide decision-making.

10. For a more effective total operation, coordinated planning for programs, services, staffing, and finances should be undertaken to link these inter-related areas of the school program.

11. The questionnaires should be re-administered each year of the five-year plan. This information along with data being added to

the information base should provide valuable input for evaluating the progress being made.

While the five-year plan for the educational program at C.I.C. is the first formal project in which a planning model was used, it may serve as a prototype for financial and organizational planning for the school. Comprehensive planning in these areas should help the school realize its potential as an exemplary American school overseas.

Thus, no plan itself ever made an organization successful; however, planning does aid in maintaining a clear focus on philosophy and purposes. The planning process is dynamic and does not begin and terminate at prescribed points in time; hence, no plan is ever final and is always subject to revision. A plan, therefore, is not the final product of the planning process; it is, in fact, a preliminary vehicle for guiding and directing change.

There is no perfect design for the improvement of an educational program which can be applied with total effectiveness in all situations. However, every educator and school board must accept the challenge to continually research and develop effective and efficient planning techniques.

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APPENDIX A

REPORT OF VISITING COMMITTEE FROM  
SOUTHERN ASSOCIATION OF  
COLLEGES AND SCHOOLS

REPORT ON VISITING COMMITTEE  
COLEGIO INTERNACIONAL DE CARACAS

May 3-4, 1972

The purpose of the visit was to observe programs and conditions in the school, and on the basis of these observations, make suggestions and recommendations to the Board, the Administration and staff of the school, and to the Committee on Latin American Schools of the Commission on Secondary Schools.

On the basis of this visit and the observations made during it, the committee makes the following suggestions and recommendations for the information and guidance of all concerned:

1. Physical facilities on the main campus were excellent and were also very well maintained. The facilities for kindergarten and primary grades were limited in space and in arrangement for full utilization. Attention should be given to the improvement of the facilities for the early elementary grades.
2. A review of the policies and procedures is recommended so that more clearly defined duties and responsibilities of the administration and staff can be determined and communicated to them.
3. The continuing in-service education of staff personnel is important to any school, and the committee recommends that a plan for expanding and improving the in-service education available to the staff of Colegio Internacional be undertaken at the earliest possible date.
4. Special programs should be designed for the ninth graders who will be going to schools in the United States. This program should include adequate orientation toward the educational programs in which these students will be entering, and more especially for the distinctive problems which these students will encounter as they return to the United States.
5. Methods of measuring pupils' achievement and reporting to parents should be reviewed and plans developed for a more effective means of communication developed for reporting the progress of pupils.
6. Specific data such as independent and instructional levels in reading should be included on the permanent records of pupils. This is especially important with the great mobility of the student population.

7. More use should be made of current materials, especially in social studies, so that pupils will be informed of current conditions and trends in the United States.
8. There is a need for more correlation of various subject areas, especially in art and music, so that they may relate more effectively to the subject matter in other curriculum areas.
9. The committee is aware of the fact that this is the first year of operation of a merged school. Some problems naturally will be encountered in introducing a new administration. This is understandable. (The committee commends the close cooperation between the director and the principal). They both seem to be working quite well towards establishing the objectives and direction for this newly merged school, and the committee recommends that they and the Board continue to give attention to this matter.
10. School policies which are written and which are available to all concerned are important to the operation of any school. The committee recommends that the policies of the Colegio Internacional, which are now available, be reviewed, revised, printed and made available to all those persons who are part of this school.
11. The Board and the administrative staff should clarify in writing clear lines of authority and jurisdiction for their own understanding as well as for the understanding and direction of other staff members at the school. The responsibility of all individuals should be carefully defined and lines of authority clearly delineated. Particular attention should be given to the responsibilities of the treasurer and the superintendent of building and grounds.
12. A written handbook for teachers should be prepared and an orientation program for new teachers developed so that all will know clearly their duties and responsibilities, and understand specifically what is expected of them.
13. A departmental organization with departmental chairmen would be a worthwhile addition to the organization of this school.
14. This administration and the Board should consider a closer working relationship with the Campo Alegre School. The Board should give attention to long-range planning for at least a four to five year period and designate in this planning its general and specific objectives. Serious consideration ought to be given to the kind of a school which should be operated. Should it continue to operate in two locations as K-12? Should it abandon the Castellana site and operate a K-12 at the site now used for the junior and senior high school? Should the Board abandon the K-6 grades in view of the availability of the Campo Alegre School, and concentrate resources on grades 7-12? Should it continue to operate Colegio Internacional

solely as a college preparatory school, or should there be review and study of the needs of the students and community so that Colegio Internacional will be in a position to better serve all students.

15. A school to school program can meet important needs of overseas schools. There is an interest in this program at Colegio Internacional, and all concerned are encouraged to pursue this interest. The committee commends the school for their development of an in-service training program and a student teaching program with Virginia Polytechnic Institute. Both these programs can be a helpful and valuable experience for each member of the faculty. It should be noted that programs of this type need continual review and evaluation to see that they are achieving their objectives. One caution to note is that Colegio Internacional student teachers should have sufficient supervision by Virginia Polytechnic Institute, and the number of student teachers available to the school at any one time should be appropriate and manageable.

16. The library is large, adequate in size and readily available to students. The librarian is trained and is interested in improving the library and providing all the services which would be expected of an instructional media center. There seems to be a good selection procedure with teachers and librarians cooperatively selecting materials. By observation and especially from student comments, the library seems to be noisy, busy place in terms of traffic, and almost at some times a student lounge. Some of the noise problem might be alleviated by putting accoustical ceilings in the area where there now is none. Consideration might also be given to the installation of study carrels. More up-to-date books and broader selection of periodicals, as well as other audi visual materials which are contemporary and appropriate to the instructional program should be obtained. The librarian should be allowed to consult with the administration in working out of the budget for the library. It is important that the librarian know exactly what the budget is, and then have freedom to use this approved budget for library purchases.

17. The principal, Mr. James Jacob, has two master's degrees, one in English and one in mathematics, but has had no course work in either administration or supervision. In consultation with the Board, a plan should be drawn up so that Mr. Jacob will have the opportunity to obtain the necessary collegiate hours in administration and supervision. The plan adopted for this should be in writing and should be a part of the next Annual Report which this school will submit to the Committee on Latin American Schools.

18. The present guidance program is unique and adequate. The two staff members doing college counseling will need to be replaced since they are leaving this year. In this instance, the school should provide for the hiring of qualified counselors. The student counseling program, whereby students select one of the teachers and their

counselor, seems to be working well. The committee suggest that it might be helpful to let the students evaluate this program so that the administration and the staff may get student reactions to this approach to determine whether it is really working for them. The committee commends the school for having the services of a highly qualified psychiatrist, Dr. Vega. This person seems to be a valuable asset to the school and to the students. Herservices could very well be used for faculty in-service training as well as for the work she is now doing so well with students.

19. The committee recommends that this newly-merged school begin the reevaluation of their program using the new Middle School Evaluative Criteria. This reevaluation could begin in December, 1972, and continue during the 1973-74 school year. A visiting committee could then visit the school in the spring of 1974. Because of the merger, it is important that this self-study can be used in planning for the future of Colegio Internacional.

The visiting committee cannot complete this report without expressing to everyone connected with Colegio Internacional, their very deep appreciation for all the courtesies and hospitalities extended to each of them during this visit. The members of the committee appreciate the opportunity to have worked with people who are so sincerely interested in providing the very best educational opportunities for all the students who attend this school. Each member of the committee stands ready at any time to work with the Board, the Administration, and the staff of the school in instituting them to further improve their institution.

**APPENDIX B**

**LETTERS**

COLEGIO INTERNACIONAL DE CARACAS  
CARACAS - VENEZUELA  
Apartado del Este 62.170

December 26, 1.972

Mr. Dan Hudson  
COLEGIO INTERNACIONAL DE CARACAS  
LA TRINIDAD.-

Dear Dan:

In reviewing the sample questionnaire and letter regarding your Doctorate project on a "5 Year CIC Plan", the following suggestions are offered:

- 1.- That the Board and Administrators be furnished with the final result.
- 2.- Pose some question on a one school concept (CIC & Campo fusion).
- 3.- Cut down on the length and number of questions as experience tells me that responses will result in less than a 30% reply.
- 4.- A dual questionnaire (Spanish)
- 5.- A prior one page letter to the parents by you briefly outlining the project, aims and the need of their cooperation.

The request for permission to pursue your project is granted and I will introduce a resolution to that effect at the January Board meeting.

Sincerely,

HJI/epr

Encl.

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

*Blacksburg, Virginia 24061*

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

February 12, 1973

Mr. Dan Hudson  
Colegio Internacional de Caracas  
Apartado 62170  
Caracas, Venezuela

Dear Dan:

Enclosed you will find letters from Drs. Orr, McGugan and Bentz, indicating their review of your questionnaire. I, too, have had an opportunity to review it and feel it is appropriate to use in the gathering of the data for the dissertation.

I feel that the school is warranted in asking for the specific information on finance and administration and I feel your instrument gets at their concerns.

Please feel free to move forward on the strength of these positive comments about the questionnaire.

I shall look forward to hearing from you as the results come in.

Sincerely,

Fred Brieve, Division Head  
Administrative & Educational Services

FJB/spw

Enclosures

THE UNIVERSITY OF ALABAMA  
UNIVERSITY, ALABAMA 35486

COLLEGE OF EDUCATION  
OFFICE OF THE DEAN

January 15, 1973

Dr. Fred Brieve  
Division of Administration  
and Educational Services  
Virginia Polytechnic Institute  
Blacksburg, Virginia 24061

Dear Dr. Brieve:

I have reviewed the attached instrument designed to collect information in order to develop a planning model for an overseas American-type school.

Based on my experience and knowledge in this area, I believe the instrument is appropriate.

I have included a few notes which may be helpful.

Cordially yours.

Paul G. Orr  
Dean

PGO/mal  
Attachments



DEPARTMENT OF STATE

Washington, D.C. 20520

January 15, 1973

Mr. Dan Hudson  
Administrative Intern  
Colegio Internacional de Caracas  
Apartado del Este 62.170  
Caracas, Venezuela

Dear Mr. Hudson:

I have reviewed your questionnaires and would suggest only that you make such editorial corrections as I have indicated, i.e. Southern Association of Colleges and Schools.

Apart from these minor changes, I believe you have an instrument which includes those questions which will need to be answered if the school is to seriously undertake a five year planning project. Numerous other overseas school communities should be asking themselves these same questions.

I would appreciate a summary of your findings at the conclusion of your study. These could be of assistance to us in our efforts to intelligently program for the Colegio.

Best wishes for the success of your project.

Sincerely,

Vincent McGugan  
Regional Education Officer  
for South America  
Office of Overseas Schools



## DEPARTMENT OF STATE

Washington, D.C. 20520

February 9, 1973

Dr. Fred Brieve, Head  
Division of Administration  
and Educational Services  
College of Education  
Virginia Polytechnic Institute  
and State University  
Blacksburg, Virginia 24061

Dear Fred:

I have belatedly reviewed the draft copies of the three questionnaires that you left with me last month. In general, I feel that the instruments would elicit the type of information required to make decisions about planning and operating an overseas school.

In order to further reduce a bias possibility in the responses, the instrument might be studied with an eye on reducing "value"-laden words.

If I can be of any further assistance to the research team involved in this study, please feel free to call upon me.

Cordially,

Carlton L. Bentz  
Regional Education Officer  
for Central America  
Office of Overseas Schools

**COLEGIO INTERNACIONAL DE CARACAS**

formerly  
ACADEMY LA CASTELLANA (1956-1971) and THE HIGH SCHOOL OF COLEGIO AMERICANO (1917-1971)  
operated by  
Academy La Castellana, Asociación Civil

December 12, 1972

Dear Mr. Iwinski:

MAILING  
ADDRESS  
Apartado  
62172  
Caracas  
Venezuela

A year ago a professional growth and in-service project was conceived between V.P.I. & S.U. and C.I.C. Many of the elements of the project have been identified and discussed with the Board prior to this letter and those details are spelled out in the contract with V.P.I. & S.U. One of the elements of the agreement has to do with a doctoral internship and the related activities connected with it.

HIGH  
SCHOOL  
(9 - 12)  
and  
Middle  
Grades  
(5-8th)  
Alfonso  
de la  
Triunfada  
Las Mercedes,  
Baruta  
T.M.  
91.07.00

The purpose of this letter is to expand on one of the related activities, that being, a doctoral dissertation. Fred Brieve, Alice Hayes, Jim Jacob and I talked at length about this possibility of gathering data for my doctoral dissertation while we were in the States last year, and all agreed that this could be done. The data for the dissertation is an absolute set of ingredients necessary to accomplishing the task. We all hoped at that time that a suitable topic for a dissertation could be agreed upon which would not only satisfy the dissertation requirement, but would serve to benefit C.I.C. in its operational plan for the future.

ELEMENTARY  
GRADES  
(K-4)  
Quilisa  
Castorres  
Avenida  
El Cor.  
El Dique  
T.M.  
71.00.35

I have selected a topic, The Development and Implementation of a Five-Year Plan for the International School in Caracas, Venezuela. In order to adequately pursue the topic, I will need to question parents, faculty, and students. Fred Brieve and I have designed a survey questionnaire which seeks to assess the present status of the school as well as to gather the necessary information needed to look into the future of the school. We have gone over items relative to a five-year plan in the areas of administrative organization, facilities, personnel, and other matters relating to understanding of school policies and procedures.

In order for me to proceed and so as to create minimum concern among the patrons, I would like you to examine and react, if you feel it necessary, to the enclosed questionnaires. I am sure that you can appreciate the necessity of all the questions in developing a five-year plan. I am also sure that you will detect that many of the questions are cross-referenced in order to determine the reliability of responses. I am using data relating to C.I.C., but the intent is to produce a five-year model plan which might be applicable to other overseas schools as well. I respectfully request written permission to proceed with my research study as outlined.

**COLEGIO INTERNACIONAL DE CARACAS**

formerly  
 ACADEMY LA CASTELLANA (1956-1971) and THE HIGH SCHOOL OF COLEGIO AMERICANO (1917-1971)  
 operated by  
 Academy La Castellana, Asociación Civil

---

MAILING  
 ADDRESS  
 Apartado  
 62170  
 Caracas  
 Venezuela

My timetable is to have the questionnaire validated by a team of authorities in the field of international education, distribute the surveys in mid-January and, hopefully, have the data processed and analyzed by mid-February. I would appreciate a prompt response so that I may proceed as quickly as possible.

Yours in the best interest of C.I.C.,

HIGH  
 SCHOOL  
 (9 - 12)  
 and  
 Middle  
 Grades  
 (5-8th)  
 Aldea  
 de la  
 Trinidad  
 Las Minas,  
 Baruta  
 Tel.  
 93 07.08

Dan Hudson

ELEMENTAR  
 GRADES  
 (K - 4)  
 Quinta  
 Caraterana  
 Avenida  
 El C-4,  
 El Bosque  
 Tel.  
 71.00.35

**COLEGIO INTERNACIONAL DE CARACAS**

formerly  
ACADEMY LA CASTELLANA (1956-1971) and THE HIGH SCHOOL OF COLEGIO AMERICANO (1947-1971)  
operated by  
Academy La Castellana, Asociación Civil

March 1, 1973

**MAILING**

**ADDRESS:**

Apertado  
62170  
Caracas  
Venezuela

Dear Parents:

HIGH  
SCHOOL  
(9 - 12)  
and  
Middle  
Grades  
(5-8th)  
Alfon  
de la  
Trinidad  
Las Minas,  
Baruta  
Telf.  
93.07.08

One hundred of the three hundred fifty-one families with children presently enrolled at C.I.C. are being asked to respond to a survey which will be used to aid in the assessment of the school program. The results of the survey will be used as input for a plan to improve and develop the C.I.C. educational program. The creation of this plan is my dissertation topic and will serve as a guide to the Board of Directors.

Next Wednesday I will send to you by your child (1) a special answer sheet, (2) the survey, and (3) the instructions for its completion.

Your time and cooperation will be greatly appreciated.

Sincerely,

Dan Hudson

**ELFMENTARY**

GRADES  
(K - 4)  
Quinta  
Centarrona  
Avenida  
El Golf,  
El Bosque  
Telf.  
71.00.35

**COLEGIO INTERNACIONAL DE CARACAS**

formerly  
**ACADEMY LA CASTELLANA (1956-1971) and THE HIGH SCHOOL OF COLEGIO AMERICANO (1947-1971)**  
 operated by  
 Academy La Castellana, Asociación Civil

---

MAILING  
 ADDRESS:  
 Apartado  
 62170  
 Caracas  
 Venezuela

Dear Parents:

I hope you received the short letter sent last week concerning the five year development and improvement plan for C.I.C.

HIGH  
 SCHOOL  
 (9 - 12)  
 and  
 Middle  
 Grades  
 (5-8th)  
 Aljos  
 de la  
 Trinidad  
 Las Milas,  
 Baruta  
 Tel.  
 93 07 08

Enclosed is a copy of the parent survey, the instructions for completing the survey, and the special answer sheet needed for the computer.

Because we are asking only 100 of the 351 families at the school to respond to the survey, it is even more important to have all of them returned. Please return yours with your child to the main office at the school as soon as possible. We need them back by Friday, February 16, at the latest.

Thank you again for your cooperation and your time.

Sincerely,

Dan Huasón

ELEMENTARY  
 GRADES  
 (K-4)  
 Quilisa  
 Castoranos  
 • Araceldo  
 El Golf,  
 El Bosque  
 Tel.  
 71.00.35

INSTRUCTIONS for completing the survey:

1. Indicate your responses only on the answer sheet. Mark the category which best describes your personal feeling about the statement. After question number 8, only four categories are needed. Spaces numbered "5" will not be needed.
2. Use only a pencil. The computer will not pick up ink or a felt tip pen.
3. Do not fill in anything on the top of the answer sheet--no name, no date, identification number, etc.
4. Mark across the page and not down as you would normally do.

APPENDIX C

PHILOSOPHY OF  
COLEGIO INTERNACIONAL DE CARACAS

## COLEGIO INTERNACIONAL DE CARACAS

formerly  
 ACADEMY LA CASTELLANA (1956-1971) and THE HIGH SCHOOL OF COLEGIO AMERICANO (1947-1971)  
 operated by  
 Academy La Castellana, Asociación Civil

### SCHOOL PHILOSOPHY

MAILING  
 ADDRESS:  
 Apartado  
 62170  
 Caracas  
 Venezuela

HIGH  
 SCHOOL  
 (9 - 12)  
 and  
 Middle  
 Grades  
 (5-8th)  
 Aliso  
 de la  
 Trinidad  
 Las Minas,  
 Baruta  
 Telf.  
 93.07.08

ELEMENTARY  
 GRADES  
 (K - 4)  
 Quinta  
 Cantarrana  
 Avenida  
 El Golf,  
 El Bosque  
 Telf.  
 71.00.35

We believe that Colegio Internacional de Caracas as an international school in Latin America should provide a comprehensive program of education that will enable every student to develop a critical and creative pattern of thought and to apply it in a manner which will result in the discipline necessary for self-affirmation and responsible citizenship. Because of its position as an International school, it should offer each student an opportunity to gain an appreciation of other nations and cultures. Through a growth of individual responsibility as well as developing a sense of cooperation, each student will be aware of and open to contemporary social change.

Student Handbook, Fall 1972

APPENDIX D  
QUESTIONNAIRES



Students' Survey

1. Age	(1) Below 14	(2) 14-15	(3) 16-17	(4) 18	(5) 19 or over
2. Sex	(1) Male	(2) Female	(3) X	(4) X	(5) X
3. Grade level	(1) 9	(2) 10	(3) 11	(4) 12	(5) Post-Graduate
4. Citizenship	(1) U.S.	(2) Venezuelan	(3) Other Nationality	(4) Dual Venezuelan- North American	(5) Other Dual National- alities
5. Total number of years including 1972-73 you have attended C.I.C., Academy La Castellana and/or Colegio Americano	(1) 1 year	(2) 2-4 years	(3) 5-7 years	(4) 8-11 years	(5) 12 or more years
6. Number of years you have lived in Venezuela	(1) 1 year or less	(2) 2-4 years	(3) 5-10 years	(4) 11-14 years	(5) 15 or more years
7. Transferred to C.I.C. from	(1) Academy La Castellana or Colegio Americano	(2) Other English Language School in Venezuela	(3) Venezuelan Ministry School	(4) School in the U.S.	(5) Any other school
8. Plans after high school graduation	(1) U.S. College or University	(2) Other College or University	(3) Continued Preparation other than college	(4) Wage earner	(5) X
			<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>
9. C.I.C. is a good high school compared with others with which I am familiar.			1/ /	2/ /	3/ / 4/ /
10. C.I.C. has a good teaching faculty.			1/ /	2/ /	3/ / 4/ /

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
11. C.I.C. has a good administration.	1/ /	2/ /	3/ /	4/ /
12. C.I.C. has a good curriculum.	1/ /	2/ /	3/ /	4/ /
13. C.I.C. has good disciplinary standards and procedures.	1/ /	2/ /	3/ /	4/ /
14. C.I.C.'s instructional program emphasizes individual student attention.	1/ /	2/ /	3/ /	4/ /
15. C.I.C. accommodates non-English speaking students with a good program.	1/ /	2/ /	3/ /	4/ /
16. C.I.C. has good recreational facilities for an overseas school.	1/ /	2/ /	3/ /	4/ /
17. C.I.C. has a good physical education/sports program.	1/ /	2/ /	3/ /	4/ /
18. C.I.C. has an adequate number of books per student in the school library.	1/ /	2/ /	3/ /	4/ /
19. C.I.C. has good food services and facilities.	1/ /	2/ /	3/ /	4/ /
20. C.I.C. should increase its enrollment by at least 200 students during the next five years to a maximum total of 700 students.	1/ /	2/ /	3/ /	4/ /
21. C.I.C. should improve its instructional program with more effective classroom teaching.	1/ /	2/ /	3/ /	4/ /
22. C.I.C.'s admissions requirements are too high for an overseas school.	1/ /	2/ /	3/ /	4/ /
23. The 25% Venezuelan student population as it currently exists should be continued during the next five year period.	1/ /	2/ /	3/ /	4/ /
24. The athletic and activities program can best be served by the addition of an all-purpose building on the Las Minas campus.	1/ /	2/ /	3/ /	4/ /
25. The C.I.C. program should have as its primary purpose preparation for a college or university in the U.S.	1/ /	2/ /	3/ /	4/ /

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
26. The curriculum should be altered to provide improved offerings in the Spanish language.	1/ /	2/ /	3/ /	4/ /
27. C.I.C. has an obligation to accept all high school applicants who meet the academic requirements.	1/ /	2/ /	3/ /	4/ /
28. Enrollments should be limited to the current approximate 500 over the next five year period, so as to minimize the expansion of the school facilities.	1/ /	2/ /	3/ /	4/ /
29. I feel I understand the administrative organization of the school.	1/ /	2/ /	3/ /	4/ /
30. The approximate 51% North American student population as it currently exists should be continued during the next five year period.	1/ /	2/ /	3/ /	4/ /
31. The present time schedule which devotes 5 1/2 hours per day to class instruction should be increased.	1/ /	2/ /	3/ /	4/ /
32. Vocational courses such as wood-working, metalcrafting, and home economics should be added to the school program.	1/ /	2/ /	3/ /	4/ /
33. The school program places sufficient emphasis on co-curricular activities.	1/ /	2/ /	3/ /	4/ /
34. The Parent-Teacher-Student Association (PTSA) is necessary for more effective school operation.	1/ /	2/ /	3/ /	4/ /
35. The student population of third country nationals should be expanded during the next five year period.	1/ /	2/ /	3/ /	4/ /
36. The primary emphasis of the five year development and improvement plan should be on the instructional program in the school.	1/ /	2/ /	3/ /	4/ /
37. The five year development and improvement plan should emphasize school-community relations.	1/ /	2/ /	3/ /	4/ /

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
38. The five year development and improvement plan should strongly emphasize staff training programs in the school.	1/ /	2/ /	3/ /	4/ /
39. I feel that a five year improvement plan proposed for C.I.C. should relate to the educational programs of other English speaking schools in the community.	1/ /	2/ /	3/ /	4/ /
40. A dual program (bi-national program) would offer in Spanish a curriculum which would satisfy the requirements of the Venezuelan Ministry of Education while maintaining the core curriculum in English. A dual program should be considered in the five year development and improvement plan.	1/ /	2/ /	3/ /	4/ /
41. C.I.C. has a good guidance program.	1/ /	2/ /	3/ /	4/ /
42. The enrollment for the future should attempt as much as possible to maintain the 16 to 1 student/teacher ratio at all grade levels.	1/ /	2/ /	3/ /	4/ /

Parents' Survey

- |  |                              |                           |                                       |                              |                         |
|--|------------------------------|---------------------------|---------------------------------------|------------------------------|-------------------------|
| 1. This survey completed by  | (1)<br>Father                | (2)<br>Mother             | (3)<br>Both Mother and Father         | (4)<br>Other legal Guardians | (5)<br>X                |
| 2. Citizenship of father or male guardian                                      | (1)<br>U.S.                  | (2)<br>Venezuelan         | (3)<br>Other                          | (4)<br>X                     | (5)<br>X                |
| 3. Citizenship of mother or female guardian                                    | (1)<br>U.S.                  | (2)<br>Venezuelan         | (3)<br>Other                          | (4)<br>X                     | (5)<br>X                |
| 4. Employment of family's principal wage earner                                | (1)<br>Company based in U.S. | (2)<br>Venezuelan Company | (3)<br>Diplomatic or Military Service | (4)<br>Other Business        | (5)<br>Other Categories |
| 5. Number of years in Caracas  | (1)<br>1 year or less        | (2)<br>2-4 years          | (3)<br>5-10 years                     | (4)<br>11-20 years           | (5)<br>21 or more years |
| 6. Additional years you anticipate residence in Caracas                        | (1)<br>1 year or less        | (2)<br>2-4 years          | (3)<br>5 or more years                | (4)<br>X                     | (5)<br>X                |
| 7. Total number of children now in grades K-12                                 | (1)<br>1                     | (2)<br>2                  | (3)<br>3                              | (4)<br>4                     | (5)<br>5 or more        |
| 8. Total number of preschool age children                                      | (1)<br>1                     | (2)<br>2                  | (3)<br>3 or more                      | (4)<br>X                     | (5)<br>X                |
|  |                              |                           | <u>Disagree</u>                       | <u>Tend to Disagree</u>      | <u>Tend to Agree</u>    |
| 9. C.I.C. is a good high school compared with others with which I am familiar. |                              |                           | 1/ /                                  | 2/ /                         | 3/ / 4/ /               |
| 10. C.I.C. has a good teaching faculty.  |                              |                           | 1/ /                                  | 2/ /                         | 3/ / 4/ /               |
| 11. C.I.C. has a good administration.  |                              |                           | 1/ /                                  | 2/ /                         | 3/ / 4/ /               |
| 12. C.I.C. has a good curriculum.  |                              |                           | 1/ /                                  | 2/ /                         | 3/ / 4/ /               |
| 13. C.I.C. has good disciplinary standards and procedures.                     |                              |                           | 1/ /                                  | 2/ /                         | 3/ / 4/ /               |

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
14. C.I.C.'s instructional program emphasizes individual student attention.	1/ /	2/ /	3/ /	4/ /
15. C.I.C. accommodates non-English speaking students with a good program.	1/ /	2/ /	3/ /	4/ /
16. C.I.C. has good recreational facilities for an overseas school.	1/ /	2/ /	3/ /	4/ /
17. C.I.C. has a good physical education/sports program.	1/ /	2/ /	3/ /	4/ /
18. C.I.C. has an adequate number of books per student in the school library.	1/ /	2/ /	3/ /	4/ /
19. C.I.C. has good food services and facilities.	1/ /	2/ /	3/ /	4/ /
20. C.I.C. should increase its enrollment by at least 200 students during the next five years to a maximum total of 700 students.	1/ /	2/ /	3/ /	4/ /
21. C.I.C. should improve its instructional program with more effective classroom teaching.	1/ /	2/ /	3/ /	4/ /
22. C.I.C.'s admissions requirements are too high for an overseas school.	1/ /	2/ /	3/ /	4/ /
23. The 25% Venezuelan student population as it currently exists should be continued during the next five year period.	1/ /	2/ /	3/ /	4/ /
24. The athletic and activities program can best be served by the addition of an all-purpose building on the Las Minas campus.	1/ /	2/ /	3/ /	4/ /
25. The C.I.C. program should have as its primary purpose preparation for a college or university in the U.S.	1/ /	2/ /	3/ /	4/ /
26. The curriculum should be altered to provide improved offerings in the Spanish language.	1/ /	2/ /	3/ /	4/ /
27. C.I.C. has an obligation to accept all high school applicants who meet the academic requirements.	1/ /	2/ /	3/ /	4/ /

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
28. Enrollments should be limited to the current approximate 500 over the next five year period, so as to minimize the expansion of the school facilities.	1/ /	2/ /	3/ /	4/ /
29. I feel I understand the administrative organization of the school.	1/ /	2/ /	3/ /	4/ /
30. The approximate 51% North American student population as it currently exists should be continued during the next five year period.	1/ /	2/ /	3/ /	4/ /
31. The present time schedule which devotes 5 1/2 hours per day to class instruction should be increased.	1/ /	2/ /	3/ /	4/ /
32. Vocational courses such as wood-working, metalcrafting, and home economics should be added to the school program.	1/ /	2/ /	3/ /	4/ /
33. The school program places sufficient emphasis on co-curricular activities.	1/ /	2/ /	3/ /	4/ /
34. The Parent-Teacher-Student Association (PTSA) is necessary for more effective school operation.	1/ /	2/ /	3/ /	4/ /
35. The student population of third country nationals should be expanded during the next five year period.	1/ /	2/ /	3/ /	4/ /
36. The primary emphasis of the five year development and improvement plan should be on the instructional program in the school.	1/ /	2/ /	3/ /	4/ /
37. The five year development and improvement plan should emphasize school-community relations.	1/ /	2/ /	3/ /	4/ /
38. The five year development and improvement plan should strongly emphasize staff training programs in the school.	1/ /	2/ /	3/ /	4/ /
39. I feel that a five year improvement plan proposed for C.I.C. should relate to the educational programs of other English speaking schools in the community.	1/ /	2/ /	3/ /	4/ /

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
40. I feel that during the next five years teachers should teach only in the areas of their specialization.	1 / /	2 / /	3 / /	4 / /
41. A dual program (bi-national program) would offer in Spanish a curriculum which would satisfy the requirements of the Venezuelan Ministry of Education while maintaining the core curriculum in English. A dual program should be considered in the five year development and improvement plan.	1 / /	2 / /	3 / /	4 / /
42. C.I.C. has a good guidance program.	1 / /	2 / /	3 / /	4 / /
43. The enrollment for the future should attempt as much as possible to maintain the 16 to 1 student/teacher ratio at all grade levels.	1 / /	2 / /	3 / /	4 / /
44. The parents should be involved in planned activities of the school.	1 / /	2 / /	3 / /	4 / /
45. The school community should support the expansion of facilities at C.I.C. during the next five years.	1 / /	2 / /	3 / /	4 / /
46. The school program at C.I.C. should be altered to provide an easier transition for non-English speaking students entering the school at all grade levels.	1 / /	2 / /	3 / /	4 / /
47. The value of education received this year at C.I.C. is commensurate with the tuition being charged.	1 / /	2 / /	3 / /	4 / /
48. A five year development and improvement plan should reorganize the administrative structure of the school.	1 / /	2 / /	3 / /	4 / /
49. Administrators should be certified in accordance with the standards of the accrediting association and should have two years of administrative experience prior to employment by C.I.C.	1 / /	2 / /	3 / /	4 / /
50. Increased tuition should support a professional pay scale comparable to pay scales in other North American schools in Venezuela for all professional personnel.	1 / /	2 / /	3 / /	4 / /

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
51. The present system of financing the purchase of C.I.C. buildings and grounds with the educational bonds and assessments should be continued during the next five year period.	1/ /	2/ /	3/ /	4/ /
52. I would support the construction of an all-purpose recreational facility.	1/ /	2/ /	3/ /	4/ /
53. In order to improve supportive services (guidance, health, etc.) increased tuition should be accepted during the next five year period.	1/ /	2/ /	3/ /	4/ /
54. As a parent I feel I am adequately involved in activities of the school.	1/ /	2/ /	3/ /	4/ /
55. I feel I understand the responsibilities I have as a shareholder in the Association.	1/ /	2/ /	3/ /	4/ /
56. I feel that some new procedures should be designed to continuously examine and evaluate the goals of the school.	1/ /	2/ /	3/ /	4/ /
57. C.I.C. has a good system for handling financial procedures.	1/ /	2/ /	3/ /	4/ /

TEACHERS' SURVEY

1. Age	(1) 21-25	(2) 26-30	(3) 31-40	(4) 41-50	(5) 51 or over
2. Sex	(1) Male	(2) Female	(3) X	(4) X	(5) X
3. Marital status	(1) Single	(2) Married and Living with Spouse	(3) Widowed, separated, or divorced	(4) X	(5) X
4. Cultural background	(1) U.S.	(2) Venezuelan	(3) International	(4) X	(5) X
5. Grade taught or main area of responsibility including administration	(1) K-6	(2) 7-8	(3) 9-12	(4) X	(5) X
6. Highest level of professional preparation	(1) Professional training (not B.A. or B.S.)	(2) B.A. or B.S.	(3) Masters	(4) At least 12 hr. beyond Masters	(5) X
7. Years teaching or school experience	(1) 1 year or less	(2) 2-4 years	(3) 5-10 years	(4) 11-15 years	(5) 16 or more years
8. Total years taught at C.I.C. and/or Academy La Castellana or Colegio Americano	(1) 1 year or less	(2) 2-4 years	(3) 5-10 years	(4) 11-15 years	(5) 16 or more years
			<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u> <u>Agree</u>
9. C.I.C. is a good high school compared with others with which I am familiar.			1 / /	2 / /	3 / / 4 / /
10. C.I.C. has a good teaching faculty.			1 / /	2 / /	3 / / 4 / /
11. C.I.C. has a good administration.			1 / /	2 / /	3 / / 4 / /

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
12. C.I.C. has a good curriculum.	1 / /	2 / /	3 / /	4 / /
13. C.I.C. has good disciplinary standards and procedures.	1 / /	2 / /	3 / /	4 / /
14. C.I.C.'s instructional program emphasizes individual student attention.	1 / /	2 / /	3 / /	4 / /
15. C.I.C. accommodates non-English speaking students with a good program.	1 / /	2 / /	3 / /	4 / /
16. C.I.C. has good recreational facilities for an overseas school.	1 / /	2 / /	3 / /	4 / /
17. C.I.C. has a good physical education/ sports program.	1 / /	2 / /	3 / /	4 / /
18. C.I.C. has an adequate number of books per student in the school library.	1 / /	2 / /	3 / /	4 / /
19. C.I.C. has good food services and facilities.	1 / /	2 / /	3 / /	4 / /
20. C.I.C. should increase its enrollment by at least 200 students during the next five years to a maximum total of 700 students.	1 / /	2 / /	3 / /	4 / /
21. C.I.C. should improve its instructional program with more selective classroom teaching.	1 / /	2 / /	3 / /	4 / /
22. C.I.C.'s admissions requirements are too high for an overseas school.	1 / /	2 / /	3 / /	4 / /
23. The 25% Venezuelan student population as it currently exists should be continued during the next five year period.	1 / /	2 / /	3 / /	4 / /
24. The athletic and activities program can best be served by the addition of an all-purpose building on the Las Minas campus.	1 / /	2 / /	3 / /	4 / /
The C.I.C. program should have as its primary purpose preparation for a college or university in the U.S.	1 / /	2 / /	3 / /	4 / /

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
26. The curriculum should be altered to provide improved offerings in the Spanish language.	1/ /	2/ /	3/ /	4/ /
27. C.I.C. has an obligation to accept all high school applicants who meet the academic requirements.	1/ /	2/ /	3/ /	4/ /
28. Enrollments should be limited to the current approximate 500 over the next five year period, so as to minimize the expansion of the school facilities.	1/ /	2/ /	3/ /	4/ /
29. I feel I understand the administrative organization of the school.	1/ /	2/ /	3/ /	4/ /
30. The approximate 51% North American student population as it currently exists should be continued during the next five year period.	1/ /	2/ /	3/ /	4/ /
31. The present time schedule which devotes 5 1/2 hours per day to class instruction should be increased.	1/ /	2/ /	3/ /	4/ /
32. Vocational courses such as wood-working, metalcrafting, and home economics should be added to the school program.	1/ /	2/ /	3/ /	4/ /
33. The school program places sufficient emphasis on co-curricular activities.	1/ /	2/ /	3/ /	4/ /
34. The Parent-Teacher-Student Association (PTSA) is necessary for more effective school operation.	1/ /	2/ /	3/ /	4/ /
35. The student population of third country nationals should be expanded during the next five year period.	1/ /	2/ /	3/ /	4/ /
36. The primary emphasis of the five year development and improvement plan should be on the instructional program in the school.	1/ /	2/ /	3/ /	4/ /
37. The five year development and improvement plan should emphasize school-community relations.	1/ /	2/ /	3/ /	4/ /

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
38. The five year developmental and improvement plan should strongly emphasize staff training programs in the school.	1/ /	2/ /	3/ /	4/ /
39. I feel that a five year improvement plan proposed for C.I.C. should relate to the educational programs of other English speaking schools in the community.	1/ /	2/ /	3/ /	4/ /
40. A dual program (bi-national program) would offer in Spanish a curriculum which would satisfy the requirements of the Venezuelan Ministry of Education while maintaining the core curriculum in English. A dual program should be considered in the five year development and improvement plan.	1/ /	2/ /	3/ /	4/ /
41. C.I.C. has a good guidance program.	1/ /	2/ /	3/ /	4/ /
42. The enrollment for the future should attempt as much as possible to maintain the 16 to 1 student/teacher ratio at all grade levels.	1/ /	2/ /	3/ /	4/ /
43. The school parents should be involved in planned activities at the school.	1/ /	2/ /	3/ /	4/ /
44. The school community should support the expansion of facilities at C.I.C. during the next five years.	1/ /	2/ /	3/ /	4/ /
45. The school program should be altered to provide an easier transition for non-English speaking students entering the school at all grade levels.	1/ /	2/ /	3/ /	4/ /
46. A five year development and improvement plan should reorganize the administrative structure at the school.	1/ /	2/ /	3/ /	4/ /
47. Administrators should be certified in accordance with the standards of the accrediting association and should have two years of administrative experience prior to employment at C.I.C.	1/ /	2/ /	3/ /	4/ /
48. The established in-service program for teachers should be expanded during the next five year period.	1/ /	2/ /	3/ /	4/ /

	<u>Disagree</u>	<u>Tend to Disagree</u>	<u>Tend to Agree</u>	<u>Agree</u>
49. The quality of education received at C.I.C. is comparable to a school of similar size in the United States.	1 / /	2 / /	3 / /	4 / /
50. The curriculum at C.I.C. can compare favorably with schools in the U.S.	1 / /	2 / /	3 / /	4 / /
51. A pay scale comparable to pay scales in other North American schools in Venezuela for all professional personnel should be effected during the next five year period.	1 / /	2 / /	3 / /	4 / /
52. During the next five years all teachers should meet the certification requirements of the accrediting association.	1 / /	2 / /	3 / /	4 / /

APPENDIX E

PERCENTAGES OF RESPONSES TO QUESTIONNAIRE  
ITEMS RELATING TO THE FOUR SELECTED AREAS  
OF THE EDUCATIONAL PROGRAM AT COLEGIO  
INTERNACIONAL DE CARACAS

Percentages of Responses to Questionnaire  
Items Relating to the Four Selected Areas  
of the Educational Program at Colegio  
Internacional de Caracas

## Item #14

C.I.C.'s instructional program emphasizes individual student attention.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Student	16	27	35	18
Parents	12	26	40	20
Teachers	07	23	23	44

---

## Item #17

C.I.C. has a good physical education/sports program.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	28	22	18	26
Parents	21	20	38	20
Teachers	07	09	47	33

---

## Item #18

C.I.C. has an adequate number of books per student in the school library.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	30	17	28	22
Parents	26	15	35	18
Teachers	23	40	16	21

---

## Item #21

C.I.C. should improve its instructional program with more effective classroom teaching.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	10	16	24	43
Parents	05	06	39	47
Teachers	02	21	37	40

---

## Item #25

The C.I.C. program should have as its primary purpose preparation for a college or university in the U.S.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	11	16	22	47
Parents	13	13	16	58
Teachers	19	23	23	35

---

## Item #26

The curriculum should be altered to provide improved offerings in the Spanish language.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	18	20	28	30
Parents	16	31	20	32
Teachers	12	19	28	42

---

## Item #33

The school program places sufficient emphasis on co-curricular activities.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	27	25	33	08
Parents	06	16	45	20
Teachers	14	30	19	37

---

## Item #36

The primary emphasis of the five year development and improvement plan should be on the instructional program in the school.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	09	14	44	26
Parents	01	01	22	72
Teachers	05	07	33	56

---

## Item #38

The five year development and improvement plan should strongly emphasize staff training programs in the school.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	10	14	29	43
Parents	04	15	36	42
Teachers	02	07	30	58

---

## Item #40

I feel that during the next five years teachers should teach only in the areas of their specialization.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	(Not on Students' Questionnaire)			
Parents	02	15	27	54
Teachers	(Not on Teachers' Questionnaire)			

---

## Item #48

The established in-service program for teachers should be expanded during the next five year period.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	(Not on Students' Questionnaire)			
Parents	(Not on Parents' Questionnaire)			
Teachers	02	09	19	70

---

## Item #52

During the next five years all teachers should meet the certification requirements of the accrediting association.

	% Disagree	% Tend to Disagree	% Tend to Agree	% Agree
Students	(Not on Students' Questionnaire)			
Parents	(Not on Parents' Questionnaire)			
Teachers	12	26	23	40

---

APPENDIX F

COLEGIO INTERNACIONAL DE CARACAS  
1973-74 COURSE OFFERINGS

COLEGIO INTERNACIONAL DE CARACAS  
1973-74 COURSE OFFERINGS

Art

7th Grade Art  
 8th Grade Art  
 Senior Art  
 Advanced Art  
 Mechanical Drawing

Business Education

Personal Typing  
 Typing I  
 Typing II  
 Office Practice

English

9th  
 Introduction to Composition  
 Youth In Conflict  
 Forms of Imaginative Literature  
 10-12  
 Introduction to Speech,  
 Dramatic Literature,  
 Creative Writing  
 The American Novel  
 The English Novel  
 The American Experience--Short Story and Essay  
 Contemporary Poetry and Short Story  
 Man In Literature--The Individual  
 Man In Literature--The Seeker  
 Man In Literature--The Group  
 Independent Study

Foreign Language

French I  
 French II  
 French III  
 German \*\*

\*\* Not offered in regular curriculum. May be arranged on an individual or group basis at extra cost.

Basic Spanish  
 Intermediate Spanish  
 Advanced Spanish I  
 Advanced Spanish II  
 Lectura y Composicion  
 Apresiasi Literaria  
 Venezuelan Literature  
 Spanish Literature  
 Latin-American Literature  
 Venezuelan History  
 Puericultura

### Health

Health for All  
 Self Encounter

### Mathematics

Mathematics 7  
 Pre- Algebra  
 Algebra I  
 Geometry (one section will be honors geometry)  
 Algebra II  
 Algebra III  
 Introductory to Advanced Math

### Music

6th, 7th, 8th grade course

### Physical Education

Girls Physical Education  
 Boys Physical Education

### Science

Basic Biology  
 Earth Science  
 Basic Physical Science  
 Biology  
 Chemistry  
 Physics  
 Advanced Earth Science

### Social Studies

World Geography  
 U. S. History to 1877  
 Modern European History  
 U. S. History - 1877 to present  
 American Government

Social Studies (Continuation)

Latin American History

\*Venezuelan History and Government

Grade 11-12 Electives

Advanced Government

Contemporary Civilization

International Relations

Cultural Geography

Sociology

Anthropology or Psychology

Current Events

\* See description under Spanish.

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Page 1 of 2

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Page 2 of 2

THE APPLICATION OF AN EDUCATIONAL PLANNING MODEL TO THE SYSTEMATIC  
DEVELOPMENT OF A FIVE-YEAR PLAN FOR SELECTED ASPECTS OF THE  
EDUCATIONAL PROGRAM OF AN AMERICAN SCHOOL OVERSEAS

by

Richard Dabney Hudson, Jr.

(ABSTRACT)

No evidence of the use of systematic educational planning models in the American schools overseas was found through either formal or informal search of available literature and material. The problem of the research was to apply a planning model to the development of a five-year plan, which proposed a timetable for implementation and general guidelines for establishing evaluation procedures, for selected aspects of the educational program at Colegio Internacional de Caracas in Venezuela.

The purposes of the study were to use a rational model to provide a planning methodology by which an American school overseas could bring order, efficiency, and effectiveness to the total educational effort, and to provide examples of how this methodology could be used in situations drawn from a particular school overseas.

Information which served as input for making planning decisions was collected from such sources as the following to create an information base: (1) board policy, (2) school philosophy, (3) Ministry of Education directives, (4) demographic data, and (5) guidelines from

the Southern Association of Colleges and Schools. Questionnaires given to parents, students, teachers, and administrators also served as one source of information for the planning activities.

The questionnaires were used to assess parent, student, teacher, and administrator perceptions of the educational program. Responses were indicated on a Likert-type scale. A computer program of translation was utilized to translate this data into percentages of responses in each of the four categories. Equal consideration was given to the three groups of participants in the study and a 60 percent level was chosen as being significant for the study.

In developing the plan, factual and perceptual data were considered. Factual data received greater consideration than perceptual data from questionnaires and interviews because accuracy of facts could be cross-checked, facts came from established standards and documents, and facts were more representative of the total school population gathered over an extended period of time.

The model served as the framework to plan for improving teacher effectiveness, upgrading the Spanish Department, expanding the school's learning resources center, and developing the physical education/sports/co-curricular activities program. The components of the planning model included: (1) information base, (2) determination of targets, (3) determination of needs, (4) ranking needs in order of priority, (5) determination of objectives, (6) determination of alternative strategies, (7) determination of resources and limitations, (8) determination of strategies, (9) implementation, and (10) evaluation.

The inter-relationships of the components of the model and the available information integrated into the planning processes were illustrated by following step-by-step procedures for satisfying the established needs of the selected aspects of the educational program.

From the study the researcher determined that student, parent, teacher/administrator perceptions of certain aspects of the educational program were sometimes different from related factual data. The responses from the three groups were considered along with other available data to formalize information-based planning activities.

Also determined by the researcher was that a systematic model can be used to plan in an American school overseas and can provide increased knowledge about the variables affecting decision-making processes. Therefore, a school would benefit more from planned change than from haphazardly attempting change.