

Looping in the Family and Consumer Education Classroom

by

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ABSTRACT

The concept of looping in the classroom is a long-standing tradition in many core classrooms. Looping is less-commonly used in vocational education and little research has been conducted in the area of Family and Consumer Sciences Education. This study explored the benefits of looping in the family and consumer education classroom linking middle school exploratory courses and entry-level high school foods course. Students were surveyed as to the repeating (looping) teacher having a positive or negative effect on their success in the areas in addition to their knowledge of culinary skills, units of measurement, kitchen equipment, comfortableness in the kitchen and skills most often used between the first and second courses.

The study identified that students who had the same teacher for both of the years were more comfortable in their high schools foods course and received a better grade. The looping students were more likely to register for a second high school level Family and Consumer Education course and to find their current course more enjoyable. Time

spent combined with a student simply remaining with the same teacher for multiple years may have several positive outcomes, including more positive attitudes toward the school and the teacher.

The study concluded that students, both male and female, of varying age range, did find more success with a repeat (looping) instructor and earn better grades.

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Chapter I: Introduction and Rationale

Learning in an environment where each student feels comfortable is very important. A high level of comfort will often lead a student to find success in school (Simel, p. 328-332). Students with little knowledge in the content area and that are comfortable in the setting will find great success in that classroom. (Simel, p.g 328-332).

Many high school students enter school with little knowledge in the areas of Family and Consumer Education (F.A.C.E) and are not prepared with the skills for life that they will learn in these classrooms. One of the content areas of Family and Consumer Sciences is nutrition.

Over the years, convenience foods, eating out and a lack of time spent in the kitchen have caused young adults to be more ill-prepared in preparing meals for themselves and their families (Troiano, R.P. & Flegal, K.M, 1998)).

The time that families spend together was more focused on preparing and eating the family meal in the past than it is today (Troiano, R.P. & Flegal, K.M., 19981998). As families become busier, students are home less and meals are more often prepared for speed and convenience, with students acquiring fewer skills in the kitchen.

Individual school districts have different policies on what elective courses middle and high school students may select.. The elective courses, either chose by the student or parents, are in most districts, optional and only a certain percentage of students will participate. School districts may share their staff that teach elective courses between their high and middle schools. The shared staff instructs students at both levels each year. In a situation where the same teacher is instructing students in Family and Consumer Education courses at both levels, the students will have the same instructor for more than one year in a row. A practice in which a teacher stays with the same class for more than

one year is called looping (Bellis, 1999). Looping in the F.A.C.E. classroom has been practiced for many years in small sized districts.

In both small and large districts with a Family and Consumer Sciences program, foods courses are offered. Learning to prepare meals for themselves and their own families is very critical to a student's success in high school and throughout his or her life. The time that a youth or teen spends in the kitchen, working with food, learning from a qualified instructor has become recognized over the past ten years as increasingly valuable to their success in meal preparation after graduation. This time combined with a student simply remaining with the same teacher and group for multiple years may have several positive outcomes, including more positive attitudes toward the school and the teacher. That positive attitude has spilled out of the classroom to provide for a greater sense of family (Grant, 1996) That greater sense of family both in and outside of the classroom, combined with learning from an instructor through looping will lead the high school students enrolled in a foods course to be more successful.

Statement of the Problem

Students who enter high school level Foods and Family course may come from a variety of middle school settings. Students may also have not been offered middle school level F.A.C.E. courses or have had multiple F.A.C.E. teachers over a span of three years. As students enter the Foods and Family courses it is very important that they have been exposed to working in a kitchen/classroom setting. It is also imperative that they have a solid understanding of safety, sanitation and basic kitchen equipment and terminology. Students, who have had the same teacher for more than one year for a particular subject or a content area, also known as looping, will show better understanding of the curriculum or have greater successes in the lab based classroom.

In an effort to determine the best possible repeat instructor setting (looping) in F.A.C.E., this research project will attempt to find a correlation between a higher level of success of students in Foods and Family (Introductory level high school Foods course) who have taken a middle school level course with the current instructor in the two years prior to the current course being taken.

Purpose of the Study

The results of this study will help F.A.C.E. teachers, administrators, parents and students recognize the advantages strong performance indicator of using looping in the middle and high school level F.A.C.E. courses. The classroom grades and success level of students understanding and demonstrating skills learned in Foods and Family class will show how looping best meets the needs of both current and future middle and high school F.A.C.E. students and their families.

Research Objectives

This study will attempt to answer these questions about looping in F.A.C.E. courses.

1. When students are enrolled in Foods and Family with a looping instructor does the grade significantly differ from the grade of a student who took an F.A.C.E. course with a different instructor previously?
2. When students are enrolled in Foods and Family with a looping instructor does their understanding of food preparation skills and ability to prepare food improve?

Assumptions of the study

The researcher for this study assumes:

1. students in the high school foods and family course are doing everything possible to get the highest grade possible in the course.
2. students will honestly answer the questions to the survey.

3. parents and family members will encourage their children to honestly answer the questions to the survey.
4. an improvement upon skills in food preparation will be evaluated honestly and appropriately by those completing a survey.

Definition of Terms

F.A.C.E.: Family and Consumer Education courses cover content areas of foods, families, parenting, gourmet foods, housing and interior design, clothing, budgeting, health, careers and assistant child care teacher.

Foods and Family: A course of beginning foods and cooking skills. The course covers each major group of food, studying one at a time.

Looping: An educational practice in which a child stays with a teacher for two or more years or grade levels.

Assumptions/ Limitations of the Study

The researcher assumes that most foods and family students will be preparing meals during class and teachers will be following the stated-approved curriculum for a beginning foods course at the high school level. She also assumed that all students will be evaluated equally, given equal credit for assignments and not have outside influences that will affect their grade or ability to participate in this research. It is also assumed that all students have access to the supplies and equipment that they will need to complete all requirements of their entry-level foods course.

Chapter 2: Literature Review

In looping, a teacher is assigned to the same group of children for a longer than average period of time (Bellis, 1999). The amount of time together depends upon the individual school district and that district's program structures. Curriculum and course structure is typically set by a district's curriculum director in combination with the content teachers and the State Department of Public Instruction. Most states have developed graduation standards that students are required to meet by the end of the twelfth grade year in the United States (Grant, 2000).

Teacher and students assignments vary greatly between school districts and even from state to state. Teacher assignments may vary from year to year allowing for the opportunity for students and teachers to be together for multiple years. These assignments are most common at the Elementary level, but is expanding to the Middle and High School levels.

History of Looping

Looping can be traced back to one-room schoolhouses of years ago, also known as the "family grouping" arrangement that had been used in British primary schools and used by the privately operated Waldorf schools since 1919 (Bellis, 1999). Looping has also been called, "teacher/student progression" and "multi-year" grouping (Northeast, 1997). Currently, students in Germany stay together for four years from grades one through four (Northeast, 1997).

The question of the importance of looping has been re-evaluated throughout history across the world. Looping is a common practice throughout the majority of Europe and has recently become popular in Sweden (Bellis, 1999). The U.S. Department of Education evaluated a memorandum nearly one hundred years ago examining the importance of looping in our public schools (Grant, Johnson & Richardson, 1996).

Advantages of Looping

Many districts have had positive experiences with looping. The research shows that in some settings, looping is most effective for the majority of the population (Hume, 2007). Looping has been shown to increase instructional time at the beginning and throughout the school year with teachers and children spending less time learning procedures, becoming familiar with each other and getting used to new routines (Chapman, 1999). That increase in instructional time also leads to higher achievement levels for many students as they continue with home assignments and activities over the summer between two of the years together. Looping has been shown to also be positive for cooperation and collaboration among teachers at the same grade level and at different grade levels (Chapman, 1999). Proponents of looping assert that looping benefits children in many ways, which include overcoming emotional problems (defiance, shyness and sensitivity) (Chirichello & Chirichello, 2001), alleviation of anxiety about the new year (Hanson, 1995) and more self confidence (Groves, 2000).

Students from individual economic backgrounds do show a large variance in success rates (Hanson, 1995). Students who are in the “at-risk” category often find success with a constant figure in their lives that does not “leave”. Families today are constantly changing due to more frequent moves, higher levels of divorce, separation and death among their members. Looping does foster a family-like atmosphere among everyone involved: parents, teachers and students (Bellis, 1999).

Disadvantages of Looping

Research also shows negative effects for students who are in a class that they don't feel comfortable, struggle with student/ teacher issues and who don't find success (Hanson, 1995). Parents need to express concerns to ensure that their students are in the best environment possible for them. Looping is not a perfect setting for every student

and the students who have shown the best results have entered into the program as a choice (Grant, 2000).

Requiring a student to stay in a situation that is not effective after changes have been made to correct initial problems will not be positive for the student involved, his peers or the teacher. The idea of a teacher becoming “stuck” with a problem child also can be turned into an advantageous situation if the teacher is motivated to get to the “bottom” of the problem and deal with it instead of just living with it until the end of the year. A teacher who knows that they will be retaining a student for two years is more likely to get the problem straightened out (Chapman, 1999).

Personality conflicts can be a barrier to effective looping. Certain combinations of children in classes are not conducive to healthy learning environments. In certain situations it may be best to shift teachers of the split children back into the regular teaching rotation (Chapman, 1999). Separation anxiety can be a problem after two years of a successful looping environment (Hanson, 1995) Students may struggle to transition the third year after having been in a “comfortable” situation for so long. This must be addressed throughout the entire looping experience. Looping is another avenue to take in an effort to meet the individualized needs of our students. There is no one “perfect” plan to successfully educate all of our children. Looping is an option that began hundreds of years ago in another country and is still an up-to-date option today with challenges and successes of its own (Chapman, 1997)

Disadvantages of Looping for Schools

The main disadvantage for school districts are complaints for parents when children are placed in a looping situation that is not effective (Chapman, 1997). An example of this would be of a child/teacher placement that is not comfortable or a positive situation for the teacher or child. In an uncomfortable situation districts will deal

with parent or teacher complaints and may need to re-assign students partway through the year. Generally, there are very few disadvantages for school districts participating in looping classrooms. Looping does not cost extra money or require extra staffing by a district (Chapman, 1997).

Advantages of Looping for Schools

The main advantage of looping for schools is the success that staff, students and their families are finding. That success has been shown in social and academic achievements (Chapman, 1997). A teacher in the looping environment has more time with the repeating students and this leads to more opportunities available to tailor the curriculum to individual student needs (Checkley, 1995). This increase in time and opportunity will also allow teachers more time with individual students. An increase in the number of chances that are available to make connections during learning and overtime is created in the looping environment (Zahorik & Dichanz, 1994).

Teachers and Parent Attitudes toward Looping

Parents embrace looping once they understand its benefits. *“It was a very pleasant experience. I just hope the rest of our school years can be as nice as this one has been”*. –Shelia Green, parent (Grant, 1996).

Successful Example

The success of looping has been measured in higher student achievement and leveler of comfort in the classroom (Grant, 1996). This success has been identified at the Met School in Providence, R.I., where one teacher/advisor is assigned 15 students in grade nine and then takes those students through their entire high school program, all four years and in all subject matter (Grant, 1996).

Chapter 3: Methodology

Introduction

This study will investigate the relationship between students looping in the F.A.C.E. classroom and classroom grades and success at food preparation skills in a high school level foods and family (introduction to foods) course. The study will explore production and quality of food being prepared outside of school, students grades in the high school level course and their involvement in a F.A.C.E. looping setting. The looping setting will consist of one and the same F.A.C.E. teacher for a minimum of two years, one of which was prior to the current foods and family (or its equivalent) being taken. The study will include a survey of meal items being prepared outside of the school day by the student.

Selection and Description of Sample

The subjects for this sample are students two Foods and Family courses at Bangor High School Bangor, WI and three sections of Foods courses at Winona Senior High School., Winona, MN The students have elected to take this course to fulfill their elective credits(11 at Bangor High and 12 at Winona Senior High) needed for graduation. Bangor and Winona High Schools offer a large selection of other choices to fulfill these requirements. The majority of students in the courses are freshman or sophomore students who are interested in the area of foods and food preparation and have not have had any high school level pre-prerequisite courses.

The sample group for this study involved a total of 61 students; 26 in two sections of the researcher's class and 35 students in two sections of a neighboring colleague's classroom. The students from Bangor and Winona High Schools are mixed from all four grades; 9-12. The demographic makeup of both of the high schools is over 85%

Caucasian. The special needs population is 6% learning and cognitively disabled. The income medium income is \$37,000 annually.

Description of Setting

Bangor Middle/ High School is located off of Interstate I-90 in Western Wisconsin, near scenic La Crosse. According to the Village of Bangor, the 2007 population is 1,400 people. 98.2% of its residents are white, non-Hispanic; less than 1% of its residents are Hispanic. Bangor is home to a small amount of local businesses. 93% of Bangor's adults are daily commuters to work.

Winona High School is located off of Hwy. 61 in Eastern Minnesota, approximately 30 miles from La Crosse, Wisconsin. According to the city of Winona, the 2007 population is 27,069. 94.5% of its residents are white, non-Hispanic; less than 5% of its residents are Hispanic. Winona is home to many large manufacturing companies, one public and one private university and a technical college.

The F.A.C.E. program of both schools have been long-staffed by veteran teachers of 25 or more years, with new staff members coming to the district in the past five years. Both the F.A.C.E. program at Bangor High School and Winona Senior High has continued to be strong, productive and proud. Both districts offer all of their F.A.C.E. courses as electives to be chosen by the student, their families and guidance counselors. Family and Consumer Science teachers academic expectations they have for their students, what type of reading program they are currently using, what, if any, supplemental programs are being used, and if they are currently using music in any form during their literacy instruction can effect enrollment in the elective courses.

Instrumentation

The survey used included 18 questions of which seven were multiple-choice and 11 were fill in the blank/short answer. The survey was developed by the researcher as a

tool to evaluate looping in the Family and Consumer Education classroom. The survey was submitted for approval to the University of Wisconsin- Stout Instructional Review Board. Once the Instructional Review Board approved it, the survey was administered by the researcher.

A qualitative survey will be used in this study. This survey will be used to determine student's level of comfort in the looping classroom(if applicable), level of comfort with repeat instructor, prior knowledge brought to the entry level foods course currently enrolled in, ability level at courses three quarters finished point and ability and occurrence of preparing meals outside of the school day. The survey will also evaluate the correlation between success or failure of the current course with relation to their experience the year prior to taking this course in F.A.C.E. The survey will be developed to collect information about the topic of looping and success in the looping F.A.C.E. classroom. No measure of validity or reliability has been documented since this survey was designed specifically for this study.

Data Collection

Prior to the survey being administered, a parent consent form was sent home with each student for their parent signature. The parent consent form explained the survey and was returned before the survey was given by all participants of the research project. The survey was distributed to students during the second half of the class. The Foods and Family course offered at Bangor High is offered in an eight period semester setting and the Meals in Minutes course offered at Winona Senior High is offered in a block setting every day for nine weeks. The surveys were hand-delivered to the classroom teacher at Winona Senior High and picked up in person at the end of the day that they were administered on. The surveys given to Bangor High students were distributed at the end

of a full course week with extra time to spare at the completion of one unit, as a transition, between that and the next unit of study.

Data Analysis

The analysis of the calculated data will review student grades and the possible connection between higher achieving grades and having been a looping student in F.A.C.E. classroom. The researcher will also analyze student's perceptions of difficulty during their high school class because of having had the repeat (looping) instructor from middle school. The surveys will be analyzed between those students who have not been a student looping in the content area and those who have been from both of the two districts. The survey data will attempt to prove that a student who "loops" with their F.A.C.E will achieve better grades and feel more confident while finding their transition to high school foods course less difficult.

Limitations of methodology

This study assumes that student in the FACE classes are working in a hands-on lab environment in kitchen groups. There is always a chance that a student may not actually produce the actual product resulting from the lesson, demonstrations and hands on work time. This may occur when placed into a large kitchen group in an overloaded class. The students may rely on others to prepare the product and not truly be able to demonstrate the knowledge and proficiency on their own. This could lead to a misrepresentation of that student's grade, as they are willing to take credit for their groups work.

The second limitation of the methodology is the idea that students are actually preparing meals, entrees, dishes that are not quick, convenient items. A significant concern/limitation is that students only acknowledge recipes that they have used requiring multiple steps, planning and timing during preparation.

Chapter-IV Results

Survey Collection

Surveys were collected by the researcher at the completion of the class period. Sixty-one surveys were collected in sealed envelopes with no identification on them. The researcher opened surveys at a separate location alone. The surveys were not shown to or discussed with anyone outside of the research project.

The low numbers of participants was somewhat disappointing, as there were many students who forgot to get their consent form signed before the date of the survey. Students that were given a survey by a teacher that they didn't know also did not show much enthusiasm for completing it. If there was no need for a consent form, more students might have volunteered to participate. Also, the students took the survey on a Friday afternoon during early May, when unfortunately many students have lost their motivation for the school year.

Table 1

Answers to Survey Questions

Question#	Yes	No	N/A	
#1-FACS classes during MS?	59	2	0	
#3-Trained in foods areas?	58	3	0	
#4-Currently in foods course?	61	0	0	
#18-Beneficial same teacher?	32	20	19	

Question #	Same	Different	N/A	
#6-Teacher now and MS?	21	40	0	

Question#	8 th	7 th	7/8	NONE
#2-Classes during MS?	27	0	32	2

Question#	Meals in Min	Creative	Foods&Fam	None
#5-Current course	14	11	26	10

Table 2

Answers to Survey Questions

Question#	A	B	C	D	E
#7-Different teacher because?26	7	8	1	0	
#8-Grade earned for course?	29	4	16	12	0
#9-Grade earned MS cooking?	29	3	16	13	0
#10-Grade earned HS Foods?	30	15	11	5	0
#11-Current age?	10	16	22	12	1
#12-Less difficult MS class?	17	2	0	1	41
#13-Same teacher learning less diff?	19	1	0	0	40
#14-Feel more comfortable?	20	1	0	0	40

 Answers to questions

#12 on survey: I feel more comfortable in the classroom having had the same teacher for middle school and the high school level foods course.

Table 3

Answers to Grades Earned During 3rd Quarter of Entry-Level HS Foods Course

Category of Student	A	B	C	D	F
Looping Students (21)	15	6	0	0	0
Non-Looping Students (40)	15	9	11	5	0

Table 4

Percentages of Grades Earned During 3rd Quarter of Entry-Level HS Foods Course

Category of Student	A	B	C	D	F
Looping Students (21)	71.4%	28.5%	0%	0%	0%
Non-Looping Students (40)	37.5%	22.5%	27.5%	12.5%	0%

Table 5

Answers to having the same teacher during middle and high made learning less difficult. _____

Category of Student	Agree	Somewhat	Undecided	Disagree/DNA
Looping Students (21)	18	2	1	0
Non-Looping Students (40)	0	0	0	40

Table 6

*Percentages of having the same teacher during middle and high made learning less difficult.*_____

Category of Student	Agree	Somewhat	Undecided	Disagree/DNA
Looping Students (21)	85.7%	9.5%	0%	4.7%
Non-Looping Students (40)	0%	0%	0%	100%

Chapter V: Discussion/Item Analysis

The study completed had shown that the students from Bangor High School and Winona Senior High are earning grades very different from each other. Students from Bangor High School generally have been in a looping situation, with a repeat instructor. During the study the majority of the students from Bangor High had been in a looping situation, but not all. Some students transferred in from other schools where they attended middle school in other districts. The same is true for Winona High students. Students are currently grouped together in classes, but have not traditionally been together from the beginning of their public education experience. This also needs to go in the chapter prior to this and in the first chapter so readers know how you determine looping and non-looping students. For the purpose of analyzing this study, all students were grouped together into two categories: middle school looping and non-looping middle school students. This was determined by whether the student had the same teacher for their middle school and a minimum of one high school class. The students surveyed are all now at the high school level.

The looping students answered that 71% (15 of 21) earned an A during the third quarter (or first half) of their entry-level foods course at the high school level. The non-looping students answered that 37.5% (15 of 40) earned an A during their third quarter of the same course. To make this statement that researcher included any A answers to include: A+, A, A-.

28.5% of looping students (6 of 21) students answered that they had earned a B during the high school foods course. 22.5% (9 of 40) non-looping students earned a B. While these numbers are relatively similar, when comparisons are made between the percentages of A, B, C, D grades earned it is clear that students who experienced a looping setting have a higher success rate when measured by their grades earned.

Non-looping students earned A, B, C and D grades while looping students earned all A and B grades. Many of the students surveyed wrote in comments regarding feeling more comfortable, knowing expectations of the looping teacher and not spending time finding out how things work in a repeat instructors classroom. Proponents of looping assert that looping benefits children in many ways, which include overcoming emotional problems (defiance, shyness and sensitivity) (Chirichello & Chirichello, 2001), alleviation of anxiety about the new year (Hanson, 1995) and more self confidence (Groves, 2000). This could be contributed to the time spent in each lesson area being minimized by getting to know a new classroom teacher, the students, rules and expectations rather than reviewing them quickly and moving on as a looping instructor would do.

The overall low student response rate of the surveys administered limits the results but some general comparisons can be made. The survey results show in Table 3, reveal that students who have been in a looping environment generally find it less difficult during their high school entry-level foods course because they had the same instructor. 85.7% (18 of 21) agree that it made the course less difficult. 9.5% (2 of 21) somewhat agree that it made the course less difficult for them while 4.7% (1 of 21) disagree that it impacted the difficulty of the high school course for them. This data suggest that those students who have the same teacher for both middle school F.A.C.E. and high school Foods course has made learning in that classroom less difficult. Most often time students feel more comfortable in an environment that they have already been in and even more so when they are transitioning from middle to high school. They also feel the most comfortable when they are in the same classroom that they had their middle school classes in. Students who were not in a looping situation could not evaluate their level of comfortableness, but many did write-in comments in an unsolicited manner next

to this question. The comments written were: I would have had I been allowed to, wish I were, it would have been better, not allowed to do that in this district. These comments led the researcher to believe that many of the non-looping students would have preferred to have been in a looping situation. This is also emulated by the lower grades earned during the high school 3rd quarter grades mentioned above.

Assumptions/ Limitations of the Study

The researcher assumed that most foods and family students will be preparing meals during class and teachers will be following the stated-approved curriculum for a beginning foods course at the high school level. The researcher also assumed that all students will be evaluated equally, given equal credit for assignments and not have outside influences that will affect their grade or ability to participate in this research. It is also assumed that all students have access to the supplies and equipment that they will need to complete all requirements of their entry-level foods course.

Conclusions/Recommendations

Results of the study suggest that students are more successful when they have been in a looping situation in the F.A.C. E. classroom. They are more comfortable in the situation and show that they are more successful, earning higher grades in the courses. Students who have not been in a looping situation often times are nervous, not sure what to expect and may have a difficult time transitioning between teachers at the end of the middle school year and beginning of the high school year. Does that mean that all F.A.C.E. students need to be in a looping setting? What we know about the students that do is that they seem to find more success, but whether each and every single one would find success is not concrete. There are very few statements that can be made about every student in the classroom. Statements that can be made about the majority in a positive

way are statements that should be discussed to improve F.A.C.E. programs and opportunities for their students.

If the students who took the survey are a good sample of the school population, then the research believes that all students should be taught in a looping setting in the F.A.C.E. classroom. What we know about students attending the School Districts of Bangor and Winona is that they seem to find success when having repeat teachers with standard expectations of their students.

Therefore, it is worth time and energy to put an emphasis on creating a looping environment for all F.A.C.E. students in the Coulee Region. This would eliminate the majority of transfer students who transfer into these districts without having had a middle school F.A.C.E. class. The time and energy would be well-spent on making creative changes in the staffing pattern of the Winona Area Public Schools to ensure that a looping environment could be had for its students as they progress through the F.A.C.E. classroom to the high school foods courses.

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Appendix A

UW-Stout Signed Consent Form for Research Involving Human Subjects

Consent to Participate in UW-Stout Approved Research

Title: Looping in the Family and Consumer Education Classroom

Investigator:

Mrs. Britta Rotering
700 10th Avenue South
Bangor, WI 54614
(608)486-5232

Research Sponsor:

Dr. Diane Klemme
University of WI-Stout, 120 Home Ec.
Menomonie, WI 54651
(715)232-2546

Description:

This study will investigate the relationship between students looping in the FACE classroom and their classroom grades and level of success in their high school level Foods courses.

Risks and Benefits:

Many positive experiences have come from loping. Looping is having the same instructor for more than one consecutive school year in the same subject area. It has been shown to increase instructional time throughout the school year and lead to higher achievement levels for students at the completion of the later school year.

Looping has also shown negative effects for students in certain classes with particular teachers. It is not the most successful option in many districts for a variety of reasons: size, staff, student interest or the curricula structure.

Looping is another avenue to take in an effort to meet the individualized needs of our children. There is no one perfect plan to successfully educate all of our children.

Special Populations:

Minor involvement in the research project is required as the subjects are students who have not yet attained age 18. Parents must sign the informed consent portion of this consent form before students complete the survey.

Time Commitment and Payment:

The commitment for participating in this study will be approximately three minutes to complete the survey and the act of taking the consent form home for a parent to sign before completion. There will be no payment for completion. The researcher is very grateful to those who volunteer their time and information.

Confidentiality:

Your name will not be included on any documents. We do not believe that you can be identified from any of this information. This informed consent will not be kept with any

of the other documents completed with this project. Surveys will not be seen by current or past teachers and will be returned in a sealed envelope.

Right to Withdraw:

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. Should you choose to participate and later wish to withdraw from the study, you may discontinue your participation at this time without incurring adverse consequences.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: Britta Rotering,
(608)486-5232, roteringb@uwstout.edu

Advisor: Dr. Diane Klemme,
(715)232-2546, klemmed@uwstout.edu

IRB Administrator
Sue Foxwell, Director, Research Services
152 Vocational Rehabilitation Bldg.
UW-Stout
Menomonie, WI 54751
(715)232-2477
foxwells@uwstout.edu

Statement of Consent:

By signing this consent form you agree to participate in the project entitled, Looping in the Family and Consumer Education Classroom.

Signature

Date

Signature of Parent or Guardian

Date

Appendix B

Looping in the Family and Consumer Education Classroom- Student Survey

Location: _____

Please answer the following questions to the best of your ability honestly. Please feel free to list comments or explanations for any of your answers. Thank you for your participation.

1. Did you have any Family and Consumer Sciences (FACS) classes during your middle school years?
2. Please list the classes that you had and during which grade.
3. In any of those classes, were you trained in cooking, measuring, kitchen safety or an area relating to those? Please specify which course and what grade you were in.
4. Are you currently, or have you been this academic year, enrolled in a Foods Course?
5. If so, please list the course name and grade that you are in now.
6. If you answered yes to questions number 4 (regarding taking a Foods Course this year) do you or did you have the same teacher as you did during middle school or a different one?
7. If you answered a different teacher for number 6, please complete the sentence below by circling one answer.

I had different FACS teachers during middle and high school because:

- a) this is the way that the staff are divided in my district.
- b) I switched districts and am at a different school.
- c) the teacher I had during middle school is no longer teaching at my school or in the FACS area.
- d) we have more than one FACS teacher and some students have one while others have a separate teacher.

8. I earned a _____ in my middle school FACS course that included instruction on foods and culinary skills.
- a) A for the whole course
 - b) B for the whole course
 - c) C for the whole course
 - d) D for the whole course
 - e) F for the whole course
9. I earned a _____ in my middle school FACS Course COOKING UNIT.
- a) A for that unit
 - b) B for that unit
 - c) C for that unit
 - d) D for that unit
 - e) F for that unit

Please complete the following statements.

10. I earned a _____ in my high school Foods Course for the 3rd quarter.
11. I am currently _____ years old.

Please circle the answer that best answers the regarding you.

12. It has been less difficult during my high school Foods course because I had cooking during a middle school FACS class.
- a) I agree
 - b) I somewhat agree
 - c) I'm undecided
 - d) I disagree
13. Having had the same teacher for both middle and high school Foods units has made learning in the FACS classroom less difficult.
- a) I agree
 - b) I somewhat agree
 - c) I'm undecided
 - d) I disagree

14. I feel more comfortable in the classroom having had the same teacher for middle school and this high school level foods course.
- a) I agree
 - b) I somewhat agree
 - c) I'm undecided
 - d) I disagree

For the following questions please answer honestly and explain briefly.

15. What have you found to be positive about having the same teacher for both middle and high school FACS? If this does not apply to you, please skip to the next question.
16. What have you found to be positive about having different teachers for middle and high school FACS? If this does not apply to you, please skip to the next question.
17. Which skills do you feel you remembered most from middle school FACS when beginning your high school Foods course?
18. If you are planning or even considering taking another (in addition to this one) Foods course at the high school level; do you feel that it would be beneficial to you if you had the same teacher as you do now?

Please explain why or why not.

Thank you very much for taking your time to answer my questions. I will be using the surveys as part of my Graduate research work on looping (repeating teachers) in the FACE Classroom.

Britta Rotering

Appendix C

From: John.Phelps@winona.k12.mn.us [mailto:John.Phelps@winona.k12.mn.us]
Sent: Wed 4/22/2009 2:05 PM
To: Rotering, Britta
Cc: Diane.Hanke@winona.k12.mn.us
Subject: Fw: Permission to survey WSH students

You have been approved to move your project on. Keep me informed as to dates.

Soar With Pride
 John Phelps - Principal
 Winona Senior HS
 901 Gilmore Avenue
 Winona, MN 55987
 (507) 494-1504/1505
john.phelps@winona.k12.mn.us

-----Forwarded by John Phelps/WAPS on 04/22/2009 02:02PM -----

To: John Phelps/WAPS@WAPS
 From: Paul Durand/WAPS
 Date: 04/22/2009 11:37AM
 Subject: Fw: Permission to survey WSH students

----- Forwarded by Paul Durand/WAPS on 04/22/2009 11:37 AM -----

Vicki Andring/WAPS	ToPaul Durand/WAPS@WAPS
04/22/2009 11:19 AM	ccMarilee Fish/WAPS@WAPS, Diane Hanke/WAPS@WAPS

SubjectRe: Fw: Permission to survey WSH
 students[Link](#)

John,

Paul has signed off on this survey. Will someone from high school be contacting her to let her know and to work through the principal's office and with the teachers?

thanks,

Vicki Andring
 Administrative Assistant to the Superintendent
 Winona Area Public Schools/I.S.D. #861
 903 Gilmore Avenue
 Winona, MN 55987
 507-494-0861
 507-494-0863 (fax)
 Website: www.winona.k12.mn.us

Paul Durand/WAPS

**Paul
Durand/WAPS** To Vicki Andring/WAPS@WAPS

cc
04/20/2009
07:17 PM Subject Fw: Permission to survey WSH students

Need to print off and sign
PAUL

----- Forwarded by Paul Durand/WAPS on 04/20/2009 07:17 PM -----

**John
Phelps/WAPS** To Paul Durand/WAPS@WAPS

cc
04/19/2009
11:34 PM Subject Fw: Permission to survey WSH students

Paul would you please take a look and see if you are good with this survey.
Soar With Pride
John Phelps - Principal
Winona Senior HS
901 Gilmore Avenue
Winona, MN 55987
(507) 494-1504/1505
john.phelps@winona.k12.mn.us

----- Forwarded by John Phelps/WAPS on 04/19/2009 11:33PM -----

To: <diane.hanke@winona.k12.mn.us>, <john.phelps@winona.k12.mn.us>
From: "Rotering, Britta" <roteringb@uwstout.edu>
Date: 04/19/2009 11:14PM
Subject: Permission to survey WSH students

Good Morning,

My name is Britta Rotering and I am currently teaching Family and Consumer Education and Health at Bangor MS/HS. I recently spoke with one of your FACS teachers, Diane Hanke, regarding a survey that I would like to administer to students in your building. I completed my student teaching under Lauri Stauffer and Kristi Traxler seven years ago in your district. I have continued to be in contact with the FACS teachers in Winona and network with them often.

As I am completing my graduate program at UW-Stout I have begun a research paper for my class, Problems in Education, and have begun to study the effects of looping in the Family and Consumer Education Classroom. I am currently surveying students in my classes at Bangor and in Foods courses at Sparta High School. I would very much like to administer the survey to students on Winona Senior High to include students of different instructional backgrounds, state of instruction and course offerings.

I am writing to ask your permission to distribute this survey to students in Meals and Minutes courses this term. I have attached I have attached my completion of human subjects certification, my Instructional Review Board form for UW-Stout, and the survey that I plan to use. Please contact me with questions/concerns regarding this research. If you approve of me administering this to the students, I would appreciate an email response stating so.

I plan to administer a brief survey at the end of the class period on April 29th or April 30th.

Thank you very much for your time,
Britta Rotering
Graduate Student
Masters of Education Program-UW-Stout

Professional Educator
Bangor Middle/High School

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