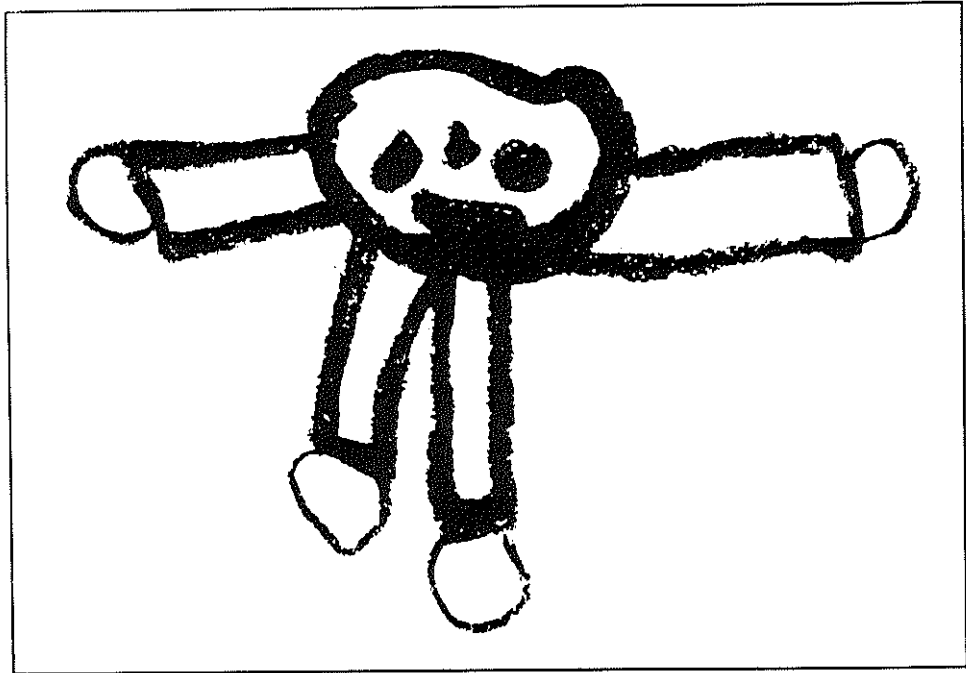


Brenda S. Engel

A HANDBOOK ON DOCUMENTATION



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A HANDBOOK ON DOCUMENTATION

University of North Dakota
Grand Forks, N.D. 58202
February 1975

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In November 1972, educators from several parts of the United States met at the University of North Dakota to discuss some common concerns about the narrow accountability ethos that had begun to dominate schools and to share what many believed to be more sensible means of both documenting and assessing children's learning. Subsequent meetings, much sharing of evaluation information, and financial and moral support from the Rockefeller Brothers Fund have all contributed to keeping together what is now called the North Dakota Study Group on Evaluation. A major goal of the Study Group, beyond support for individual participants and programs, is to provide materials for teachers, parents, school administrators and governmental decision-makers (within State Education Agencies and the U.S. Office of Education) that might encourage re-examination of a range of evaluation issues and perspectives about schools and schooling.

Towards this end, the Study Group has initiated a continuing series of monographs, of which this paper is one. Over time, the series will include material on, among other things, children's thinking, children's language, teacher support systems, inservice training, the school's relationship to the larger community. The intent is that these papers be taken not as final statements--a new ideology, but as working papers, written by people who are acting on, not just thinking about, these problems, whose implications need an active and considered response.

Vito Perrone, Dean
Center for Teaching & Learning,
University of North Dakota

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Those who can't remember the past are condemned to repeat it.

George Santayana

Introduction

In the last few years, there has been a good deal of attention focused on *accountability*, a word that signifies the demand by parents and other members of the tax-paying public for reflective, responsible and answerable behavior from educators. Although standardized tests have been generally accepted as the evidence of such behavior, recently documentation, a more generally constructive and informative method, has come into use in a number of places. Unlike testing, this method is primarily historical and cumulative and the findings are usually distinct from, and prior to, conclusions and recommendations.

A documentation can be described as a selection of documents put together in order to portray a program or event as clearly and truthfully as possible, with its significant elements represented. The documents consist of both samplings and summaries, synchronic and diachronic, presented in various forms such as accounts, diagrams, graphs, photographs, drawings, schedules, lists, formal assessments, transcribed tapes, etc.

Although there is nothing strikingly new in this formulation, there is something new in the systematic use of such documentation in educational programs, as either a substitute for, or a basis for, evaluation. It seems clear that there is a need for assessment of some sort in education, on both an individual and institutional level, but it seems equally clear that conventional testing methods have proved not only damaging and unreliable* but also grossly inadequate, particularly when applied to programs in open education. The focus of the tests, no matter what their merits, is far too narrow to provide grounds for reasonable general conclusions about individuals or programs.

Documentation, as an alternative, offers a better possibility for obtaining useful evaluation data since it can be better correlated with the goals and contents of the program.** In addition, it can serve to improve the program in the process through feedback to the participants. Test scores and similar statistics can be included in the body of the documentation, if desired, but they will constitute a minor rather than major part (or all) of the data gathered for evaluative purposes.

Documentation requires considerable planning, and has to be custom designed for each program according to its needs and capabilities. This paper is intended as

*Ann Bussis, Edward Chittenden, Marianne Amarel, "Methodology in Educational Evaluation and Research" (Unpublished paper: E.T.S., Princeton, N.J., 1973).
Margaret DeRivera, "Academic Achievement Tests and the Survival of Open Education" (Unpublished paper: E.D.C., Newton, Mass., 1972).
David McClelland, "Testing for Competence rather than for Intelligence," *American Psychologist* (January 1973).
Deborah Meier, *Reading Failure and the Tests* (Workshop Center for Open Education, New York, 1973).

**Ruth Ann (Aldrich) Olson, "Innovative Evaluation of Education" (Unpublished paper: S.E. Alternatives, Minneapolis, 1973).
Patricia Carini et al., "A Methodology for Evaluating Innovative Programs" (Unpublished paper: Prospect School, North Bennington, Vt., 1969).
Vito Perrone, "A Perspective on Evaluation," *College of Education Record* (May 1970).
and Warren Strandberg, "A Perspective on Accountability," *Teachers College Record* (February 1972).

a handbook or guide in this field. First it will discuss various aspects of documentation (such as purposes, contents, procedures, etc.) and then it will illustrate specific kinds of records by reproducing various formats currently in use in educational institutions. This will provide, first, some ways to think about documentation and then examples from which to select the formats that are appropriate and useful to any specific situations, or that might suggest ideas for new formats. The final section will consist of notes and information about the records.

An Overview

Brenda Engel is a consultant to both Education Development Center, Newton, Mass., and the Greater Boston Teachers Center.

PURPOSES

A systematic documentation is designed to reflect a complicated, many-faceted sequence of events that has occurred over a period of time so that it may be examined at leisure. It becomes a description of progress, a way of 'keeping track', of making an event available for scrutiny. The usefulness of such documentation might be described as follows:

1. To 'know' the event more closely.
2. To order and objectify materials for analysis and evaluation; for purposes of improvement.
3. To present the materials for general interest, communication, funding, etc.

Although these uses overlap, the third is clearly directed more towards the outside; the first and second towards those involved in, and/or responsible for, the program.

TO NE

In view of the above rationale, it seems clear that the tone of the documentation should be, as a whole, non-judgmental. The tone of any one document may (and inevitably some will) indicate a point of view or a judgment. But the multiplicity of elements (documents) and variety of sources should tend to neutralize this effect. There will, of course, have to be choices made at some point (what categories and examples are to be included), since the final process will be one of selection rather than collection. The guiding principle here should be making the selection as representative as possible.

Documentation of the kind I am describing has to be distinguished from 'a documented account' in which the documents are used to support or prove a thesis. I am suggesting, on the contrary, that there be no running account or voice and as little explanation as possible; that the documents be allowed to speak for themselves.

'Coolness' of tone is desirable if the documentation is to be maximally useful. If it's primary purpose, for instance, is improvement of the program by those involved in it (self-evaluation), it is essential that the selection

In addition to the grant from the Rockefeller Brothers Fund that made possible this publication, I wish to acknowledge a grant from the Carnegie Corporation to the Greater Boston Teachers Center for research on evaluation of informal education, and to express my gratitude to all the individuals and institutions listed in Part IV: Notes, for their contribution of documents. *B.E.*

of documents offered reflect what has happened in fact, not what should have or might have happened. Those closest to the events should find the documentation enlightening rather than threatening, which requires keeping the overall tone neutral and factual. It can also be intensely interesting as a form of autobiography and will provide opportunities for clear and useful self-criticism as well as self-appreciation. If the documentation is to serve also as a basis for outside evaluation, it should be presented as 'documentary evidence', not proof. It offers no more proof, in fact, than do the results of any standardized test, but the evidence, being more inclusive, is also more significant. Standardized test results sometimes appear as proof because they are recorded in numbers but, in fact, they are not only restricted in what they deal with (math and reading skills, usually), they are just as subject to bias, misunderstanding and inaccuracy as any other kinds of human measurements.

ORGANIZATION OF CONTENTS

The contents of any particular documentation depend on the program it is intended to illustrate. When one does not know in advance what will turn out to be of significance, it is necessary to collect materials that might be relevant and to keep them chronologically under topic headings. At the end of a period of time, a selection can be made. In situations where the documentation can be more clearly designed in advance, it is possible to document additively as the program progresses; that is, select representative papers and add them in chronological order. In either case, a more strenuous effort will have to be made at some point (probably at the end of the year or over the summer) to put the materials into final shape. This is an important consideration when it comes to the question of documentation personnel and one which I will discuss in more detail under the section headed "procedures."

The documents themselves can be of several kinds and it is probably useful to have some of each of these categories included in the final selection:

1. Verbal: accounts, letters, anecdotal reports, journals, interviews, xeroxes of children's writings, transcribed tapes.
2. Summary: lists, schedules, statistics, inventories, minutes.
3. Diagrammatic: maps, charts, graphs.
4. Illustrative: drawings, photographs.

(Since I am concerned here with kinds of documents that can end up in a binder or folder, I will exclude motion pictures, tapes, and other useful audio-visual methods, which can't be presented in this way.)

These kinds of records can be classified into two

general types: those that represent samples or illustrations (of work, of an activity, etc.) and those that sum up a situation or aspect of a program. The samplings should be representative of the elements of a program (French, creative writing, field trips, etc.) and they should also be periodic whenever reasonable (handwriting samples in September, January, and April). Summaries can reflect a period of time (number of adult helpers in the school during the first term) or a situation at one point in time (number of books in the school library). They should also, of course, represent a spread of concerns (community involvement, ages of the children, etc.)

Since educational institutions now commonly accept responsibility for more aspects of growth than just the traditional academic ones, the areas to be scrutinized will include the social and emotional as well as cognitive: decision making, individual responsibility, creativity, sociability, and so on. Similarly, on an institutional level it will be necessary not only to examine the curriculum but also to look at the school as an environment for adults, as an element in the community, as part of a system.

ACTUAL CONTENTS

Starting with the smallest unit to be considered--an individual child, then the classroom, and finally the school as an institution, the following are some of the possibilities for documentary records:

The Child

1. Reports to parent.
2. Periodic samples of paperwork in all areas (including drawings, maps, etc.).
3. Photographs of large-scale and three-dimensional work.
4. Math and reading skills check lists.
5. Self-assessment essays, questionnaires or transcribed interviews.
6. Lists of books read.
7. Assessments of reading level and/or "reading biographies."
8. Lists of outside interests or activities.
9. Single child observations, descriptive accounts, recordings.
10. Teachers' notes and comments.
11. Child-kept records.

The Classroom

Any of the above documents can be included or summarized here. Also:

1. Time activity charts.
2. Collations of individuals' spontaneous choices.

3. Transcribed tapes of class discussions.
4. Socio-grams.
5. Curricular flow charts or other diagrams.
6. Maps of room arrangements.
7. Lists of materials, activities.
8. Observations in one classroom activity area.
9. Teachers' journals.
10. Schedules.
11. Plans.
12. Descriptions of adult interactions.
13. Summaries of skills assessments.
14. Summaries of specialists' programs.
15. Lists of class trips.
16. Parent notes, comments.
17. Special projects.
18. Teacher interviews transcribed.
19. Self-evaluations by teachers.
20. Teacher time charts.
21. Directives, bulletins, or standard forms.

The Institution

Any of the records listed under "The Child" and "The Classroom" that seem relevant could be included here. In addition, these materials can be re-ordered to give a more general perspective (a summary of all the field trips taken during the year, a collection of curriculum diagrams, a statistical breakdown of children's spontaneous choices throughout the school) or description of special programs (school-wide music program, new math lab materials). Also:

1. Lists of courses attended by staff members during the year.
2. School calendars.
3. Parent interviews and questionnaires.
4. Notes by principals.
5. Excerpts from minutes or summaries of staff meetings.
6. Agenda, excerpts or minutes from parents meetings.
7. Memoranda.
8. Publicity.
9. Reports on buildings, grounds, and maintenance.
10. Role descriptions.
11. Staff lists.
12. Time budgets for principles.
13. Whole school activities.
14. Maps of the buildings.
15. Summaries of records (attendance, fire drill, finances, budget, etc.).
16. Lists of visitors.
17. Notes or reports on the school and community; volunteer help.
18. Summaries of directives from the school department or district.
19. Notes or reports by principals on special

problems.

20. Notes on special programs, educational innovations.
21. Statistics on children.
22. Rules and regulations.
23. Time budgets for specialists.
24. Photographs of the buildings.
25. Photographs of special events.
26. Follow-up reports from other schools.
27. Notes, reports, etc. by consultants or advisors.
28. Statements of theory, goals, assumptions.

PROCEDURES

Consideration of privacy is essential. This is, of course, closely related to the purpose or use of the documentation. If it is for use only by the staff or professionals immediately involved, privacy will not be as large an issue. If it is designed primarily for outside evaluation, privacy will be a real issue, particularly in regard to individual children. Some children may feel exposed by having their poetry, journal, or even drawing appear in a semi-public document. Comments and discussions of individuals might be embarrassing or even cause psychological harm and should be restricted to 'in-house' documentations. Some kinds of reports may have to be summarized rather than detailed or names may be deleted.

If, as is probably the case, the audience includes both 'insiders' and 'outsiders', discretion must be exercised in the process of collection and at the time of the final selection. It is possible to have a more detailed documentation for the uses of the staff and a less detailed (although not censored) version for other purposes. Some of the materials suggested here under "The Child", for instance could be left out of a documentation designed for a wider audience.

The next procedural question to decide is whether the materials are to be collected and filed in an orderly fashion in the course of the year and a selection put together at some point near the end of the year; or alternatively, whether the documentation can be assembled and added to as the year progresses. In the first case, the selection is made at one point; in the other, it is made continuously. This choice depends somewhat on the size and complication of the program and somewhat on the amount of past experience in this kind of documentation. If one classroom, for instance, is to be documented, it might be easier to keep a running selection, which only needs some editing and additions made to it at the end.

The question of the documenting personnel is related both to considerations of privacy and to procedures: who will actually produce, collect, collate and edit the materials. This depends mainly on who is willing and able to participate. Possibilities might include

children, teachers, parents, specialists, para-professionals and aides, administrators and outside professional documentors (or combinations and committees of these people).

Children: (roughly third grade and above) could assume responsibility for some of their own records: book lists, skills check lists, folders with samples of work kept chronologically, periodic self-assessments, etc.

Teachers: can keep folders for individual children, 'reading biographies', photographs of classroom and of three-dimensional work, socio-grams, curriculum diagrams, anecdotal records, etc.; also, if there is a possibility of arranging a substitute or using specialist time, make descriptive (non-judgmental) observations of other classrooms.

Parents: can learn to keep time-activity charts, time budgets, anecdotal observations; also, summarize questionnaires, take photos, make maps, etc.

Specialists: can keep records on individual children, on activities; participate in general record-keeping, collating statistical information, etc.

Para-professionals and aides: can help with specific documentation tasks on individual, class, or institutional level.

Administrators: can supply a balanced overview; also keep or organize records on topics involving the whole school.

Outside documentors: can do organization of documentation, set up systems of information-gathering, make observations.

This division of tasks is, of course, only a general suggestion. They could be undertaken in quite a different way. The depth and extent of the documentation will depend on the availability, skill, and enthusiasm of the documenting personnel, on the proposed use of the final product, and on how much money can be spent on outside help and on photographs, multiple copies, etc. It is unlikely that all the human resources listed above will be willing or available to help. On the other hand, all the kinds of records listed will not be necessary for any specific documentation. It is important, however, to establish a clear plan in advance (although unpredictable and unpredictable events will occur) that seems feasible without making excessive demands or imposing undue strain on individuals, and then make every effort to stay with it, to follow it through. It is often helpful to outline a timetable for collecting materials.

Documentation, as a methodology, has a good deal of flexibility and wide potential applicability. It can be conducted as a pilot study on a limited part of a program (one classroom, for instance) or to provide evaluative data on one aspect of an institution (communications among adults; education in the arts, etc.). In addition, the same general method, with changes in content, can be applied to a variety of other kinds of programs that are under scrutiny for one reason or another (a materials and

methods course; an after-school program, etc.).

Attention should be paid to the aesthetics of the final manuscript, since people are more likely to want to read and study a documentation that has some evident design. The pages can be held together by a spiral binding, clip binding, or even staples, but they should have a cover, a table of contents (for initial orientation), photographs if possible, and the print should be easily legible.

Descriptive documentation is a near-art. It is not as dramatic as a novel and not as dry as a statistical summary. It should be informative and persuasive. Although it requires time, thought, and effort to produce, the results, in day-to-day usefulness, usually more than justify the investment. In order to change and improve, it is necessary, first of all, to know where you have been and where you are. 'Detaching' the action from the urgency and instability of the time context and from the immediacy of the personal context allows a freer look at the program. The evaluation that results will be more 'in the service' of both children and education.

Documents

The samples of record-keeping that follow are from a number of educational institutions in a number of places. Some of them are fragmentary; some are formats and some actual kept records. They by no means represent all the acceptable possibilities for any one kind of record-keeping. The first example, for instance, is an anecdotal-type report to parents. One could equally well show a more standardized or traditional type of report. The illustrations are offered here not as models, but as indicative of kinds of possibilities, so that others may, on the basis of these suggestions, be better able to invent forms suited to their own programs and purposes.

An additional and important reason for including the samples is to demonstrate that such records are, in fact, being kept: that documentation is becoming a practiced alternative (or addition) to traditional summative evaluation.

The samples are reproduced in their original forms without corrections in spelling or syntax. They are followed, in Part 3 (p. 131), by rather full notes of explanation and identification (where useful).

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<i>On the Classroom (B Series)</i>	47-81
<i>On the Institution (C Series)</i>	82-130

CAMBRIDGE ALTERNATIVE PUBLIC SCHOOL CONFERENCE REPORT

ANTHONY TOWNE, Second Grade

June, 1974

SOCIAL AND EMOTIONAL DEVELOPMENT

Anthony has matured in so many ways during the past two years. He has a positive self image and much more confidence in his ability to handle many different situations. He is a very sensitive and aware person who doesn't too openly show his feelings but enjoys closeness with others in a quiet undemonstrative way. Anthony places a high value on friendships and fairness with others. He has become very close with many of the other children and is able to work and play co-operatively with them in class and on the playground. Anthony is also friendly with many of the older children in the school and enjoys playing games of soccer and hockey with them. He has gained a special status in our class for this and has developed into a real leader in organizing those and other games for our children.

WORK HABITS

Anthony has good powers of concentration and a long attention span. He grasps new concepts quickly and with ease. Anthony's specialty continues to be math and he enjoys any kind of work involving it. He will often ask for extra or special work in math and will work independently at it. Generally, Anthony is conscientious about all of the assignments that he is given. He is showing more interest in all of the classroom activities and seldom finds that he has "nothing to do." I am very pleased with the way that he has used the room and its activities this past term.

LANGUAGE ARTS

Anthony has shown less interest in reading this past term, perhaps because so many other interests have emerged. He has spent long periods of time with hockey cards and magazines and is able to read much of them. He continues to read library books and should be encouraged to as much as possible during the summer to help improve his fluency and expression. He is presently reading at the ending second grade level, according to standardized tests, recently given.

Anthony likes to make labels and signs for drawings that he does. He writes good stories when encouraged to do so and has participated in some note writing that we did where children wrote to me and others.

Anthony continues to express himself clearly, using a mature vocabulary. He has become pretty good at handwriting and is beginning to spell well on his own. He has done many crossword puzzles which has helped. He is learning to use the dictionary and has done many alphabetizing exercises.

GENERAL COMMENTS

Anthony has been an interesting person to have in our class. He has been most co-operative and well behaved. I especially enjoy his sense of humor and that delightful quality that is "just Anthony." Needless to say I will very much miss having Anthony in our class.

(cont.)

MATH: SCOPE AND SEQUENCE

The following topics or skills are arranged in a suggested order for children to learn. A child may follow the sequence through from beginning to end at a simple level and then go back to extend and get deeper into some of the skills. There are some skills that are definitely prerequisites for others; for example, learning the concept of what five is must precede addition or subtraction combinations of five. Some skills such as telling time or graphing can be done as a child shows interest or as part of other projects. There are also many math skills in logic, spatial awareness, problem solving and other areas that are not listed, but are a part of every day activities and games in the classroom.

A. SETS

- ✓1. One to one correspondence. (Matching one object to another.)
- ✓2. Comparison of sets using vocabulary....greater than, less than, equal, not equal. (symbols not used yet)
- ✓3. Cardinal numbers of sets with 0-9 members.
- ✓4. Writes numerals 0-9.
- ✓5. Statements of equality and inequality for set with 0-9 members.

B. Cuisenaire Rods (usually done along with early set work)

- ✓1. Free play
- ✓2. Classification
- ✓3. Seriation
- ✓4. Numerical values by sight and feel.

C. ADDITION

- ✓2. Oral use of concept using rods.
- ✓3. Written equations using facts to ten.
- ✓4. Missing addends, e.g. $3 + _ = 8$
- ✓5. Commutative property of addition, e.g. $3 + 5 = 5 + 3$

D. SUBTRACTION

- ✓1. Using rods and sets, oral first, then written.
- ✓2. Subtraction facts to ten.
- ✓3. Missing addends, e.g. $8 - _ = 3$

E. RELATED FACTS

- ✓1. "Family groups"....ways of adding and subtracting the same three numbers. e.g. $5 + 3 = 8$; $3 + 5 = 8$; $8 - 3 = 5$; $8 - 5 = 3$
- ✓2. Children should understand the concept first and then put together the family groups on their own for most of the facts to ten.

F. COUNTING

- ✓1. Understanding of tens and ones beginning with teens and then the rest of the double digit numbers.
- ✓2. Writing the numerals to 100.
- ✓3. Place value to the hundreds place.
- ✓4. Counting by twos, threes, fives and tens.

G. ADDITION AND SUBTRACTION

- ✓1. Facts to twenty using sets and rods.
- ✓2. Missing addends
- ✓3. Commutative property of addition
- ✓4. Associative property of addition

(cont.)

H. NUMBER LINE ACTIVITIES AND GAMES

- ✓ 1. Hopping games
- ✓ 2. Logic games
- ✓ 3. Addition, subtraction, counting

I. MULTIPLICATION

- ✓ 1. Understanding of concept using rods.
- ✓ 2. Relationship to repeated addition
- ✓ 3. Discovery of time tables up to ten times table.
- ✓ 4. Commutative property of multiplication

J. FRACTIONS

- ✓ 1. Understanding fractions as portions of shapes, e.g. dividing a pie into halves, quarters, thirds, etc.
- ✓ 2. Writing fractions
- ✓ 3. Finding fractions of numbers, e.g. $\frac{1}{2}$ of 8 = 4, $\frac{1}{2} \times 8 = 4$
- ✓ **Also- adding fractions - finding common denominators.**

K. EQUALITIES AND INEQUALITIES USING SYMBOLS

- ✓ 1. Understanding the symbols: = (equals) and \neq (not equal)
> (greater than), and < (less than)
- ✓ 2. Using the symbols between two numerals: $6 = 6$, $6 \neq 7$, $6 > 3$, $6 < 9$
- ✓ 3. Using the symbols in equations: $5 + 2 > 4 + 1$

L. GEOMETRY

- ✓ 1. Recognition of shapes
- ✓ 2. Finding perimeter and area, using rods.

Anthony discovered the formulae for area and perimeter. He did a great deal of work on this.

M. MEASUREMENT

- ✓ 1. Length in inches, feet, yards.
- ✓ 2. Beginning of metric units (rods are one centimeter square)
- ✓ 3. Volume in cups, pints, quarts, gallons.

N. ✓ TELLING TIME - A little uncertain of minutes before the hour.

O. ODD AND EVEN NUMBERS

- ✓ 1. Concept
- 2. Number theory, e.g. $0 + 0 = E$, $0 + E = 0$

P. ADDITION, SUBTRACTION AND MULTIPLICATION

- ✓ 1. Use of the three skills in more complex equations.
- ✓ 2. Word problems using the three skills.

Q. DIVISION

- ✓ 1. Understanding concept using rods
- ✓ 2. Discovery of division tables - **Not** all of them done yet.
- ✓ 3. Relationship to multiplication

R. PLACE VALUE TO 1,000

- ✓ 1. Understanding of place value.
- ✓ 2. Writing numerals to 1,000

* Note Anthony has an excellent math sense. He is very logical and creative in solving problems. He is excellent at math games.

S. ADDITION AND SUBTRACTION

- ✓ 1. Two digit without regrouping (carrying and borrowing)
- ✓ 2. Two and then three digit, with regrouping

U. FACTORING

- 1. Prime numbers
- 2. Composite numbers

(cont.)

To give you a better idea of what your child has been doing in school during the last term, I have listed the major activities and projects. Since integration of all subjects is our aim, it is difficult to list all the incidental learning that happens. I have checked off those areas where your child has shown interest and has participated actively.

SOCIAL STUDIES

- ✓ Study of Kenya
- ✓ Homes of other lands
- ✓ Buildings and structures
- ✓ Spain
- ✓ Morocco
- ✓ Our community - Good knowledge.
- ✓ Maps - Good beginning skills.

Has participated actively in Social Studies discussions and projects. Shows expanding awareness of the world and its people

SCIENCE

- ✓ Electricity: batteries, bulbs
- ✓ Experiments with magnets
- ✓ Experiments with sound
- ✓ Seeds, plants, planting
- ✓ Pond life
- Planning and making a bird feeder
- Gerbils
- ✓ Sea worms
- Animals

Developing good inquiry skills. Very interested in physical science activities such as magnets, electricity, sound etc.

ARTS AND CRAFTS

- Painting
- ✓ Drawing
- Weaving
- ✓ Sewing - likes to make bean bags.
- Woodworking
- Collage work
- ✓ 3-D sculpture
- ✓ Recycled "junk" creations
- Finger knitting
- ✓ Slide making
- ✓ Marblized paper
- ✓ Plaster of Paris
- Crayon resist
- ✓ Puppet making
- ✓ Rubbings
- ✓ Macaroni collages
- ✓ Clay
- ✓ Mural work
- ✓ Print making
- ✓ Color mixing
- ✓ Cartoon making
- ✓ Work with Claudia

OTHER

- Music with Melody - doesn't like to participate in music class
- ✓ Gym with Ken - enjoys - is physically agile and strong
- Creative drama
- Imaginative play
- ✓ Sand play
- ✓ Water play
- ✓ Building blocks
- ✓ Cooking
- ✓ Grinding wheat into flour
- ✓ Making peanut butter
- ✓ Building things for the gerbils
- ✓ Mixing food coloring
- ✓ Jig saw puzzles
- ✓ Chess
- ✓ Checkers } enjoys very much
- ✓ Card games }
- Other games
- Making musical instruments
- ✓ Using the encyclopaedia
- ✓ Independent reading

Anthony shows interest in many more activities than he has in previous terms. He has become much more involved and active in participating.

Anthony's drawings are exceptionally detailed. He enjoys making very small fine drawings of "creatures" - also models of them in clay. He has experimented with many other materials and has produced things which have good balance and design and which he likes.

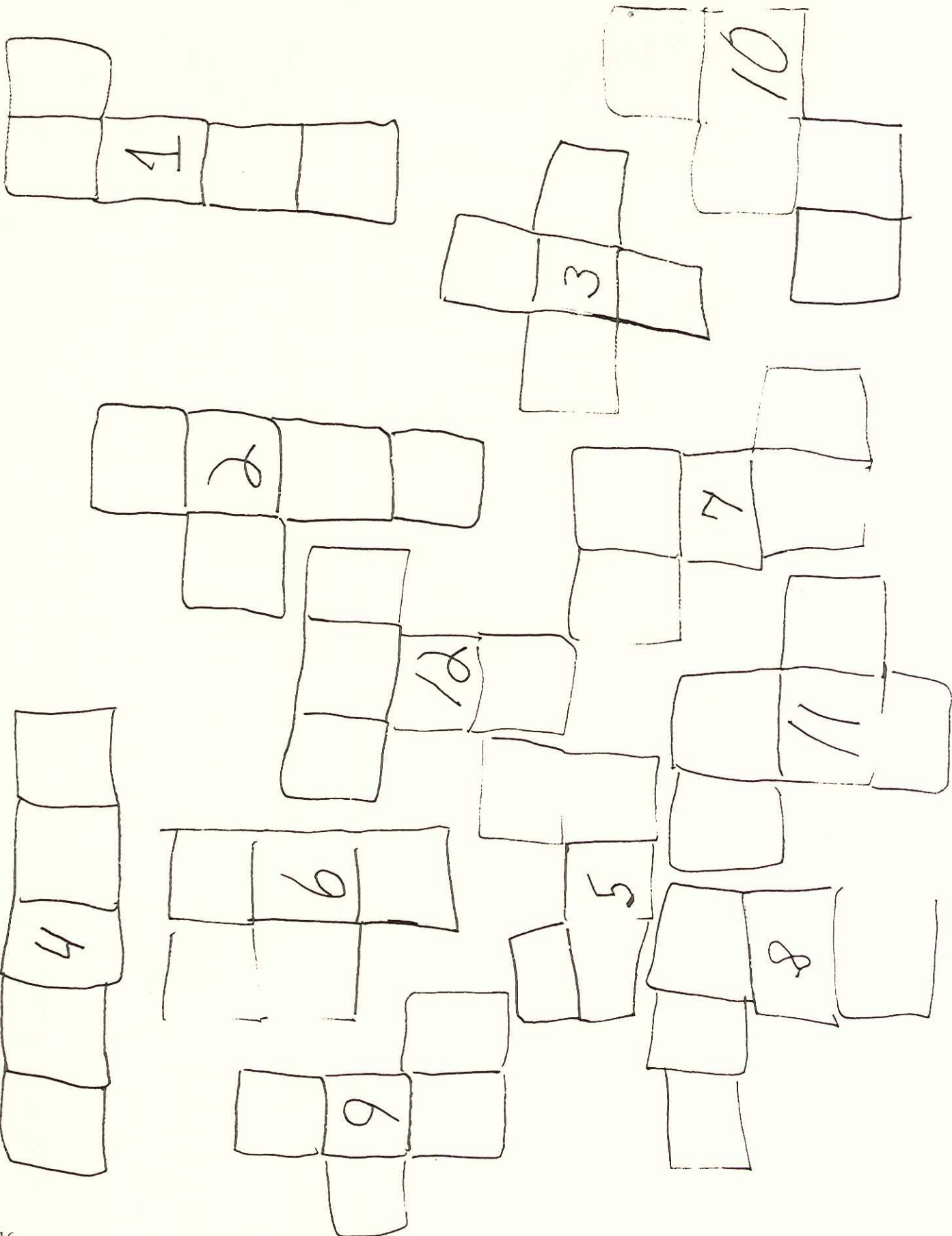
Bank Street College of Education
610 West 112th Street
New York, N.Y. 10025
HEAD START - FOLLOW THROUGH

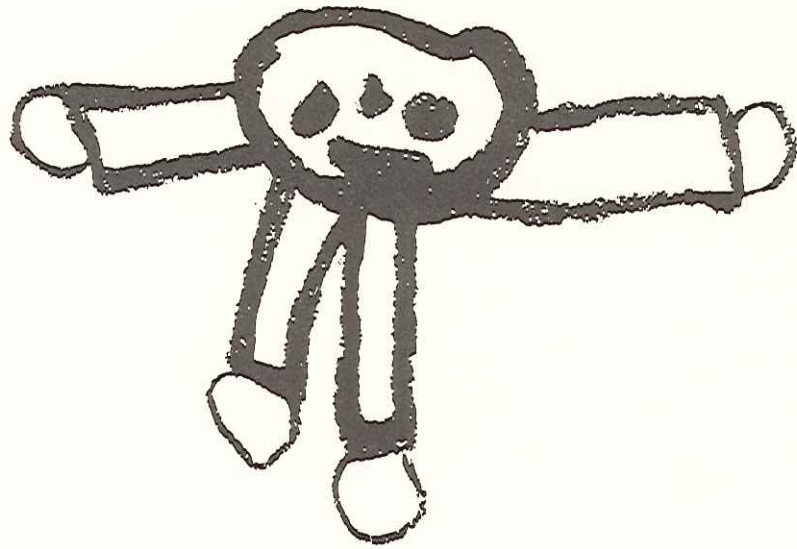
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TO THE PARENT:

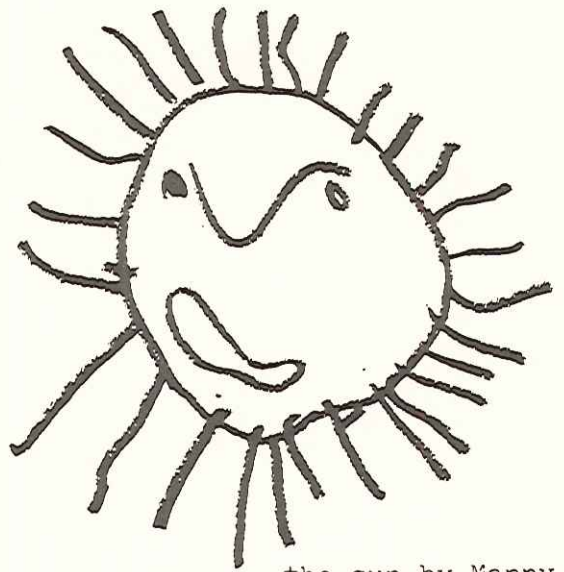
Do you find that the comments made in this report form also apply to your child as you know him at home? If not, draw an X next to each item in which he or she seems different.

You might want to describe any additional activities and interests which are not mentioned in this form.

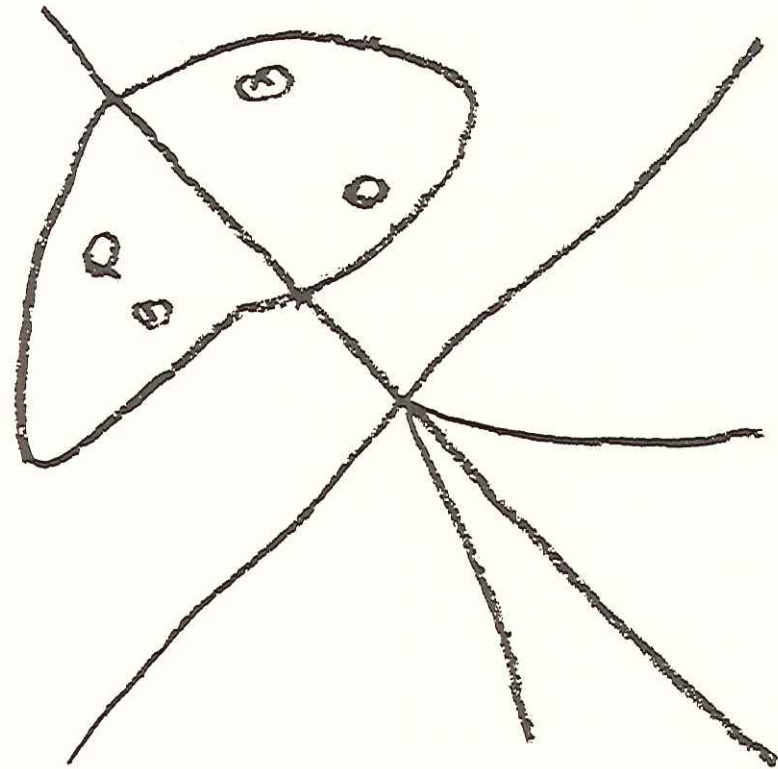




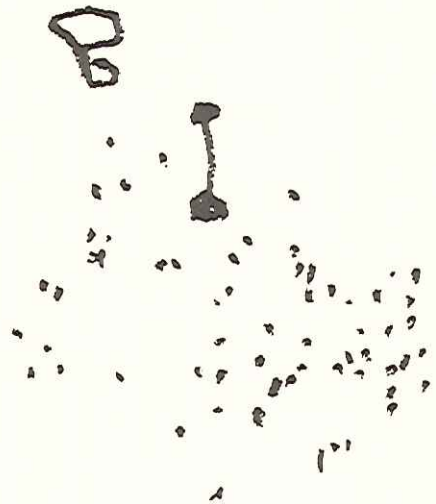
a man by Stephanie



the sun by Manny

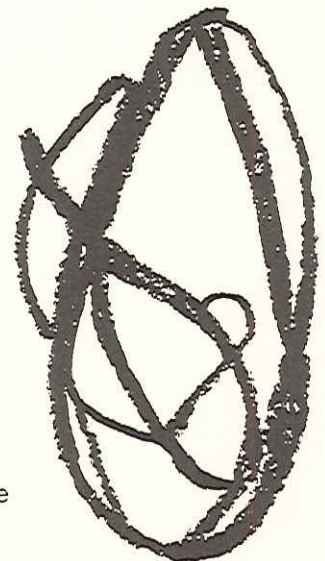


a design by Matthew

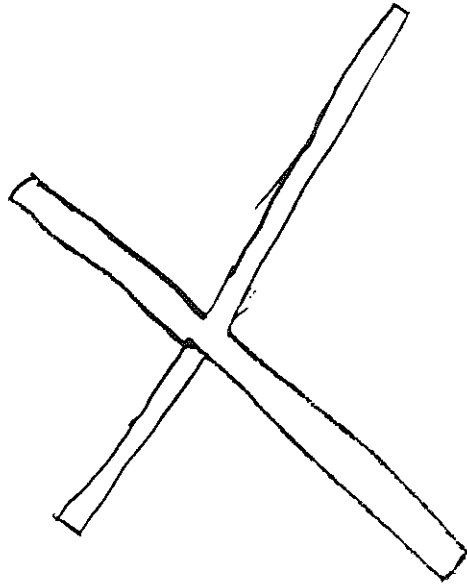


a vacuum cleaner cleaning up a rug by Shura

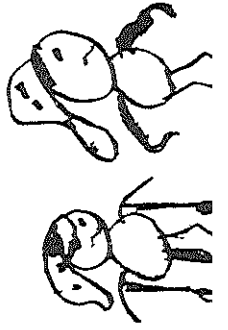
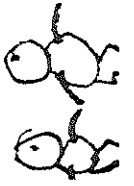
an animal with a round nose
by Alex



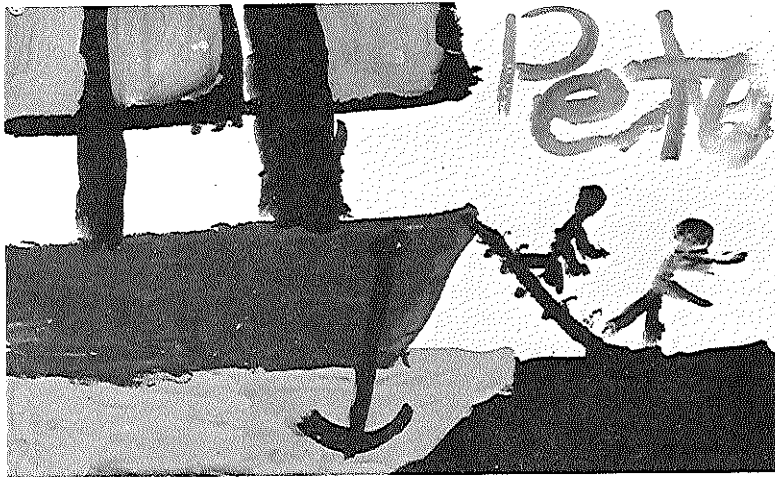
Have you ever heard of the lost treasure? There is an X on the map to show you where it is.



There they are! They are going to the X.



A-3a

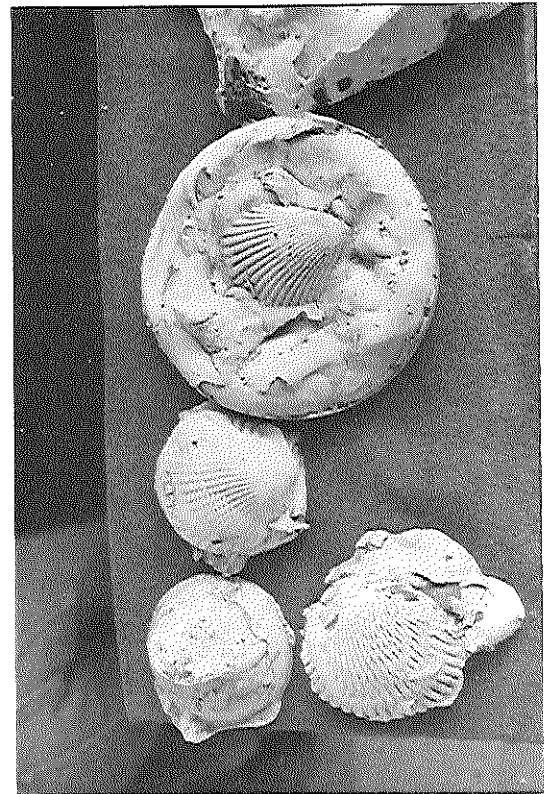
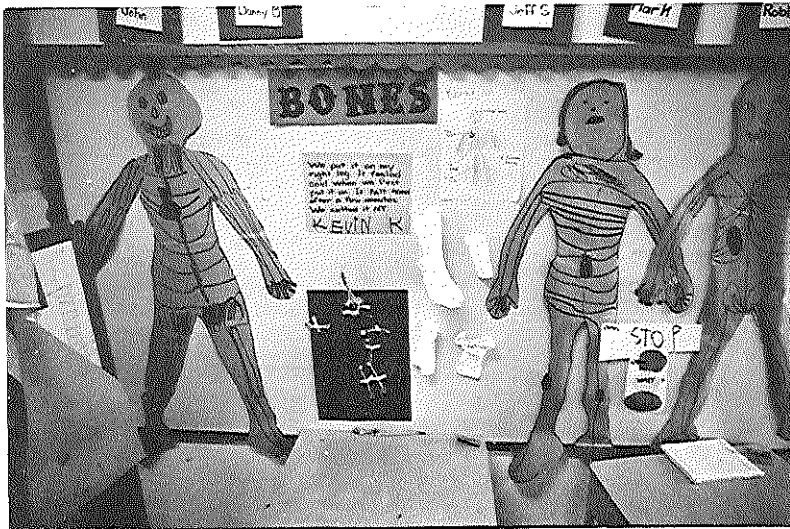


A-3b



A-3c

Project Samples.
Human Anatomy
Seashells and Plaster Creative design



PROJECT FOLLOW THROUGH
 Bank Street College of Education
 610 West 112th Street
 New York, N.Y. 10025

DRAFT
 1/8/73

NAME: _____

DATES: _____

CHECKLIST ASSESSING
 INDIVIDUAL DEVELOPMENT
 OF
 LANGUAGE AND READING

I. Beginnings

1. Likes to listen to stories.
2. Enjoys looking at books and pictures.
3. Uses sounds in environment as cues, doorbell, siren, etc.
4. Shows consistency in choice of hand in writing.
5. Uses new words or terms when talking of class activities.
6. Likes to tell about his experiences, idea, feelings.
7. Enjoys and participates in speaking activities, games.
8. Uses literature as stimulation for dramatic play.
9. Speaks in thoughts complete enough to be understood without further questioning by adults.
10. Replies and reacts to questions.
11. Role plays in small groups using verbalizations.
12. Matches pictures with items in same category, i.e. tree to a forest.
13. Matches letter (s) of name to words or objects beginning with the same sound or letter(s).
14. Hears rhyming words.
15. Follows one-step oral direction.
16. Follows two-step oral direction.
17. Follows three-step oral direction, i.e. choose a crayon, find the picture of a dog, and color it.
18. Understands left to right aspect of looking at words and letters.
19. Seeks and/or discovers information in books.
20. Makes personal associations to pictures and stories presented.
21. Copies and draws shapes.
22. Copies and draws letters.
23. Recognizes letters of name.
24. Recognizes letters of name in other printed material.
25. Names some upper and lower case letters.
26. Writes some upper and lower case letters.
27. Matches names of objects to beginning sounds.
28. Recognizes simple sight words.

MATHEMATICS OBJECTIVES CHECKLIST — PRIMARY GRADES

Number and Numeration:									
	NO	PARTIALLY	YES	NO	PARTIALLY	YES	NO	PARTIALLY	YES
1. Sorts collection of things into sets									
2. Forms 1-1 correspondences				2-1			many-1		
3. Understands more, less, just as much									
4. Orders collection of objects by size									
5. Recognizes number property of sets (1-10)									
6. Counts with understanding to 10				to 50			to 100		
7. Groups bunch of objects > 10 into subsets of a given number (twos, threes, etc.)									
8. Understands grouping in tens & ones for numbers between 10 and 50				>50			>100		
9. Knows number names & order for numbers < 50				<100			>100		
10. Understands ordinal numbers—first-tenth									
Addition and Subtraction:									
1. Understands meaning of addition									
2. Develops basic addition facts to sums of 10							memorized		
3. Understands meaning of subtraction									
4. Develops basic subtraction facts, minuends to 10							memorized		
5. Develops basic addition facts to sums of 18							memorized		
6. Develops basic subtraction facts, minuends to 18				family of facts			memorized		
7. Solves practical problems; addition with two addends, sums to 99 using materials				three addends			four addends		
8. Understands basic addition algorithm				"					
9. Solves practical problems: subtraction with minuends < 100, using concrete materials				with regroup					
10. Understands corresponding subtraction algorithm									
11. Solves practical problems, addition with sums to 999				with regroup			more than 2 addends		
12. Understands corresponding algorithm							"		
13. Solves practical problems; subtraction with minuends to 999				with regroup					
14. Understands corresponding algorithm									

Some children perceived that there were activities that other kids did that they didn't do. They mentioned: different kinds of math (3), ---'s kids do older stuff, and others play in the Wendy House.

Children mentioned things they have to do as: math book (three pages), story book, favorite word, write stories sometimes, read to teachers, not much, cursive writing.

Children were asked if they can ever choose to do something. They mentioned: not very much; summer time at school we get to do more; milk break; on my birthday I baked a cake; --- gives our favorite word and asks what we'd like to do.

When asked if there were activities boys could do that girls couldn't or that girl's could do that boys couldn't most children said there was no difference. One boy said that girls play dress up in the Wendy House and he doesn't.

When asked "how you spend your time" children answered: math (2), build, bake, sheets --- says we have to do (2), play Scrabble, write story, silent reading, silent writing on books, gym, tag, --- writes down problems to do and we get blocks and do them.

Children mentioned the activities they liked to do best: math (3), make bread, pages in folder (write words and spelling test); play in sand; "usually I just walk around looking for something to do"; woodworking, "only two allowed in at a time."

Teacher Involvement

Children were asked what they think their teacher does: Children mentioned: usually just walks around and helps people; helps us; does her own math problems; helps little kids, "sometimes she shows them how to do their pages ten times cause they always forget".

When asked when they thought their teacher was happiest, children said: when she sings songs; at lunch when we're in the gym [and the teacher is] alone in the room; after school.

Children mentioned that they talk to their teachers: all the time; every day; when we come in to school if I have something to show them (book of state flowers); when she's not working with other children.

Children said they talk to their teacher about: anything; she asks me what I'm doing in my math book; Friday conference about what we're doing in school.

(cont.)

When asked how the teacher helps you, children said: with math problems (2), with blue pieces of paper, "didn't know how to do or even what they were"; help do our work the right way and not the wrong way.

Children felt they could ask any questions they had and that it was never hard to do so "except when the TV men are here."

When asked what they would like to do that they haven't done yet, children said: have my sister come here, then go to her place; math games (haven't been able to play these games cause I have to do my work).

Children were asked what they would like to learn more about and how they thought they might be able to do that. Children said: birds--go to the library; ---'s room and get bird books; how rocket works--can't do it at school too much, experiments go wrong or something; airline stewardess--talk with --- maybe someone can come to the room, or go to an airport; card game with pegs--if I had time.

When asked if they could find a place to work in the classroom children said: sit by my desk cause things are in there; at a desk not in the room; gym; reading corner; dinosaur center.

Children were asked if they could bring things into the classroom. They said: kite, flowers in summer, nest so people can look at it; can't bring alive things like rabbits.

Peer Involvement

Children were asked if they work with other children and when. They said: play games, i.e., Scrabble, Password, Chess, checkers; I help younger kids; sand, not much else; plays like drama out of a book; chess with ---; math.

Children said that it helped them to work with others for these reasons: if we have a problem we help each other; --- had trouble making friends and this is a great way to make friends; help with little kids if --- and --- get a long line of kids I can go over and help them do something.

Three children said they usually work with others, two said they work alone and three preferred to work with others while one child preferred to work alone. One child said he didn't see how he helps others or others help him. One child worked alone but would like to work with others.

Children were asked if it is ever hard to work because of other children. Several mentioned that it is often noisy. When this

(cont.)

happens children said they: move to another desk; tell teacher and she turns the lights off and says something; go to the conference room and try to listen to records.

Children were asked if they do projects in their classroom. They mentioned: bringing stuff from outside like plants; putting corn in water to see if it will grow; painting; cooking; looking at animals and seeing how they grow; drawing; building; dinosaurs; art center.

When asked how projects get started children said: teacher's pick them out at the right time and we do them when they want us to do them; at home there are projects I'd like to do but can't do them at school cause teachers won't let me bring in my chemistry set; we had to pick something out for a project; we voted for a project out of a list.

When asked why they like projects children said: they like stories, pictures, paper mache, plays. One child said she was hoping to do water animals and hadn't had a chance to. Another child enjoyed the dinosaur plays a lot.

When asked if there were things they can't do in the classroom children said: can't yell a lot; disturb other people, can't hike everyday; bring chemistry set; run; talk at SSR and SSW.

Children were asked what they would like the teacher to stop doing. They mentioned: yelling; giving me too easy ABC pages, "all it does is use up my time"; working on dinosaurs and hurry up with water animals.

Children were asked if they had favorite place in the classroom; every place; conference room where the records are it is quiet; desk by best friends.

When asked if they thought their classroom was different this year, children said: no desks in rows; don't have to raise your hand, we go to the public library and get a lot of books, only got one book before; teacher makes books here; Montessori was harder; might make reading corner larger cause she loves to read.

When asked if they would like to change their room, children said: have it painted pink or red.

When asked if they talk with people about their classroom, children said: mom always asks me; with friends about animals, their colors and their babies; with mom and strangers about mattresses, work and everything; with parents about how many pages in math, parents think we should do two pages in math.

DIRECTIONS

This is not a test. The questions inside are to find out what your class is like. Please answer all the questions.

Each sentence is meant to tell about your class. If you agree with the sentence circle yes. If you don't agree with the sentence, circle no.

Example

Circle
Your
Answer

1. Most children in the class are good friends.

Yes No

If you think that most children in the class are good friends, circle the yes like this:

1. Most children in the class are good friends.

Yes No

If you do not think that most children in the class are good friends, circle the no like this:

1. Most children in the class are good friends.

Yes No

Now turn the page and answer all the questions about your class.

3. , 8 years old, girl. Entered in the Fall of 1971. According to the Reading Skills Inventory, she mastered the five pre-coding skills and seven of the de-coding skills.

The following are some of her activities:

tie dying
 various yarn activities
 room decorating for holidays
 making Valentines for senior citizens
 pond water experiments
 making animals out of Play Dough
 In Hammer Hall she made a paddle, a set of wheels, a doll cradle, and a frame for a mirror.

Sixes and Sevens
McBroom's Ghost
The Thing at the Foot of the Bed
Rapunzel

4. , 7 years old, girl. Entered in Fall, 1971. She mastered the pre-coding skills and most of the de-coding skills. She frequently worked in her skillbooks and she completed Days and Ways and May I Come In? readers. Some of her activities include:

reading
 crocheting
 making puppets
 beadwork
 origami
 folk dancing

She joined in when the music teacher came into the room for sing-alongs and frequently accompanied the group on guitar.

Dorrie and the Blue Witch
Fossils
Pocahontas
Frog and Toad are Friends
Doll's House
Peter and the Wolf
The Foot Book
The Disappearing Floor
The Clue of the Dancing Puppet
The Clue in the Diary
Georgie to the Rescue

5. , 8 years old, girl. She entered in the Fall of 1971. She mastered the five pre-coding skills and ten of the fourteen de-coding skills. Some of her daily activities include:

printmaking
 pond water experiments with microscopes
 Thanksgiving decorations
 cursive writing practice
 knitting
 flutophones

She spent some time in Hammer Hall and Pottery.

Carnival in Paris
Henry Huggins
Something for Christmas
Voyages of Doctor Doolittle
"B" is for Betsy
American Indians
The Story of Hockey
Crabapple Night
Little Witch
The Boy Who Could Make Things
The Littlest Witch
Country Bunny and the Little Gold Shoes
Be Nice to Spiders

READING LOG

1973

Advisor -Pertinent Biographical Information

Name (Initials)- Nacho

Age - 10 years

Grade - Third

Language Spoken - Spanish, English

Entered First Grade in school presently attending- September 1969

Repeated First Grade

Nacho is a bilingual child. He is intelligent and good natured. He does very well in math. He can understand English quite well. If he does not know the meaning of a word, he immediately asks about it. He is very attentive during class discussion and when working on his own or in a group. He enjoys making things especially at the wood bench. He does not like to draw or paint. He is very verbal but speaks inarticulately - his Spanish accent is very pronounced. He has a fairly adequate speaking vocabulary. He seems to have a decided reading block. I worked with him a few days toward the end of last year. His auditory memory is poor. He forgets sounds of words and parts of words almost immediately. He is impatient with the written word. His knowledge is far beyond his ability to speak English. Because he is unable to read as well as the other children, he feels "stupid". He thinks he is never going to be able to read.

He enjoys talking to me. I told him how difficult it is for me to learn Spanish. He is teaching me and sees for himself that I too am having trouble remembering and sounding out words.

(cont.)

10/26/72

I informally diagnosed Nacho's reading achievement. He is reading on a first grade level. He knew so few words from the Dolche list that he was disturbed. Discontinued this. Could not recognize many letters - h,l,p,b,d,u,v,w. Cannot sound any initial consonants. He uses picture and context clues. The latter is not much help because he knows so few words. Word attack is nil. Auditory discrimination - poor. Visual - fair. Regarding the latter, he remembers having seen the word but cannot remember how to say it.

11/1/72

Nacho became frustrated trying to read from his reader. We stopped this immediately and talked. Had an animated conversation about policemen who chased some robbers. I wrote his story. He could read it back. Casually pointed to "h"- "u". Couldn't pronounce these. Became very tense. I wrote them in his book. Wrote a few other words beginning with "h". Wrote the words in sentences he made up.

I forgot the Spanish words he taught me. He seemed more content with himself.

11/2/72

Forgot "h". Read his story - remembered it. Did not remember the isolated words. Wrote another short story. Casually drew attention to h,l,u.

11/15/72

Recognized "l". Wrote words he gave me beginning with l. Did this with d,f,g. Two other children joined us and contributed words. Nacho didn't mind this. Went over words. He became anxious. He is afraid of making a mistake when other children are present. He told me that he thinks he will never be able to read. He referred to himself as stupid.

(cont.)

11/16/72

Remembered h and l. Forgot some of the words. He gave me sentences with h and l words in them. I wrote them. He read them correctly.

Made frequent reference to "letter," "word", "sentence". He confuses the meaning of these words.

11/17/72

Asked for a reader. Got Rainbow for him. (1-5 interest level; 1-2 reading level) He likes this book. Drew his attention to initial sounds.

11/22/72

Seemed less interested today. Read his own story first. He was happy with this. Said his father liked it and said he was smart. He forgot some words. He remembered seeing the words but could not recall the sounds. This always disturbs him. Beginning to use initial consonant clues. Sounded out b, f, l. His mind acts so much faster than his verbalization powers that he is impatient to stop and look for clues. I explained how he had to go slowly just for now and that once he caught on he would be able to read more quickly. He does want to be able to read but he gets discouraged easily. I keep watching for any signs of discouragement that might overtake this natural motivation in order to remove the cause immediately.

11/29/72

Began with the workbook which he likes. He insisted on using this. He wants to do what others are doing. I think he feels a sense of accomplishment when he works on his own as some of the other children. He soon saw that it presented too many difficulties. He became restless and tired.

Picked up Rainbow and read p.99. Had trouble with most words- if, wish, thought, did.

11/30/72

Talked about his brother's baseball team. He had written a

(cont.)

story about it. He now has quite a collection of his own stories, with word cards. Worked on "wh" words. He remembered initial consonents much better. Now knows all the letters- lower and upper case.

12/6/72

Nacho made a large truck at the wood bench today. Everyone admired it. He was very pleased and talked to me about it. He did not want to read or write a story. Said his sister was helping him with some words. Told him I would like to met his sister and maybe I could help her to help him. He was delighted.

12/7/72

Met with Nacho's sister. She said she would help him. I showed her how she could do this by reading his stories with him and playing some word games. I will write notes in his book from time to time.

1/10/73

Was anxious to read today. Read p.10 of Come Along. (This is what he wanted.) He read this page yesterday with his teacher. He knew all but one word. He went on to the next page. Knew all the repeat words but faltered on cleaning, cleaned, when, before, behind, sand. Sounded out cl for him. Asked him for other cl words. He was not able to give any. He pointed to the "n" in sand sayiny, "If that was "i", it would be "said." He is beginning to note differences and similarities.

His pronunciation is labored. Has great trouble pronouncing "h", "wh". It appears that his auditory memory is poor. For instance, a few minutes after pronouncing "when", he forgets it. He speaks only Spanish at home and therefore, has little opportunity for rehearsal. He has a fairly good speaking vocabulary but his enunciation is poor. He has little confidence in himself regarding speaking and reading. He feels badly about this. However, he knows he is achieving well in other areas, especially math and science, and this makes progress in reading possible.

Learning Experiences Beyond School Walls

Data was gathered to permit a comparison of the extent of learning activities beyond school walls of the Open School students with students in four traditional schools. From a list of public elementary and secondary schools in the St. Paul School District, four traditional schools were randomly selected. Two elementary, one junior high and one senior high were chosen. Principals and/or their representatives were interviewed to gather data relative to external activities during the 1972-73 school year. Findings are presented in Table 11.

TABLE 11
External Activities and N Participants per School

External Activities	Open School N N=506	Central High N N=1179	Highland Jr. High N N=1188	Drew Elem. N N=400	Mississippi Elem. N N=500
Careers-in-Community Program	78	*			
College Courses	7	50			
Courses in other High Schools	6	5	N.A.**		
Film in the Cities	8	5	N.A.		
Learning Centers	69	153	64	400	0
Twin City Inst. for Talented Youth	13 ('72) 32 ('73)	N.A.	N.A.		
Paid Work Experience	34	150	N.A.		
Exchanges within Dist.	22	100	N.A.		
Exchanges Without Dist.	27	50	N.A.		
Extended Field Trips	13	1	0	0	0
Short Field Trips	611	173	51	51	87
Urban Arts	0	1	N.A.		
Band Trips out of Town	0	6	N.A.		
Students Tutoring or Volunteering	50	25	N.A.	N.A.	N.A.

*Blank spaces indicating not applicable.

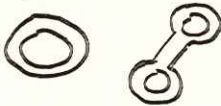
**N.A. indicating information not available.

OBSERVATION ON CHRIS
(40 minutes)

This observation has potential for staff development because it raises the issues of extension of an activity and teacher involvement. In addition, it illustrates a style of engagement in a material and a developmentally significant approach to problem-solving.

The person and the setting: Chris is approximately $8\frac{1}{2}$ years of age. He is a fairly large, stalwart boy with a square jaw. His face is not expressive and he was largely silent during the forty-minute observation period.

The setting was an open classroom in a large public school system. Most of the other children were engaged in academic work. The teacher was also involved with the academic work. The particular context in which Chris was working was a large low square table near the sink. Two other boys were working alongside him. Although they were using the same construction material - circular and dumb-bell shaped plastic links - they were engaged in a totally different activity, involving the construction of planes and dramatic play with the water. Mid-way through the observation, Chris and the others are asked to leave the square table as it is needed for a clay activity conducted by the student teacher. They move to a very small circular table nearby and continue their respective constructions. The plastic links are of the following shapes.



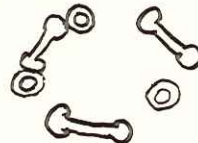
The cylindrical container of the materials

was near at hand.

Chris is linking the rings to make tops. These tops are symmetrical in shape. As he constructs the tops he spins them. (Nearby, two other boys construct airplanes and with noises and dramatic action, fly them to the sink. Chris does not look up.)



Chris arranges some of the shapes in a circle and then spins the tops inside and watches as they push the circle shapes apart.



Next he overlaps the shapes that make up the circle, thus making a firmer obstacle for the tops to push against.

(cont.)

After several trials and arrangements of the circle, he spins the tops on top of the cylindrical container that originally held the links. It has a slight edge that keeps the tops within.



Chris, as the top gently ricochets within the edge:
"It doesn't want to go outside."

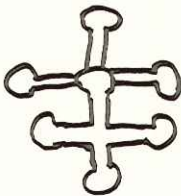
He moves the top back to the table, spins it, and inverting the can, attempts to place it over the whirling top. After three tries, he succeeds in "stopping" the top without toppling it.

Chris then turns the can open side up and attempts to spin the top into it.

Chris puts the can aside, and reconstructs the top to make a tall projection from the top relative to the base. When he whirls it, it topples. He reduces the top to the original symmetrical shape and constructs another like it. He spins the two tops together - they bump and topple. One of the boys engaged in airplane construction stops, watches, and constructs a top to spin with Chris' tops. They spin these tops several times.



After a bit, Chris doubles the structure of his top, but maintains the symmetry.



He spins the top and attempts to toss rings onto the top of it. Turning to the other boy, he says: "Let's have a fight." They spin the tops. After several trials, Chris says (to himself) "Which will go longer?" He spins his own two tops and compares them.

After four trials, Chris spins the two tops and gently nudges the under surface of the table to topple them.

At this point the student teacher approached and asked the boys to move in order to make room for a clay activity. Chris gathered up the rings and moved to the nearest table, a much smaller round one.

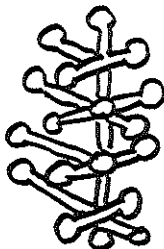
(cont.)

Still using the double structure tops, Chris adds two loose rings to the top protrusion. As he spins the top, the rings also whirl. He removes the rings from the tops and places them on the "arms" of the top. When he spins the top, the rings spin off. The second boy also attempts the rings procedure.

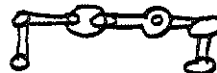
Chris reconstructs his top to "embed" the loose ring in center so that it is held but can whirl. He spins the top and the embedded ring also springs. Chris: "Hey, neat."

Chris again attempts a tall protrusion from the top. When he spins it, it topples. He inverts the top, so the protrusion is at the bottom. The top spins, but is wobbly.

Chris constructs a top of four layers of rings, with arms extending from all four sides. When it does not spin, he reduces it to two layers. Chris takes the tops apart and makes a curved balance.



He inverts it to make a bridge. It bends, and he modifies it to make it rigid.



(Observation incomplete, because observer had to leave.)

Observation done by Patricia F. Carini, The Prospect School, 1973.

JOAN (age 11 yrs., 1 mo.)

Materials: adding machine tape
scissors

---Do you know what a fraction is? What is a fraction?

J I think part of something...and it's like fourths, thirds, halves....
like a circle....

---Can you do it with something that's not a circle?

J Yeah, because anything is usually a part of something.

---Could you do it with a cup of water?

J Yes...there's a measuring cup and that measures how much there is in
fractions.

---Are you supposed to be able to do them on paper now?

J Well, the teacher's going to figure out where I am...the other
teacher had around twenty minutes for each person, for fractions.

---Can you write some fractions for me and add them...a quarter...or a
fourth?

J Yeah....I'm not too good at it. I don't know very
much.

$$\frac{1}{4} \quad \frac{1}{4} \quad \frac{1}{2}$$

---O.K. Now how much is one fourth and one fourth?

J One eighth...one fourth and one fourth is....
a half?

$$\frac{1}{8} \quad \frac{1}{8} \quad \frac{1}{4}$$

---How about an eighth and an eighth?

J A fourth

---Right. That's good. O.K....let's cut a piece of paper. Now, can you
fold it into two halves?

J Fold it into two halves?

---Yes...fold it in half, in other words. That's right. Now you've got
two halves, right? O.K. Open it up. Now fold it again so you have
four quarters.

J Four quarters? (counts them)

---How many quarters are there in each half?

J Two...cause, like one half is fifth per cent. Like this.

---Have you got four quarters? Good. Can you make eight eighths now?

J Eighths are half of a quarter, right? So, that would mean one more in
every fourth, so...

(cont.)

②

---O.K. Can you count them? Eight? That's good. Can you cut off three eighths? Good. How many eighths do you have left?

J Five eighths (counts sections on longer segment)

---O.K. So what is one, take away three eighths? Good. Can you write that down? And now, under that, can you write one, take away five eighths?

~~1/4~~ ~~1/4~~ $\frac{8}{8}$ Take away $\frac{3}{8}$ is $\frac{5}{8}$ $1 - \frac{3}{8} = \frac{5}{8}$
 $1 - \frac{5}{8} = \frac{3}{8}$
 $1 - \frac{2}{4} = \frac{6}{8} = \frac{3}{4}$
 $1 - \frac{3}{4} = \frac{1}{4}$

J One whole, take away five eighths equals three eighths....

---And under that, can you write one, take away two eighths?

J Two from six...six eighths....

---Can you think of another way to write six eighths?

J Six eighths? I'm sure there is another way....

---You have six eighths here and two eighths there....turn it back into quarters. O.K. Now, how many eighths are there in each quarter?

J Two...two...four...six...three quarters....



---Maybe you could write that.



J Six eighths equals three quarters.

---Right. What would one, take away three quarters be?

J One, take away three quarters? That's one quarter.

---O.K. Can you divide it into eighths again? Good

J That looks like a fourth....

---I have a piece over here. Now, this short piece is three-eighths of my piece. Can you figure out how long my piece is? I want you to cut a piece just as long as mine. This is three-eighths of it.

J You want me to find the rest of it, if that is three-eighths?

---You remember how many eighths there are altogether in a whole?

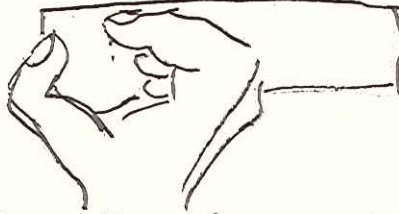
(cont.)

3

J Eight. (holds up short piece and guesses, by measuring between her thumb and index finger, the length of one eighth, approximately) Five....five eighths. Now, let's see...about this much. (estimates eight short distances and cuts off long piece of paper)

---How did you figure that out?

J Well, by just sort of figuring. This is about an eighth, I think. Let's see how mine compares to your's. (holds them up together) I guess it's a little longer.



---Pretty good. Let's do something else. Supposing you wanted to find a third of this. (holds up segment of paper tape about six inches long) Could you do that?

J A third? Now...a third is a third...Is this considered a whole?

---Yes, that's the whole thing.

J So...(folds length of tape in half, in quarters and finally, in eighths)

---Now you've got eight eighths....

J Yeah, I think I'll skip this. (takes a new piece) Now...what is it I have to take away?

---I don't want you to take away anything. I want you to find a third of that.

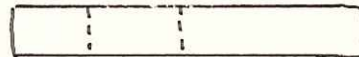
J (folds length into eighths again, then opens it up) This is one third.

---How do you figure that? You've got eight parts there, right?

J Yeah...well...if I made it simple, like four fourths, it's easy.... (takes new length and divides it into quarters and unfolds it) One third is that (indicates space between folds)...a third of that.... there are just three of them.

---O.K. Why don't you mark it with a pencil, instead of cutting it. Just put a line across.

J (marks off one quarter with the pencil)



---Now mark another third.

J Another third? (marks off another quarter, leaving half)

(cont.)

9

---Do you know that, in fractions, each third has to be the same size as the other thirds? It looks to me like you have one quarter there and one quarter there and a half there.

J I'll erase that. (takes new piece)

---How many thirds are there in a whole?

J One whole is....usually...well, it depends on how big the whole is.

---How many quarters are there in a whole?

J Four.

---Does that depend on how big the whole is?

J No...I guess not. (laughs) Now matter how big the whole is, it's always in halves, quarters....

---Right...and thirds too and fifths too.... Pretend you're going to divide the piece of paper among three people and you want to give each person the same amount. O.K.? Each person is going to get one third.

J O.K. (folds paper into half and then quarters; opens it) Fourths, right?

---That looks like it's for four people.

J Oh. (starts over with a new piece) Now...three....(folds it in half again)....um.....

---Let's try it a different way. (folds over one segment of long strip) Let's say that's one third...wait, don't cut it off yet.... (folds over another section)....two thirds...(gives it to J who folds it over again and cuts it off) Open that up and see if you've got three thirds.

J Yeah, there's three.

---O.K. Now see if you can fold it up again the way it was.

$\frac{1}{3}$

J Let me see how this is folded into thirds.. I think...(takes a short new piece)..... yes, I guess I could (takes a long time, many trials and errors, finally gets it pretty well folded into thirds)

$$\frac{3}{6} = \frac{1}{2} \quad \frac{3}{8}$$

$$\frac{4}{6} = \frac{2}{3} \quad \frac{2}{6} = \frac{1}{3}$$

$$\frac{5}{10} = \frac{1}{2}$$

---Good. What would happen now if you folded the whole thing in half again? What would you have?

(cont.)

5

J Sixths? (counts them)...sixths. Six sixths.

---Show me three sixths. Right. What else could you call that?

J Half.

---Right. Why don't you write some of this down? And I'll give you some other problems to answer.

$$\frac{1}{2} = \frac{6}{12}$$

$$\frac{1}{2} = \frac{12}{24}$$

$$\frac{1}{2} = \frac{3}{6}$$

$$\frac{1}{2} = \frac{25}{50}$$

$$\frac{1}{2} = \frac{4}{8}$$

$$\frac{1}{2} = \frac{34}{68}$$

Date Oct 26

Time	Activity	Posture, Mannerisms, Use of body	Expression of emotions	Friendship group	Relationship w. adults	DBgree of independence	NB. arrivals, departure,	Handles transitions
9:45	group Blocks alone w/ car	dejected	no action stiff in set. friends	*Joey		alone, but not dep.	difficult	
11	Carpentry	(knew his designs) patient, exacting	easy for negative "don't" diff. for friends	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> w. Jessica, Steve - (pos. w. Darren) </div>				
0:00	house (Snack)	"hanging," watching - relaxed		Dana Kyle Steph.				(pos. of visiting w.) Joey

Language (key to above)

"Joey let me use it" - * then Joey wouldn't play w. him.

"don't take it from me" → (arguing about shotgun)

Yesterday - "please don't hurt me"

Skills:	ABC's (some) → tired	Colors	Knows	small motor mvt.
	Numbers	Shapes		coordination

Comments:

diff. w. materials; will imitate carpentry
drifts around.

March 12:

Worked a lot on rug with Daisy and Rita, but also showed signs of wanting to get away and do something like paint or decorate milkweeds. Went to the big room but remained uninvolved (wild ball game), went on one of the walks.

March 26:

Lots of cheerful games on rug with Daisy and Rita - also finger-painted with chocolate pudding - used the sand and did some gluing. Did get much involved in the chase game.

April 2:

Made a cloth collage all morning - very cheerful and chatty - made hot cross buns, went to the big room (house), looked at books, played games on rug.

April 9:

Parent conference - Seemed positive - reported that Bess is bugging them to teach her to read, which they do, but didn't seem distressed.

(Bess) went to the big room and got very active in a game of "house". Made egg bread baskets, and worked on the rug. Painted with Rita twice, and got into mixing the colors.

April 23:

Went outside a lot, got involved in houseplay. God's-eye, did some gluing, used the sand and cornstarch. Has started to stay all day, and shows increasing form in drawing. Writing is well coordinated.

April 30:

Did a lot of weaving with some pleasure. Also enjoyed field trip with no sign of former timidity. Went to farm and had a great time. Enjoying staying all day.

[REDACTED]
 9-16 Parents concerned - talked with them -
 [REDACTED] didn't want to come to school
 today. Felt he would have been in
 bad mood had he come. Told them
 of [REDACTED] not feeling well-liked and
 saying he doesn't want friends here.
 9-17 Great day!

Mom was here in the morning - worked hard! He
 chose to write on his own in the aft.
 I talked with Kathy Aller (speech clinician)
 about seeing [REDACTED] for vocal development - or

possible suggestions.

9-18 talked to Doris Gerling - specialist
 she'll give some suggestions for help
 with letter recog.

Must involve parents with this.

9-19 [REDACTED] met with Doris - loved it! He
 wants to go back! (He wrote his name
 backwards)

10-15-73

[redacted] has become much more serious about school. She has days when she has much difficulty settling down, but she recognizes these. If given time out away from the situation she usually returns able to handle herself.

[redacted] is excited about reading and is doing quite well. She is a part of a language group presently working with blends as a part of a technique of word attack. [redacted] is doing well with math work. She is presently working with place value. She is beginning to use her time for not only games and art activities, but investigating topics of her own choosing. She has made good use of the I.M.C., choosing to go there.

[redacted] is honestly concerned about the class group. She contributes well her ideas in solving group problems. She can be easily distracted or distracting at times in the group meetings. She is becoming more independent.

goals:

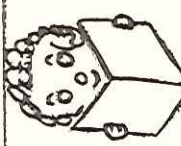

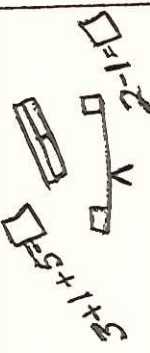





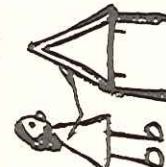


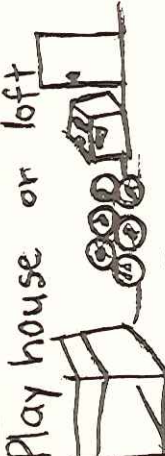
- telling time
- academic

→ "going inside herself"
somewhat worried
very quiet at home

} feedback
from
parent
at
conference

Record for week of _____

Name _____

<p>Reading</p> 	<p>Games - Puzzles</p> 
<p>Math</p> 	<p>Woodworking</p> 
<p>Writing Book making</p> 	<p>Sand Table</p> 
<p>Science</p> 	<p>Block building</p> 
<p>Painting</p> 	<p>Music - Dancing</p> 
<p>Art</p> 	<p>Other*</p>
<p>Play house or loft</p> 	<p>*</p>

Date of

Week

Complete Incomplete

Name _____

Math _____

Reading _____

Language Arts _____

Spelling _____

Social Studies _____

Special Projects _____

Books I've Read

Your feelings about this week!

Homework

9. *Ned's Journal*January 28, Friday

We are planning an overnight up to the Merck. It is going to be a two-nighter. I also did some math today. I have started to work on a Greek myth thing. We went up to Woodford to ski. Some people went skating.

February 1

We went to the science building today. That was really fun. I read and did some math.

February 2

Today I worked on my "Greek God" chart. Dru started to work on it but changed her mind -- so it ended up that I am working on it by myself. So far I have done Zeus, Poseidon, and Hades. I also did some math and I read. We went to the Bennington Free Library (even though it isn't free). I took out a book about the II world war. I listened in the sound room too. Well that's about it.

February 3

Today I worked on my chart again. I did Hera Demeter Hestia. Tomorrow we are going skiing (we are all praying for snow). I did some math. Believe it or not today I cooked I attempted to make a Boston Cream Pie. It was an experience I shall never forget. It didn't come out so bad but I chickened out and bought some canned frosting. Well that's it for today so goodby.

February 4

Today I did my chart I did: Aphrodite, Ares, and Hephaestus. I read. I also worked in the sound room. We are planning a two-nighter to the Merck Forest. We went ICE skating, at the Frosts well that's about it.

February 7

Well, today I worked on my chart. I did: Cronus (Mary helped me with that one) Hermes, and Persephone. Everyday I get closer and closer to the end of the bloody THING!!! I also read and did some math well that's it.

February 8

Today, as always (for a while) I worked on my chart. I did: Athena and Apollo. We have started to work on the new darkroom and science area. Like I said we are planning an overnight. Most likely it will be the: 9th 10th and the 11th so

I guess I will be going on it. I also did reading writing and math. Well so long.

February 14

Today on my chart I did ARTEMIS, DIONYSUS, JAPET. I had a nice rest from the overnight at home. I read, I did some math. Like I said we went on the overnight, we have started to make the thing in the science area. Well that's about it for today so so long.

February 15

Today I:
FINISHED
=*IT! =

My chart that is. Mary helped me put it up and it looks good if I do say so myself*****
I also read and did some math

March 7

Today I worked in the sound room. I also read. I did a write-up on my Greek Gods' chart.

8 9 10 15 20 25 30 35 40 45 50 55 100 5 10 15 20 25 30 35 40 45 50 55 100 5 10 15 20 25 30

Helen				
Anne				
Jobs				
Don				
Ned				
Paul				
Claron				
Tom				
Brad				
Dell				
Mark				
Lehny				
Peggy		Jacks		
Alice		Jacks		
Beth		Jacks		
Kathy		Jacks		
Amy		Jacks		
Kitty		Jacks		
Sarah		Jacks	Jacks	
Alta		special project		
Tammy		special project		
Jeff				
Chris				

RECES-

LUNCH

KEY: reading math random or unconcentrated
 conversation writing out of room or of sight
 art science combinations of the above

	8:50	9:00	9:10	9:20	9:30	9:40	9:50	10:00	10:10	10:20	10:30	10:40	10:50	11:00	11:10	11:20	11:30	11:40	11:50	12:00	12:10	12:20	12:30	12:40	12:50	
Reading	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	WV HV OL OS Dm B OL out KX	
Math	LS	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py	Py
Writing																										
Writing/reading																										
Project																										
Out of room																										
Science																										
Art																										
Games																										
Conversation																										
Random																										

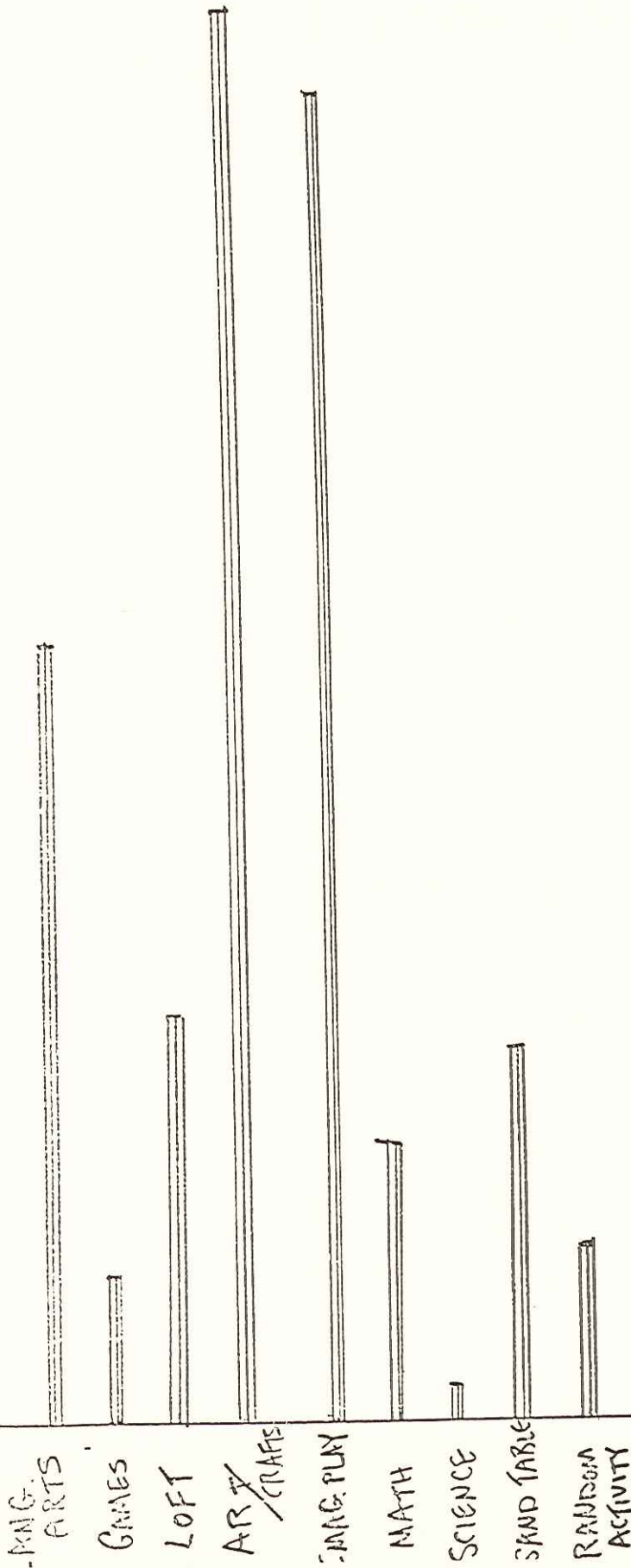
Lunch

Preced

Goldie
H2
H1
H3

Abbreviations

- Helen - Hn
- Anna - An
- Kais - ks
- Don - Dm
- Ned - Nd
- Paul - Pl
- Arnon - Ar
- Tom - Tm
- Bred - Bd
- Doll - Dl
- Mark - Mk
- Lonny - Ln
- Peggy - Pgy
- Alice - Al
- Beth - B
- Kathy - Ky
- Ann - Ay
- Kitty - Ku
- Sarah - Sa
- Extra - Et
- Tommy - Ty
- Jeff - Jf
- Chills - Cs

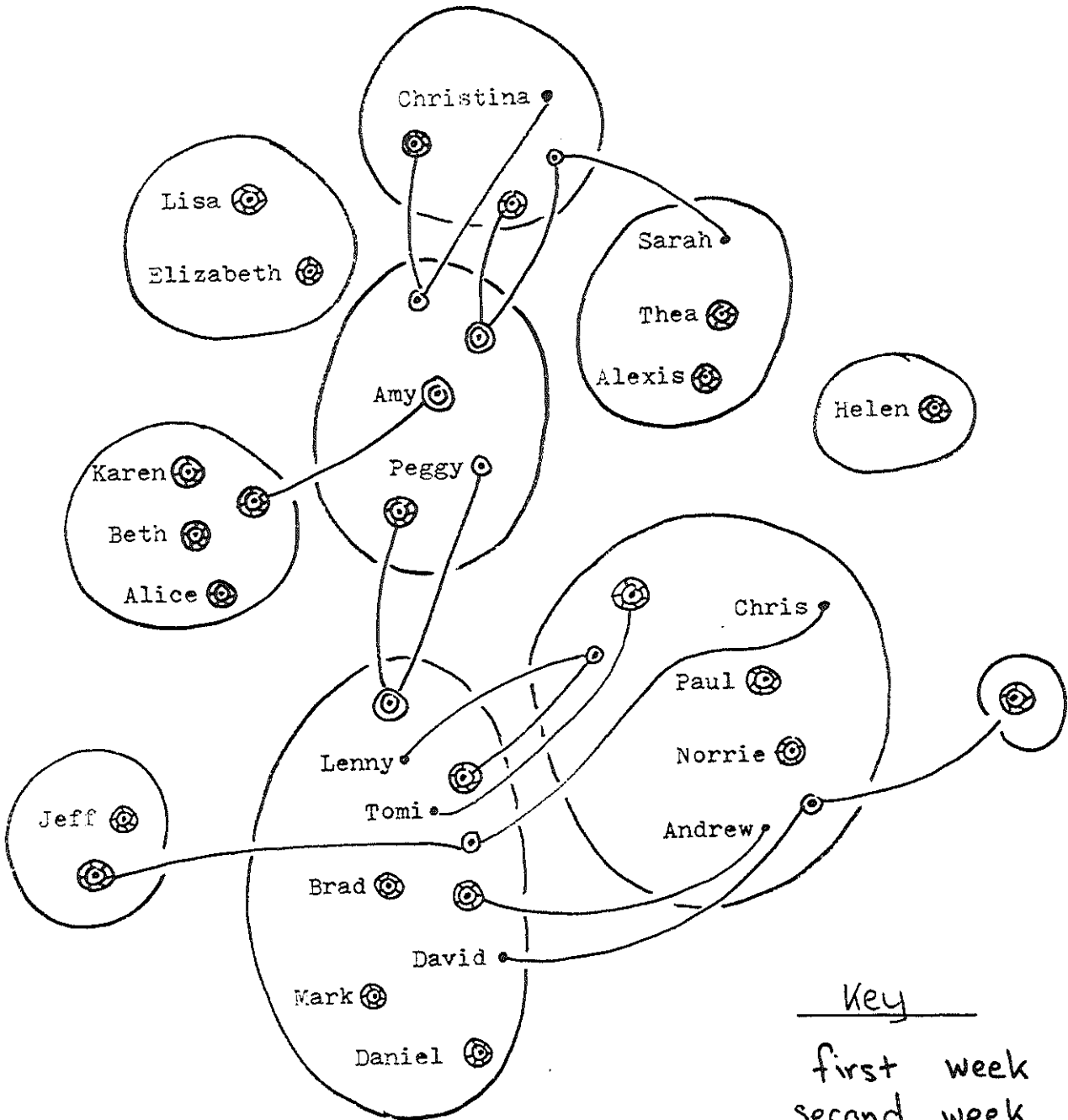


Relative popularity of activities available to children, according to total amounts of time spent on each during three different one-hour observation periods in January and February.

ObservationAnnette Spero
Monday, 1/7/74 BSE

- 8:45 A(Annette): I've been in bed sick all weekend and I don't have much patience today. O.K.?
(David Parker appointed "teacher" in absence of Jeff who hasn't arrived yet. David takes attendance.)
- David: Anybody have any news?
- Helen: I heard that the real name of the comet wasn't Halley but Hay-lee".
A man said on the radio.....
- A: Wait a minute! Does anyone have anything to say about this?
- Aneas: Halley's comet comes every 77 years. But this one isn't it. It's called Kahoutek.....
(conversation about comets)
- A: Paul, later you go to the library and look up comets and sketch a picture of one.
(guinea pigs brought in; brief interruption)
- David: Anybody else have any news?
- David Y: There's positively no gas going to be sold any more on Sundays.
- Mark: I don't know what state it's in, but these people invented a new motor oil and it's much better....
(discussion)
- Thera: There's this aspirin that's come out and I don't remember the name of it but it's much better for your stomach.
- Lenny: They're using soy bean flour and making soy bean flour and meat.
It's called soy fritters.
- A: Why do they use soy beans and not baked beans?
- Lenny: They're nutritious.
- A: Soy beans have protein.
(discussion of nutrition, vegetarians, meat substitutes. soy beans? nuts? eggs? apples? milk? cereal?)
- Sarah: My mother makes bread. It's so thick you can't chew it up.
(more discussion) (Beth to do protein project)
- 9:10 A: How about the paper? If you haven't done it over the weekend, the hand-writing one, do it now and pass it in.
(David picks Tomatsu to be "teacher" next day)
- Everyone starts working: SRA, practice handwriting sheets, weaving, coloring, writing, math papers, specific skills. Children come up occasionally to ask questions.
Low hum of conversation in room
- 10:50: recess

Sociogram



Key

first week •
second week ⊙
third week ⊗
fourth week ⊕

Diagram showing some of the connections between subject areas

Arts & Crafts

- Tray painting
- Vegetable prints
- Tink prints
- Collage
- Finger painting
- Straw "

- Weaving
- Embroidery
- Sewing
- leather purses
- Scenery for play
- Claywork

Dance

- Ballet
- Musical drama
- Folk dancing
- Movement

G-YM

- Track
- 1/4 mile sprints
- Tumbling
- Balancing
- Dance exercises
- Soccer

Drama

- Musical play "Princess & Dragon"
- Role playing: acting out bus boycott
- Jack & Beanstalk

Cooking

- Mexican pizzas
- Tostitos
- African stew (follow up on African Heritage unit)

Woodworking

- looms
- fishing poles
- marble raceways
- Individual work

Math

- Individual workbooks
- Measuring for marble raceway
- " " " " woodworking
- Timing marble races
- Fractions: 1/4 mile, 1/2 mile, etc.

Music & Rhythms

- Folk songs
- Freedom songs
- "Bones" song
- Pollution song
- Rainbow song

Science

Natural

- Fossils
- Pre-historic mammals
- Bones
- Human bones
- S's broken clavicle

Physical

- light & color
- Prisms, rainbow
- light bands
- Paint wheel
- Reflections
- Periscopes
- Kaleidoscopes
- lazer beam
- Strobe lab
- Dynamics

Social Studies

- Pollution
- S. goes to Italy
- Machine Gunner King
- Civil Rights movement
- Montgomery bus boycott

Reading

- on dinosaurs for book project

Writing

- about self
- "What makes me mad at school?"
- Dinosaur books

Phonics

- work papers
- games

Curriculum Flow Chart January - February

(underlining indicates pupil initiated activities)
 other space books

Space
 Marc and Sam's Space Books
 → Moon map
 → Star charts
 → Putting up Geodesic Dome
 → Astronauts capsule
 → Making Astronaut suits
 → Making instrument panel
 → Dramatic play in dome
 → Counting + Measuring

Snow
 → discussion
 → Story → The First Snow → Film Strip
 → Cut and Paste snowmen
 → Cut out snowflakes
 → dressed in clothing
 → geometrical shapes
 → Crystals-book
 → Rocks
 → discussion
 → collecting
 → sorting
 → examining a rock collection

New Aquarium
 → trip to fish store
 → trip to grocery store
 → Pond Water
 → examining organisms
 → observing tadpole changes
 → reproduction

feeding & caring for fish, turtles, tadpoles
 → Class book about pcts
 → Individual stories
 → Paintings, drawings
 → Care and feeding
 → putting male and female together
 → new babies born

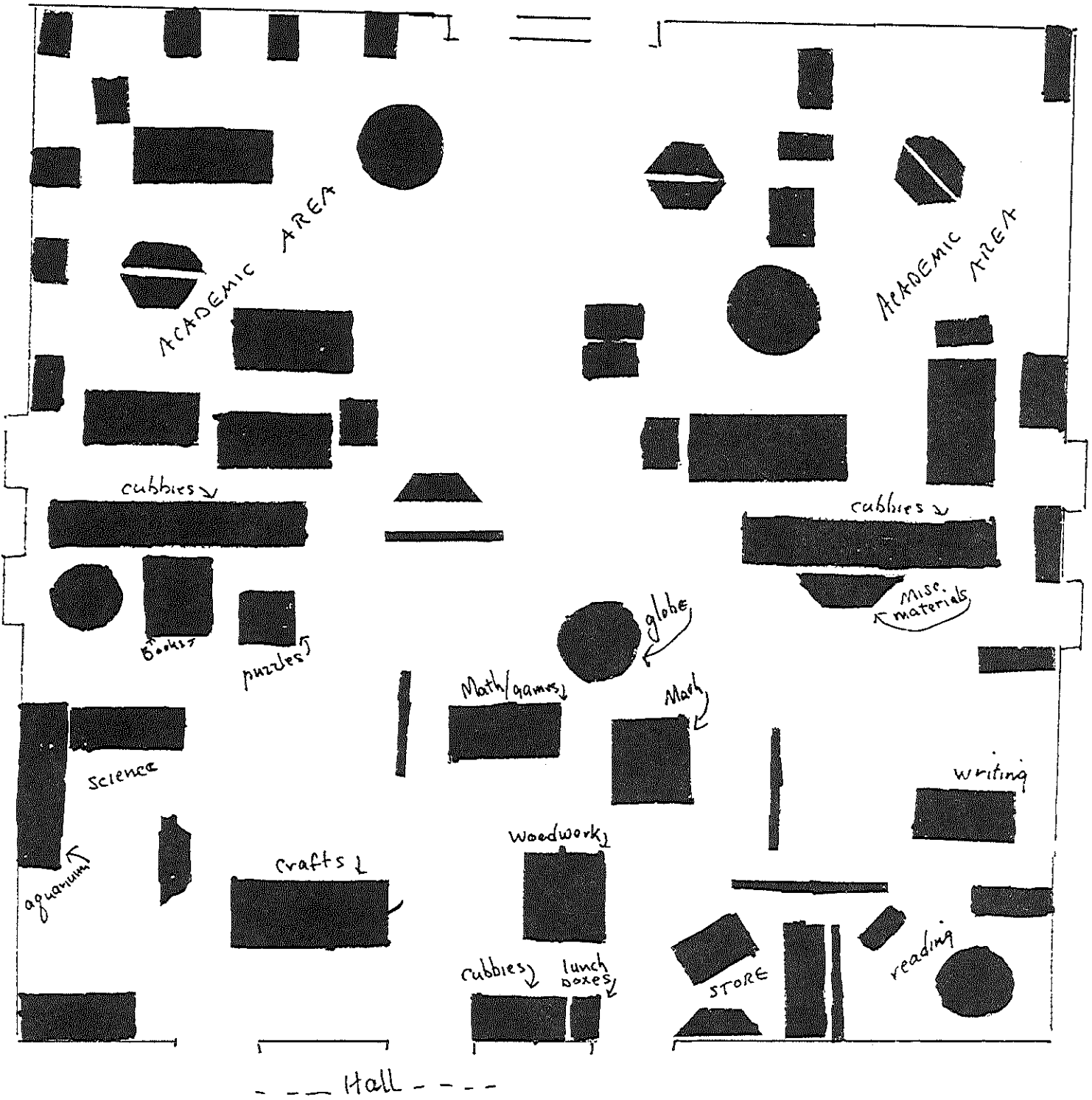
Water Music
 → Creative Dance

Gerbils
 → Mazes
 → timing
 → recording
 → discussion - language development
 → experience charts
 → graphing growth
 → measuring
 → labeling
 → story writing
 → filmstrips

Snails
 turtles
 frogs
 → diagraphing
 → { mazes on paper
 → kids making own mazes

Plants
 → Parts of
 → Seeds
 → sorting
 → examining
 → collecting
 → school home
 → Making cuttings
 → Making little greenhouse
 → Transplanting
 → Making salad
 → Seed collages
 → Making bean bags
 → Bean bag games
 → Kalah - math game

POD C 2/19/74
Approximate plan



Pierce School, Brookline

December 18, 1973

Joan Ottinger grade I

19 children

Program

8:15 Day began with meeting: administration (lunches, etc.); sharing.
One child at a time in front of class---telling story, showing books, etc.

Exchange: Teacher---What is a veil?

Child 1---I think it's a little bird.

Child 2---No, it's what you get married in.

Child 1----Oh, I thought she said quail.

8:45 Teacher:

---Andre, what is your plan?

---Linda, what is your plan for first thing this morning?
etc.

Everyone gets to work. Nine children in one area working on number books; five children in another area with workbooks; two on worksheets; one child at sand table.

10:30 Children asked to pick up. About half of them continued to work, others began clean-up.

11:05 Teachers presents three choices for recess:

1. Upstairs to gym to listen to story
2. Watch Electric Co.
3. Work at counter

Areas of room

1. Art

Clay bin



Workbench; woodbasket; tools in pail, rulers; vise

Shelves with games, puzzles, etc. plant

Table for art activities, 5' x 2'; 2 easels (one broken) with baby food jars; paint brushes; toothbrushes on wall.

Sink, sink counter, cupboard below; plasticene, paint, crayons, paste, paper, wool, newspaper and misc. art materials.

Writing easel with yellow pad

Sand and water tub on stand 2½' x 3' x 1' deep

Table 4' x 2' with yellow oilcloth; tin tub 2½' diam; pail; plastic water toys, jugs, watering cans, etc.



Paint buckets, (cardboard)---one for each child with name; on board shelves

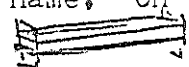


Table 4' x 2': magnifying lenses, construction toy; truck.

(cont.)

2. Math area

Round work table $3\frac{1}{2}'$ diam.

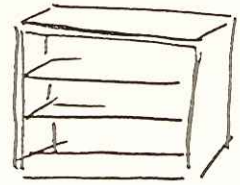
4 desks; 2 more desks back to back

felt board/peg board combination easel

felt board covering desk

shelves $4\frac{1}{2}'$ x 8"

Cuisenaire rods, balance, beads, blocks, piano-counter, clock,
pattern blocks, abacus rods, wood dominoes, wood numbers, geo-
boards etc.



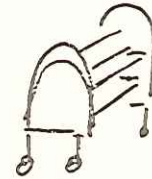
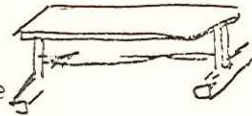
3. Reading corner

Bench 5' x 1'

trapezoidal table

book cart

plant, books of many kinds, Etcha-sketch.



4. Teacher's desk and general area beyond

teacher's desk

round table

child's desk

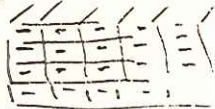
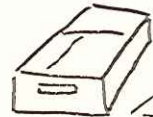
trapezoidal table

set of 24 tote tray in rack (4 tiers of 6 each)

t.v. on desk

autoharp; tape recorder with earphones; low chalkboard easel;

15 clipboard with duplicated papers;



5. Walls

Children's artwork

posters, photographs, numbers, cutouts, collages, etc.

many kinds of illustrative materials

Materials

Sand and sand toys

Books

Easels of various kinds

Home-made, battery light board

math and art materials

woodworking equipment

construction materials

tote trays and individ. buckets

math materials and games

autoharp, tape recorder

clipboards

Blocks

An observation from the block area indicates the extension of the children's interest in criminals, jails and gangsters (a theme of their movie).

Observation in Blocks

The boys have built a block structure for the gerbils. It is a jail and the inmates have been assigned to boys within the group. Noah is drawing a picture for a wanted poster, while Stewart tries to hold the gerbil still so that Noah can see him.

Stewart: Stay still you little. . . You can tell who he is by his tail, Noah.

Jules: (dramatic voice) It started one night when Short Tail escaped.

Stewart: Da da da da (Beethoven)

Samson: He escaped! Put him in jail and watch him escape.

Noah: I'm going to measure his tail and his body and his head.

Gets ruler: $3\frac{1}{2}$ " long body, 3" tail.

Jules: $3\frac{1}{2}$ " is the length of his body, his tail is 3".

Stewart: How long is his tail?

Noah: Wait! (remeasures) Yep, $3\frac{1}{2}$ ".

Jules: Wait, I'll write it.

Noah: His height is $1\frac{1}{2}$ ".

Jules: Wait! I can't write that fast.

Noah: His height is $1\frac{1}{2}$ ". Hair color: brown with white undersides.

Stewart: Put him in jail. Look at the crowd in jail.

Dante: Only one should be in jail.

Samson: I'm putting this guy in solitary.

Observation of Children with Rabbits

Misha is in the rug room watching Bliss, who has one of the newborn rabbits. Loretta enters, carrying Ethel, a large rabbit.

Loretta: Boy is she heavy compared to those little things.

Bliss: Is this one the littlest?

Misha: NO--that's the fourth or fifth to the littlest.

Loretta: Will you keep a sharp eye on him (the rabbit)?
(She is working on weaving.)

Misha: Ok. (to Bliss) Let's see if it's a boy or girl. How can we tell?

Dante: (Comes by and pets the rabbit.) Is Patrick (guinea pig) in his cage? (Stands by cage.) Oo-week oo-week oo-week

The girls come by and look at the guinea pig. Misha lifts him out and exchanges him for rabbit Loretta is holding.

Misha: You're a funny bunny! (back to rug) Watch him walk backwards. (She manipulates rabbit.) I'm going to see if I can find my favorite one. (to me) Did you see the bunny with the skinny stripe here? (Runs finger down her forehead.)

She goes off to find her.

BOBBI SNOW

Danny and John were making a spaceship. They cut off the end of a plastic bottle and painted it. They planned to put a balloon in the open end, attach the ship to a wire and let the balloon go, sailing the ship across the room. But they got stuck on how to attach the ship to the wire. So they painted the ship again. They stayed after school touching up some cracks in the now very paint covered ship. The next day's work period they painted little windows on it and people's faces in the windows. They put up the wire across the room and stopped work. Fooled around for a while. They went through the science books looking for a volcano picture. After gathering materials for a volcano they started work.

I didn't have time to help them with the spaceship, wasn't sure whether I should, and wanted them to "stick to it." Remembering Marty's example of the kid who came back and solved a problem days later I decided to acknowledge that they were still working on the spaceship (were they?) and asked them if they wanted me to put it on the shelf until they figured out how to attach it.

They worked on the volcano for a few days and seemed to have forgotten the spaceship. Covered with wheatpaste Danny exuberantly announced "I have a beautiful idea. Give me my spaceship." He got some paper clips and bent them to fit. The focus switch to the spaceship and it was a successful run. The next work period they returned to the volcano and talked about how to make the ship faster, having races, curving the wire, etc.

I wondered if the result would have been different if I had pushed them into finishing it or helped them solve it. What kind of classroom accepts and encourages kids delaying finding the solution to a problem? Is A product more important than THE product? Does feeling a pressure to come up with a solution right away make kids "give up"?

9/13/74

Schedules

9-12 yr. olds

Mon.	Tues.	Wed.	Thurs.	Fri.
9:00	CLASS		MEETING	
SKILLS TIME				
		ART		ART
12:00	L - U	n	C	H
T	H	E	m	E
Music	PE	music	P.E	
T	H	E	m	E
RECESS			2:30 - 2:45	
THEME PROJECTS, mini-LABS				

Mon.	Tues.	Wed.	Thurs.	Fri.
CLASS		9:10-9:50	MEETING	
SKILLS		Art	ACTIVITIES	
ACTIVITY			PERIOD	
12:30-1:00	12:30-1:00	12:30-1:00	12:30-1:00	
Music	Gym	MUSIC	Gym	
Quiet Time Theme + Projects				
Activities				

5 yr. olds stay
half day only
9:00-11:30
(to be expanded
at a later date)

5-7 yr olds

TRUMAN INFORMAL SCHOOL
(Enterprise School)
Cedar Rapids, Iowa

A TYPICAL DAY

9:00 Skills Time: Children arrive, sign up for lunch, check the mini-lab board to choose an activity for the end of the day, and gather in two groups for a short meeting to plan the day.

The 5 and 6 year olds choose from a variety of activities, and meet in small groups or as individuals with the teachers to work on language experience activities, reading, or number concepts.

The 7-9 year olds work in their individual study carrels with partners at reading, writing, math, or current projects. They conference individually with teachers to plan their individual goals and projects. Parents help individuals or small groups. Another teacher or aid gathers small groups for skills sequence teaching or listens to children read from their current self-chosen books.

At 10:30 the groups begin to flow from room to room as the children work on self-chosen activities at the centers in the school. They make cook, do a play, work at the science center, listen to recorded stories, paint, play games, or continue on "school work". Skills centers are assigned weekly to the 7-9 year olds in the areas of writing, math, and reading. The groups gather again for a story and discussion period at the end of the morning, and to hear their current story be read aloud.

11:30 Lunch The children who need a rest gather with a parent for sack lunch and a quiet time. All others walk to Truman School for lunch followed by gym or library time.

12:40 The whole school gathers for its daily meeting and singing time, followed by the quiet reading period, when individuals find a quiet corner to read alone, or groups gather around adults to hear a story read aloud.

1:15 Theme Time Everyone is involved in a theme group, chosen according to their interest. These are mixed age groups, with the exception of the 5-year olds, who follow the theme in a group of their own, at a more relaxed pace, and with longer recess and play periods. During the year the school has explored a Who am I theme or personality and self development, studied the local environment, produced and videotaped the play of Hansel and Gretel, and studied children around the world. They are currently studying animals and all related topics.

Typically a theme begins with teacher directed activities to awaken the children's interests, and branches out as children take up individual projects related to the ideas presented. Usually art projects become prominent, and drama, music, and writing are also means of expression used to share new learnings.

2:30 Mini-labs After a short break outdoors for play when weather permits, these special projects begin. Parents, teachers, or children with special project ideas use this time to share them with small groups. Currently a group has formed a science club, 4 boys are assembling a model plane, a group is papering the library corner, knitting, decoupage, sewing, and the weekly newspaper are helped by parent volunteers, and carpentry, pottery, movement and dance, puppetry, and cooking are other popular mini-labs.

By 3:30 car pool drivers arrive to take children to all parts of the city, and teachers sit down to talk over the day or make plans for tomorrow.

Primary Room.....Spring, 1973

8:30	9:00	9:15	9:30	10:00	10:15
Morning meeting. General discussion of plans for day. At end of meeting, kids fill in their contracts for morning projects.	Play Dough - 5 Likenesses/ Differences game - 2 Card game - 2 Yarn things - 4 Writing - 2 Reading - 2 Work book - 1	Play Dough - 7 Work book - 1 Origami - 1 Drawing - 2 Yarn things - 5 Random - 2	Play Dough - 6 Drawing - 1 Making bracelets - 4 Yarn things - 3 Reading - 1 Origami - 1 Sand table - 2	Recess	Teacher presents large posters which contain words with letters missing. Do not join - 3 In and out of group - 2 Participate - 12
10:45	11:00	11:15	11:30	12:00	12:30
Play Dough - 7 Math - 2 Writing - 1 Reading - 1 Blocks - 2 Bracelets - 4 Directionality game - 4 Random - 1	Yarn things - 4 Directionality - 3 Drawing - 1 Painting - 1 Watching others - 2 Bracelets - 2 Play Dough - 3 Setting up movie - 2	Clean-up	Square dancing in hall. Almost everyone joins in. Those kids who do not dance, leave.	Lunch	Film discussion of "I Wonder" with the counselor.
1:00	1:15	1:30	2:00	2:15	2:30
Egg-hatching & incubator build- ing - 11 Drawing - 5 Reading - 4	Reading - 5 Drawing - 6 Egg hatching - 8	Gym time Egg hatching - 6	Music - 8 Talking - 4 Egg hatching - 4 Drawing - 1 Reading - 3 Random - 1	Reading - 2 Music - 9 Reading - 1 Talking - 6 Random - 1	Cleanup

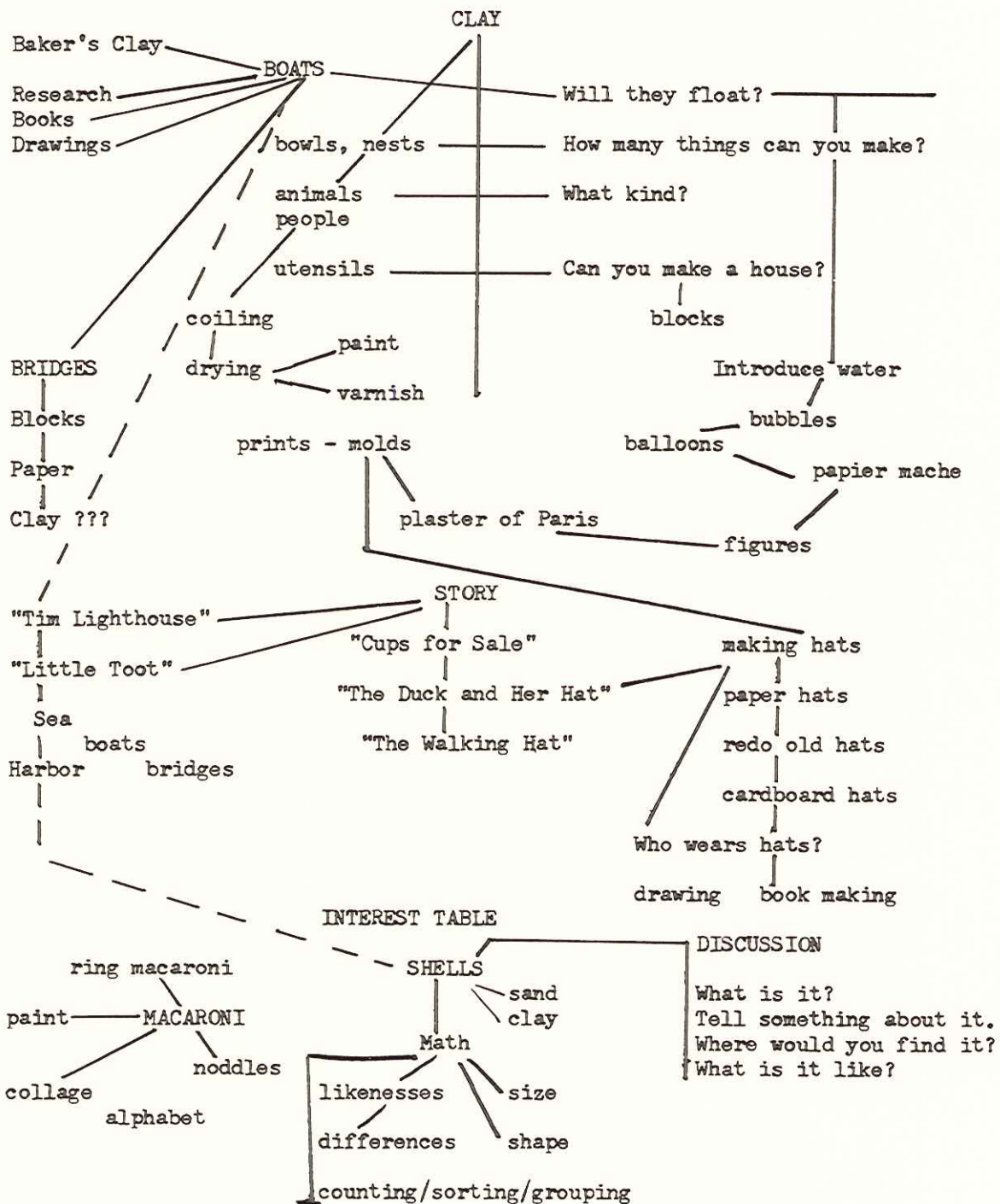
Sample Plans for the First Four Wednesdays

Schedule for Change: Beginning in mid-October, Consulting Teacher available to demonstrate discussion techniques, etc.

- Wednesday 1: Consulting Teacher brings in an interesting object (fur pelt, a rock, etc.) -- demonstrates a discussion in which children describe the attributes of the object, tell what it's like, etc. and encourages children to draw it.
- 30 min. AM
- 30 min. PM Teacher has children draw Paul Bunyan stories (the book she is currently reading aloud) and make up Paul Bunyan jokes (tape record).
- Wednesday 2: Consulting teacher, teacher, and aide take the children on a short nature walk to find fall leaves, berries, and seeds
- 30 min. AM
- 30 min. AM Have the children sort the things they found and discuss some of them.
- 30/40 min PM Teacher and aide let some of the children cover the Interest Table with paper and arrange the objects. Have others make labels and others start an Interest Table book of drawings and writing -- the latter to be continued throughout the week, in spare moments.
- 10 min. PM Short discussion of previous week's Paul Bunyan Drawings and replay of Paul Bunyan Joke tape.
- Wednesday 3: Aide to take small group on a nature walk to look for "changes" since the previous week and to collect evidence for the Interest Table.
- 30/40 min AM Consulting Teacher and teacher help other children to make popcorn. With chairs arranged in circle, consulting Teacher to lead discussion: "What happened to the corn?" "What changed?" "Is the color different?" "Is there more?" etc.
- 30 min. PM Teacher -- Have children rearrange Interest Table; hold circle discussion about the morning nature walk: "What new things?" "How are they different or changed from last week?" etc.
- Wednesday 4: Teacher -- Have some of the children make popcorn in different ways -- pan and wire basket. Have others preparing string for stringing and making syrup for popcorn balls.
- 30 min. AM
- Have aide take small group on a tiny things nature walk.
- 20 min. AM Teacher -- a circle discussion on the nature walk and Interest Table -- focus on "size": "What is the littlest thing on the table?" "The biggest?" "What do we call very little things?" etc.
- 40 min. PM Teacher-- read story on pilgrims, Indians, and popcorn. Start a popcorn book -- have some children work on a Popcorn Play, -- have others work on Interest Table and Interest Table Book.

BEGINNING OF THE YEAR ACTIVITIES

6, 7, 8 year-old group



September 15, 1974

Dear Chris

Short form: I have to begin on-the-job training this morning as ward clerk at St. Luke's, so I'll be unable to work as a classroom volunteer until this training is complete...one or two weeks...or until I faint at the sight of a hangnail and get fired, whichever occurs first.

Longer form: Joe has been a "free lance" photographer since May, after eight years at Channel 9. His total income for the summer would have been almost sufficient to pay two weeks' bills before inflation set in. He seems unaware that other forms of employment exist.

Therefore, being addicted to occasional food, and preferring shelter when it rains, I have been job-hunting. Weird or not, I've been determined to find a night job in order to do volunteer work at the Enterprise. Suddenly last week (after the Tuesday night meeting) a night ward clerk's job opened at St. Luke's. Training, however, occurs during the daytime shift. So, for the next week or two I won't be able to work at the school.

From what we see of your work (what Jenny brings home in the way of comments) you're doing a lovely, tremendous, dynamic job. Thanks.

Regards

Nancy K

P.S. Would you be interested in having our white buck rabbit live in the classroom this winter??

~Central School News~

A note from Lisa:

Somehow this does not seem to be the end of the year for so many new "new beginnings" are happening. We just had an extremely productive "Corporation" meeting where 24 of our 36 families met to discuss and vote on some major changes in Central School. This year has been difficult in many ways. The school added many new families and staff members and failed to take into account how so much change can effect an organization in many ways. We all felt that our government (our main channel of communication) was not working well. The increase in our size makes it doubly important to have clear channels of communication between parents and staff. We decided to add a governing board to our present system of committees. It will be composed of 9 committee heads, 3 officers, 3 staff members, one alumnae parent and 2 community advisors. We will still keep every family involved in decision making through their joining a committee that interests them. The committee heads will report to the board, and the board will thus serve to give a large number of parents information about the total picture of the school's operation. It will also provide a good channel of communication between committees and will bring very important matters to the entire corporation (all parents and staff). Many people are raring to go with this new system and have already volunteered to be committee heads.

Elections were held at this same meeting so that we can go into the Fall with some clear leadership in the parent body-- Fran Cooper, President, Joan Blackett, Vice President, Jackie Leigh, Secretary.

June 1974

In-Service Training

At that same meeting (very productive indeed) we voted to hire two "teachers-in-training". We hope these positions will give two people the opportunity to receive in-service training at Central School and start course work toward a teaching degree. One requirement is that they have no college training. This is a very important direction for the school to be taking that should make us much more relevant to the community we are trying to serve.

Our Summer Program, funded through Associated Foundations, is our start of in-service training. Susan powers will be working with four community parents with a group of 20 Model Neighborhood children. The parents will receive 6 credits toward an Assistant Teacher's Certificate. We are happy to say we have hired two already, one being Charlotte Clark, an ex-Central School parent 3/4s through her teacher training at Lesley; the other is Phyllis Hill, from Roosevelt Towers. Lisa taught her son 8 years ago in her first community program.

We are still looking for two Model Neighborhood parents for the other two training slots--without any college training. We will cover the Lesley tuition and will provide 7 weeks of supervised in-service training.

Table 9 contains Metropolitan Reading data on grades one, two and three. Mean Grade Equivalent scores of 2.08 for grade one; 3.07 for grade two, and 4.30 for grade three, are all at or above grade norms for subsequent grade levels.

TABLE 9
Metropolitan Reading
Frequency Distribution and Grade Equivalents by Grade Level 1972 - 73

Grade Equivalents	(Grade Level)		
	One N=32	Two N=33	Three N=24
1.0 - 1.5	8	2	1
1.6 - 2.0	12	4	1
2.1 - 2.5	5	9	0
2.6 - 3.0	4	4	8
3.1 - 3.5	-	3	-
3.6 - 4.0	2	3	3
4.1 - 4.5	1	4	5
4.6 - 5.0	-	2	-
5.1 - 5.5	-	1	1
5.6 - 6.0	-	-	-
6.1 - 6.5	-	1	-
6.6 - 7.0	-	-	-
7.1 - 7.5	-	-	1
7.6 - 8.0	-	-	2
8.1 - 8.5	-	-	2
8.6 - 9.0	-	-	-
9.1 - 9.5	-	-	-
9.6 - 10.0	-	-	-
Mean Grade Equivalent	2.08	3.07	4.30

CRITERIA FOR SPECIAL SERVICES PROGRAMS

I. Special Education Services: Speech Therapy, Learning Disability, Educational Handicap (Type A), Behavioral Disorder (Type C), Mental Impairment (EMI), Social Work

A. Speech Therapy

1. Eligibility for speech service will be based upon presence of these characteristics:
"The child exhibits deviations of speech and/or language processes which are outside the range of acceptable variation within a given environment and which prevent full social or educational development."
2. Evaluation by a qualified speech therapist shall be required to determine presence of speech and/or language impairment; evaluation shall include screening and diagnosis to determine impairments of oral language comprehension, production, or usage, including disorders of fluency, phonation, resonance, articulation, oral language formation and oral language comprehension.
3. Placement in the program will be based on the recommendation of the speech therapist related to the severity of the problem and the available space in the program.
4. The number of students seen by the speech therapist shall be based on the nature of the speech and language needs of the individual children but shall at no time exceed a case load of eighty (80) students.

B. Learning Disability

1. Eligibility for learning disability service will be based upon presence of these characteristics:
"The child exhibits one or more deficits in the essential learning processes of perception, conceptualization, language, memory, attention, impulse control or motor function."
2. A full psychological evaluation shall be required to determine the presence of a learning disability; a full evaluation shall consist of the study of the referral material, in-depth evaluation of the child's abilities, achievements, emotional status, and special abilities and disabilities, and such other activities as are required to complete the total psychological profile of the child.
3. Placement in the learning disability program will be made following the recommendation of the psychologist based on a full psychological evaluation or based upon evaluative procedures other than formalized testing where a full psychological evaluation is neither required nor appropriate.
4. Instructional programs serving students with learning disabilities shall have a recommended enrollment of ten (10) students.

B. Trips (through March, 1973)

Major Trips

September	October	November	December	January	February	March
Merck Forest	*		*			
				Harrisville	Montpelier	Randolph

Shorter Trips ($\frac{1}{2}$ or 1 Day)

Does not include regular trips to the store, the McCullough Library, the College Library--too ordinary to mention.

- Route 7 Construction Project (10 times)
- College labs (25 times)
- Bookstore (4/week, January-February)
- Bennington Free Library (3/month)
- Viking Ski Touring Center (2 times)
- Town Offices (1)
- Bennington Banner (2)
- Bald Mountain hike (1)
- Harrington's Cobble hike (1)
- North Bennington gym (2/week, January on)
- "Walkabout" movie trip
- Merck Forest day trips (12)
- Bennington District Court (2)
- Skating rink (2)

Examples of field trips past & present

Art Center

Iowa City historical museum

bowling alley

pet shop

Water purification plant

Police dept.

theater building

Indian Creek Nature Center

Barlow's Supermarket

Seminole Valley Park

Fire Station

Amana Colonies

Mrs. Melancon & Mr. Virden:

Please do not administer to David Latham the Iowa Tests of Basic Skills. We do not believe that these tests are necessarily relevant to the acquired skills of a child in the Informal Program, nor do we believe it is in keeping with the informal philosophy to test a child on any specific set of arbitrarily determined skills and evaluate his academic progress on that basis without regard to any acquired skills not so tested, or to the limitations and biases of such rigid tests.

Thank you.

Yours very truly,

Ralph H. L.
Geraldine J.
Mr. & Mrs. Ralph L

DEAR CHARLIE BROWN - I do not have enough time to fix my bike. What do you suggest I should do? Bill Orestad.

Dear Bill - Make time. Organize yourself.

DEAR CHARLIE BROWN - How can I keep my dog off my bed? We go to Montana once a year and I want to go twice a year. I don't know what to say to my mother and father. Doug Johnson

Dear Doug - Fill a squirt gun with ammonia and every time your dog gets on your bed squirt him with it. Ask your parents nicely and if that doesn't work tell them you will be perfect for a whole year - then do it.

DEAR CHARLIE - How do you sip school Charlie? My dog follows me to school. How do you stop the rain? Jerry Brock

Dear Jerry - I wouldn't sip school. I don't think it would taste very good. You just DON'T stop the rain.

DEAR CHARLIE BROWN - My dog keeps getting away. What should I do? Tereza Villaluz

Dear Tereza - Try chaining him up.

DEAR CHARLIE BROWN - How do you skip school? John Bill

Dear John - I'm sorry but we could not answer your letter because we could not read it. See Jerry's answer.

DEAR CHARLIE BROWN - Today is horrible can you make it a good day? Brian Vail

Dear Brian - Sit down and watch television - that might make you feel better.

DEAR CHARLIE BROWN - I have a new dog and I don't know how to train him. Will you give me some advise please? Linda Hanger

Dear Linda - Ask Jeff - he is training his dog.

DEAR CHARLIE BROWN - Where can I build a bridge with water under it? I have lots of wood. Rex

Dear Rex - Try the mud puddle out in the school yard or the ditch in front of your house.

DEAR CHARLIE BROWN - I have a fish bowl. I do not have a fish to put in it. Do you know where to get some fish? Victor

Dear Victor - Look at the Mall in the pet shop.

(cont.)

DEAR CHARLIE BROWN - How do you skip school Charlie Brown? Always for me when I got to my friends but I run to my friends then my dog go home.
Bryce Snyder

Dear Bryce - Just don't go.

DEAR CHARLIE BROWN - I keep on missing school. How can I not get sick anymore? Linda B.

Dear Linda - Go to the doctor and ask him because I'm not very good on curing people.

DEAR CHARLIE BROWN - Our class had two gerbils. Mabel and Charlie. Mabel died. Someone hurt her we think. Charlie is lonesome. What should we do? Gloria

Dear Gloria - You could go to the pet store and buy a new one or you could shrink yourself and get in the cage yourself.

DEAR CHARLIE BROWN - I am having trouble with my cat because my cat doesn't want to eat cat food. Charlie Brown I can't sleep. Can you give me some sleeping pills? Maria

Dear Maria - Make your eat do without if it won't eat. No I cannot give you sleeping pills.

DEAR CHARLIE - How come my dog bit me this morning? Martin

Dear Martin - Maybe he doesn't like you.

DEAR SNOOPY - I am tired at school. Ronette

Dear Ronette - Go to bed earlier like about 9:00 p.m.

DEAR CHARLIE BROWN - When I go somewhere my dog follows me. What should I do? Debbie

Dear Debbie - Put him in the garage so he can't.

DEAR CHARLIE BROWN - Why are you a block head? Jeff

Dear Jeff - I'm not a block head.

DEAR CHARLIE BROWN - I have a problem - my bike's lost a pedal. I can't get a new one. Michael

Dear Michael - Do without one or take two blocks of wood and tape them to the pedal.

DEAR CHARLIE BROWN - How do you make money for a motorcycle when you are too little to work? Robert

Dear Robert - You're not too little to go strawberry picking this summer.

DEAR CHARLIE BROWN - My dog died. What should I do. Brad

Dear Brad - Bury it.

The Daily News of Pod C by Maureen O'Brien

This is the first edition of our weekly paper.
Sept. 12, 1974.

Peter got stung by a yellow-jacket.
He gave his mom her birthday present
because he couldn't wait. It was a bunny
bear cactus. David R. ~~found out~~
found out that part of the bike trail
next to Krotiak St. was washed out by the rain.
Carrie said that a lady on Hemlock St. had cactus
plants stolen from her yard.
Maureen's cat got out and almost got hit by a
bike. Laura's hair is really dark brown, not black like
some people think.

Teacher Interview
February, 1974

I: Let's begin with a simple description of your classroom. As a stranger what would I see if I walked into your room?

T: You'd see alot of different activities going on. You'd find kids involved in different things, working either in small groups or individually in different places around the room.

I: What would I see if I looked around the room physically?

T: You'd see alot of the kid's work up in the room. There's a blackboard in the front with lists of groups I'm going to meet with during the day or some of the things I want them to do. On the window side, writing ideas are posted on a bulletin board which angles out from the windows to create a language arts center. Behind the board is a desk where kids can get involved in different language arts things. Towards the back we have an area where there are plants. We've been growing plants since September. People call it our little green house. Then there is a reading center in the back--carpet, couch, a comfortable chair and book shelves along the back. There is a long magazine rack. There's a sink area in the back of the room and that area has been a kind of combination art and science area. Our chemistry table has been near that because the boys messing around with that need the sink. Right now there are materials back there with a tub of water where we are making snow shoes. We're soaking pine. Then coming on around the room to the left, the kids have displayed some of their own individual learning projects. I have a math center with different activity cards, some they've made up, some I've made up. Then an area where we keep our games and math materials.

I: Where would I see desks and tables?

T: There are tables clustered in the center of the room that aren't part of any specific center area. Those are used when I want to meet with small groups or if I want to meet with the whole group and want them sitting down. There are also tables in alot of the different centers. There's a table in the hall for the kids to work at. There might be a table in the math area or in the language arts area. And the teacher's desk is used as just another table in the room. We have no desks in the room and I think I'm kind of fortunate not to have any.

I: Is there anything else I would see in the classroom?

T: Right in the middle of the room there is a storage area. It's a long divider and then a book shelf we've made from bricks and pieces of lumber where the kids have their own individual tubs. Seeing as we don't have deks they do need an area to store their own personal possessions.

(cont.)

- I: Has the arrangement of the room changed over the course of the year?
- T: Yes, it's changed quite a bit. In fact, I can't even recall right now what it looked like at the beginning of the year. We've gone through so many changes. The change we're at now is one that we made when we came back from Christmas. The janitors had pushed things around so I gave the kids a piece of drawing paper and said "Design the room the way you want it." And they came up with this arrangement. It's worked the best of any arrangement because we've done less pushing around lately. But I like to change things around at least every five or six weeks.
- I: Why?
- T: I notice that the kids find it more interesting if the room has been changed. It's more stimulating for them. Just because of changing the room around they look at the same thing in a different way and something is drawn to their attention that they missed before. Another reason for changing the room around is that we're doing different things now and we need to accommodate a different kind of activity. In the beginning of the year I worked more with whole group things as I was getting to know the kids. Now I'm able to function almost the whole day with individual or small group things. I find the room arrangement can be really different now that I don't need to be able to see what's happening all over the room.
- I: Are there any other places you use that you haven't already mentioned?
- T: We use the hallway quite a bit. There's always a group at a table out there or we have pieces of carpet that are about 4 feet by 4 feet that they drag into the hall either because they want to take a tape recorder out there and it's noisy in the room or they just like the privacy that the hall can provide. Kids will work underneath tables. There's a long table in the middle of the room near the storage area that has a rug underneath it and there are always a few down there. It's a little cubby hole. They'll sit down there and take a nap or read. Kids have used the library throughout the day. We are provided by the school with a library period but I've always kind of ignored that and told the kids to use the library when they need to. That generally works out. Sometimes we've had a problem with too many down there when another class comes down to use it. We have used [the principal's] office too. I have a mother who comes in and teaches French to a group of kids and she'll take them down to [the principal's] office. When they have a play and they're going to be noisier than a library likes and they're really working things out then they can use [the principal's] office.
- I: We know that no two days are alike but we would like to get a general picture of what your day is like. Describe what would be a typical day.

-- In the matter of choice---what are the choice points in the day or in the week,would you say?

KM Well, if the child chooses to do a special project, he can do research in one particular area. I've only had three children who have done that all year.

----Would he be choosing from options which you presented him?

No, something that he is interested in. Like I have a child that did a whole thing on architecture. We have a team of architects that come in every week. They're gradually giving the children an awareness and they started small by having the children map out their school room and gradually working, step by step, to a big, large, blow-up map, of each child's route to school. They come in weekly for about an hour and a half or two hours. This has turned on something in this particular child and he has gone on and done a special project. One of the other children did a history project ... but, as far as the specific discipline, they can choose what they want to cover in reading, spelling. They have certain books they've chosen or some children just want a special list of words. There too, I give certain children special work because they need to learn certain patterns. Likewise in language arts, likewise in math. Anything a child has a weakness in, I identify it at a given conference and at the next conference I will prepare something to help him along.....

--- Is the afternoon differentiated in any way from the morning?

AS I wouldn't say so. They know what they have to do and they want to do it. In fact, if I decide I want to do poetry, sometimes they get very angry because they feel that they've got other commitments and that if I want them to learn to budget their time, then I should honor that and not interfere with whatever they've planned...and I've learned to respect that. I takes away a little from the spontaneity but I think I've got to respect what they're trying to say to me as well. what I've been hearing lately "X knows how to do division. I'd really like to learn how to do division---or do fractions." And this is fine and they do, in fact, teach one another... it's a really helping kind of class, but they want to have like little workshops... and that's what I've been doing recently. I said, "Forget contracts," partly because I'm involved in testing, achievement tests and things like that so it isn't really a normal kind of week right now and the workshops are really fun kinds of things and I'm thinking how I could institute them for my whole class right now, because they're really, really liking it.

---- You've used the term workshops, haven't you?

AS Maybe that's just sort of my way of saying groups...but not really. It's a time for us to get together and for me to impart some kinds of information because I'm never in a position where I'm teaching... no way do I get up in front of a class. What I would do is... they have to learn, say five numbers into ten numbers and I put them up on the board///and one person would do it on the board and the other people on a piece of paper...it would just be a time where people were making a concerted effort to work on one discipline. I've been thinking of doing it for English. A couple of kids wanted to do things with some of the language skills.

I. CHILDREN'S LEARNING: WHAT AND HOW (continued)	Check One			
	1	2	3	4
C. Teaching Basic Skills				
<u>Illustrative Items</u>				
1) Language arts and mathematical thinking run through the whole program, rather than being limited to specific periods each day.				
2) Children are expected to think and figure things out for themselves, learning how to cope with their own world.				
3) The relation between cause and effect is stressed whenever possible.				
4) Symbols and various modes of representation are used any the reasons for each are explained.				
5) Content and expectations are constantly expanded as children grow more competent.				
6) Children are helped to become aware of the need to develop their competencies in all basic skill areas, and to understand their importance.				
7) Other: (Use back of page, if necessary.)				
D. Teaching Ideas and Concepts				
<u>Illustrative Items</u>				
1) Ideas, notions, questions and feelings are of primary importance in the learning-teaching situation.				
2) Opportunities are given for trying a variety of solutions to problems.				
3) The curriculum includes ways of understanding the qualities of how people, animals and objects differ from one another.				
4) The purposes for which various objects are used are made clear.				

April 5, 1974

TO: BOARD OF EDUCATION
FROM: EDUCATION COMMITTEE
RE: RECOMMENDED EDUCATIONAL DIRECTION

The Education Committee has met twice to discuss the status of programs of open education in the district and the relationship of these programs to the general educational direction of the district. We recommend for consideration by the Board of Education this statement as presented to us by the district administration and as approved by our committee:

1. That the district support the creation of classroom programs in each school to present learning options that meet the needs of children with different learning styles and reflect the strengths of teachers with different teaching styles.

We consider the learning options appropriate for development within each school setting to include traditional classrooms, team teaching programs, and open classrooms. This listing of options should not preclude consideration of other educationally sound programs that school staffs might design as they review the needs of children within their school and develop additional options to better meet these needs.

2. That the district formally state its support for open classrooms as one of the learning options that should be considered for development within each school setting.

We consider the open classroom to be an educationally sound program that merits district support. We recognize that some parents have hesitant feelings about this program and therefore suggest that the administration honor the wishes of parents in assigning students to open classroom programs in so far as this is possible.

We believe that district support for learning options within each school setting will allow our staffs to increase the educational potential of our schools. Such support will encourage staff members to plan programs that give dignity and weight to each teacher's contribution to the total school program and to each child's need for learning success.

CAMBRIDGE SCHOOL DEPARTMENT
Department of Language Arts

August 19, 1970

TO: THE MASTERS OF THE ELEMENTARY SCHOOLS
FROM: Mr. Richard S. Phelps, Director of Language Arts
RE: CERTAIN C.H.L.S. ENGLISH TEXTBOOK TRANSFERS TO THE ELEMENTARY SCHOOLS

Due to the activities of the English Language Arts Curriculum Committee and the curriculum revisions at all grade levels in English, some textbooks which were formerly used by the English Department at C.H.L.S. are to be transferred to the elementary schools (upper grade levels).

To determine the schools to which the books are to be transferred, references were made to the textbook inventories in English of the elementary schools. Due to the limited number of books, in most cases sets for half-classes have been provided.

In accord with the issuance in September of the "Preliminary Curriculum Guides: The English Language Arts" the books included in this transfer have been placed by the Curriculum Committee appropriately by grades accordingly:

JOHNNY TREMAIN, Esther Forbes-	Grade 7 Placement
TREASURE ISLAND, R.Stevenson-	Grade 8 Placement
"A CHRISTMAS CAROL"C.Dickens-	Grade 8 Placement

Staff Development

In order to build their effectiveness with children, the staff and parents of Marcy have undergone training and enrichment. The following are the kinds of activities in which they were involved:

Summer, 1972

Workshops: Reading Workshop; 30 hours, 20 persons
 Evaluation of the Year; 6 hours, 25 persons
 Rosemount Open Education Workshop; 2 days, 15 persons
 Prospect School; 1 week, 15 persons
 Affective Reading; 3 weeks, 4 persons
 Reality Therapy; 1 week, 12 persons
 Theoretical and Didactic Workshop; 5 weeks, 4 persons
 Community as a Laboratory; 3 weeks, 2 persons
 Human Relations Development; 2 weeks, 4 persons
 Training for Aides; 1 week, 14 persons
 Pre-fall Planning; 2 weeks, 25 persons

Conferences: Elementary/Kindergarten/Nursery School Educators;
 3 days, 6 persons

Visitation: Prospect Summer School, Vermont; 6 weeks, 4 persons
 British Infant Schools; 3 weeks, 6 persons

School Year, 1972-1973

Workshops: Human Relations; 48 hours, 25 persons
 Mini-workshops in language; 15 persons
 music; 15 persons
 environmental science; 15 persons
 science; 15 persons
 mathematics; 15 persons

Conferences: Gifted Children; 1 day, 1 person
 Open Education; 3 days, 3 persons
 Alternative Education; 3 days, 4 persons
 Counseling; 2 days, 1 person
 Group Process; 3 days, 1 person
 Special Learning Disability; 1 week, 1 person

PARK FOREST ELEMENTARY SCHOOLS Park Forest, Illinois
School District 163 Board of Education 748-7050

1974-75 SCHOOL CALENDAR

- August 30 Institute for entire staff
- September 3 First day of school - kindergarten, regular session
1st through junior high, one-half day
- October 14 Columbus Day observance (schools closed)
- November 7, 8 Parent-teacher conferences (no classes)
- November 11 Veterans' Day (schools closed)
- November 27, 28, 29 . . . Thanksgiving vacation (schools closed)
- December 20 Schools close regular time - winter holidays begin
- January 6 Schools reopen regular time
- February 12 Lincoln's Birthday (schools closed)
- February 13, 14 Midwinter break (schools closed)
- March 10. Institute day (no classes)
- March 27. Schools close regular time - spring vacation begins
- April 7 Schools reopen regular time
- May 30 Memorial Day (schools closed)
- ** June 25 Last day of school (shortened classes)

** Because a state law requires the board of education to include in the calendar "emergency days" in case school is closed during the winter because of severe weather conditions, June 17 through 25 have been included as "snow days." If no weather emergency closes school, June 17 through the 25th will be dropped from the calendar; school will then close on June 16.

Half-day teacher institute days will be determined and announced later.

Twenty-two parents mentioned their child's experience at the Alternative Public School as a determining factor in their own assessment of the school ("I feel that it is working on my child. By working, I mean that he is interested and he is enjoying what he is doing and learning;" "My child loves to go to school and feels completely at home there, is very attached to his teacher and to the other kids and has learned an amazing amount in only three months;" "Too early to tell much, but my daughter goes to school gladly and returns bright-eyed and that's good enough for me!").

Although the general tone of almost all the statements was positive, there were many criticisms and negative feelings expressed which should be included here, not only in order to give an honest picture and avoid sounding like a publicity release, but also to give serious weight to those criticisms, since we feel they should be considered and acted on whenever possible. We want to respond to the parent who wrote, "Would appreciate knowing the purposes and uses to which the information is to be put." There were mixed reactions mainly on two subjects: parent participation and the place of academic skills in the curriculum.

On the question of parent participation in the school, one person resented feeling guilty about not participating ("That I like least about the school is feeling guilty for not having worked more on it"), four parents were confused about how and when to participate ("I haven't yet thought of a project or presentation which would be a sure success on a 'drop-in' basis"; "I have been willing to participate in the work sessions but received no information!"). Two people said they wanted to participate more ("I would like to help more if I can manage to get a part-time job....."), four people said they wanted others to participate more ("would like to see more parent participation"), one person wanted to participate less ("I hope A.P.S. does not get as parent-involving as the Central School") and two people mentioned how much they enjoyed participating ("I like being able to work in the school as an aide"). Since the questionnaires were returned early in January, some of the above problems may have been worked out by now. Nonetheless, the question of parent participation remains an area for discussion and both mechanics and theory need to be clarified.

THE PRINCIPAL

	EXCELLENT	SATISFACTORY	UNSATISFACTORY
THE PRINCIPAL KNOWS WHAT IS HAPPENING IN SCHOOL.			
HE KNOWS HOW TO HELP HIS TEACHERS PERFORM WELL.			
HE IS NOT AFRAID TO REMOVE BAD TEACHERS.			
HE TALKS WITH STUDENTS OFTEN. HE LISTENS TO THEM.			
HE IS NOT A DICTATOR, HE WELCOMES HELP & IDEAS.			
HE LIKES PARENTS TO VISIT AT ALL TIMES.			
HE ANSWERS QUESTIONS DIRECTLY & CLEARLY.			
HE IS ENERGETIC & WORKS HARD.			
HE ALWAYS WANTS TO MAKE HIS SCHOOL BETTER.			
HE IS DETERMINED THAT ALL HIS STUDENTS WILL DO WELL.			

PARENTS COMMENTS: _____

STUDENTS COMMENTS: _____

SUGGESTED SCORE: EXCELLENT 2
 SATISFACTORY 1
 UNSATISFACTORY 0

YOUR SCHOOL SCORE: _____



EVALUATION OF GOALS (PIE)

Please give your assessment of the progress that the Informal School is making in attaining the stated goals as they relate to your child. (_____)

Child's Name

Indicate your responses by checking (x) from:

S-Satisfied, D-Dissatisfied, U-Undecided

- | Goals relating to children are: | I am: | | | |
|--|-------|-----|-----|------|
| | S | D | U | |
| 1. to promote a group atmosphere in which each person can feel free to express himself and find appreciation for his contribution, and in turn respect the contributions of others | [] | [] | [] | (31) |
| 2. to encourage creative expression in: | S | D | U | |
| art | [] | [] | [] | (32) |
| music | [] | [] | [] | (33) |
| writing | [] | [] | [] | (34) |
| movement | [] | [] | [] | (35) |
| drama | [] | [] | [] | (36) |
| 3. to seek ways to find creative group expression | [] | [] | [] | (37) |
| 4. to foster mutual helpfulness in the daily business of learning | [] | [] | [] | (38) |
| 5. to provide experiences which will enable children to clarify their values in relation to the world and its problems | [] | [] | [] | (39) |
| 6. to make use of the total community as the classroom and seek to bring about learning experiences in actual situations whenever possible | [] | [] | [] | (40) |
| 7. to develop basic skills in: | S | D | U | |
| reading | [] | [] | [] | (41) |
| writing | [] | [] | [] | (42) |
| computation | [] | [] | [] | (43) |
| speaking | [] | [] | [] | (44) |
| listening | [] | [] | [] | (45) |
| inquiry | [] | [] | [] | (46) |
| 8. to develop proper habits and attitudes toward health, physical fitness and recreational skills | [] | [] | [] | (47) |

(cont.)

Goals relating to children are:

I am:

9. to individualize instruction to fit the learning style and pace of each child through the use of learning centers, individually guided education and the thematic approach to curriculum integration

S	D	U	
[]	[]	[]	(48)

10. to develop independence in planning use of time, making decisions, solving problems and sharing discoveries

S	D	U	
[]	[]	[]	(49)

Goals relating to parents are:

11. to involve parents in the process of education through decision making, volunteering in the school setting, sharing outcomes and evaluation

S	D	U	
[]	[]	[]	(50)

12. to share whatever in the experiences of the program may be helpful to other parents and teachers insofar as it doesn't interfere with the working atmosphere of the school

S	D	U	
[]	[]	[]	(51)

Additional inquiry:

1. Please give an estimate of the number of hours each parent has volunteered this semester in the following areas:

	Mother	Father
decision making	_____	_____
in the school setting	_____	_____
sharing outcomes	_____	_____
evaluation	_____	_____

2. Indicate (x) your plans for involvement during the next semester with PIE.

Involvement	Mother	Father
increased	[]	[]
the same	[]	[]
decreased	[]	[]

COMMENTS:

"The principal is responsible for the day-to-day operation of the school in all its aspects. She must insure that, academically, the school operates on the principles of informal education. She must insure that all parents are consulted regularly in respect to their own children. She must institute educational policies as directed by the Policy Board, except where such policies conflict with over-riding regulations.

"She is directly responsible to the Superintendent of Schools and must insure that all policies and regulations of the superintendent's office and the School Committee are duly carried out, in so far as they apply to the Alternative School.

"She is the supervisor of all regular staff members.

"In the experimental stages of the school the principal should have an assistant to observe classroom conduct; this is to provide the principal with information necessary to steer the conduct of the school along the desired lines. As soon as the staff acquires the necessary experience (probably after the first year), this will no longer be necessary.

"It is the responsibility of the principal to report to the Policy Board from time to time to indicate progress in the implementation of policy." (Principal by the director, 1/73)

"The Policy Board is responsible for general educational policy within the limits of over-riding regulations. Policy, once decided, should be immediately recorded in clear and simple language and distributed to the parents, staff and Policy Board members. It is not the responsibility of the Policy Board to deal directly with specific cases or particular details. The Board should receive its input from its members, who represent parents and staff. Provision should be made for any parent who wishes to state a case or offer an opinion to the Policy Board, however. Meetings should be regular and well advertised to parents. They should not be more frequent than once a month, as attendance should not be a burden on the staff or the parents.

"While provision for participation by parents should be made at every Board meeting, we must insure that certain non-members do not dominate the whole meeting. It makes a mockery of elections if non-members consistently take over. At the same time, however, the meetings should be conducted so that all parents who attend are given an opportunity, and, in fact, are encouraged to contribute.

"The Policy Board should also serve as a forum for grievances of staff members who feel that they have not received satisfactory answers from the principal on issues relating to matters of policy." (Policy Board by the director 1/73)

Faculty Meeting 7 March, 1969

A report of the NAIS conference was given. Then Lisa Winslow gave a report about Central Subject. Among items that she mentioned were that there is a continuity of teaching Central Subject at C.F.S. We need more team-work with the Librarian in relation to curriculum materials. There is a lot of reading aloud going on in all the classes. There is more reading for information needed. Kids need to be exposed to textbooks in a positive way. Chronological order means very little to children. They don't get the idea of time sequence.

Lisa read from a report written by Raya Goff's brother, which will be passed around to staff members requesting it.

Number three on the agenda was a proposed teaching plan in grades five through eight which was mentioned by Joan Sindall and will be taken up in more detail at a later time. Joan has done a lot of work on this and it turns out to be a feasible plan which we must look at in the future.

Then Sallie Homans made a proposal for a reading specialist in the school. There was general agreement that a reading specialist who would also work on spelling and writing should be hired next year to work especially in the five through eighth grade area. This reading specialist would 1)conduct seminars in reading curriculum for teachers, 2)test children with reading difficulty for diagnosis, 3)suggest and take part in remedial action, 4) consult and cooperate with classroom teachers and special teachers about grading in fifth through eighth grades 5) handle groups of students somewhat the way Nora Fairbank does now in math, to work on spelling and reading.

Discussion brought out that we do need to develop a systematic progression of reading skills and we need a person to coordinate this. In addition, handwriting was mentioned.

Informal School

INFORMAL SCHOOL PARENT MEETING

Oct. 16

Agenda

1. Business

2. Problem-solving process

Task A: Develop list of parental expectations the 3 most important things I expect from the Informal School for me & my child(ren) are

Task B: Tim shares feelings of needs to make more use of parents to share in decision-making & planning for the Informal School.

- 1. Coordinator of volunteers.
- 2. Role of Advisory Council re-defined.

C-6b
(-54-)

PARENTS

FINANCE

EVAL & DOCUMENTATION

STAFF

PUPILS

GOVERNANCE

BUILDING & SAFETY

CURRICULUM

P.B.

SCHOOL DEPT

PUBLICITY

REPORTS

SITE

Relative frequencies with which these subjects were considered by the Policy Board, 1972-73

Admissions

1/16/74

CENTRAL SCHOOL
43 Essex Street
Cambridge, Massachusetts 02139

Committee Evaluation

This is a guideline for self-evaluation of a whole committee.

A. Documentation

1. Who are members? Deborah Maher, Nanci Johnson, Sheila Olins, Paulina Greenidge, Ellen Lockwood, Mary McCullough, Shelly Pearlman, Butch Collymore and Cheryl Render.
2. When have meetings been held and who attended?
There have been three meetings - two in the afternoon and one evening.
3. List resolutions made or business which you have completed as a committee.
 1. To re-evaluate our former admissions policies.
 2. To revise the Central School fact sheet.
 3. Decision made to have small groups interviewing applicants which would lend a more personal and honest breakdown of Central School.

B. Evaluation

1. Does what you are doing seem worthwhile?
Yes.
2. Are any changes required to make the committees work better?
Decision not to have permanent chairperson. Members of the Committee thought it better to rotate.
3. If members were regularly absent, do you know why?
Yes - Babysitter problems and heavy commitments to other involvements outside of Central School.
4. Has working on the committee made you feel involved in the workings of the school?
Yes, unanimously. This Committee has concrete and immediate relevance.

5. Discipline. The principal, some teachers, aides felt there should be some better policy worked out. The general feeling of the staff was that "discipline" in the school was lacking. The context of the problem is related in the following memorandum sent to the principal from the coordinator:

Teachers G, F, E and I met Wednesday afternoon to discuss recess rules for the primary wing. We recommend that you and the primary staff consider establishing these procedures.

1. End the noon recess at 12:15 rather than 12:30. Because of the cold weather almost no children are staying out very long.

2. An adult should be present in each classroom from the time children return from lunch (approximately 11:15 - 11:30, depending upon grades) until 12:15. Children who cannot or don't want to go outside can be adequately supervised in this way, but, most importantly, this provides an excellent opportunity for the children and staff to "just talk." We believe both children and staff will benefit from these informal contacts. (Since most children coming to school early will also want to stay inside, an adult should also be in each room from 8:00 - 8:45.)

3. Teachers and aides should have to cover only their own rooms. By arranging between themselves to divide their room's coverage between 8:00 and 8:45 and 11:15 - 12:15, each will then have at least a 30 minute break at noon and time for class preparation in the morning. If necessary the end of the work day could be advanced to 4:00 to cover any free time lost.

4. Outside coverage during the noon recess probably can be provided by one adult, since fewer children are staying out. One person should be stationed inside at the entrance to the primary wing. The coordinator, parent coordinator, Follow Through secretary, Title I reading teacher, an aide, music specialist can provide this coverage in two 30 minutes shifts. [Teacher F] is the only teacher who will not have an aide for three weeks during the cold weather, and one of the above can assist her if necessary.

5. The basic rule during the noon period should be that the children must choose either to go outside or stay in their own classroom for the entire period. (If a child has chosen to stay outside, he may of course decide at any time to come in, but he must then stay in for the remainder of the noon recess. Our belief is that the children should be encouraged to go outside in order to get a real break from the classroom. However, supervision is difficult and there is a strong temptation to play in the halls if children are permitted to go in and out as often as they wish. (Perhaps this will change as

(cont.)

the children become accustomed to the rules.) The children should be allowed free access to the bathroom. This makes it essential to have an adult to control the traffic between the exit and the bathroom, at least until the children become familiar with the rules. The patrol may then be able to handle this.

6. During the morning and afternoon recess all children should go out at least for a few minutes if they are feeling well and the weather is not too severe. Here it would be helpful to have you designate for all classes those days the children should not go out. It might also be necessary to adjust the length of the recess at times. The space between the inner and outer doors at the east end of the building should be open to the children as a warm up area during the recess. Children should be permitted free access to the bathrooms. The recess duty schedule would remain as it is. Classrooms should of course be covered if children are staying in.

We feel that if you agree, the primary staff should discuss these recommendations and then agree on procedures for the remainder of the cold months. We also felt that while there is a practical problem of adequate supervision which must be taken care of, the most important thing to be kept sight of is the opportunity to extend our work with the children through informal contacts during these recess periods. Many of the children need that time to sit and talk with an adult.

Newsletter Committee

The main objective of the Newsletter Committee has been to keep the members of the Alternative Public School community informed about school activities, both things that have been going on and events that will be taking place. An additional objective has been to provide some services to families and staff, through, for example, the "Want Ads" and an occasional feature on children's activities.

The first Newsletter came out in November and there have been six subsequent issues. Each issue is mailed directly to parents and all non-staff Policy Board members. Generally, the Newsletter has contained:

- Calendar (listing of up-coming events)
- Classroom news
- Children's artwork, stories, poems, etc.
- Policy Board report
- Parent Council minutes
- Committee reports
- Want Ads

Various articles have included:

- A description of the goals and objectives of the school and the government of the school (Policy Board, Parent Council, etc.) as outlined in the proposal for the school;
- Comments by the director on the process of turning such goals and objectives into working realities and the problems involved along the way.²⁸

In addition to the foregoing committee activities, two ad hoc committees were formed; one to write by-laws for the Parent Council and one to write by-laws for the Policy Board. These purposes were accomplished and a schedule was made out organizing the reporting by the various committees.

Relationships

Community (See report from Community Relations Committee, Part II)

The school had several favorable bits of publicity in the course of the year: an article in the Dec. 28 Cambridge Chronicle ("In the CAPS program, LEARNING CAN BE FUN") and an article in The Carrel ("The Cambridge Alternative School...is one of the best open class schools in the state").

There was an Open House for teachers from other Cambridge schools so they could have a look at APS ("Although my schedule of appointments for that afternoon does not permit the pleasure of attending the Open House activity, I shall encourage members from the central staff to be present."³⁰).

In May, the director sent a letter to the director of public relations at the School Department: "People in the immediate neighborhood of the school have shown a friendly interest and have participated in various ways in the activities of the school. (Some of our neighbors attended our fall Open House; some have contributed materials to the school.) In keeping with one of the major aims of the school, a highly successful, well attended and well received Open House was held at the beginning of May for all the Cambridge Elementary school teachers and the Central staff of the School Department. The children contributed to the Open House by baking refreshments, and by helping to show the visitors around the school.

A. Maintenance

Jan. "Discussion topic: Boys' toilet" (staff meeting agenda 1/22/73)

April "Staff discussed problems with custodial care, cleanliness of building." (notes on staff meeting, 3/28/73)

"Custodian attended staff meeting: agreed to line trash barrels with plastic, clean toilets before school and mid-morning, consult teachers' wishes." (notes made later on staff meeting of 4/9/73)

"The physical surroundings of the school are dirty and uncomfortable for me as well as for the children." (Problems and Solutions, 4/73)

B. Location: this subject is long and unrewarding, as the decision was finally made not to relocate. The discussion is much abbreviated here.

Dec. The director "mentioned that there was divided opinion as to whether or not the APS program should remain at Putnam or seek another site." (P.C., 12/7/72)

Jan. "Parents discussed the pros and cons of remaining in the Putnam School. They decided to list the ideas that came out of the discussion..." (P.C., 1/8/73)

"Please look over the list of reasons for staying and leaving and return your ideas and comments to the school..." (form sent to parents, 1/8/73)

"The first major problem to face us as members of the Parent Council is now at hand. In the very near future we must indicate...our feelings in regard to the location of the school for next year." (letter sent hom to parents, 1/24/73)

Feb. "We still do not know what choices are available to us." (P.B., 2/14/73)

April A representative from "the School Department met with the Board to discuss the question of site for 1973-74." (P.B., 4/11/73)

March "This meeting will be Sunday, March 18, 1973, 7:30 PM at our school. Please attend. This is a very important meeting for the future of our school." (P.C. letter, 3/8/73)

May "The Superintendent of Schools attended an APS Policy Board meeting and said he would not recommend that APS be moved to St. Mary's as the two institutions seemed 'incompatible.'" (notes made on P.B. meeting, 5/9/73)

C. Fire hazard

Oct. A parent "spoke on the issue of existing fire hazards in the Putnam School building." (P.B., 10/18/72)

Nov. "The Fire Department inspected the school and will send a report to the School Committee." (P.B., 11/15/72)

Dec. "The new Board also considered the matter of fire safety." (P.B., 12/6/72)

PARK FOREST ELEMENTARY SCHOOLS
 School District 163
 Jean Bernstein

Park Forest, Illinois

ROLE DESCRIPTIONS FOR DIFFERENTIATED STAFF

Differentiated staffing permits the division of labor and the creation of specialized roles within the open classroom. Redeployment of staff into roles other than traditional assignments requires the development of role descriptions for staff members, the recruitment of staff with the specific competencies described, and the training of staff to carry out their described roles.

The role descriptions that follow were developed with the cooperation of the pod coordinators at Beacon Hill school and are based on their experiences of the past two years with the differentiated staffing model.

ROLE DESCRIPTIONS

Pod Coordinator

Responsibilities

1. Overall program responsibility for the pod program.
2. Ongoing assistance to pod teachers, aides in implementing planned programs.
3. Coordination of interpod and interclassroom programs.
4. Interpretation of pod program to staff, community.

Qualifications

1. Knowledge of district curriculum and district policies.
2. Ability to prescribe for pupils in multi-age groups.
3. Ability to organize classroom programs and to work with and direct others.
4. Commitment to philosophy and goals of the open classroom program.
5. Minimum of three years previous teaching experience.

(cont.)

Pod Teacher

Responsibilities

1. Assistance in planning overall pod program.
2. Implementation of planned program with assigned pupils
3. Major responsibility for inter-pod planning in social studies or science area.
4. Assistance in interpreting pod program to staff and visitors.

Qualifications

1. Knowledge of district curriculum for primary-aged pupils.
2. Good classroom management and organizational skills.
3. Ability to work with others and to accept direction.
4. Commitment to philosophy and goals of the open classroom program.
5. Minimum of two years previous teaching experience.

Pod Aide

Responsibilities

1. Participation in planning overall pod program.
2. Implementation of program plans as directed.
3. Supervision of pupils at recess, other assigned times.
4. Assistance with the preparation and organization of materials for pupil use.

Qualifications

1. Ability to work with others and to take direction.
2. Ability to carry through on assigned tasks.
3. Experience with and interest in primary aged pupils.
4. 30 hours college with graduation from an approved teacher aide program preferred.

2-28-73

Definition of Role

People for Informal Education - The Enterprise

Advisory Council

The Informal School Advisory Council will give parents, students, and community a part in the decision-making regarding the school. While detailed educational and programmatic decisions are left to the professional team, advice and recommendations will be given by this joint group of students, teachers, administrator and parents.

The membership of the Advisory Council shall be as follows:

- 2 parents of children currently enrolled in the Informal School
- 1 member of People for Informal Education (P.I.E.) with no children currently enrolled in the Informal School
- 1 at-large member of the Cedar Rapids community - only restriction being that the person may not be a paid staff member of the Informal School
- 2 students currently enrolled in the Informal School
- 2 paid staff members of the Informal School
- 1 (Director) member with voting power only in case of a tie
- 1 ex-official school administrator appointed by the Superintendent

As the school enrollment expands, the Advisory Council will have the option of expanding its membership accordingly.

Election of membership on the Advisory Council to represent enrolled students, parents and general P.I.E. shall be according to a democratic election process. Elections should be held once a year in the spring. A special election should be held to replace any resigning Advisory Council member.

The Advisory Council should officially meet once a month during the school year. These meeting times should be advertised and open to any P.I.E. member who wants to share concerns and ideas especially with the Advisory Council. Other meetings of the Advisory Council should be called for special needs.

The Advisory Council may elect its own chairman and any other desired officers.

The Council's purpose will be to serve the school and its students by exploring any area that effects the school's operation and by bringing facts, conditions, problems and information to the attention of the teaching staff, the parents, P.I.E. members, and if need be, to the administrators.

The Council shall officially schedule regular and any especially needed meetings of P.I.E. These meetings should be held monthly during the first year of Enterprise operation in an attempt to familiarize and involve parents and other interested persons in the informal school. In subsequent years, these P.I.E. meetings should be held at least three times a year (autumn, winter, spring).

The Advisory Council shall work in conjunction with school staff and administration to make decisions in the following areas:

- 1. What students are accepted in the school (enrollment policies).
- 2. Submitting criteria for selection of the school staff; helping to interview candidates and making recommendations concerning staffing of the school.
- 3. Selection of a facility and site for the school.

(cont.)

4. Any area requested by the School Administrators, the informal School staff or by 30% of all parents of enrolled students.

A consensus of the Advisory Council shall appoint and dismiss needed leadership from among interested P.I.E. members. These leadership positions should include: Coordinator of Volunteers, Resource Specialist, Publicity Chairman, Newsletter Editor, Coordinator of Field Trips, Coordinator of Car Pools, Telephoning Chairman, Chairman of Clerical Work, Chairman of Construction and Repair, Clean-up Chairman, Coordinator of School Visitations, Evaluation Chairman. These leaders should keep the Council informed concerning their activities and problems.

The Council shall set priorities and authorize spending of money donated to P.I.E.

The Council shall act as a committee for grievance-hearing whenever necessary.

The Advisory Council should keep the P.I.E. members informed concerning facts and decisions regarding the school. This could be accomplished at General P.I.E. meetings and in the school Newsletter.

STAFF GOVERNANCE AND PERSONNEL

Personnel

Family I:	Peggy Hunter, Primary Martha Gerritz, Intermediate Carol Rasmussen, Aide Cheryl Larson, Aide	Principal:	Harold Benson, replaced by Glen Enos, April, 1973
Family II:	Marcia Hudson, Primary Trudie Gustad, Intermediate Pat Hallin, Aide Jay Scoggins, Aide	Coordinator:	Carol Yoder
Family III:	Harriet Johnson, Primary, replaced Erin McAllister in January, 1973 Launa Ellison, Intermediate Steve Block, Aide Nancy Platine, Aide	Social Worker:	Janet Anderson Audrey Reis, Intern
Family IV:	Beth Mackey, Primary Nancy McKinley, Special Ed. Mary Lou Hartley, Intermediate Holly Jenstad, Aide Bruce Nauth, Aide	Cadre Specialists:	Joyce Anderson, Language Arts Jane Gawronski, Mathematics John Killam, Aide
Family V:	Marilyn Risnes, Primary Elsie Charlton, Aide	Program Aide:	Tom Wahlford
SLBP:	Harriet Capetz	Parent Liaison:	Judy Farmer
Media:	Judy Monkonnen Jack Arnold, Aide	SEA Community Liaison:	Diane Lassman
Hammer Hall:	Stan Baird	Internal Evaluation:	Ruth Anne Aldrich Mary Bounds
Gym:	LaVonne Gilbertson	Clerks:	Jan Shaleen Sandy Freitag
Music:	Lynn Wagenhals	Engineers:	Vern Dangers Benjamin Schultz
Pottery:	John Preus	Extended Day Coordinator:	Lynn Markov, replaced by Anna Maravelos, March, 1973
		Support Personnel:	The following specialists serviced Marcy and all other SEA schools:
			Nancy Vinjie, Art Billie Jo Smith, Environ- mental Science Harriet Azemove, Language Arts Roger Sandau, Industrial Arts Mary Lou Killey, Science Margaret LaFleur, Music

PART TWO: THE SCHOOL AS A WHOLESTAFF

The staff of the school consisted of a director , secretary-substitute teacher, ^{parent} coordinator, five classroom teachers, two teachers' aides and a changing group of student teachers. (see page 38)

Director

"I see it as a task of the director and the Policy Board to sense the feelings and accumulate the advice of these parties (the School Committee, the Superintendent of Schools and the parents) and, as time goes on, to develop specific operating policies which carry out the principles for which the school was instituted in a manner compatible with the community it serves."

Estimated time budget (per week):⁵

Administrative, 15 hours

- A. Implementing directives from superintendent, Policy Board, directors of special subjects
- B. Responsibility for all records: school, annual budget, maintenance and supplies
- C. Delegating appropriate responsibilities
- D. Supervising custodian, cafeteria, physical plant
- E. Assisting various agencies: governmental, civic and community organizations; medical referrals, etc.

Supervisory, 6 hours

- A. Evaluating teacher performance: classroom visitations, conferences with student teachers, special teachers, volunteers; handling problems of teachers and children
- B. Assisting teachers planning for their educational growth

Organizational, 12 hours

- A. establishing lines of responsibility, collaboration between teachers
- B. Conducting regular staff meetings on professional and educational problems; sharing experiences and discussing problems
- C. Reassessing class sizes, locations, as need arises

Professional growth (as listed on p.39), 3 hours

Development of informal education, 12 hours

Reviewing curriculum, materials, progress

Liason among various committees, 6 hours

Parent and staff communications, 6 hours

In addition, the director is finally responsible for the safety and welfare of the children within the school.

THEATER NIGHT

THEATER NIGHT

THEATER NIGHT

MARK YOUR CALENDARS AND MAKE YOUR RESERVATIONS. WE HAVE AGAIN RESERVED THE ENTIRE HOUSE AT THE COMMUNITY THEATER FOR THE PRODUCTION OF "JABBERWOCK" ON THURSDAY, OCTOBER 24, 1974 AT 7:30 P.M.

A NOTICE HAS GONE OUT TO ALL MEMBERS OF P.I.E. AND ALL PEOPLE ON THE MAILING LIST TELLING THEM ABOUT THE COMMUNITY THEATER NIGHT AND PROVIDING AN ORDER BLANK FOR PURCHASING TICKETS.

FOR THE PARENTS OF THE CHILDREN IN THE ENTERPRISE, WE HAVE A BIT OF ADDITIONAL INFORMATION:

1. From the response last year, we will not sell enough tickets from the mailing to sell out the theater. We are committed to paying for all the tickets and the more we can sell, the better our financial gain will be.
2. If everyone can sell just a few tickets to the play, we will "have it made."
3. Sell as many as you can and call me to get them reserved. I will bring the tickets to our Pot Luck Supper on October 11, and you can give me the money and get the actual tickets at that time.
4. Please--all parents get your reservations in to me for the number you want for your immediate family right away. As long as we have the whole house, we want the best seats for our children and parents.
5. This is really a fun time for the children and families. We want to urge everyone to attend with their children.
6. "Scholarships" are available for any parents and children in the school. If the price is not right, let me know and we will make the proper arrangements. Our main motive is to have the children have this experience with their parents, not to make money. We don't want any parents or children to miss this because of lack of funds.
7. I have checked with Mr. Don Tescher of the Community Theater, and once again the Enterprise children are invited to some "workshop" sessions on Friday morning after the play. These will include a closer look at the stage, discussions on the costuming, makeup, etc., and a tour of the theater.
8. Season tickets will be exchanged on an equal basis.

PLEASE SELL TICKETS AND GET YOUR RESERVATIONS IN NOW. LETS MAKE THIS A REALLY SUCCESSFUL VENTURE.

DONNA WEIR, 2119 LINCOLNSHIRE DR., S.E.

TELEPHONE: 363-9761, 363-9761

Office files and records at APS

- I Student
 - A. Cumulative records (a cumulative record is begun when a student enrolls in any school in Cambridge, and it follows him from school to school within the system). The following information is included:
 - 1. Family data
 - 2. Medical data
 - 3. Reports on student performance (conference reports, standardized test scores and other teacher reports and comments)
 - B. Emergency information

- II Staff
 - A. Information about school personnel
 - 1. Regular staff
 - 2. Student teachers
 - 3. Volunteers
 - B. Applications for staff positions
 - C. Minutes of staff meetings

- III School Department
 - A. Reports submitted to the School Department
 - 1. Scheduled reports (monthly attendance statistics)
 - 2. Special reports
 - B. Reports and memoranda from the School Department

- IV Requisitions
 - A. General supplies (School Department)
 - B. Books and materials (School Department)
 - C. Materials (outside vendors)

- V Financial records
 - A. Merrill Fund
 - B. Others

- VI Committees
 - A. Policy Board minutes
 - B. Parent Council minutes
 - C. Parent/staff committee files (12)

- VII General
 - A. General correspondence
 - B. Notices to parents
 - C. Miscellaneous

Visitors

There was an average of seven visitors per week to the school recorded through April. In reality, there were more, as this figure represents only those who were scheduled or signed the visitors book. It does not include those who came in casually, who came representing the school administration, City of Cambridge, or of course, members of the APS community (i.e. parents). Visiting days were limited in the fall to two days a week and, early in the year, to one day (Tuesdays).

Some categories: interested teachers from other schools (public and private), prospective teachers, School Department and School Committee officials, curious foreigners, professional educators, people interested in starting alternative schools in other communities, students and interns, interested and curious people.

Their reasons for coming fall into three categories: personal (looking for a job, interested as a possibility for children); educational/professional and general/political.

Visitors

The Southeast Alternatives office sponsored a program each week for visitors which sent approximately 550 people to Marcy during the school year. These people were given an overview of SEA, a general orientation to Marcy's program, and then spent time in one of the families to see the program in action.

Many of the visitors were area parents who were interested in possible enrollment of their children. Other people were planning open schools in their own communities or were interested in alternative schools in general. Included were people from throughout the United States and Europe.

This report is a compilation of the number of people and the number of hours involved by volunteers (parents and non-parents) at the informal school for the current school year.

For the first semester of the school year, information was gotten from questionnaires filled out by the parents. For the second semester more detailed information was gleaned from the records of the volunteer coordinator.

FIRST SEMESTER

Type of activity	Hours spent by Mothers	Hours spent by Fathers
Decision making	631	454
Working in the school	1896	544
Sharing Outcomes--meetings, etc.	452	218
Evaluation	399	223
Providing materials	124	67

The first semester would involve a total of at least 75 people.

Total hours for 75 people	3502	1506
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SECOND SEMESTER

During the second semester a total of 1327 hours were spent by volunteers working in the school during the school hours.

Of the 1327 hours, 887 volunteer hours were contributed by 19 parents.

Of the 1327 hours, 440 volunteer hours were contributed by 14 non-parents.

ADDITIONAL INFORMATION OF VALUE

Cleaning the school on weekends has involved 13 people and 48 hrs. time during the past four months.

Two terms of swimming at Bender pool have been arranged. Parents have transported the children to and from the pool for 20 weeks.

(cont.)

ADDITIONAL INFORMATION OF VALUE, CONTINUED

CAR POOLS

Approximately 40 hours has been spent by a parent volunteer in arranging our pools. There are 7 car pools. 3 have 5 to 6 children. 3 have four children. 1 has three children. There are 31 families in the school. There are 24 families in our pools, involving 33 children. Only three families could not participate in actual driving of car pools, at least 6 families have younger children to take along while driving a car pool.

Considering transportation both ways (morning and night) 11:45 (eleven hours and forty five minutes) is spent each day driving car pools. This would accumulate to 1,717 hours during the school year.

FIELD TRIPS

The above information for the second semester does not include the time spent by the parent volunteer in arranging for transportation and accommodations for field trips.

RESOURCE COORDINATING AND VOLUNTEER COORDINATING

The above information does not include the time spent at home or in the community by the resource and volunteer coordinators in arranging for volunteers, mini-labs, special reports and materials, art material, etc.

MEETINGS

The above information does not include time spent by parent volunteers and the Advisory Board in attending meetings, making evaluations, and compiling information and dates to be given to prospective students.

Community Relations Committee

Briefly, we accomplished some of our goals and some of them we hope will be carried out next year. Two Imageworks photography students made eight photographs for us which they mounted on board and donated to the school as part of their school projects. These will be used in a Cambridge Trust Bank window exhibit for a week beginning June 18. The exhibit cannot be an advertisement per se for the school according to bank regulations, which limit the use of the windows to their clients for their personal use, but it will be presented as an example of open classroom activity (as advocated by the individual client, in this case a parent - whose account permitted us to use the window display) with a small notation about the school.

Filmmakers from the Orson Welles Film School have been working on a Super 8 film about the school. I have not been in close touch with them, but I assume that when they finish their work they will make a print available to the school, which can be shown at P.T.A.s and any other public relations presentation.

Efforts were made to interest the local citizenry of East Cambridge in the school. The local parish priest was contacted and he put a notice about the school in his parish newsletter. A representation of the Cambridge Civic Association gave us some leads with newspapers and radio stations to be followed up when we have something to get into print. Perhaps over the summer an article about the school should be done for the Cambridge Chronicle, etc.

The main thing we did not accomplish that we hope will be done at a later date was presenting to local elementary P.T.A.s a short run-down on the school to further good will and exchange of information with them. Also, one of the committee members was not called on to help with communicating with the Spanish speaking community about the school. She offered her assistance and the opportunity to enlist her help was not made, but her willingness to contribute should be commended. This applies to all others who offered to help.²³

Volunteers

First term: Students from three local colleges and universities (both graduate students and undergraduates) spent time regularly as volunteers in classrooms. One spent a total of 8-10 hours weekly, one four hours and the third, roughly four hours. A full-time volunteer divided her time between office work and one classroom; the husband of one of the teachers spent most of his time at the school beginning in late fall. In addition, a graduate student designed (under supervision), delivered and tabulated a questionnaire on parent opinion. Total: three part-time, two full-time volunteers.

Second term: Two volunteers from Cambridge School Volunteers each spent a day per week in the school; a high school student spent 16 hours a week; a college student spent every Friday; two full-time volunteers continued from the first term and another full-time volunteer was added. Total: four part-time three full-time.

Support Personnel,
continued:

Eve Johnson, Language Tutor
Alanna Johnson, Nurse
Claire Aronson, Health Clerk

Student Teachers:

Mary Anne Ackerson
David Bartelmas
Dan Eberle
Pat Elder
Jim Epperley
Sandee Gallant
Bill Gertzog
Dick Heideman
Kathy Johnson
Neil Mikesell
Chris Miller
Muriel Nelson
Geri Niencow
Jay Peterson
Jill Robinson
Gaye Sorenson
Debbie Strominger
Greg VanAlstine

Volunteers

Volunteers were a major factor in being able to provide a wide variety of learning options. Many people contributed regular time to particular classrooms. Others offered mini-courses to any students interested. Some of the volunteer activities included:

making math games
reading tutoring
assisting field trips
sewing lessons
foreign language lessons
parent helping in rooms
Group projects, such as electricity and electronics
origami lessons
cooking
environmental studies
American Indian studies
weaving

These volunteers included parents, students from the University of Minnesota, community volunteers and high school students. Their work was coordinated by Judy Farmer.

CEDAR RAPIDS COMMUNITY SCHOOLS
April 15, 1974

TO: Parent Advisory Board and the Teachers of the Informal School (Enterprise)

FROM: Guerin K. Thompson, Executive Director of Curriculum and Instruction

RE: Future Plans for the School, 1974-1975.

As a result of recent actions and possible misunderstanding as a result of lack of information, it seems appropriate to place some statements in writing as they pertain to future decisions.

1. At this writing, April 12, 1974, both teachers of the Informal School have signed contracts for school year 1974-75, to indicate their wishes to continue teaching in Cedar Rapids. One could assume that this also indicates teaching in the Informal School even though the contracts do not give this choice. Thusly, there are no official teaching vacancies in the school.
2. The Parent Group of the Informal School has requested enlargement of the program to include a third teacher and more children. Hopefully, this would allow for grades 5-6. There appears to be potential enrollment to justify this recommendation.
3. The Instructional Services Cabinet of the school district has not made recommendations for next year in a specific way, but the following apply:
 - a. To move the school from Tyler represents two moves in two years. This seems detrimental to the adjustment and interchange between two programs housed in one building.
 - b. There has been a leadership and direction problem in the school during this past year. Action will be taken to supply this leadership.
 - c. Educational alternatives appears to be a growing concept in Cedar Rapids with the district attempting to support such programs. The Informal School is one of these programs. As such, there must be communication, understanding, and support between the school district and the staff of the schools. Alternative programs or educational options, must be responsive to the responsibility that the district possesses. At the same time, the district personnel must respect the differences within the educational alternative. Improvement is needed in this area.
 - d. The communication channel between the parent group and the school district has been less effective than it could be. There is a need for clear definition of roles to be played by the parent advisory group, the parent group, the school principal, the teaching staff, and ESC support personnel. This school year has given enough background to solve this problem.
4. As decisions are made regarding the Informal School in 1974-75, as to expansion, location, leadership, and staffing, an effort will be made toward parent group input whenever possible to honor this characteristic inherent to this particular optional program. Perhaps, the school will become stronger and more permanent as these decisions are reached.

Follow Through money to help us bring the culture back into the school.

Int: Are there other policies or ways that resource people work that you feel should be changed?

P: I want to describe one thing that happened this year that I feel is a problem for us. A reading consultant made a comment that one of the beginning teachers had begun to use her teacher's guide. The consultant felt that part of the problem for this teacher was that she ought to be following her guide more closely. I think the teacher herself felt a bit negative about that comment. I mentioned to another resource consultant the suggestion made for that teacher to use the guide more. The second resource person responded by saying that she didn't feel that was the way to approach it at all. My point is that a difference in philosophy or opinion is not helpful to a teacher having real problems. I think it is even self defeating for the University to be suggesting two different things; that confuses the issue even more for that teacher.

Int: What kinds of problems did that cause for this teacher?

P: I think she felt that the first consultant was being critical of her. Once she felt that, it was impossible to work with her. I think she felt everyone was being critical of her. She would not want to talk about the difficulties she was having and so no one could really help her. I also think that in some sense this criticism was being leveled at the school.

Int: Do you feel that the University is critical of the teachers and their implementation of the Follow Through model?

(cont.)

P: I think Fort Yates has had a bad name in the past years as a site that was not implementing the Follow Through model. I do think that we have had teachers who have not implemented the model in their classrooms, but I also think that there are teachers who have implemented and who are trying to implement the model. I think the criticism has been a very general judgement, and that is unfair. There are instances where the model is being implemented, and I think those cases are more numerous this year.

Int: What might they do to insure that suggestions aren't interpreted as criticism?

P: I think in your position as permanent resource colleague have helped to explain our situation to other people, I think that you have helped to set the stage for the resource consultants coming down to Fort Yates. I feel that you know us, our needs and problems, and can convey that to other people. I know you have tried to arrange for people that did meet our needs. I am worried about next year, knowing that you might not be here, and trying to get another person who is oriented to our problems. I think we are trying to run our school the best we can with the children we have, and we do need help in doing that and overcoming mistakes along the way. I think the University needs to provide people who know our situation and people who themselves feel that they can help us.

Int: How do you feel about the University's position that there is no one way to teach reading, and that differences of opinion are a part of the diversity that it feels is important to its model?

SPECIAL STUDENT PROGRAMS

School	Special Education Programs					Auxiliary Title Programs		District Programs		Other Programs		
	DD	Speech	Social Work	EMH	Type A	Type C	Title VII		Reading	Counseling	Urban Gateways	Student Leadership
							Reading	Math				
Beacon Hill	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1 (Aid)			1 (Aid)		1			**
Blackhawk Elem.	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1			1 (Aid)		1			
Dogwood	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$				1 (Aid)		1			
Westwood Elem.	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$		1 (Aid)		1 (Aid)		1			
Algonquin	$\frac{1}{2}$	S	$\frac{1}{3}$				1 (Aid)	1	$\frac{1}{2}$		**	
Lakewood	$\frac{1}{2}$	S	$\frac{1}{2}$				1 (Aid)	1	$\frac{1}{2}$		**	
Mohawk	$\frac{1}{2}$	S	$\frac{1}{2}$	1 (Aid)			1 (Aid)	1	$\frac{1}{2}$			**
Sauk Trail	$\frac{1}{2}$	S	$\frac{1}{3}$	1 (Aid)			1 (Aid)	1	$\frac{1}{2}$			
Wildwood	$\frac{1}{2}$	S	$\frac{1}{5}$				1 (Aid)	1	$\frac{1}{2}$			
Blackhawk Jr.	S	S	$1\frac{1}{2}$	1	1*		1 (Aid)		1	1		
Westwood Jr.	S	S	$1\frac{1}{2}$	1 (Aid)	1		1 (Aid)		1	1		

S = Supportive Services

* = Pending Available Staff

Data on the racial-ethnic distribution of students in the Open School is contained in Table 4.

TABLE 4
Minority Representation by Grade: 1972 - 73 N=539

Grade Level	Minority*		Majority	
	N	%	N	%
Kdg.	7	22	25	78
One	3	08	36	92
Two	4	10	38	90
Three	7	17	34	83
Four	8	21	30	79
Five	5	13	34	87
Six	8	18	36	82
Seven	7	17	34	83
Eight	4	10	38	90
Nine	14	33	28	67
Ten	7	15	41	85
Eleven	12	25	36	75
Twelve	<u>13</u>	<u>30</u>	<u>30</u>	<u>70</u>
Total	99	18.4	440	81.6

*Minority includes Blacks, Chicanos, American Indians, and Orientals. According to city-wide statistics, the system-wide racial-ethnic distribution of minority groups totaled eleven percent. Minority representation in the Open School exceeded the city-wide average.

Lunch

Hot lunches were provided by the Cambridge School Department starting on Jan. 10 at a cost of 20¢ per lunch. "Children from families whose parents or themselves are receiving public assistance, as well as children from families whose net income are at or below that listed for their family size, in the following scale, are automatically eligible for free lunches upon completion of the attached application form." (from the School Dept. Notice to Parents)

Fire Drills

"Fire drills are to be given at least once a month." (from Directions for the Fire Drill), Office of the Superintendent of Schools) There were ten fire drills at APS during the school year. The building was entirely cleared of people within these lengths of time: 2', 1'20", 1'20", 2', 2', 1'30", 2'30", 1'30", 1'30", 1'30".

ARRANGEMENTSBusing

Alternative Public School children were bused by the Metropolitan Coach Co. to and from school daily except for four children in the Kennedy-Gore district who live within walking distance. There are two buses which make three trips each day. The morning and afternoon trips take approximately 45-60 minutes; the noon return trip with the kindergarten children, about 20 minutes. The cost is paid by the Cambridge School Department.

"The main problems have been keeping to the time schedules set up at the beginning of the school year, the misbehavior of the children riding the buses, and the passing of stopped school buses by motorists."¹⁷

School Department programs

French: a school department language teacher came to APS three times a week (Monday, Tuesday, Thursday). She conducted two French classes and one Spanish class each time. Twenty-eight children from Classrooms D and E took a foreign language, and they all worked on a fourth grade level.

Art: A School Department art specialist spent every Monday at APS. An extra classroom on the second floor was used as an art room. For the first part of the year, the art program was organized in the conventional fashion with a forty-five minute period for each group (classroom) of children, five such periods of art during the day. The program was re-organized during the second term in response to the art teacher's dissatisfaction with the behaviour and attitudes of the children. A maximum of four children from each classroom were allowed in the art room at any one time, making a total of twenty children of mixed ages altogether. Any one child was able to stay as long as he liked, or until he had accomplished what he had set out to do. When he returned to his classroom, another child could take his place in the art room.

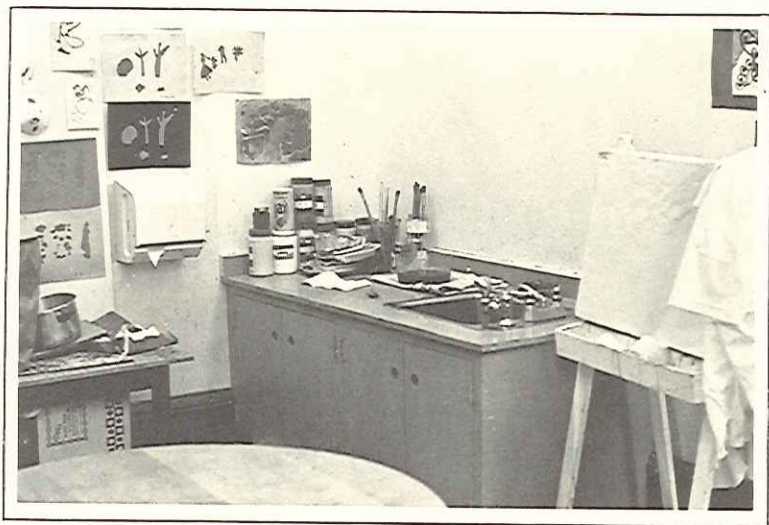
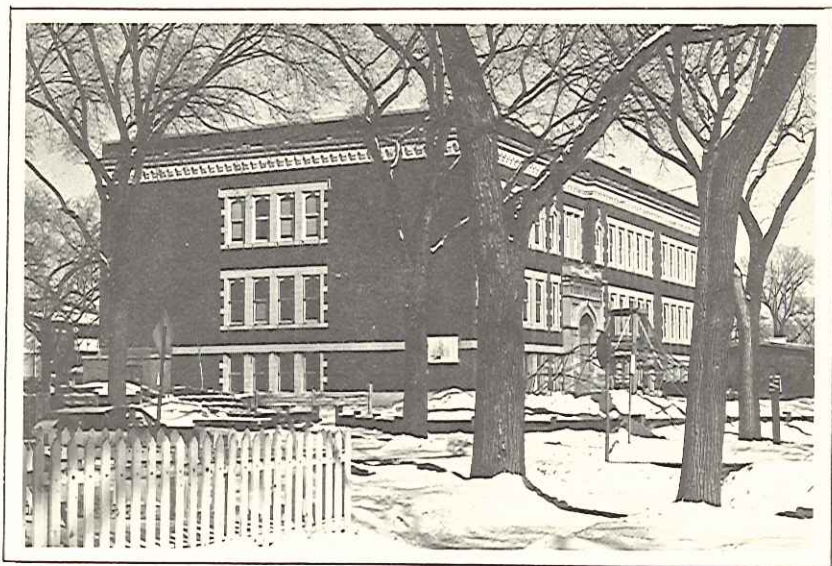
Children were allowed a free choice of activities, techniques were not presented in lesson form beforehand and experimentation was encouraged. Activities included weaving, claywork, tempera, painting, drawing, collage, sewing, murals, construction, paper mache, etc.

Music: A member of the Music Department of the Cambridge School system spent one hour twice a week at the school. He taught instrument lessons to interested pupils in the fourth grade: woodwinds, trombone, trumpets and percussion. The children were allowed to take the instruments home as long as "they are responsible and turn up for lessons."¹⁶

Swimming: Fourth grade children were offered a swimming program once a week. They were transported to and from by bus.

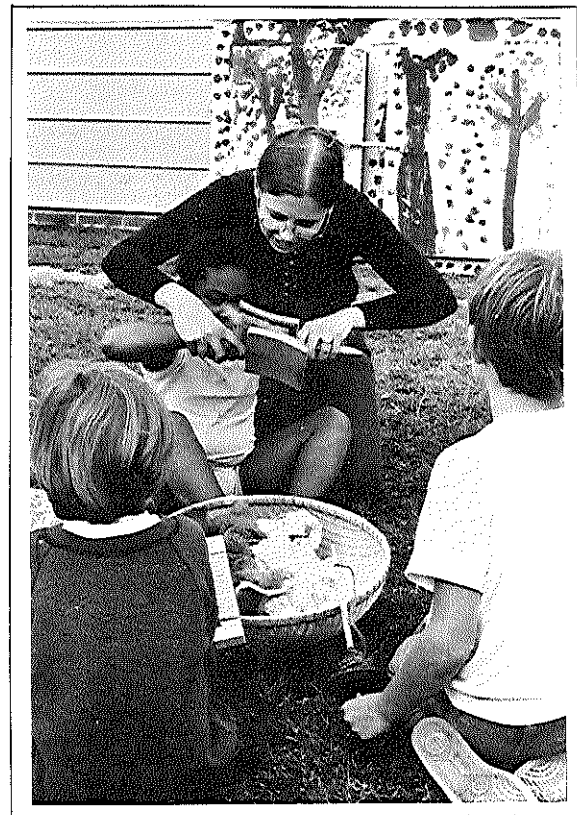
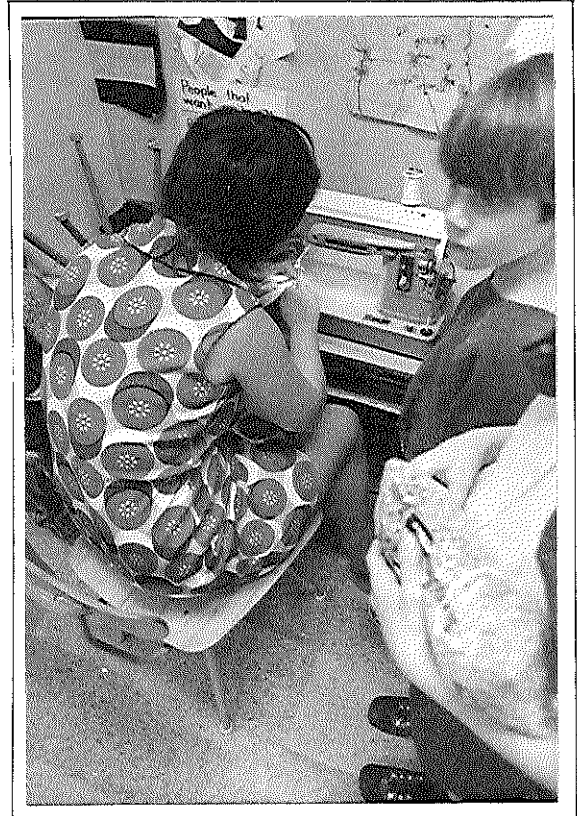
Special programs

Creative movement: Group lessons were offered toward the end of the year (May) to any interested children, at a charge of \$1.00 per hour lesson for each child.



Parent Interactions with children

Parents often interact with children sharing common interests and hobbies in mini-labs.



Photographs

Several classrooms have used photographs with great success. Joan Brandon at Zuni Elementary took large numbers of black and white photographs throughout the year. She did this randomly the first year but nevertheless found it provided her with a record of how the room had changed during the year, activities children had been involved in and even a better understanding of the children's feelings. The second year she made a point of always dating them and was more systematic in using them as records.

A group of teachers (Sharon Beach, David Fitzgerald, Laurie Lundgren) at Mary Purcell School, Washington Triad Follow Through program also took pictures, but used slides rather than black and white photographs. These were systematically categorized and provided recording keeping information about a wide range of things. Hopefully, they will be willing to provide us with more information about their experience.

Pictures can be an important way to communicate with parents about what is happening in the classroom. Realistically, most parents do not visit the classroom enough to get a sense of what is happening. Pictures can provide an enjoyable time for questions and discussion about the classroom. They can also provide for both parents and teachers a perspective on change which often gets lost in the shuffle - we can be surprised at just how much progress has been made.

Thoughts about photographs:

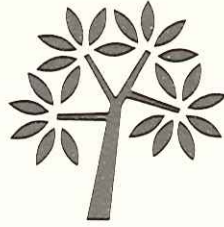
Black and White

usually cheaper
 can be displayed
 easily made into classroom
 picturebook
 easily handled by children

Color

color an added dimension
 usually expensive to have printed
 enlarging on screen provides enjoyable
 viewing for large group

- always date/identify
- good for keeping record of how room changes during year
- can be taken by children - good chance to study shapes, images, people, awareness of surroundings, different perspectives
- usually a good stimulus for reflection
- could be used in group discussion about what is happening in room



Palfrey Street School

119 PALFREY STREET, WATERTOWN, MASS. 02172

Randy White

Half-way through the year Randy began working on reading and writing skills with Robin Cohen. As Ann Lynch warned us last year, he is below grade standards in vocabulary, spelling, and oral reading. Robin thinks that one of his major handicaps is his unusually slow and tortured handwriting. He needs more help in word recognition. We expected to find all these symptoms because of the comments about Randy by Anne Scattergood and Ann Lynch. I hope that next year Robin Cohen and Ann Lynch can have some consultations about what each of them are doing in the field of reading, writing, and study skills.

Randy still suffers from deep-seated worries about his own worth and a consequent intense need to prove himself by noise-making, working suddenly, and moods of anger and jubilation. He has found that he can master the work in Spanish and math and biology.

Edward Ryerson, DIRECTOR Tel: 926-1844

Suggestions by consultant

When asked at the end of the day, Kathy said she would be most interested in introducing some art activities. An art area was suggested.

1. Where: by moving the rabbit cage over to the center of the window wall adjoining the science area, space could be cleared next to the sink. A table could be cleared and brought to this space---perhaps the one next to the sand box. Art materials could be stored on one of the two shelf carts, which could be cleared for this purpose.

2. Three projects were suggested to begin with:

Painting: requires five quarts of tempera (preferably Artista in plastic squeeze bottle)--black, white, yellow, blue and red; four brushes; four water containers (shallow cans would do); four shallow trays (the kind used for baking, with a narrow rim); twenty glass cups (the kind that are used under furniture legs to protect carpets); Large sheets of manila or bogus paper; extra newspaper

Construction: wood trimmings or bits (can be collected from high school carpentry shop and should be free); scrap corrugated cardboard squares for bases; white glue (elmer's or similar)

Clay: can evidently be dug nearby. It was suggested that an expedition be made before the weather gets too cold. Children could bring shovels from home. Enough clay could be dug, if it's abundant, to last all winter. The only additional equipment recommended were "place mats" of reversed oil cloth (that is, canvas side up).

3. Procedure: it was agreed that the painting table or art area should be limited to four children at one time. Details of the planning or scheduling were left up to the teacher.

In addition, it was suggested that Kathy keep careful notes, over the next two weeks, about how she introduces the art materials, how she arranges the mechanical aspects of the program, how the children react, what she views as failures and/or successes. These notes, along with reports of the consultant, will form a record of the progress of this particular classroom toward more informality and an activity-oriented curriculum.

IV. EVALUATION DESIGN

The general design of the Marcy School Evaluation is as follows:

1. Selection by school participants of priority goals.
2. Assessment by the evaluator of the environment of the school as it relates to those goals.
3. Assessment by the evaluator of children's responses to that environment.
4. Feedback of assessments to relevant decision-makers.

A. Selection of Priority Goals: Throughout the first two years of Marcy School's existence, the staff and parents have identified and later revised a list of 17 goals for children. The Marcy Evaluation Committee, staff and Advisory Council have chosen three of those goals as being of highest priority for evaluation. Those goals are as follows:

Goal 1: We want girls and boys to speak, listen, write, read and deal with mathematical concepts effectively and confidently. To gain proficiency and enjoyment these skills should be practiced widely as the child pursues his interest and seeks answers to his problems in school and out in the real world. During the elementary years the child becomes capable of:

- 1) producing and receiving an increasingly broad range of language activities; and
- 2) solving a broad range of mathematical problems.

Goal 2: We expect that children will take more responsibility for their own learning in all areas - social, academic, physical.

Goal 3: We hope that children will increase their understanding of their individual rights and the rights of others.

B. Assessment of the School Environment: The staff and Advisory Council of Marcy have taken a stand recognizing their responsibility and accountabil-

PHILOSOPHY UNDERLYING THE INFORMAL CLASSROOM PROJECT.

A great many educational pioneers from Rousseau and Pestalozzi in the 16th and 17th century to Montessori, Froebel and Dewey in this century have affirmed that we learn best in situations that are active, concrete and humanistic. There have been many names given to the kinds of education they described, the most well known recent one being "open education." Generally, open education has come to mean utilizing our knowledge of children and materials to obtain the maximum number of learning situations for the maximum number of children. This, however, is not sufficient to describe the new alternative being introduced into Leonia classrooms in the "Informal Classroom Project." A better term is structured-informal education."

The basic philosophy underlying the structured-informal classroom is humanism. People and children must have a supportive humanistic environment in which to grow and develop. Individuals can learn the necessary reading and math skills, as well as gather knowledge in all academic areas, and still grow in a healthier way when placed in a good structured-informal setting. Such a setting emphasizes an abundance of different backgrounds, and a working out of problems that arise during the day in a group setting. The focus is away from the teacher as the sole source of knowledge, problem solving, and authority. The structured-informal classroom also takes into better account recent investigations into the ways in which children learn. The work of Piaget and his followers, for example, has shown us that children understand concepts of number and time using concrete materials, only later acquiring the ability to transfer this knowlege into abstract terms. The implications of this research are well provided for in the structured-informal setting when materials

(cont.)

are carefully chosen so as to enable the child to encounter problems first in a concrete setting, and only later in a theoretical and abstract setting.

All this, in turn, better facilitates the school's goal of fostering amongst its pupils and teachers a real understanding of living, working, and cooperating in their day to day lives. The child is dealing with concrete experiences he is having in school with both his peers and his teacher. Each individual has an option to academically, socially, physically, and emotionally grow in a way that reflects his own unique background and personality. If this is recognized by the teacher, then a structured-informal classroom will promote independent thinking, self-organization, direction, and a high quality of human communication.

Goals for the Informal School Program of the Cedar Rapids
Community School District

August 19, 1972

- 1- To promote a group atmosphere in which each person can feel free to express himself and find appreciation for his contribution, and in turn respect the contributions of others.
- 2- To encourage creative expression in art, music, writing, movement and drama and to seek ways to find creative group experiences.
- 3- To involve parents in the process of education through decision making, volunteering in the school setting, sharing outcomes and evaluation.
- 4- To provide experiences which will enable children to clarify their values in relation to the world and its problems.
- 5- To make use of the total community as the classroom and seek to bring about learning experiences in actual situations whenever possible.
- 6- To develop basic skills including those of reading, writing, computation, speaking, listening, and inquiry.
- 7- To develop proper habits and attitudes toward health, physical fitness and recreational skills.
- 8- To individualize instruction to fit the learning style and pace of each child through the use of learning centers, individually guided education and thematic approach to curriculum integration.
- 9- To develop independence in planning use of time, making decisions, solving problems and sharing discoveries.
- 10- To foster mutual helpfulness in the daily business of learning.
- 11- To share whatever in the experiences of the program may be helpful to other parents and teachers insofar as it doesn't interfere with the working atmosphere of the school.

Specific objectives designed to implement these goals are being developed by a committee of parents and staff. This activity will then be correlated with evaluative procedures aimed at seeing how well goals are attained.

ANNUAL DOCUMENTATION OF PROSPECT SCHOOL

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5. Parent participation

On this subject, see also section in Part II on Parents (meetings, volunteers).

- Nov. "We hope that everyone will have the chance to come to Parent Council and Policy Board meetings, participate on a committee or two and help out in or with the classroom." (Newsletter, 11/72)
- Dec. "On the question of parent participation in the school, one person resented feeling guilty about not participating..., four parents were confused about how and when to participate ..., two people said they wanted to participate more..., four said they wanted others to participate more..., one person wanted to participate less..., and two people mentioned how much they enjoyed participating." (Progress Report #2)
- "I cannot think of teachers without thinking of parents, for the education of children is not and never has been restricted to the classroom. So if we are creating a learning environment, we must see the home for what it is, a vital part of this environment...teachers and parents are natural allies..." (Ideas in Transition, 12/72)
- Jan. "Most of the teachers' progress reports contain references to parent help in the classroom. Is this appropriate?" (from notes, 1/73)
- March "I have been trying to find out what has been going on at meetings. I just can't get to them because of my work, my schedule. Right now I've been working for ten days straight and haven't been to bed in three days....If there's anything I can do for the school at home, I will be glad to." (from a parent's letter to a teacher, 3/2/73)
- April "...I still have problems with this aspect of our school, i.e. parents in the room."
"I think parents could be more effective bringing in Special Projects to the class rather than 'fill-ins' for aides." (Problems and Solutions, 4/3/73)
- June "It seems that with parent participation dwindling in some areas, the potential of our school isn't being fully exploited." (Newsletter, 6/73)
- "Important: communicating to parents how they can help."
"New parents will need ideas on parent participation."
(notes on parent-staff meeting, 6/4/73)

Explanatory Notes

(Each institution is fully identified only in the first reference made to it.)

- A-1a Anecdotal type report. Paragraph headings (Social and Emotional Development, Work Habits, etc.) were used school-wide, the teachers filling in the comments for individual children. The second and third pages are math skills check lists and the last page contains other activities check lists. The check list pages were made up by the teacher, J. Lynne Stinson, for her class of five-, six-, and seven-year-olds. She added handwritten comments in some places. Cambridge Alternative Public School, Cambridge, Mass. (four pages)
- A-1b Form appended to anecdotal-type report sent to parents. Unusual in that it invites parent response. Bank St. Follow Through, Bank St. College of Education, New York City.
- A-2a Not a paper to be 'handed in'. The child, a nine-year-old boy, worked out a problem here for his own satisfaction. He found and numbered 12 different ways of arranging five squares (with one common side between contiguous squares).
- A-2b Drawings by pre-schoolers. Central School (pre-school), Cambridge, Mass.
- A-2c Two pages of a short book titled, *The Lost Treasure and Other Stories*, by an eight-year-old. The text was typed by the teacher from the child's handwritten story. The child then illustrated the typed pages and the whole was xeroxed, folded, stapled, and distributed to other classes in the school as reading material. Hanscom Primary School, Lincoln, Mass.
- A-3a Tempera painting by a five-year-old.
- A-3b Fired unglazed clay pots, about 10-inches high, made by an eight-year-old.
- A-3c Class projects: human anatomy; seashell and plaster

of Paris designs. Enterprise Informal School, Cedar Rapids, Iowa.

- A-4a The first of four sheets designed to assess 'initiation to reading', 'middle reading' and 'later reading' in the primary grades. Bank St. Follow Through.
- A-4b The first page of a nine-page math checklist for the elementary grades (through fractions and decimals), by the Community Resources Institute, New York City. These lists do not constitute curricula and the skills listed are not necessarily to be learned sequentially. A checklist can be useful in allowing children and teachers to enjoy and explore a subject freely and still feel the security of being able to measure themselves, at intervals, against standard expectations. It is suggested that checklists are, in general, useful in this way. By Dr. J. Bruni.
- A-5a Three pages of summary of responses to child interview, "And What do you Think?" originally developed by Chicago Follow Through (directed by Dan Scheinfeld) and further developed and in current use by Nancy Miller at the University of North Dakota. University of North Dakota Follow Through, Grand Forks, N.D.
- A-5b Page 1 from "My Class," a three-page child questionnaire developed at Harvard University by Gary J. Anderson and Herbert J. Walberg and revised by G.J. Anderson and Ronald E. Cayne of the Faculty of Education, McGill University, Montreal, Canada.
- A-6 A page from the documentation of the Marcy Open School, Minneapolis, Minn.
- A-7 The first four pages of an 11-page 'reading log'. In this case, notes were made at fairly regular intervals by an advisor visiting the classroom. A similar record could be kept by a teacher, a specialist or a combination of people. Open Corridors, City College, New York City.
- A-8 From final report, by an outside agency, on the St. Paul Open School, St. Paul, Minn.
- A-9a Observation by Patricia F. Carini, Prospect School, N. Bennington, Vt. (three pages)
- A-9b Transcribed tape recording; Samples of numberwork by the child. Illustrations by the author. (five pages)
- A-10a Forms such as these were filled out for two children each day, in rotation. Central School.

- A-10b Weekly notes kept by teachers on individual child.
Prospect School.
- A-10c Informal notes kept by teacher on file cards. Enterprise Informal School.
- A-10d Notes made by teacher in preparation for parent conference. Enterprise Informal School.
- A-11a Daily activity sheets to be checked by children; prepared by the teacher, Lynne Stinson, for class of five- and six-year-olds. Cambridge Alternative Public School.
- A-11b Weekly 'contract' to be partially filled out, in advance, by the teacher and child together. Fourth grade, Margaret Boudreau; fifth and sixth grades, Annette Spero, Agassiz School, Cambridge, Mass.
- A-11c Excerpt from child's journal. Prospect School.

A note might be added here on child-kept workbooks or folders, a possibility for third or fourth grades and up. Since it is difficult to include an adequate illustration, I will describe the method briefly: Each child keeps a documentation of his own work in a clip binding. Papers (including drawings, math problems, compositions, spelling lists, notes, photographs if possible, descriptions or plans for projects, etc.) are dated and added chronologically, at the back. The documentation is turned in periodically to the teacher, who looks it over and adds comments or suggestions, which are then incorporated into the documentation ("Your handwriting is getting quite good. Try to keep the heights of the letters more even;" "You need to work more on math. Do the problems on pages 56 and 57;" "I'm glad you enjoyed *Mrs. Frisby and the Rats of NIMH*. I did too. Why don't you try to write a story about what might have happened *next*?") If the children are working on a contract system, the contracts can be added as they occur, chronologically. The teacher might plan to look over four or five such documentations every day so that each one will be reviewed about once a week.

At the end of the month, the papers are taken out of the clip binding and stapled into a construction cover, which is then labeled ("Susan Moore, Vol. I, 1975" or "December, 1975") and kept for reference. Such volumes provide excellent reference materials, for instance, for teacher/parent conferences. They are also a means by which a child can mark his own progress and change.

Individual documentations can be thought of as a method that combines journals, contracts, and work folders into one system, which includes demonstrations along with descriptions or statements about learning.

- B-1a The time-activity chart reproduced here was made after school from notes taken in class. (The actual

working notes are on the next page.) The chart can be color-coded, rather than pattern-coded (as here), in order to be more easily readable. For example, red can indicate reading/writing activities; green, math; purple, science; blue, art, etc. Cross-hatching, or 'wave lines', can be superimposed on the colors to show concentration, conversation, etc.

The usual procedure in making such a chart consists of an initial visit to the classroom in order to learn the names of the children, mapping the room and listing the materials. During the second visit, each child's activity is recorded every five minutes as shown (using initials or abbreviations for the children's names). The information is later transcribed as a bar graph.

A number of insights can be gained from this particular kind of recording. For each child, it illustrates spontaneous choices of activity, length of involvement in any one, fragmentation of attention, random activity, etc. In regard to an entire class, it illustrates the general character of spontaneous choices, the variety (or lack of variety) in the activities, the amount of random behavior and something of interactive social influences. It can, in addition, indicate how long it takes individuals and the class as a whole to settle down after an interruption (recess, etc.), the main causes of distraction, the influence of the teacher's presence or absence, and so on.

If time-activity charts are made in a particular class at regular intervals (over a period of time) more information can be inferred: changes in the character of the class activities, for instance. Also, a single child's activity record can be extracted and analyzed individually. By the author.

B-1b Working notes for B-1a.

B-2 Bar graph summarizing information from three time-activity charts made in a K-1 classroom. From the documentation of the Cambridge Alternative Public School.

B-3 Fragments of a taped discussion, transcribed. By the author.

B-4 Sociogram, based on children's voluntary seating arrangements as noted for four consecutive weeks. The children in this class were allowed to move their desks to sit where they wanted. A similar diagram can be made, however, from a teacher's recollection or notes of friendship patterns within the class.

B-5a Curricular diagrams: these were both made at the end of a period of weeks, from notes. The same kinds of diagrams (which appear in many forms) can be made, in advance, for planning possible extensions of an activity. Useful for planning and/or

recording an integrated curriculum. Jeanne Mitchell, J. Lynne Stinson, Cambridge Alternative Public School.

- B-6 Scale plan of room arrangement: the space was first mapped by counting the floor tiles. The mobile elements were cut out of light card, to scale, and stuck on the plan with rubber cement (which allows them to be moved if the plan is altered). The arrangement was then xeroxed. Such a diagram is useful both for planning room arrangement and for later reflection on use of space and distribution of activities. By the author.
- B-7 Observation which includes summaries of equipment and materials. By the author. (two pages)
- B-8 Two observations in classroom areas.
 - a. Prospect School.
 - b. Prospect School.
- B-9 Page from a teacher's journal: contains both a description of a classroom experience and the teacher's reflection on the experience. Bobbi Snow, Lincoln School, Brookline, Mass.
- B-10 Three schedules in different formats:
 - a. Enterprise Informal School.
 - b. Enterprise Informal School.
 - c. Marcy Open School.
- B-11a Plan for change towards informality; by Pat Carini, Prospect School Adjunct Services.
- B-11b Plan in form of curricular diagram (see B-5). Prospect School.
- B-12a Letter, parent-to-teacher. Enterprise Informal School.
- B-12b Newsletter circulated within school community. Central School.
- B-13 Page from final report by an outside agency. St. Paul Open School.
- B-14 Page from document distributed to schools in district, Park Forest, Illinois.
- B-15a Page from school documentation. Prospect School.
- B-15b Child's list. Enterprise Informal School.
- B-16 Letter from parents to school personnel. Enterprise

- Informal School.
- B-17a Class Project. Washington Triad: Burlington, Sedro Wooley, Ferndale; Washington. (two pages)
- B-17b Weekly newspaper from a vertically-grouped primary class. Beacon Hill School, Park Forest, Ill.
- B-18a Interview by outside professional. North Dakota Follow Through.
- B-18b Interview by outside professional. Agassiz School, Cambridge, Mass.
- B-19 Page from a group of self-assessment sheets, to be checked by teacher. Bank St. Follow Through.
- B-20 Teacher-time chart. Notes were made every minute during class. These descriptive notes were later coordinated with a time-line diagram. This type of diagram is also more vivid if color- rather than pattern-coded (see B-1). By the author.
- B-21a Park Forest School District.
- B-21b Cambridge School Department, Cambridge, Mass.
- C-1 From the documentation of the Marcy Open School.
- C-2 Park Forest Elementary Schools.
- C-3a Summary of results of questionnaire distributed to parents. Cambridge Alternative Public School.
- C-3b Section from a questionnaire designed as a report card for parents to fill in about their children's school. United Bronx Parents, Bronx, N.Y.
- C-3c Page from a parent questionnaire. Cedar Rapids Community Schools, Cedar Rapids, Iowa. (two pages)
- C-4 Excerpts from two written statements as they appeared in the documentation. Cambridge Alternative Public School.
- C-5 Cambridge Friends School, Cambridge, Mass.
- C-6a Enterprise Informal School.
- C-6b From the documentation of the Cambridge Alternative Public School.
- C-6c Central School.
- C-7 Two pages of memorandum by outside advisor. University of North Dakota Follow Through.

- C-8 From the documentation of the Cambridge Alternative Public School.
- C-9 From the documentation of the Cambridge Alternative Public School.
- C-10a Park Forest Elementary Schools. (two pages)
- C-10b Enterprise Informal School. (two pages)
- C-11 From the documentation of the Marcy Open School.
- C-12 From the documentation of the Cambridge Alternative Public School.
- C-13 Enterprise Informal School.
- C-14 From the documentation of the Marcy Open School.
- C-15 From the documentation of the Cambridge Alternative Public School.
- C-16 From the documentation of the Cambridge Alternative Public School and of the Marcy Open School.
- C-17a Cedar Rapids Community Schools. (two pages)
- C-17b From the documentation of the Cambridge Alternative Public School.
- C-17c From the documentation of the Marcy Open School.
- C-18 Cedar Rapids Community Schools.
- C-19 From a doctoral thesis by Joseph N. Petner, Jr., "The Description and documentation of a developmental approach to inservice education: a case study of the New School Approach to Follow Through with the Fort Yates Community School, 1973-74." Grand Forks, North Dakota: August 1974. (two pages)
- C-20 Park Forest School District.
- C-21 Page from final report by an outside agency. St. Paul Open School.
- C-22 From the documentation of the Cambridge Alternative Public School.
- C-23 From the documentation of the Cambridge Alternative Public School.
- C-24 Marcy Open School.
- C-25a Cedar Rapids Community Schools.

- C-25b University of North Dakota Follow Through.
- C-26 A summary report on a pupil, written by the director of a secondary school and sent to the director of the elementary school attended previously by the pupil. Cambridge Friends School.
- C-27 Advisor's notes. By the author.
- C-28a From the documentation of the Marcy Open School.
- C-28b From the Evaluation of the Anna C. Scott School, Leonia, N.J., done by Valerie Jameson and Pat Sherman, Center for Open Education, Tenafly, N.J. (two pages)
- C-28c Cedar Rapids Community Schools.
- C-29a From the documentation of the Prospect School.
- C-29b From the documentation of the Cambridge Alternative Public School. (three pages)
- C-30 Example of documenting a subject or issue by chronologically ordered excerpts from records. From the documentation of the Cambridge Alternative Public School.

Conclusion

The usefulness, immediate applicability, or practicality of documentation must inevitably and properly come into question sooner or later. When records have been kept for a period of time, reports made, information gathered and organized, what then? How can all this paperwork be used and the effort entailed in such an undertaking justified?

On the institutional level, it is relatively easy to translate the information gained from documentation into courses of action. Institutions are more readily analyzable than people, and directions for change or improvement in a program can often be read directly from the materials: it can be seen, from parent questionnaires, that parents feel out of touch with the school, so a newsletter, more frequent class meetings, or all-school meetings are indicated; evidence from specialists' time budgets and from curriculum charts suggest that music education is being neglected, so staff discussions might be initiated on this subject; notes on visitors and minutes of staff meetings underline the need to limit the numbers of visitors to the school; and so on.

Reviewing the documentation of a class can be similarly enlightening. In the process, much of the information gathered will take on form and patterns become salient: time-activity charts may reveal that children rarely choose math activities unless working with a teacher, indicating that, for some reason, math, as offered, lacks appeal; teacher-time charts may show that the teacher has developed an over-complicated system for organizing work and spends too high a proportion of his time on administration; sociograms may illustrate a positive correlation between stable social groupings and long-lasting, independent projects.

When the teacher goes over the information relevant to a particular child, he may also find much of the material revealing and directly useful: the child may, in fact, have read more books over a period of time than the teacher was aware of; or it might be evident that the child has not developed independent, strong interests or the ability to concentrate for reasonable periods of time. Such insights assist the teacher in dealing with each child in the class and with the class as a whole.

There is, however, another perhaps more long-lasting and significant benefit from documentation, which is subtler

and more difficult to define. A teacher can come to a deeper and closer sense of the whole child, of the particular person, through learning to recognize individual rhythms and themes that appear as patterns in the documentation--qualities of imagination, ways of approaching people and ideas, ebb and flow of energy, sense of self--and it is this knowledge that becomes part of the relationship between teacher and child. More, it improves the ability of the teacher to teach not only that child but, by extension, all children.

Documentation has been described in this handbook, then, as a way of recording a series of particular events in order to create a fabric that can then be examined, cut up, and pieced together in different ways, put away to be taken out occasionally for re-examination or confirmation, or even just looked at in moments of nostalgia. On all levels, from that of the individual child through that of the institution, those images of growth provided only by periodic testing and grading have some of the quality of time-lapse photography: disconnected and often mysterious. They record the stages of growth but not the process. Documentation, on the other hand--'keeping track'--encourages a constant awareness that can provide reassurance and support both to institutions and to the individuals for whose benefit they exist.

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