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Cedar River Mini-School

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CEDAR RIVER MINI-SCHOOL

by

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A mini-school was set up in Cedar River Elementary
School in Maple Valley, Washington. The mini-school will
keep the same students and teachers together for a
three-year period of time. There will be a fourth, fifth,
and sixth grade classroom, each with its own teacher.
Research suggests that students in small schools perceive a
closer, warmer relationship with their teachers, fellow
students and other adults and a stronger connection with the
school. This project presents a justification for and a
description of the mini-school. The only conclusions
reached come from the development of the mini-school, not in
an evaluation of it, since the mini-school has not been in
session yet.

TABLE OF CONTENTS

Chapter 1

Background of the Study

Introduction

The community of Maple Valley has the undistinguishable honor of having the largest elementary school in the state of Washington. Lake Wilderness Elementary School, of the Tahoma School District, is a K-6 building with 1100 students.

Another building in the district, Cedar River Elementary, is a 4th-6th grade school in Maple Valley, which currently houses 500 students. This school, at which the writer is a 6th grade teacher, has twenty regular classrooms and seventeen portables, which could conceivably generate an enrollment of more than 1100 students!

The extent to which children are comfortable and happy in the school environment should receive more emphasis than it does (Goodlad, 1987). Today, children are more needy in all areas of their development, than they were even a few years ago. The schools of today need to play a different role in the education of students. Coombs (1982) writes that we must be involved in "building a progressively broader and more diversified 'learning network'-combining formal, nonformal, and informal modes of education-to serve the

evolving lifelong learning needs of all members of the population" (p. 146). The students' emotional, physical, and psychological well-being need to be addressed, as well as their academics. Parents, teachers, and children ought ideally to reinforce and stimulate each other through the enthusiasm that both precedes and follows upon achievements. (Goodlad, 1987) This total education is difficult to give in the large school environments of today.

One of the changes recommended is to create smaller school environments. "School-Within-a-School" arrangements are not new. The basic concept is that smallness fosters closer relationships between students and staff, more opportunities to focus upon psychological as well as academic development, and more opportunities for student participation in activities (Burke, 1987). Studies have reported generally positive results in terms of student/teacher contact and personalization of the schooling experience (Burke, 1987).

Purpose

The purpose of the project was to set up a "School Within a School" at Cedar River Elementary. This school will be referred to as the mini-school. The goal of the mini-school is to address some of the concerns in better meeting the needs of today's children, without being cost prohibitive.

The mini-school has three classrooms, one at each grade level. The students would stay in the mini-school for fourth, fifth, and sixth grades, moving from teacher to teacher at the end of each year. The three classrooms are located in the same area to facilitate proximity of students and teachers involved in the mini-school. The teachers will have the autonomy to function as a unit with this arrangement.

The three teachers would stay at their respective grade levels each year, but would get to know the other mini-school students during multi-age grouping sessions each day. Moving each complete classroom to the next grade level within the mini-school would allow for familiarity among teachers and students, as well as ease of transfer from one grade level to another. The student's new teacher would already be a part of the student's educational environment from the previous year(s) as a result of the mini-school format. This process of transferring complete classrooms to the next year's teacher in the mini-school would contribute positively to the overall social, emotional, physical, and academic development of each student.

The mini-school, as described in this project, will incorporate the following key strategies for educating children: multi-age grouping; teaching to multiple intelligences; integrated curriculum incorporating thinking

skills; student assessment portfolios; integrated technology; and heterogeneous groups with no pull-out programs.

Definitions

1. Mini-School: The writer describes a mini- school as small groups of students and teachers, working together as an independent unit of a larger school. This is a version of the School-Within-A-School concept.

2. Multi-Age Grouping: The grouping of children across grade levels for educational activities.

3. Multiple Intelligences: Teachers will incorporate seven intelligences into their strategies for teaching: logical-mathematical; musical; bodily-kinesthetic; linguistic; spatial; interpersonal; and intrapersonal (Gardner, 1983).

4. Intelligence-Fair Measures: Tests which are not biased towards the linguistic and logical intelligences, but rather try to respect the different modes of thinking and performance of all intelligences.

5. Integrated Curriculum: The combining of subject matter into broad fields of study, into a core curriculum, or into a combined field, such that

subject matter is highly synthesized (Dejnozka & Kapel, 1982).

6. Student Assessment Portfolios: Students will be assessed through a comprehensive approach to the evaluation process. Personal interviews, classroom observations, ratings, and other forms of assessment will supplement the standardized tests.

CHAPTER TWO

Review of Related Literature

This chapter will review literature pertaining to
school size and educational strategies to be used in the
mini-school.

The issue of the proper size of schools has been
debated throughout this century. Typically, educators have
agreed that the American high school should be of sufficient
size to offer specialized courses (e.g., advanced algebra,
foreign language, physics, chemistry) in an efficient and
economic manner (Conant, 1959). Conversely, the elementary
school, established to bring basic skills to youngsters, has
operated under the premise that the depth of required course
work was such that the generalist or the self-contained
teacher could adequately provide instruction in a variety of
fields, thus eliminating any great concern over minimum size
(Van Til, 1977). For middle level schools, the problem of
optimum size has not been adequately researched, and within
the research one finds conflicting opinions (Garcia, 1961;
Stemnock, 1974).

Goodlad (1983) suggests that the maximum size of
elementary schools should be 300 students and roughly twelve
teachers. British infant schools, he points out, are rarely

6

filled with more than 250 pupils. He challenges anyone to show why an elementary school needs to be any larger (Goodlad, 1983).

Jackson Park Elementary School in Central Kitsap School District, Washington has been involved in a mini-school program involving three grade levels for two years. The writer observed the CLIMB (see Appendix E for name derivative) program for a day and had extensive interviews with two of the twelve teachers involved in the program. The Jackson Park staff validated the research stating this type of environment creates a closer relationship between teachers and students. The staff strongly suggested, however, that our mini-school not involve twelve teachers. They felt that the coordinating of twelve teachers in their mini-school to work on curriculum had been the most difficult part of the Jackson Park program.

Educational futurists such as Burdin, Nutter, and Ravitch also believe that schools are too big, even high schools. They suggest that schools be modeled more after the family than after big business (Benjamin, 1989). Ravitch (1983) writes that present schools are like vast and impersonal factories. He feels the schools of the future should be modeled on a family; in which, caring, knowledgeable adults would guide and instruct young people and each person would be special.

Educational leaders, such as Goodlad and Ravitch, have advocated more humanistic, transitional type schools, which are student-oriented rather than subject-oriented. Schools of this nature address the emotional, physical, and psychological needs of students as well as academics. To combat a harsh climate of curricular and social rigidity, a number of organizational changes have been suggested (Burke, 1987):

First: Create teams of teachers to share instructional duties.

Second: Establish programs to treat the social and emotional development of students as a separate, non-academic subject, and create a bond between each student and an adult teacher.

Third: Modular schedules enable teams to plan activities allowing for greater lesson depth.

Fourth: Expand teaching strategies to include research on the characteristics of young learners. Cooperative learning, integrated curriculum, hands-on and field experiences are a few examples of activities which research indicated were appropriate for young learners (Eccles, 1987; Fenwick, 1986; Merenbloom, 1986).

Research lent credence to the notion that
student/teacher relationships needed to be based on more
than strictly curriculum and academics (Burke, 1987).
According to Kenneth Tye (1985):

At the classroom level, we found little if any
opportunity for teacher-pupil interaction which went
beyond the concerns of the subject matter of the
particular subject or class. Obviously, there is a
need for some intermediate structure which can allow
for students to interact with a sympathetic adult about
their concerns, future plans, and personal concerns.
(p. 124)

Research suggests that factors other than school size
seem to be more important in determining the degree of pupil
achievement in schools ("Small School," 1984). Student
achievement findings in the United States indicate that in
most cases there is no significant difference in student
achievement between large and small schools ("Small School,"
1984).

Schools-within-a-school and mini-school programs
comprise about twenty percent of the total number of
alternatives to large schools (Raywid, 1985). They have
generally been successful and have been shown to produce
significant growth in achievement (cognitive, social, and
affective), improve attendance and behavior, and generate
unusual rates of satisfaction among students, staff, and

parents (Raywid, 1984). They tend to "personalize" the educational environment.

In one study, students in small schools perceived a closer, warmer relationship with their teachers, fellow students and other adults and a stronger connection with the school (Moracco, 1978). The idea is that peace, intimacy and peer interaction are fostered by smallness.

If one accepts the philosophy that teachers should not teach in isolation, that students should be known and cared for by at least one adult in the school, and that teachers should teach students and not just subject matter, then schools need not be large. Research from TESA (Teacher Expectations and Student Achievement) indicates that if students are treated equitably and shown that an adult teacher cares for them, their academic scores will go up. The research also found that there is an emotional desert in most of our classrooms (Kerman, Kimball, & Martin, 1980). Goodlad (1983) feels the classroom is a wasteland of almost unbearably dull proportions. "Shared laughter, over enthusiasm, or angry outbursts were rarely observed. Less than 3 percent of classroom time was devoted to praise, abrasive comments, expressions of joy or humor, or somewhat unbridled outbursts such as 'wow' or 'great'" (p. 229-230).

The large physical plant of a school can provide several educational advantages for a mini-school over a very small school. For instance, the mini-school can be used to

arrange instruction for students in a basic, core curriculum on a personalized, intergrated basis; and yet allow students to leave the mini-school for specialized subjects such as music, physical education, art, and computer programming (Burke, 1984).

As might be expected, not all alternative school experiments have been successful. A lack of true diversity in the offerings and a lack of lead time to fully appraise parents of choices available to them have led to the downfall of some programs. Consistently, small school size and the element of choice for parents and students appear crucial in predicting the final effectiveness of an alternative education experiment (Raywid, 1984).

Schoneberger (1986) pointed out that in order to grow, teachers need to feel comfortable taking risks with unfamiliar teaching methods. Self-confident and self-assertive teachers are more apt to examine and try new teaching strategies and, consequently, challenge and motivate their students than teachers who are controlled by restricting supervisory procedures (Schoneberger, 1986).

One of the unfamiliar teaching strategies to be utilized in the mini-school is the multi-age grouping approach to teaching. This concept is drawing renewed attention today as a way of curbing ability tracking and grade retention, two factors a growing number of educators identify as the detrimental precursors to failure for some

young children (Cohen, 1990). The current system of
grouping pupils by grades developed partly in response to
the public school demand for efficient ways to organize
large numbers of children. Critics of the system have
argued that it fails to accommodate wide variations in
children's rates of learning. They have also raised concern
about the effects of rigid academic programs and early grade
retention on young pupils, whose developmental patterns vary
widely and who are particularly vulnerable to being
stigmatized as slow learners (Cohen, 1990). Age grouping is
based upon physical time, whereas children grow on
biological time and operate on psychological time (Elkind,
1987).

It is estimated that the United States had an overall
retention rate of 15% to 19% in 1982. The much-admired
Japanese system, like the educational systems of most
European countries, has a retention rate of less than 1%
(Smith, 1987). In controlled studies of the effect of
nonpromotion on both achievement and personal adjustment,
children who repeat a grade are consistently reported to be
worse off than comparable children who are promoted with
their age-mates (Smith, 1987). Multi-age grouping, by
contrast, enables youngsters to work at different
developmental levels without the obvious stigma of
remediation or "going back." This method of teaching also
avoids the trauma, for some at least, of adjusting each year

to a new adult with a different teaching style and
unfamiliar expectations (Milburn, 1981).

David Pratt (1986) summarized twenty-seven studies in
multi-age grouping of a range of two to three years in the
United States and Canada from the years of 1948 to 1981. He
concluded "that although there is no consistent relationship
between multi-age grouping and academic achievement, it has
a generally benign effect on social and emotional
development. Whereas same-age groups create increased
competition and aggression, multi-age groups promote
increased harmony and nurturance" (p. 113).

Another teaching strategy to be used in the mini-school
setting is teaching to a multitude of intelligences of our
students. Howard Gardner's (1983) theory of Multiple
Intelligences provides a solid foundation upon which to
identify and develop a broad spectrum of abilities within
each child. He says our society only deals with two or
three of the seven intelligences when deciding who has
potential in our culture. The linguistic, logical, and
intrapersonal intelligence students are the success stories
of today; while the musical, bodily-kinesthetic, spatial,
and interpersonal intelligence students are neglected and
often times labeled with learning disabilities (Armstrong,
1987).

In 1963 the disease, as Armstong (1987) calls it, of learning disabilities was invented. This disease has slowly affected millions of students in our schools, as proven by the large number of Special Education programs in our schools today. Armstrong emphatically denies the existence of learning disabilities, but believes all students need to be given the chance to learn "in their own way." The unique way in which each individual learns appears to be based on cultural and individual factors (Armstrong, 1987).

We must also find ways to identify each student's strengths and weaknesses reliably. Multiple Intelligence Theory grows out of a conviction that standardized tests, with their almost exclusive stress on linguistic and logical skills, are limited (Gardner, 1983). As a result, the Multiple Intelligence Theory requires a fresh approach to assessment, an approach consistent with the view that there are a number of intelligences that are developed-and can best be detected- in culturally meaningful activities (Hatch & Gardner, 1986).

In contrast to traditional paper-and-pencil tests, with their inherent bias toward linguistic and logical skills, intelligence-fair measures seek to respect the different modes of thinking and performance that distinguish each intelligence. Intelligence-fair measures place a premium on the abilities to perceive and manipulate visual-spatial information in a direct manner (Hatch & Gardner, 1986).

A consistent research finding is that learning increases when a variety of instructional methods are used (Gardner, 1983). Our understanding of the range of intelligence expands the teaching-learning task. We must find ways of increasing instructional methods which can build on varied forms of intelligence. "By creating an environment tailor-made to their (students) needs, you will help them really begin to learn-perhaps for the first time-in their own way" (Armstrong, 1987, p. 173).

Integrating the curriculum is another strategy the mini-school staff will utilize. Ms. Nancy Skerritt, the Curriculum Manager for Tahoma School District, gave the mini-school staff two days of inservice in integrating curriculum. Using Glasser's model of Control Theory for a Quality School, the mini-school staff will be asking for students' input on what to learn and how to make the class more enjoyable (Glasser, 1990). Cooperative learning is an important part of Glasser's Quality School because through it students gain power (Glasser, 1990). Glasser writes, "... by consulting the workers, (students) good managers (teachers) constantly keep the workers' (students') need for power in mind" (Glasser, 1990, p. 76). He recognizes that freedom of choice adds quality to what students choose.

Throughout human history it has been those individuals who could organize and coordinate their efforts to achieve a common purpose that have been most successful in virtually

any human endeavor. (Johnson, 1986) Likewise, the interaction that most influences students' performance in instructional situations is student-student interaction (Johnson, Johnson, & Holubec, 1986). The mini-school will incorporate cooperative learning extensively into the integrated curriculum.

Assessment of students should be much easier because of the teachers working so closely together with all of the students. A portfolio assessment will be used, as an interest of Tahoma School District. However, at the time of this writing, the mini-school staff has not yet been trained in this type of assessment.

Chapter 3 will describe the process by which a mini-school was developed in Cedar River Elementary School. Chapter 4 will include a summary, some conclusions and recommendations.

Chapter 3

Procedures of the Study

In the fall of 1989, at a morning teachers' meeting,
Gary Morgan, the principal at Cedar River Elementary School
in Maple Valley, presented the staff with a proposal
concerning restructuring the building in which the writer is
a sixth grade teacher.

Mr. Morgan hoped to quicken the pace of educational
change in our building, by creating a smaller, more cohesive
environment. He proposed to establish three mini-schools
within Cedar River Elementary. Each mini-school would
house, in three separate wings, five classroom teachers and
a mixture of 150 fourth, fifth, and sixth grade students.

Each wing would run autonomously, with a
representative leader reporting to the principal. Mr.
Morgan had read, The Quality School (Glasser, 1990) recently
and totally adopted the principles of "lead-managers." The
principal's job in Glasser's view is to be "... a
facilitator in that he shows the workers that he has done
everything possible to provide them with the best tools and
workplace as well as a noncoercive, nonadversarial
atmosphere in which to do the job" (p. 32).

The proposal, from Mr. Morgan, included many ideas for
possible implementation in a mini-school setting. Common

17

planning times for each teacher in the wing of no less than an hour per day was one such idea. Another idea was to house the students in the same wing for all three years, in hopes of building rapport between students and teachers. Some teaching strategies suggested for possible use in the mini-school were: multi-age grouping, cooperative learning, and the use of an integrated curriculum approach.

The staff was asked to write down the four most desirable peers each would like to work with in a mini-school. Mr. Morgan also asked for names of peers each teacher would have the most difficulty working with. All of the above was kept totally confidential. The purpose of the lists was to form the groups that would be housed in each wing. The process, however, did not work. When the names were published as to who was to work with whom, many teachers were dissatisfied. As a result, the mini-school proposal for the entire staff fell apart.

Mr. Morgan still felt the mini-school concept had potential and therefore announced to the staff in January of 1990 that anyone who was still interested in the basic proposal should come talk to him about it.

The writer talked to Mr. Morgan about the mini-school concept, and they ended up working together on writing a grant proposal (see Appendix A) for the Practitioner's Workshop at Fort Warden. The purpose of the grant was to have uninterrupted time to work through the needs, goals,

and structure of a mini-school as well as to have access to a facilitator with expertise in the formation of such a school.

After the grant was awarded, Mr. Morgan asked for interested teachers to sign up to go to the 1990 fall, three-day workshop. Four teachers (including the writer), Mr. Morgan, Ms. Nancy Skerritt, the district Curriculum Manager, and the facilitator, Ms. Marian Peiffer comprised the 7-member team that would attend the workshop in November. We spent the summer months reviewing the literature on the proposed educational strategies for use in the mini-school.

The three-day meeting in November at Fort Warden was extremely productive. The facilitator, Ms. Peiffer, was from Ardmore Elementary School in Bellevue. Ardmore has been involved in a mini-school setting for twenty years. Each teacher keeps her own students for two years and, as Ms. Peiffer says, "I know these kids so well that tests seem unnecessary" (see Appendix B). The school has experienced great success, as shown by the two to three hundred names on a waiting list for entry into the school as well as by the positive publicity the school has received.

With Ms. Peiffer's expertise, the Fort Warden group decided to implement the following changes for the 1991-1992 school year: multi-age grouping between three grade levels;

Integrated curriculum approach to learning; teaching to multiple intelligences; cooperative learning; peer coaching and cooperative teaching with large blocks of planning time together; heterogeneous groups with no pull-out programs for Special Education students; and if a grant was awarded, extensive use of technology.

As part of the terms of the original grant, the team wrote up a team report (see Appendix C). The report included a plan of action and tentative deadlines for completion. As part of this report, our two administrators, Mr. Morgan and Ms. Nancy Skerritt, went to the Central Office to seek support for at least one mini-school from the district level administration. They received 100% moral support for the program as well as a committment for financial support when needed, from the Assistant Superintendent, Mr. Mike Maryanski. Mr. Maryanski also suggested that the mini-school(s) begin piloting a type of student assessment portfolio that a district committee was formulating.

The next step in the process was to involve the local teachers' union. The team realized that the mini-school faculty would not do anything that would go against the negotiated contract, however, the special privileges and financial support that other teachers would not be getting could create uneasiness and misunderstandings. Mr. Maryanski did not want the mini-school faculty to involve

the Tahoma Education Association at this time because the mini-school faculty did not have a clear picture of the mini-school yet. Mr. Maryanski did not want to create possible problems before he knew exactly what the mini-school would be asking for in terms of financial support and schedule changes.

In January of 1991 the group from the workshop at Fort Warden presented an overview of what was said and done at Fort Warden to the Cedar River Staff. Mr. Morgan suggested that anyone interested in setting up a mini-school similar to the one described, should contact him as soon as possible. Many teachers approached the principal with interest, but not for the upcoming year. Mr. Morgan felt many people feared the time committment involved and preferred to sit back one year and see how another mini-school operated.

One of the four teachers who went to Fort Warden also decided not to get involved this year. The music specialist felt she could help out the mini-school faculty the most by integrating music into our curriculum choices as well as providing the needed leadership for the other specialists to become involved.

The only mini-school formed at this time was complete with three of the four teachers that went to Fort Warden. Fortunately, the teachers were a fourth, fifth, and a sixth

grade teacher, ideal for multi-age teaching in a fourth, fifth, and sixth grade building.

The mini-school faculty felt the next task that needed to be accomplished was the visitation of other facilities that were operating under a mini-school philosophy. One member of the mini-school faculty went to Pine Lake Middle School in Issaquah specifically to see how the scheduling process was done there. The principal, Ms. Bette De Salvo, and members of the staff, talked about the innovative scheduling which freed teachers for extended planning time.

Using the above school as a model, the mini-school faculty presented a similar schedule (see Appendix D) for the mini-school to our principal, Mr. Gary Morgan. Each teacher will have a flex day during the week. On this day, the teacher will be able to leave at noon while the students go through an integrated curriculum with specialists all afternoon. The mini-school faculty would have extended planning times on Tuesdays and Thursdays after the regular school day to work together on curriculum. The schedule was accepted and the specialists are going to be working with the mini-school faculty to integrate the specialists' curriculum with the regular classroom curriculum.

Another aspect of the above schedule is the time allotted for multi-age groupings. One hour has been designated for this. However, the mini-school faculty adjusted the schedule in such a way that if more time is

needed for multi-age activities, the entire morning is available.

Another visitation was made by all members of the mini-school to Jackson Park Elementary School in the Central Kitsap School District to observe the CLIMB (see Appendix E) program. The CLIMB program is a multi-age, integrated curriculum program set up with twelve teachers. The mini-school faculty was able to ask questions (see Appendix E) of many of the teachers involved in the program. The one factor the CLIMB participants strongly advised the mini-school faculty against was allowing too many teachers in the mini-school. The Jackson Park staff felt working with twelve teachers was extremely difficult. Consensus in the group and finding a common planning time were next to impossible.

The final visitation made during the spring was to Phantom Lake School in Bellevue to observe Mr. Chris Held's multi-aged technology classroom. The Tahoma School District's Computer Coordinator, Mr. Todd Clarenbach, also observed this classroom. As a result of this observation, Mr. Clarenbach offered to oversee the mini-school as a technology pilot program. The mini-school staff wrote a proposal for a $20,000 technology pilot program in our mini-school (see Appendix F). The Assistant Superintendent

agreed to finance a portion of the proposal and the Cedar River principal agreed to finance the remainder.

The Tahoma Education Association and fellow teachers were updated bi-monthly at regularly scheduled teachers' meetings of what the mini-school faculty was doing, thinking, or anticipating. The mini-school faculty tried to keep everything in the open and everyone constantly updated. Questions were answered, but with the understanding that nothing was set in stone. As the mini-school faculty became more aware of their likes, dislikes, and limitations, the format of the mini-school continued to change.

The mini-school faculty scheduled weekly, after school meetings with the principal. The meetings were on Mondays from 3:30 to 6:00 during winter and spring quarter for the purpose of information sharing and planning. One of the side benefits to the meetings was the rapport and trust that developed between the mini-school faculty, as well as getting-to-know each other on a more personal and professional level.

The Tahoma School District hired a facilitator, Ms. Connie Hoffman, to spend a day with the mini-school faculty for the purpose of building more trust and rapport as well as to learn how to function as a cohesive group. (see Appendix G)

Further support from the Central Administration was

also evident when the district Curriculum Manager, Ms. Nancy Skerritt, was asked to give us a day of inservice on integrating curriculum. She also gave training on incorporating Gardner's Seven Intelligences into our curriculum. The mini-school faculty spent the remainder of the day developing lessons using the information given by Ms. Skerritt (see Appendix H).

The mini-school faculty were also given the opportunity to attend a Quality School Conference (see Appendix I) in Bremerton, Washington given by Dr. William Glasser and several other facilitators. The mini-school faculty read The Quality School (Glasser, 1990) before the conference to become familar with Glasser's concepts. After the three day conference, the mini-school faculty decided to reevaluate what students are asked to do and assign tasks that are worthy of being done well. Students will take an active part in evaluating their work and in setting the standards toward which they will work.

In June of 1991 an overview and permission slip (see Appendix J) were sent home to the present fourth and fifth grade students of the teachers in the mini-school. The majority of these two classrooms agreed to be moved up to the next grade level within the mini-school, therefore, a part of the "family type" atmosphere philosophy of the mini-school for the 1991-1992 school year is already in

place. The fourth grade classroom will be randomly filled this summer by the principal. At that time, the same overview and similar permission slip will be sent out to the parents.

The district showed further support of the mini-school by paying the mini-school faculty per diem wages for five days of curriculum planning together this summer, with Ms. Nancy Skerritt as our facilitator, for three of the five days. The other two days are to be used at the discretion of each teacher. At the end of the thirty hours, the mini-school faculty hopes to have the first few months of the year planned. The innovative scheduling will allow for continual planning throughout the remainder of the year. The mini-school faculty plan to monitor and adjust the curriculum to meet the learning needs of the students as the year progresses.

The mini-school facility will be located in three adjacent portables. The Cedar River School is presently being remodeled, and the mini-school faculty felt there would be less interruptions to the program if housed in portables from the start, rather than having to move half way through the school year. The mini-school faculty also wanted close proximity to one another. The close proximity would accommodate peer coaching and cooperation among the mini-school faculty and would allow teachers in the mini-school to talk to, and be around, all of the students involved in the mini-school.

Chapter 4

Summary, Conclusions, and Recommendations

Summary

This project presented a justification for and a description of the mini-school. The staff at Cedar River School anticipates the early years of the mini-school to be rough. Long hours and new curriculum could be overwhelming, and that is why the mini-school staff chose to begin with one hour of multi-age groupings for the 1991-1992 school year. The mini-school will have the potential for duplication, ensuring the possibility of many "schools-within-a-school," each operating independently of one another.

Conclusion

The only conclusions reached in this project are in regards to the planning of a mini-school (see Appendix K), not in the evaluation of it, since the school has not been in session yet.

1. Mini-school faculty need time to work together to build trust and rapport as well as to work on curriculum.

2. Change is a slow process with many teachers threatened by it. Frequent updates to the faculty outside of the mini-school will clear up some misunderstandings and fears, but with change comes turmoil and jealousy.

3. Mini-schools can have different philosophies and goals. The desire and will of the teachers involved is what will make the time and energy spent worthwhile.

4. Building administrator and Central Office support, both financial and philisophical, is needed.

Recommendations

On the basis of the above conclusions the following recommendations are made:

1. Mini-school teachers should be selected by each other, not assigned, for ease in the development of trust and rapport.

2. Change is not an easy process and, therefore, a workshop or overview of change would be helpful in the understanding of the process the group of teachers will go through.

3. Agreement in the basic philosophy and goals of a mini-school are essential, but different teaching styles could be an advantage.

4. New programs create new costs. Therefore, the support of the administrators in the district is essential. Problems with fellow staff members could be handled more readily by administrators who philosophically support the mini-school program.

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APPENDICES

APPENDIX A

PROPOSAL FOR PRACTITIONER'S WORKSHOP

APPLICATION FOR PARTICIPATION IN THE PRACTITIONERS' COMMITTEES WORKSHOP

Check Preference:

Eastside Workshop – October 17-19, 1990 [___]. Cavanaugh's Motor Inn, Kennewick, Washington (ESDs 101, 105, 123, 171)
(Central)

Westside Workshop – October 24-26 [X] and November 24-26, 1990 [___], Fort Worden Conference Center, Port Townsend, Washington (ESDs 112, 113, 114, 121, 189)

School **Cedar River Elementary**   Phone (206) 432-4466   Elem. **4-6**   Jr. High _____
                                                                    Middle _____   Sr. High _____

Address **22615 Sweeney Rd. S.E.**   City **Maple Valley**   Zip **98038**

School District **Tahoma #409**   Phone (206) 432-4481   ESD **121**

Address **23015 S.E. 216th Way**   City **Maple Valley**   Zip **98038**

School District K-12 enrollment, October 1989:   over 20,000 _____   10,000-20,000 _____

                                                 2,000-10,000 **X**   Under 2,000 _____

Title of Project or Action Plan __**Mini Schools**__

Major Emphasis __**Careful and extensive planning for the Cedar River Elementary School**__
__**mini-school concept.**__

The following team members have been involved in developing the application, and if approved, will attend the workshop designated for our ESD. For acceptance of the application, signatures of team members and superintendent must appear below.

    PRINCIPAL __**Gary Morgan**__   Signature

2. TEACHER __**Judy Rene**__   Signature

3. TEACHER OR OTHER INSTRUCTIONAL LEADER
    AT THE BUILDING LEVEL __**Jerry Corn**__   Signature

4. CENTRAL ADMINISTRATION
    REPRESENTATIVE __**Mike Maryanski**__   Signature

5. ADDITIONAL TEAM MEMBERS __**Michele DeBruyne and Cindi Bennison**__

    NAME OF CONTACT PERSON __**Gary Morgan**__   Signature ____

    Address __**22615 Sweeney Rd. S.E. Maple Valley, WA 98038**__   Phone (206) 432-4466

If approved, district will submit claim for reimbursement for substitutes for the following teachers:

1. __**Judy Rene**__   2. __**Jerry Corn**__

It is the responsibility of the district to pay the travel expenses of the team (committee) of four persons to and from the Practitioners' Committees Workshop. In addition, the district will cover cost of the lodging and meals at the Conference Center. The signature of the Superintendent on the application form will:

1. Indicate that the district has agreed to cover the above expenses should the team (committee) be selected to participate.
-   Signify his/her agreement that the full team will be at the workshop the full time.

DISTRICT SUPERINTENDENT'S SIGNATURE _____
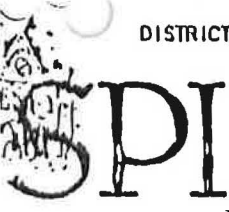
SPI   RETURN APPLICATION TO YOUR ESD CURRICULUM AND INSTRUCTIONAL DIVISION (one copy) AND TO JOHN
RUTHERFORD, SUPERVISOR, LEARNING RESOURCES, SPI (original and two copies). APPLICATION MUST BE
POSTMARKED NO LATER THAN APRIL 13, 1990.
JUDITH A. BILLINGS   Superintendent of Public Instruction   Old Capitol Building, FG-11, Olympia, Washington 98504-3211

CEDAR RIVER ELEMENTARY SCHOOL
PROPOSAL FOR PRACTITIONER'S WORKSHOP
October, 1990

I. MISSION STATEMENT

Our mission is to foster a creative, positive, stimulating environment
which recognizes individual differences and allows students to achieve
their potential intellectually, socially and physically. We are
committed to building an atmosphere of mutual respect, caring and
self-esteem which leads to cooperation and communication with the
school and community.

Cedar River Elementary Staff

II. STATEMENT OF NEED (and Preplanning)

During the 1991-92 school year, Cedar River Elementary will have
undergone a physical and philosophical restructuring of its school
environment. At the heart of this transformation will be the
establishment of mini-schools within the confines of our larger
building parameters.

We believe schools should be kept small and not become educational
factories. Our mini-schools are designed to house the same students
during their 4th-, 5th- and 6th-grade career at Cedar River. The
staff of each mini-school would also remain constant. Our school
within a school concept will allow staff members to better recognize
students' individual differences and intellectual potential. An
atmosphere of mutual respect will be fostered as students' self-esteem
is enhanced.

We live in a time when many children do not live in a home environment
that promotes successful academic or social skills. This reality, as
well as the growing Cedar River student population, prompted us to
explore new options for better educating our students. We believe the
development of mini-schools will create a family-like environment
where students can effectively learn academic and social skills.

The Cedar River staff has spent the past school year preparing for the
implementation of mini-schools by participation in weekly meetings
directed at various aspects of the new program. Inservices have been
provided in the areas of effective schools, cooperative learning, and
social skills to develop staff expertise in these areas vital to mini-
school success. While we have made excellent progress in creating the
foundations of our mini-school plan, our staff needs time and
assistance to fine-tune some aspects of the program. We believe
participation in a Practitioners' Workshop will provide the necessary
time and expertise to address these final considerations.

SPECIFIC PROBLEMS TO ADDRESS

1.   School-wide discipline coordination
2.   Mini-school student placement
     Mini-school student and teacher transfer policy
4.   Mini-school chairperson duties and meeting schedule
5.   Specialists' mini-school assignments and schedule
6.   Program evaluation
7.   Parent involvement

8. Curriculum implication
9. Budget allocations and operation procedures

OBJECTIVES

Long-Range

Full implementation of mini-school during the 1991-92 school year.

Short-Range

Address problems outlined in our Statement of Need.

Discuss and develop the needs statement and what may be implemented during the 1990-91 school year.

A detailed plan of implementation.

EVALUATION

Products will be produced from the Statement of Needs.

RESOURCE GROUPS

We need to establish and coordinate operational procedures for each mini-school as they relate to the entire school.

APPENDIX B

ARDMORE ELEMENTARY SCHOOL

This is the person who will
be our "Resource Person"
at Fort Worden

REPORTING LIVE, BUT, HEY,
WHERE'S THE TEACHER?
*Like a good producer, Marian Peiffer is nowhere to be seen when the
cameras roll and her fourth and fifth grade students begin their morning TV
news show. She's in the background, where she can do the most good.*

APPENDIX C

PRACTITIONER'S WORKSHOP TEAM REPORT

CEDAR RIVER ELEMENTARY
TAHOMA SCHOOL DISTRICT
NOVEMBER 9, 1990

Statement of Need/description of Current Situation

Cedar River is a large elementary school of over 500 students. Many children do not live in a home environment that promotes successful academic or social skills. Today's students need greater stability in their school environment because of the characteristics of current family structures.

Objectives/ Description of Desired Situation

The objective is to create one or more mini-schools comprised of three or four classrooms. Each mini-school would house the same students during their fourth, fifth and sixth grade years at Cedar River. Some form of multi-aged grouping will provide an opportunity for students and staff to establish long-term, family-like relationships. Schedules will be adjusted to provide common planning time for teacher collaboration to design an integrated curriculum based on current research. Key elements may include: process approach to learning, student driven activities, rotating social studies and science curricula, integrated technology, cooperative learning, activities for multiple intelligences, and a hands-on, project focus. Classroom teachers will have an opportunity to elect participation in the model and will receive summer planning time to prepare for program implementation.

Plan of Action/ Steps Anticipated, Persons Responsible and Tentative Deadlines

Steps	Persons Responsible	Deadline
1. Seek support from district level administration	Gary Morgan Nancy Skerritt	11/16/90
2. Seek support from Tahoma Education Association	Judy Rene Nancy Skerritt	12/15/90
3. Plan staff presentation and present at faculty meeting	Workshop Team	1/15/91

4. Identify participating teachers and form mini school team(s)	Gary Morgan	1/30/91
5. Explore multi-aged models through study and visitation	Mini-school staff & Nancy Skerritt	Spring 1991
6. Finalize plans for classroom configurations	Mini-school staff & Nancy Skerritt	Spring 1991
7. Present mini-school plans to parents and solicit requests for student placement	Gary Morgan	Spring 1991
8. Develop integrated, multi-aged curriculum	Mini-school staff & Nancy Skerritt	Summer 1991
9. Select and place students	Gary Morgan	Summer 1991
10. Parent orientation	Gary Morgan, Nancy Skerritt, and staff	August 1991
11. Begin Mini-school		Sept. 1991

Evaluation, What Shall be Counted, Measured, Reported

Conduct on-going action research to document the change process as it relates to implementing the mini-school, multi-aged model. Factors such as: student and parent response, staff collaboration, curriculum innovations, and total school environment will be analyzed. Data will be collected through journals, video tapes, surveys, interviews, and observations.

Required District Support

Money for mini-school staff visitations, specific staff inservice, instructional materials, summer curriculum development and camcorder for action research.

APPENDIX D

MINI-SCHOOL SCHEDULE

TIME BLOCKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAILY SCHEDULE: MRS MHOON CEDAR RIVER MINI-SCHOOL 1991-1992 SCHOOL YEAR					
9:05-9:35	Home Room	Home Room	Home Room	Home Room	Home Room
9:35-10:35	Multi Age Grouping	Multi Age Grouping	Multi Age Grouping	Multi Age Grouping	Multi Age Grouping
10:35-10:50 AM RECESS					
10:50-11:40	Math	Math	Math	Math	Math
11:40-12:05	Home Room	Home Room	Home Room	Home Room	Home Room
12:05-12:45 LUNCH					
12:45-1:15	Directed Learning Activity	Home Room	Home Room	Home Room	Home Room
1:15-1:45	Integrated Music Curriculum	Home Room	Home Room	Home Room	Home Room
1:45-2:15	Integrated Music Curriculum	Home Room	Home Room	Home Room	Home Room
2:15-2:30 RECESS					
2:30-3:00	Integrated PE Curriculum	Home Room	Home Room	Home Room	Home Room
3:00-3:30	Integrated PE Curriculum	Home Room	Home Room	Home Room	Home Room
3:30-4:00		Group Planning		Group Planning	
4:00-4:30		Group Planning		Group Planning	
4:30-5:00		Group Planning		Group Planning	
5:00-5:30		Group Planning			

TIME BLOCKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
DAILY SCHEDULE OF MR. CONNOR CEDAR RIVER MINI-SCHOOL 1991-1992 SCHOOL YEAR						
9:05-9:35	Home Room	Home Room	Home Room	Home Room	Home Room	
9:35-10:35	Multi Age Grouping	Multi Age Grouping	Multi Age Grouping	Multi Age Grouping	Multi Age Grouping	
10:35-10:50 AM RECESS						
10:50-11:40	Math	Math	Math	Math	Math	
11:40-12:05	Home Room	Home Room	Home Room	Home Room	Home Room	
12:05-12:45 LUNCH						
12:45-1:15	Home Room	Home Room	Directed Learning Activity	Home Room	Home Room	
1:15-1:45	Home Room	Home Room	Integrated Music Curriculum	Home Room	Home Room	
1:45-2:15	Home Room	Home Room	Integrated Music Curriculum	Home Room	Home Room	
2:15-2:30 RECESS						
2:30-3:00	Home Room	Home Room	Integrated PE Curriculum	Home Room	Home Room	
3:00-3:30	Home Room	Home Room	Integrated PE Curriculum	Home Room	Home Room	
3:30-4:00		Group Planning		Group Planning		
4:00-4:30		Group Planning		Group Planning		
4:30-5:00		Group Planning		Group Planning		
5:00-5:30		Group Planning				

TIME BLOCKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
DAILY SCHEDULE OF MRS. RENE CEDAR RIVER MINISCHOOL 1991-1992 SCHOOL YEAR							
9:05-9:35	Home Room	Home Room	Home Room	Home Room	Home Room		
9:35-10:35	Multi Age Grouping	Multi Age Grouping	Multi Age Grouping	Multi Age Grouping	Multi Age Grouping		
10:35-10:50 AM RECESS							
10:50-11:40	Math	Math	Math	Math	Math		
11:40-12:05	Home Room	Home Room	Home Room	Home Room	Home Room		
12:05-12:45 LUNCH							
12:45-1:15	Home Room	Home Room	Home Room	Home Room	Directed Learning Activity		
1:15-1:45	Home Room	Home Room	Home Room	Home Room	Integrated Music Curriculum		
1:45-2:15	Home Room	Home Room	Home Room	Home Room	Integrated Music Curriculum		
2:15-2:30 RECESS							
2:30-3:00	Home Room	Home Room	Home Room	Home Room	Integrated PE Curriculum		
3:00-3:30	Home Room	Home Room	Home Room	Home Room	Integrated PE Curriculum		
3:30-4:00		Group Planning		Group Planning			
4:00-4:30		Group Planning		Group Planning			
4:30-5:00		Group Planning		Group Planning			
5:00-5:30		Group Planning					

APPENDIX E

CLIMB PROGRAM

THROUGH COOPERATIVE LEARNING

ATTENDING TO VARIOUS
LEARNING STYLES

WE HOPE TO DEVELOP
INDEPENDENT THINKERS

WHO ARE MOTIVATED

TO BE SUCCESSFUL

TO: Jackson Park Staff
FROM: CLIMB 1990-91
DATE: June 7, 1990
SUBJECT: CLIMB 1990-91

We have chosen our themes for next year! Our overall theme is COMMUNICATION, with semester long focuses on Investigations and Change. The dates and topics are as follows:

Date	Topic	Thinking Skill	Coordinator
9/17 - 10/26	Citizenship	Fact/Opinion	Patty Hoffer
10/29 - 12/7	Success	Goal Setting	Terri Rinard
12/10 - 2/1	How To	Predicting	Jack Johnson
2/4 - 3/15	Choices	Decision Making	Karen Dance
3/18 - 5/3	Celebrate the Differences	Comparing	Carol Butts
5/6 - 6/14	Environment	Problem Solving	Mike Fultz

Participants	Responsibilities
Mike Fultz	Agenda
Nanci Andvik	Minutes
Karen Dance	Budget
Terri Rinard	Recycling
Mike Menefee	Computer Lab(s)
Jack Johnson	Coordination w/ JP Staff
Carol Butts	Newsletter & Publicity
Darryl Brady	Field Trip 1
Patty Hoffer	Field Trip 2
Katrina Ringrose	Historian
Special Ed. TBA	Assessment

If you have any ideas or suggestions, please let us know. We are looking forward to an exciting and productive year! Thank you for your interest and support.

Questions for CLIMB program:

What is the amount of time spent with homeroom
students?   multi-aged grouping?

How much did basic rules have to bend?
(budgets, planning time, specialists, etc.)

Is there any jealousy from other teachers not in
your program? How do you deal with it?

How are classrooms set up each year? (volunteers,
random, class size, etc.)

How much planning time do you have together?
(Alone?)

Is your curriculum rolled over every 3 years?

Do you teach to Gardner's Intelligences? How?

How do you handle the Sp. Ed. and Gifted students?

What are the regular hours of your day?

How do you handle specific grade level material?
(sex ed, field trips, etc.)

What system do you use for record keeping? (grades-
portfolios)

How did you determine themes?

Do the specialist integrate your curriculum? How?

How do you teach math? (cross-age, ability groups,
homeroom?)

APPENDIX F

PROPOSAL FOR TECHNOLOGY PILOT PROGRAM

CEDAR RIVER MINI-SCHOOL
TECHNOLOGY REQUEST

The Cedar River Mini-School is dedicated to changing the way that teachers teach and students learn. We seek to go beyond the boundaries of what is traditionally done in classrooms. Multi-aged, open-ended, project-based learning will be stressed in a cooperative learning model. Half of the school day has been scheduled without outside interruptions so that we will be able to implement this instructional system. Technology is a component of the Mini-School.

NEED FOR A PILOT PROJECT:

The Tahoma School District needs a pilot project in technology at the intermediate level and the Mini-School provides the vehicle for such a pilot project. A pilot program is also needed to develop leadership and direction within the school district in technology. The Mini-School can provide this leadership.

A PERFECT ENVIRONMENT:

For several reasons the Mini-School provides the ideal place to implement technology in the classroom. The students will be in the Mini-School for three years, providing the opportunity for long term implementation of

technology. Students can be tracked and compared to students not receiving a technology rich education.

Multi-aged groups such as the Mini-School have proven to be the most effective environment for implementation of technology programs. An outstanding example of technology implementation in a multi-aged setting was observed by a Mini-School representative during a visit to Chris Held's classroom in the Bellevue School District. Mr. Held stated that he did not think it would be possible to implement an effective technology program without multi-aged grouping. There is a need to have fully-trained students working with entry-level students in cooperative groups while the teacher serves as the facilitator in the classroom.

INTERMEDIATE STUDENTS BENEFIT:

Technology has been shown to have more impact in the intermediate grades than at younger ages. Primary students often have a great deal of difficulty mastering the complex operation of the equipment. Intermediate students are capable enough to master the equipment but young enough to not develop technology phobias.

COMMON PLANNING IS A KEY ELEMENT:

The Mini-School is designed to provide extended blocks of common planning time for the teachers. This common planning allows the teachers to plan units, share skills, support each other, and receive training in technology. It

54

also allows the teachers to more effectively implement the use of technology in the classroom and to more effectively change teaching techniques than could be done by isolated individual teachers. As a result of this planning time, the Mini-School can utilize technology throughout the day much more easily than it could be utilized in a traditional classroom. The Mini-School's technology will facilitate the curriculum.

TEACHER TRAINING:

All of the Mini-School teachers are already computer literate. All of them use the computer as part of their daily lives and recognize its tremendous potential as an educational tool. One of the teachers is married to a computer consultant who can provide support to all of us. The group of teachers available in the Mini- School will provide the district the opportunity to run a pilot project with very little cost for training. Services required for implementation of a high quality technology program will be minimal.

TECHNOLOGY NEEDED:

Equipment must be available to develop a technology program that will impact the education process. It takes at least five computers and a lasar interactive disc player to change the education process within a classroom and develop a model in which the curriculum moves toward an open-ended,

55

project-based, cooperative learning environment. This means computers are used as tools of learning, not as educational game boards, as they have often been used in the elementary schools in the Tahoma School District. The computers need to be networked for effective utilization of the hardware. Access to an on line service such as Prodigy or Comp-u-Serve must be provided as a supplement to library resource materials. Students must be able to work on quality word processing programs, spread sheets and Hypercard stacks. Computers in education are not toys, they are a way to change the education process all day long. They can change the way teachers teach and the way students learn.

CONCLUSION:

If given the chance, the Mini-School will provide the school district with a long-term technology pilot project with a constant student population for three years. This will provide the district adequate time in which to evaluate the effectiveness of computers as an educational tool. It is logical to place the technology in these three classrooms where the structure for the implementation of the program is already in place. The close physical proximity of the three classrooms will lead to more effective use of the hardware and better communication among the teachers and school district computer personnel. The planning time and structure within the Mini-School will allow all of the teachers in the project to meet among themselves and with

56

district personnel on a regular basis to evaluate the
program. The integrated curriculum within the Mini-School
will lead to more complete utilization of technology than
would be possible in any other classrooms in the school
district.

Grayson Connor

Marlla Mhoon

Judy Rene

APPENDIX G

TEAM BUILDING

UNLOCKING EFFECTIVE TEAMS:

The Keys of Trust and Task

GROUP DEVELOPMENT MATRIX   LEADERSHIP DEMANDS

Stage I: Immature Groups *Forming*
Dependency

Provide Structure and Establish Effective Norms

- High dependency on a leader
- Don't depend on 1 person - risk

-
-

-
-

Stage II: Fractionated Group *Storming*
Conflict

Open the Conflict, Negotiate

- Conflict - but it is good
- Running for cover - risk factor

-
-

-
-

Stage III: Sharing Group *Norming*
Cohesion

Challenge Inertia

- Change takes 3-5 years
- Risk - it's so comfortable - let's stop here -

-
-

-
-

Stage IV: Effective Team *Performing*
Interdependence

Participate, Support, Inspire

-
-

-
-

-
-

-
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APPENDIX H

MINI-SCHOOL LESSON PLAN

Unit **Newspaper & Media**   Theme Focus **Cooperation**   Thinking Skill(s) _____   Grade Level **4-5-6 Mini-School**

Write/Speak — Patterns — Draw/Build — Manipulatives — Group Work — Self-Study

Newspaper Sections	VERBAL LINGUISTIC	LOGICAL MATHEMATICAL	VISUAL SPATIAL	Movement BODY/ KINESTHETIC Drama	MUSICAL RHYTHMICAL	INTERPERSONAL	INTRAPERSONAL	Homework
Weather	News/Weather Video	Graph rainfall temperature	Make set for video Order weather film	Make Weather Instruments	Background music for video Weather Songs- Dance-Rap	Share Stories, articles from paper	Individual News reports Make games	
Sports	Video write an article on a sports event you saw	Team Standings	Make set Watch a game or sports event Make tournament Schedule Bulletin Board	Have a Tournament Record results Cheerleaders	Dance-Marching Husky-Cougar fight songs write a cheer Background music	Interview a Sports player	Watch game Guest Guesser	Go To Tahoma Bear Game
Local News	Rap Video write article follow up write editorial	Bonds/Levy Maps - Grids	Make set Watch News Make map for set Draw remodel	Role play opposite side of local issue	Concerts- Band programs Plays Rap	Interviews: Construction workers Principal Guests	Attend a local program Movie Reports	Program attendance -extra credit
Editorials	Write one letter Oral editorial		Draw cartoon illustrate a problem			Debate an issue		
Editorial Cartoon	Write a paragraph summarizing the point		Draw one	Scrapbook of cartoons -		Analyze- Discuss		Scrapbook Collection from outside sources
National News	Same as local news	Maps World regions Alliances Religions	Set Charts-Maps Computer Lab: Carmen San Diego	Dance Sports	regional music		Reports	Magazine articles
International News	See local News		Set Bulletin Boards		Ethnic music			Magazines
Kids' News	Special interest reports	Kids purchases Consumer News		Plays Latest dance Role play	Current music reviews M.TV	Interview Kids	projects	
Human Interest	Write a Story about a classmate		Illustrate a story					

APPENDIX I

QUALITY SCHOOL CONFERENCE

BILL TO:

TAHOMA SCHOOL DISTRICT 409
23015 S.E. 216th WAY
MAPLE VALLEY, WASH. 98038
PHONE (206) 432-4481   FAX (206) 432-5792

PURCHASE ORDER

SHIP TO

Cedar River Elementary

22615 Sweeney Rd. S.E.

Maple Valley, WA   98038

Attn: Gary Morgan

PLEASE ENTER OUR ORDER FOR THE FOLLOWING:

			ACCOUNT OR JOB NO.	ORDER DATE
				1/18/91

✓	QUANTITY	DESCRIPTION		AMOUNT	
	5	Registrations forQuality School Conference March 14-16, 1991 Bremerton High School Grayson Connor, Marlla Mhoon, Judy Rene, Sandy Chissus, Gary Morgan	$125.00	625	00

Maryanski

Morgan

APPROVED
BY

FEB 4 1991

Superintendent
Tahoma School Dist. #409

P.O. No. 79230

CARLOS PRINTING, INC.   KENT, WASHINGTON 98032

350676-11

Please note: Text on this page was redacted due to privacy and security concerns.

Workshop Descriptions

Quality School Conference Breakout Workshops: Mar 15

School practitioners from across the state of Washington will be presenting key reps in their development and process of moving towards a quality school or school district. Six workshops will be available for conference participants:

1. Elementary: K-3
2. Elementary: 4-6
3. Middle School/Junior High: 6-9
4. High School: 10-12
5. Special Education
6. Administration

RT/CT for Educators Overview Workshop: Mar 14 & 16

This 10 hour course introduces Dr. Glasser's concepts and their application to school climate, classroom management, teaching and discipline. The material presented is tailored specifically for educators and will help participants become keenly aware of RT/CT and the impact it has on the process of becoming a quality school or quality school district.

Cost: (Lunch Included)

Quality School Conference

Conference Only - $50
Overview Workshop and
Conference - $125
Credits/Clock Hours optional at
Overview Workshop

Accommodations

Three hotels in Bremerton area are offering special rates ranging from $38-$45. Mention the Quality School Conference when you make your reservations.

Oyster Bay Inn (206) 479-2132
Bayview Inn (206) 373-7349
Nendel's (206) 337-4402
Flagship Inn (206) 479-6566.

AGENDA

Thursday, March 14

Reality Therapy and Control Theory
for Educators;
5:30 - 6:30 p.m.
Registration
6:30 - 9:30 p.m.

Friday, March 15

Creating Quality Schools
Dr. William Glasser.
7:30 - 8:30 a.m.
Registration
8:30 - 11:30 a.m.
Dr. Glasser will share his ideas on developing strategies and commitments that nurture and sustain quality schools.
11:30 a.m. - 1:00 p.m.
Lunch and Networking
High School Commons area
1:00 - 2:30 p.m.
Breakout Worshops
2:30 - 3:00 p.m.
Networking
3:00 - 4:30 p.m.
Repeat all Breakout Workshops
4:30 - 5:00 p.m.
Comments on the Quality School Process
Dr. William Glasser, M.D.

Saturday, March 16

Reality Therapy and Control Theory
for Educators;
8:30 a.m. - 3:30 p.m.

Question:

Kathy Curtiss
Mariwyn Tinsley

Other Information:

● Books to purchase will be available at the conference.
● Lunch is included on Friday, March 15th.
● Your registration will be confirmed and a map of the area will be included with your confirmation.

Registration: Building administrators and staff, both classified and certificated, are strongly encouraged to attend together. Special recognition will be given for those buildings with more than 50% of their staff in attendance.

Name _JUDY RENE_ Phone Wk _432-4466_ Hm ____

Address _22615 Sweeney Rd. S.E._ School Dist. _Tahoma #409_

City/Zip _Maple Valley, WA 98038_ Building/Grade _Cedar River/ 6_

X___ Conference and Overview Workshop $125

___ Conference Only $50

___ More than 50% of my building staff will be in attendance at the Quality School Conference

___ I am Classified Staff

Full Refund for Cancellations Before March 1, 1990

Send Registration Form and Fees to:
Donna Rudd
Bremerton School District
300 N. Montgomery
Bremerton, WA 98312

Gary Morgan, Grayson Connor, Marlla Mhoon, Judy Rene

NAME: ___Sandy Chissus_____ BUILDING: __Cedar River_____

PROGRAM: Quality School Conference

DESTINATION: Bremerton, WA   DATE: March 14-16, 1991

REASON:

COST: (Itemize Registration, Meals, Lodging, Travel, Substitute Costs, etc.)

Registrations	$125 x 5 = $625
Substitutes	$80 x 4 = $320

DATE: ___1/18/91_____ SIGNED:_____

- -

PROGRAM MANAGER/BUILDING PRINCIPAL RECOMMENDATION:

(✓) Approval   ACCOUNT CODE:
( ) Disapproval

BUDGET IMPACT:

COMMENTS: _____

DATE: _____1/31/91____ SIGNED: _ve_____

- -

SUPERINTENDENT'S RECOMMENDATION:

(X) Approved
( ) Disapproved

COMMENTS: _____

DATE: 2-4-91_____ SIGNED: ___

- -

BOARD ACTION: (If Out of State)

( ) Approved
( ) Disapproved

COMMENTS: _____

DATE: _____ SIGNED: _____
                                    (Secretary to the Board)

cc: Applicant
    Program Manager/Building Principal
    File

F1249

Please note: Text on this page was redacted due to security and privacy concerns.

APPENDIX J

MINI-SCHOOL PERMISSION SLIP

and

OVERVIEW

CEDAR RIVER ELEMENTARY SCHOOL
22615 Sweeney Road S.E.
Maple Valley, Washington 98038

June 10, 1991

Dear Parents,

Beginning this fall we will be offering an exciting new program at
Cedar River Elementary School involving Mr. Connor, Mrs. Mhoon and
Mrs. Rene as the teachers. We are beginning a mini-school where these
three teachers will work together to plan some common activities and
units. Because your child is currently in Mrs. Mhoon's or Mr.
Connor's class, he/she has the option of being a part of this program
next year. The program is described in more detail on the attached
page.

Please complete the form below indicating whether or not you would
like your child to be a part of the mini-school program. Feel free to
call any of us at 432-4466 if you have questions or concerns. We are
all very excited about this unique opportunity to serve our students
at Cedar River.

Please indicate your choice.

Student Name _____

Present Teacher _____

_____   Yes, I would like my student to be a member of the mini-
          school".

_____   No, I would like my student placed in another classroom at
          Cedar River.

Please return by June 13th. Thank you.

Comments: _____

_____

_____

_____

_____

Sincerely,

Gary Morgan

OVERVIEW OF CEDAR RIVER MINI-SCHOOL
JUNE 1991

The mini-school is like a small school within a bigger school. It will provide much of the nurture and support that a small town school is able to provide by keeping the same students and teachers together for a three year period of time. There will be a fourth, fifth, and sixth grade class, each with its own teacher.

The students and teachers will have the opportunity to work together and develop a bond over the full three years that they are in the mini-school. At times teachers will trade classes. One hour a day there will be an opportunity for the students to work with students and teachers from the other classes in multi-age groups. Much of the curriculum will be integrated around themes that will be carried out throughout the mini-school and which will provide a common focus for all of the students in their learning. Use of technology and media will be stressed. Teacher cooperation in the planning and implementation of the curriculum will allow for continuity from grade to grade and within each subject area.

Specialists will be included in the planning process. P.E. and music will be integrated into the curriculum. Specialists will come into the classroom and expand their roles in the learning process. Each student will have close contact with the same adults, both teachers and specialists, over their entire intermediate school careers.

Additional planning and meeting time has been built into each teacher's schedule so that the individual needs of each child can be more fully met. The teachers have scheduled their time so that they will be available once a week after normal school closing hours to confer with parents.

A stable peer group and long term contact with teachers will provide stability in the school situation that is seldom found in today's large schools. The mini-school will provide a unique environment in which students will be able to achieve excellence.

Grayson Connor
Marlla Mhoon
Judy Rene
Gary Morgan

APPENDIX K

MINI-SCHOOL TIMELINE

INSTRUCTIONAL PROGRAMS	8/90	9/90	10/90	11/90	12/90	1/91	2/91	3/91	4/91	5/91	6/91	7/91	8/91	9/91	10/91	11/91	12/91
Cedar River/Shadow Lake "School Within a School"																	
- Planning Retreat			X														
- Staff Selection, Team Formation						X											
- Research, Explore Models, Visitations							X-	---	-X								
- Identify Classroom Configuration										X							
- Board Update								X									
- Present Concept to Parents and Identify Student Requests									X-	---	-X						
- Identify Students											X-	---	-X				
- Develop Integrated-Multi Age Curriculum											X-	---	-X				
- Board Review												X					
- Parent Orientation													X				
- Program Implementation															X		

INSTRUCTIONAL PROGRAMS