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ABSTRACT

This report presents the proceedings from an October, 1979, meeting of 29 New England principals involved with Teacher Corps projects. The objectives of the forum were (1) to share school climate improvement techniques, (2) to facilitate relationship building among principals and project directors, (3) to share information on school discipline policies, and (4) to discuss practices used for intern and team leader involvement in schools. The report is intended to provide a permanent record of the meeting for use in contract reporting and to serve as a reference for project directors as they continue their onsite staff development efforts. (Author/JM)

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# New England Teacher Corps Network



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PRINCIPALS' FORUM II

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November 9, 1979

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## INTRODUCTION

On June 25 & 26, 1979 the New England Teacher Corps Network convened the first Principals' Forum which was attended by 25 of the 30 (83%) principals involved with Teacher Corps projects in the area. Evaluative data gathered at the end of the Forum indicated principals were unanimous in their desire to see the Forum continued as a Network activity. The Network Board of Directors in assessing the impact of the Forum activity concurred that a Fall Forum would be beneficial with the addition of directors as participants.

A planning committee composed of six principals, who were representative of the region and projects and had volunteered at the June activity, was convened along with two directors. The committee met to design and implement Principals' Forum II which occurred on October 17 and 18, 1979.

Planning data obtained from Forum I indicated that School Climate was the topic of most interest. Thus the primary objectives for Forum II were:

1. To obtain information and ideas on various school climate improvement techniques.
2. To facilitate relationship building among principals and project directors.

Secondary objectives were:

3. To obtain information on discipline policies used in various schools.
4. To discuss various practices used for intern and team leader involvement in schools.

The planning committee after determining focus and format for the activity recommended speakers for presentation who were contacted and obtained for the Forum. Responsibility for contacting other principals, presenters, coordinating the activity, and introducing speakers was assumed by principals serving on the committee.

The Forum was attended by 29 of the 36 (80%) principals and 10 of the 11 (90%) directors. The following report is intended to 1) provide a permanent record of the meeting for purposes of contract reporting; and 2) to serve as a reference for project directors as they continue their on site staff development efforts.

# New England Teacher Corps Network

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## AGENDA

### PRINCIPALS' FORUM II

October 17 & 18, 1979

Sheraton Hartford/Downtown

**PURPOSE:** To provide a forum for the exchange of ideas among principals within the New England Teacher Corps projects.

#### OBJECTIVES:

1. To obtain information and ideas on various school climate improvement techniques.
2. To obtain information on discipline policies used in various schools.
3. To discuss various practices used for intern and team leader involvement in schools.
4. To facilitate relationship building among principals and project directors.

WEDNESDAY, OCTOBER 17th

4:00 PM	Registration	Outside Mark Twain Room
4:30 PM	Welcome: Glen Frank and Dave Cantwell Principals: Fall Mountain Schools	Mark Twain Room
4:45 PM	"Sharing Successful Practices in Improving School Climate" (Objective #1)  A. Mini-presentation by Principals Don Berkowitz, CT.      Earline Patrick, Hartford Bob Chaffee, VT.      Tom Clegg, Boston Glen Frank, NH      Dave Cantwell, NH *(chair)	Mark Twain Room

Agenda  
PRINCIPALS' FORUM II  
October 17th Cont.

- 4:45 PM B. Small Group Sharing of School Climate Successes  
Facilitated by Principals in A.
- 6:30 PM Dinner Nathan Hale
- 8:00 PM "Discipline and School Climate" (Objective #1 & #2) Mark Twain Room  
Introduction: Peter Brunette, Maine Youth Center  
Presentation by Jerome Winegar and Geraldine Kozberg  
South High School - Boston  
Questions and Answers
- 9:15 PM Poolside Cash Bar, Conversations, and Swimming Pool, 5th Floor  
Directors Meeting on "Documentors" (15 minutes) Sara's Room
- THURSDAY, OCTOBER 18th
- 7:30 AM Breakfast Cloister Lounge
- 8:30 AM "School Discipline" and "Intern/Team Leaders" Center Ball Room  
(Objective #2 & #3)  
Mini-Presentations by Principals  
Doug Foster Thomas Clegg  
Dave Cantwell (Chair)
- A. School Discipline Session  
with Grindle, Foster, Connor, Lavery
- B. Intern and Team Leader  
Involvement in Schools Session  
with Mabardi, Clegg, Barrows, Mehnert
- 10:15 AM Break
- 10:30 AM "Creating a Climate for Learning" (Objective #1) Center Ball Room  
Introduction: Peter Brunette, Maine Youth Center  
William Maynard, Past Principal  
Cleveland High School, Seattle, Washington
- 12:00 Noon (Check out of Hotel)
- 12:15 PM Lunch Cloister Lounge

Agenda  
PRINCIPALS' FORUM II  
October 18th Cont.

1:00 PM	"Decline and Fall of Intellect: Melt-down in the Schools" Introduction and Closure: Bryce Grindle, ME. Speaker: Bill Goldstein, Supt. Rocky Hills Schools, Ct.	Cloister Lounge
1:30 PM	Adjournment	
1:45 PM	OPTIONAL Follow-up Session: School Climate William Maynard, Past Principal Cleveland High School, Seattle, Washington	Center Ball Room

NOTE:

You are invited to attend future network activities as interested. The Teacher Corps project director has the specific dates and activity information. Of special interest might be the Year's End Conference on June 6-7 when projects share successful (and unsuccessful) practices.

FORUM DOCUMENTOR: John Bucci  
Rhode Island College

FORUM PLANNERS:

Peter Brunnette	'78, ME
Dave Cantwell	'79, NH
Thomas Clegg	'78, Boston
Glenn Frank	'79, NH
Bryce Grindle	'78, ME
Tom Lavery	'79, Director, RI
Irene Mehnert	'78, Director, ME (Board Contact)
Charles Ray	'78, Boston

## CONTENT DOCUMENTATION

Wednesday, October 17, 1979

4:30 P.M.: WELCOME

Glen Frank and Dave Cantwell, principals from the '79 Keene State project, welcomed the principals and directors to the Principals' Forum II and started off the program with exercises which were designed to get people relaxed and talking with each other. They first asked all participants to take off their left shoe! The shoes were then collected. The participants were divided randomly, seated at tables of 6 to 8. Glen and Dave then asked the participants to take a piece of paper and crayon and to look directly at a person across the table from them. They were told to draw the person without looking down at their paper. As this drawing process was going on, it was obvious from the chuckles throughout the room that it was a good warm-up activity. Each person was then given his own picture. The pictures were funny caricatures of the participants with varying degrees of likenesses. Each person then stood and introduced himself while showing his picture.

After the introductions the participants were asked to get ready to begin the next part of the program. It was at that point that someone thought to ask, "What about our left shoe?" Glen responded, "Well, you know, sometimes we, as principals, ask our staff to do things for which they do not see the need." With much laughing and talking, all went to retrieve their shoes.

4:52 P.M.: "SHARING SUCCESSFUL PRACTICES IN IMPROVING SCHOOL CLIMATE"

A. Five to ten minute mini-presentations

Don Berkowitz, High School Principal, Windham, CT.

Don Berkowitz described a program which had been initiated in his school to improve school climate. The program was called "Make Windham Better."

It consisted of developing posters which had MWB on it to publicize around the school that all faculty, students, and staff should work together to improve the school climate at Windham High School. Forms were developed to elicit suggestions about ways to improve the school climate. Awards were given to those people who submitted suggestions. When it appeared that students were not making as many suggestions as was desired, a new part of the program was launched in which interns worked with teachers and students to develop greater student input. Brain-storming techniques were used to generate more student suggestions for ways to improve the school. Students were asked to suggest more meaningful incentives for the program. This program is continuing at Windham and has focused much school attention on ways to improve school climate.

Tom Clegg, Elementary Principal, Roxbury, MA.

Tom described the complex makeup of his school with its multiethnic student population. He said that the key to improving school climate is the development of the process of democratization, a process in which the school attempts to involve parents and community members in the school's activities. Parents, aides, community members, students, teachers, staff, all have been encouraged to work cooperatively in contributing to the decision-making process in the school. He described specific examples of this cooperative endeavor including council study committees, working with various agencies, and parent workshops.

Bob Chaffee, Middle School Principal, Montpelier, VT.

Bob Chaffee's approach to improving school climate was paying attention to all the little things that contribute to the school. This included changing the type of toilet paper used in the restrooms, better scheduling of classes, and being more visible as a principal within the school. He emphasized that the grand idea is not necessary to improve school climate. Efficient, humane leadership and attention to the little details that affect the lives of teachers and students are very important.

Earline Patrick, Middle School Principal, Hartford, CT.

Earline described various ways that she and her staff addressed various problems in the school that were a hindrance to an improved school climate. The whole process of school dismissal was one characterized as a mass exodus and a swarming mob in the corridors.

Procedures were established to eliminate this problem which included establishing home-room periods and assigning specific staff responsibilities during the dismissal period. She used a similiar approach to make fire drills more efficient and to reduce the number of false alarms. These activities tended to establish a greater sense of control in the school which had a positive effect on the staff. Next the staff asked students what they wanted to do to improve school spirit. The students focused on an intramural basketball program as both a fundraising activity and one that built school spirit. Games were held during the school day, a first for the school. The program and good publicity improved school spirit.

Glen Frank, High School Principal, Langdon, NH.

Glen described the process of improving the counseling program in his school as something that contributed to an improved school climate. The counseling personnel had felt alienated and criticized. He changed their schedules and responsibilities to allow more counseling time and less administrative tasks. He increased the counselor/student interaction time with resultant positive effects on students. He also helped the counselors to develop more opportunities to interact with parents. The improvement of the counseling services of the school received the attention of the parents and led generally to a better public image of his school.

Dave Cantwell, Elementary Principal, Charlestown, NH.

Dave described his school in which bad staff morale existed when he took over

in the middle of the school year. In response to this he took a long look at the total school program and attacked the problem by focusing on the reading program. He received a Title IV Grant to introduce a successful reading program. He emphasized how important it was for students to have success. One activity which seemed to be very effective in his school was to have a period of time at the end of the school day that was devoted to sustained silent reading (SSR). In this program students, teachers, custodians, and everyone in the school spent a period of time reading. The public responded to this program very positively.

#### B. SMALL GROUP SUCCESS SHARING

After the mini-presentations the participants chose a group led by one of the principals who had given a mini-presentation. The sharing that took place in these small groups was extensive and far ranging. The mini-presentations served as the jumping off point for discussions. Topics discussed included:

1. Various suggestions were presented and questions raised about how to deal with the negative press.
2. A full discussion of the MJB Plan that had been presented by Don Berkowitz.
3. The relationship between parent interest and student interest. A point was made that it appeared that after the 6th grade parents seemed to participate far less in the school community program. Some principals attributed this to the normal adolescent characteristic of branching out from home and not wanting parents around.
4. A discussion of teacher stress, whether it was a real issue, and how to prevent it and/or deal with it.
5. In almost every group, concern was raised about trying to improve school climate while dealing with union contracts. Principals felt very limited in what they could accomplish because of provisions mandated in the union or association contract.
6. In at least one group there was a discussion of how to utilize teachers' meetings more effectively and as a vehicle for improving morale in the school.
7. The relationship between school climate and teacher morale was discussed. A few of the participants agreed that the most

important determinant of school climate is whether or not teacher morale is good. There was a consensus of agreement that if teacher morale is improved, the total school climate is affected positively.

8. Several groups explored the issue of parent involvement. In Tom Clegg's group there was especially a great deal of discussion of the Parent's Council that was operating in his school.
9. Alternate learning programs were discussed in one group. There appeared to be strong support for the notion that alternative learning programs developed and operating in individual buildings would provide a more appealing environment especially for some troublesome students, and therefore, would lead to an improvement of the total school climate.

8:00 P.M.: "DISCIPLINE AND SCHOOL CLIMATE"

Peter Brunette, principal of the Maine Youth Center, announced that the scheduled speakers, Jerome Winegar and Geraldine Kozberg of South Boston High School, would not be able to present. This was because of the serious problems that had occurred during the previous 24 hours at South Boston High School. (See Appendix C.)

Sara Massey suggested an alternative plan due to the unexpected change in schedule which was accepted by the participants. The principals broke into 3 groups: a high school group, a middle/junior high group, and an elementary group. Each group was presented with a problem for discussion. The first problem presented to the two secondary groups was: How to handle smoking and loitering in the girl's rest rooms? At the same time, the elementary school group was presented with the problem: How to improve the situation in the school lunch room? The second problem presented for discussion was: How to help in a positive way the habitual truant?

All three groups dealt with the questions in a very lively way with quite a number of suggestions reflecting things which the principals had tried in

their schools. Much of the response to the two problems was in an anecdotal form drawn from their experiences. It appeared that the question dealing with truancy was linked very closely with the question of improving the total school climate. There was a renewed discussion, therefore, of school climate improvement techniques through providing alternative programs, through teacher advisement programs, and developing a school that was more attractive to students.

9:15 P.M.: INFORMAL DISCUSSION AND SOCIAL ACTIVITY

An informal gathering was planned at the swimming pool for late evening. Due to competition from the final game of the World Series, the group was small.

Thursday, October 18, 1979

8:45 A.M.: "MINI-SESSION ON SCHOOL DISCIPLINE"

Doug Foster, High School Principal, Dorchester, MA.

Doug Foster briefly described the development of the disciplinary procedures in the Jeremiah E. Burke High School. This was initiated because of the need for more consistent discipline within the school. The list of procedures based on the guidelines for the City of Boston was greatly influenced by concerns for due process. A fuller discussion of the process and procedures occurred in the small group which followed.

9:00 A.M.: "MINI-PRESENTATION ON INTERN/TEAM LEADERS"

Tom Clegg, Elementary Principal, Roxbury, MA.

Tom described the activity of the interns in his school emphasizing

that much of what they are doing in this early stage is observation. They were observing the accommodations made within the school for special needs students, peer teaching, the workings of an open space school, the provisions for art and music, and the activities leading to the development of pride in the school. He praised the intern program as one that helps to rejuvenate teachers.

The interns' schedule involves three days in the school and one day in the community. Work in the community focuses on how different services interface with the school. Another intern activity has been their involvement in the training of para-professionals. In addition to all of these activities they are pursuing graduate work and certification at Northeastern University. He has developed a "drop-in" arrangement with the interns so they feel free to talk with him about the school and their program.

9:14 A.M.: GROUP DISCUSSION ON A) SCHOOL DISCIPLINE AND B) INTERN/TEAM LEADERS

A. SCHOOL DISCIPLINE

In the group discussion of school discipline the following ideas were discussed.

1. A full discussion of the disciplinary policy of Burke High School.
2. The involvement of teachers in the development of disciplinary guidelines. This includes the following suggestions:
  - a) Clarify the responsibility for discipline so that all staff are responsible.
  - b) Develop written guidelines so that consistency is possible.
  - c) Encourage all staff to use a positive approach to improving student behavior.
3. The following points were made as a suggested format for improving an elementary school.
  - a) Workshops on "Schools Without Failure" for all staff.

- b) The shared responsibility for discipline accepted by all teachers.
  - c) Send a letter out to all parents indicating what the offenses and penalties are.
  - d) Send letters out to parents when rules are broken.
  - e) Call parents in after three infractions of the rules.
  - f) Try to maintain a positive image. The principal can have lunch with the child, for example. The child can call home to indicate he has had a good day.
  - g) Teachers' attitudes must become more positive.
4. A way of improving discipline in the schools is to change programs to better meet the needs of the kids (alternative education).
  5. Evaluation procedures should be used to establish consistency in all areas of teachers' interaction including discipline.
  6. Parent involvement should be actively sought in the development of any disciplinary policy.
  7. Several ideas about staff training to deal with discipline problems were presented including the use of tapes, vignettes of teacher/child altercations and their analysis.
  8. Teachers sometimes cause or contribute greatly to the problem. The principal can deal with this by:
    - a) Letting the child cool off first.
    - b) Providing some ideas for the teacher about dealing with teacher/child interaction.
    - c) Have a guidance person work with the teacher.

B. INTERN/TEAM LEADER

The following points were discussed in this group session:

1. The team leader must coordinate all aspects of the 'interns' program.
2. The principal's role is to supervise the overall activities within the school including the intern program, but not the day-to-day activities of the interns. That function belongs to the team leader.
3. No teacher should be forced to work with an intern. Teacher participation in the intern training program should be voluntary.
4. The overall objective of the intern training program is to develop expertise in the interns as teachers in schools where there is low-income population.

5. How much of a role should the principals have in the planning of the total intern training program?
6. What role should the principals have in the selection process for interns?
7. While interns begin by observing in the schools, this activity can be deadly if extended for too long a period of time.
8. There is no standardized approach for the intern schedule within Teacher Corps Projects.
9. Because there are only four interns the team leader should carry out other functions within the project. The projects should share information about how the team leader role is perceived.
10. One way of integrating the interns in the school program is to look at the interns from the point of view of what the school system needs.

10:30 A.M.: "CREATING A CLIMATE FOR LEARNING"

Mr. Maynard addressed the principals on how they can have an effect in improving the school climate. He made the following points:

- The key to the climate of the school is the principal. Where there is a good school there is a good principal.
- The principal should make every effort to insure that each child has a reasonable chance at victory (success).
- When vandalism takes place in a school, it tells us that the school is not a pleasant place to be.
- Beyond the principal there are six things which are necessary in the school if every child is going to be a success. The six critical elements are: a) Climate; b) Self-esteem; c) Attitude toward learning; d) Teaching strategies; e) Student expectation; and f) Relationships. Each of these elements must be addressed to insure that every child will be a success.

The most important characteristic common to discipline problems is that these students have experienced failure and they have low self-esteem.

Confrontation occurs because the teacher is trying to maintain his self-esteem while the "nobodies" are tenaciously holding on to their self-esteem. The battle cry that results is "at all costs, avoid humiliation".

Attitudes towards learning are developed early. We can change expectations about learning by having students experience some success.

There are three general teaching strategies in the schools:

1. Individualized instruction
2. Competitive strategies of instruction
3. Cooperative learning

The cooperative learning strategy is one in which people learn to work together, to like each other better. People have to learn to relate to one another.

In developing discipline policy we should not insist on specific penalties for specific violations. There must be enough options in the policy to allow for personalizing discipline.

To personalize discipline means to make judgements about each individual student's problem. This is an important function of the principal.

There are three conditions that improve self-esteem:

- a) The warmth displayed by significant others
- b) Respectful treatment
- c) Clearly defined limits which are reasonable, fair, and consistent.

Mr. Maynard showed a slide presentation of the school in which he was principal. The slides demonstrated a program that had improved school climate. The program with the slogan, "I've Got Pride", touched all aspects of the school. The program helped the students in that high school to feel an ownership in the school. This resulted in reduced vandalism and program changes that were more meaningful to the students. In summary, Mr. Maynard said there is hope for changing schools and the whole process starts with the principals.

1:25 P.M.: "THE DECLINE AND FALL OF INTELLECT: MELT DOWN IN THE SCHOOLS"

Bill Goldstein, Superintendent of the Rocky Hills Schools, Connecticut.

Mr. Goldstein pointed out that many of the basic values that characterized schools in the past are missing in today's schools. There has been a decline in the speaking and writing of the English language; the schools no longer seem

to be concerned with transmittance of cultural heritage; and, in general, the schools no longer value a classical education.

He stated that we have developed a mentality in which we consider it essential for learning to be joyful. He described this concept as a myth, and that learning does not have to be joyful. He proposed that we go back to a more classical education in the schools. There ought to be more emphasis on the basics, art for art's sake, and a rejection of the anti-intellectual culture which characterizes our present society.

Bryce Grindle, principal from Old Town, ME., closed the Forum and New England Teacher Corps' apples were passed out for the drive home.

2:00 P.M.: FOLLOW-UP SESSION WITH WILLIAM MAYNARD

About 10-12 participants stayed beyond the formal adjournment time to talk with William Maynard about his speech and his ideas for improving school climate.

## OBSERVATIONS

- 1) A Principals' Forum planned and implemented by principals continues to be an effective way to involve principals in Teacher Corps activities. Principals appear to be more accepting of activities planned by their peers. For instance, in the welcoming session the principals were asked to do exercises which they might not have accepted if they had been asked by non-principals.
- 2) The warm-up exercises very quickly produced a relaxed situation in which participants developed rapport and were ready to share.
- 3) The acoustics, especially for the mini-presentation, were not good. Participants appeared to be straining to hear.
- 4) Mini-presentations of 10-15 minutes seemed to work well although some presentations did not directly address the topic in a meaningful way.
- 5) There was general disappointment that Jerome Winegar and Geraldine Kozberg could not address the group. The principals were very understanding, however, and gave Sara Massey high marks for stepping in at the last minute with an alternative activity.
- 6) The dining services and food at the Sheraton Hartford were judged very positively compared to Principals' Forum I.
- 7) While all group discussions were characterized by active participation, the Thursday morning groups on Discipline and Intern/Team Leader Involvement were especially effective. Participation was high; useful suggestions were abundant; and participants stayed on task.
- 8) Principals in Forum II showed greater familiarity with the terminology of Teacher Corps and federal programs than they did in Forum I.
- 9) There was much carry-over in rapport among principals between Forum I and Forum II.
- 10) Directors' attendance in Forum II did not negatively effect the dynamics of the group. Directors appeared primarily to take the role of facilitators and clarifiers. Their behavior suggested that they perceived the Forum

to be primarily principals sharing, and they took care not to interfere with that. In a few instances when group discussions on Wednesday evening went far afield or got bogged down in descriptive anecdotes, they did not feel pressed to interfere with the natural development of the discussion.

- 11) Directors were most active in the group discussions on Thursday morning. They provided information and clarified Teacher Corps policy.
- 12) Informal discussions between directors and principals at meals and coffee breaks were lively and engaging.
- 13) A suggestion was made that the Network explore the ways the team leader role has been defined in various projects.
- 14) The address and slide presentation by William Maynard was enthusiastically received by the participants. Many principals commented that his presentation had credibility because "he had been there." The Network and projects should keep him in mind for future activities.
- 15) It was interesting to note that many of Mr. Maynard's suggestions for dealing with discipline were antithetical to many of the suggestions presented by principals the night before.
- 16) Bill Goldstein's delivery maintained the attention of the audience but the message itself was not well received.
- 17) The Forum was well organized and stayed on time.
- 18) Many principals came with materials on relevant topics to distribute.
- 19) The objectives for the conference were well conceived, reflective of the needs of the participants, and directly addressed in this Forum.
- 20) The principals left the conference with more information, a sense of sharing with friends, some resources including the book School Climate Improvement: A Challenge to the School Administrator - Phi Delta Kappa publication, and a Teacher Corps apple!

## CONCLUSION

This Forum concludes a sequence of planned activities - DTA Principals Training, Atlanta, GA (May 21 & 22), Principals' Forum I, Hartford, CT (June 25 & 26) and Principals' Forum II, Hartford, CT (October 17 & 18) - designed to provide viable staff development for principals:

The staff development model used by the Network included:

1. Concerns data gathered from principals prior to the planning meeting.
2. Planning committees composed predominately of principals.
3. Formats, consultants, materials and suggestions of committee were clearly evident in the final activity design.
4. Principals assumed responsibilities for contacting other principal presenters, served as facilitators, meeting conveners, introducers, and general total responsibility for the implementation of the activity.

In essence the principals developed their own staff development. Every task assumed by a principal was completed plus more. The role of the executive secretary was one of structuring meetings, sending maps, compiling packets, scheduling facilities, and following up to be sure tasks were done.

Since the Forum the Network has 1) received materials from a principal to distribute to others; 2) had requests for resource people and materials from 5 principals; and 3) had written contract with 3 principals. Additionally directors are working together, based on principal requests, to schedule one of the speakers back-to-back in projects in order to reduce cost and get maximum time in school sites

It is expected that principals will participate at future Network activities based on their individual interest in the specific activity objectives. Additionally the Network will draw upon principals as resource persons for other activities, based on strengths and experiences demonstrated in the Forums. Working with the principals in the New England Teacher Corps projects has been both a pleasure and a rewarding experience.

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APPENDIX A

PARTICIPANTS  
PRINCIPALS' FORUM

RHODE ISLAND COLLEGE/PAWTUCKET

Tom Lavery, Director  
Thomas Duffy  
Ernest Forest  
Edward Molloy  
Edward Monaghan

BOSTON STATE COLLEGE/BOSTON (V)

Cleve Clarke, Director  
William Connor  
Doug Foster  
Edward Mabardi  
William Wright

UNIVERSITY OF CONNECTICUT/WINDHAM

Fred Banning  
Donald Berkowitz  
Larry Fern  
Ralph Marshall

NORTHEASTERN/BOSTON (VII)

John Norwood, Director  
Tom Clegg  
Curtis Wells

UNIVERSITY OF HARTFORD/HARTFORD

Beverly Kalton, Director  
Peter Roach, Director  
Harold Barrows  
Paul Copes  
Vernal Davis  
Earline Patrick

KEENE STATE COLLEGE/FALL MOUNTAIN

Girny Trumbull, Director  
Dave Cantwell  
Glen Frank

UNIVERSITY OF MASSACHUSETTS/WORCESTER

Jean Esposito, Director  
Bernard McManus  
Bruce Wells

UNIVERSITY OF VERMONT/MONPELIER

Harry Thompson, Director  
Robert Chaffee  
Edwin Jacobs

LESLEY COLLEGE/LOWELL

Al Alson, Director  
Jack Cronin  
Peter Stamas

UNIVERSITY OF MAINE/OLD TOWN

Irene Mahrart, Director  
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APPENDIX B

PRINCIPALS' FORUM II

POST-ASSESSMENT

19 responses out of 33  
57% response

I. CHECK ONE:

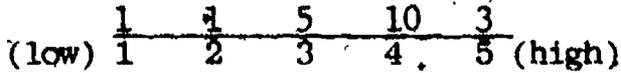
- 6 H.S. PRINCIPAL                      5 PROJECT DIRECTOR  
5 JR. OR MIDDLE PRINCIPAL              OTHER  
4 ELEMENTARY PRINCIPAL

II. CONFERENCE OBJECTIVES (Circle)

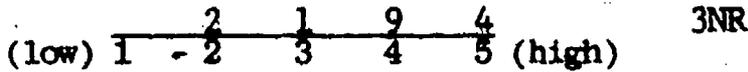
1. To obtain information and ideas on various school climate improvement techniques,



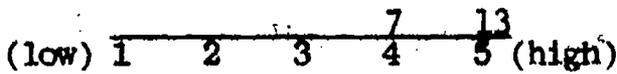
2. To obtain information on discipline policies used in various schools.



3. To discuss various practices used for intern and team leader involvement in schools.



4. To facilitate relationship building among principals and project directors.



PRINCIPALS' FORUM II  
POST-ASSESSMENT CONT.

II. FACILITIES RATING (Circle)

- a) Sleeping Room                      2NR  
(low) 1    2    3    4    5 (high)
- b) Conference Room and Meeting Space  
(low) 1    2    3    4    5 (high)
- c) Food  
(low) 1    2    3    4    5 (high)
- d) Time Schedule  
(low) 1    2    3    4    5 (high)

III. IMPACT (Circle)

- a) How useful will this conference be in your work back home.

(none) 1    2    3    4    5 (lots)

- b) How you identified any people, ideas, materials for later use?

(none) 1    2    3    4    5 (lots)

- c) Do you have a better understanding or new ideas about the topics covered?

(none) 1    2    3    4    5 (lots)

PRINCIPALS' FORUM II  
POST-ASSESSMENT CONT.

STRENGTHS OF CONFERENCE	WEAKNESSES OF CONFERENCE
<ul style="list-style-type: none"> <li>.Maynard (8)</li> <li>.intern/team leader discussion</li> <li>.participation by principals in planning implementation group sharing presentations follow through</li> <li>.workshop leading good to set informal relaxed atmosphere</li> <li>.pool side session</li> <li>.room and hotel excellent (3)</li> <li>.food</li> <li>.Maynard's proof that it can be done</li> <li>.opportunity to share informal sessions</li> <li>.interaction between principals and directors</li> <li>.excellent overall conference</li> <li>.informative</li> <li>.Goldstein had some good ideas</li> <li>.materials</li> <li>.exchange of ideas (2)</li> <li>.conference useful and satisfying</li> <li>.food 100% improved</li> <li>.Thursday AM groups informative and stimulating</li> <li>.sharing and commiserating among principals was a major plus</li> <li>.first rate speakers</li> </ul>	<ul style="list-style-type: none"> <li>.not enough systematic challenges</li> <li>.Goldstein (5)</li> <li>.absence of South High speaker</li> <li>.none (2)</li> <li>.lack of inbasket topics</li> <li>.initial success mini-presentations didn't come off</li> <li>.many topics listed in intern/team leader session not addressed</li> </ul>

# The Boston Globe

THURSDAY, OCTOBER 18, 1979

## Racial turmoil in Boston

### At Southie high

By R.S. Kindieberger  
Globe Staff

The US attorney's office and the FBI began an investigation into the disorders at South Boston High School yesterday after white and black students fought for the second straight day. The fighting caused suspension of classes for the day.

Racial incidents elsewhere in the city followed yesterday's melee at the high school. School officials said the number of incidents made it one of the worst days in racially-tense Boston schools in two or three years.

Martin Walsh of the Justice Department's Community Relations Service said he asked the US attorney's office and the FBI to step in because of the possibility that "intimidation and violence" were being used to prevent students from exercising their constitutional rights.

South Boston High is scheduled to reopen today for juniors and seniors, with sophomores returning tomorrow and freshmen on Monday. Headmaster Jerome Winegar, following conferences with police, said there will be a larger police detail outside the school but no police inside.

District School Supt. Joseph M. McDonough said late yesterday afternoon that no arrests or injuries had been reported in the high school incident. The fighting broke out just inside the high school's entrance and outside on the sidewalk shortly after the first buses carrying black students arrived for the start of school at about 7:30 a.m. White students started the fighting, according to Winegar.

The following incidents involving students were reported in other parts of the city:

● A white Dorchester girl, an eighth-grader at the McCormack

Middle School at Columbia Point, was assaulted by a group of black boys and girls while she was walking down Mt. Vernon street toward the school. The girl, Marie W. Wallace, 15, of Lafield street, was treated by the school nurse and taken home by a relative. A 15-year-old black youth was later arrested and charged with assault and battery with a dangerous weapon, a shoe foot.

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