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## ABSTRACT

This resource guide provides information on education reform issues and on programs, projects, and models that are attempting to improve public schooling. Section 1, "The Fundamentals of Restructuring," summarizes the major characteristics of restructuring and includes references to the views of influential educators and agencies on the meaning and process of restructuring. Section 2, "The National Movement for School Reform," outlines several major education reform initiatives. The third section, "School Change in South Carolina," provides an overview of the South Carolina Center for the Advancement of Teaching and School Leadership and its associate school program. The 100 associate schools are K-12 schools, which are implementing restructuring models. The Center provides technical assistance to the associate schools. This section also summarizes results of two surveys of associate school teacher attitudes, three case studies of associate schools that are in the midst of restructuring, and a curriculum reform survey. Highlights of innovations discussed in the responses of the 46 associate schools that participated in the curriculum reform survey are provided. Profiles of school change initiatives in South Carolina are described, including the Goodlad initiative, which involves a network of five colleges and the Center establishing professional development schools and linking teacher education reform to school reform. An annotated bibliography and resources guide and a directory of the associate schools are included. (IAH)

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# Changing South Carolina's Schools

**A Resource Guide**

**for Schools and Communities**

**Creating a New Vision of Public Education**

**1993 Edition**

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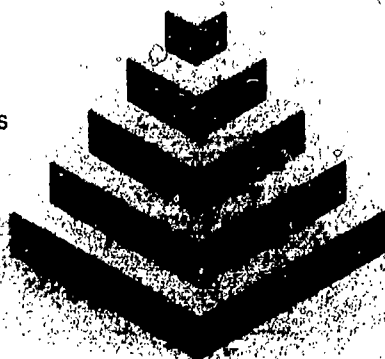
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# Changing South Carolina's Schools

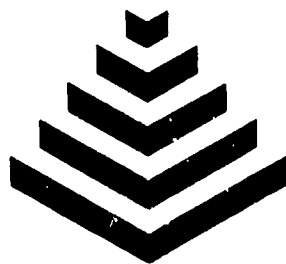


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## **THE SOUTH CAROLINA CENTER FOR THE ADVANCEMENT OF TEACHING AND SCHOOL LEADERSHIP**

The South Carolina Center for the Advancement of Teaching and School Leadership was created as part of the 1989 "Target 2000" legislation to support public school change and innovation. The Center is the first statewide, state funded program of its kind in the nation, distinguished by its collaborative effort among higher education institutions, public schools, and business partners. The Center's purpose is to provide technical assistance and long term re-education as school teams begin to reorganize the way they prepare students to live and work in the 21st century. The Center is governed by a 50-member Policy Board and a 14-member Steering Committee, which meets monthly. Dr. Barbara Gottesman, Executive Director of the Center, was selected as a result of a national search and brings an extensive background in leadership development of administrators and teachers, in Effective Schools, and in restructuring.

The Center serves as a networking agent for schools and colleges interested in systematic reorganization of rules, roles, and relationships in education. The Associate School program focuses on committed schools who are implementing models of restructuring and innovation and who are willing to share their developing expertise with other schools in their districts and in the state. An extensive Resource Library containing the latest books, articles and videotapes about restructuring research and experience is available on loan to all educators. A telephone hotline provides information and research to all who call. The Center has established an extensive electronic mail network so that teachers and administrators can communicate instantly to share research and experience.

Restructuring schools and colleges are assessed quarterly to determine the nature of long-term seminar training offered by the Center. On-site technical assistance visits to schools, districts, and colleges keep the Center staff on the road constantly. National scholars, restructuring school teams, and site visits to other states help disseminate restructuring content and skills.

Associate Schools are selected from among all South Carolina K-12 schools who have responded to an annual request for proposals. At the present time, the Center works directly with 70 Associate Schools who have pledged their time and efforts toward reorganization for the 21st century. Each Associate School has a vertical restructuring team composed of four teachers, two administrators, a community

partner, a college partner, a business partner, a district office representative, and others. The teams learn participatory decision making and managing change from the Center-designed training. Each team constructs a vision for the future and involves the entire faculty. College faculty are also brought into the process. In November 1992, 30 Partner Schools were added to the Center's restructuring network. Each one forms a partnership with an existing Associate School.

The Center, while housed at Winthrop University, works with all higher education institutions with approved teacher education programs, all of whom are represented on the Center's Policy Board.

In addition to its Associate Schools' work, the Center sponsors seminars, institutes, technical assistance, and national scholars with and for higher education faculty. The Center also serves as the coordinator of the South Carolina Collaborative to Renew Teacher Education. As a result of a joint proposal from the Center and five colleges, John Goodlad selected South Carolina as one of eight national sites to implement his nineteen postulates for the renewal of teacher education. The Center coordinates the state's efforts in collaboration with Dr. Goodlad, the Education Commission of the States, and a statewide advisory group headed by South Carolina State Superintendent Barbara Nielsen. Professional development schools, reformed teacher education curriculum, cultural diversity, and rewards for partnerships are the four focus areas. Professional development schools have been established through 20 colleges, and nine other colleges are pursuing the Goodlad agenda.

The Center collaborates with all South Carolina education agencies, and with national organizations including the Education Commission of the States, the Center for Leadership in School Reform, the International Harvard Principals Network, the National Governors Association, the National Alliance for Education and the Economy, the Southern Regional Education Board, and the Southeastern Regional Vision for Education (SERVE), the federally supported regional education laboratory.

The Center is committed to the concept that school change is a deliberative process that requires time for all school interest groups to develop understanding and ownership. The Center recognizes the importance of systemic, total quality management and believes in a client-centered approach to change—that teachers, parents, administrators, schools boards, college partners, community members and business partners must finally determine for themselves what new structures will best serve the instructional needs of their children who will live and work in the 21st century. The mission of the Center is to assist schools in achieving that vision.

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The Center wishes to thank the primary movers and shakers in bringing this GUIDE to print: John Norton, Barnett Berry, and Barbara Gottesman. Barbara developed the original concept in November 1991. Barnett enlarged the idea and conducted three intensive case studies and synthesized the lessons learned. None of the GUIDE would have been possible without the superb writing and editing skills of John Norton, once a South Carolina education journalist, now vice president for information at the Southern Regional Education Board.

The strong leadership of the Center's 13-member Steering Committee makes all things possible. This GUIDE is dedicated to the administrators and teachers in the 70 restructuring Associate Schools who are changing the future of education in South Carolina.



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I.

# The Fundamentals of Restructuring

# Betty's Dream

Betty Brumfield, a teacher of science and math at Pocatigo School, collapsed into bed, exhausted after a full day of teaching. *Too many kids with too few advantages, she thought to herself for the ten-thousandth time. Too few parents who know how to help. Too little money and too many orders from on high. Too many dispirited teachers, too little inspirational leadership.*

*Too much Need and too little Betty.*

As she drifted off to sleep, Betty thought about the kickoff meeting of the school restructuring committee scheduled for Wednesday afternoon. She and other members of the committee had been asked to read *Horace's School* over the summer, in preparation for their work. Was it really possible to transform humdrum Pocatigo School into the kind of dynamic center of teaching and learning described by Ted Sizer? *I have my doubts*, Betty mused, as she sank into a deep, dream-filled sleep, full of strange signs and portents.



"The meeting of the Pocatigo School Change Team will come to order. The secretary will read the minutes."

"Thank you, Madam Chairman. At our last meeting, pursuant to a directive from the District Office, our Change Team initiated a complete restructuring of Pocatigo School. The decision was made to empower the five teachers who serve on this Team to develop a restructuring blueprint.

"Today, we are to begin that process by reviewing the Pocatigo Vision Statement developed by Principal Patrick Hark and deciding how we will implement his—that is to say, of course, *our* vision. We have announced via the PA system and teacher's lounge bulletin board that other teachers are welcome to contribute any suggestions they have about how we can reinvent our school."

Ed Hoyle, the social studies teacher, raised his hand. "Have we received any suggestions?"



The secretary cleared her throat. "Mmm, well. . . we have received two."

"Only two?" Hoyle asked. "We have 43 teachers in this school."

"I wouldn't worry too much about it, Ed," the chair interjected. "It's early in the process. We can't expect everyone to climb on board right away. They'll get behind us when they see what a super blueprint we develop."

"Perhaps," Hoyle said doubtfully. "But I would like to hear the two comments that we *did* receive."

The secretary mumbled. "Well, they aren't very constructive, but here they are. One was left in the principal's mailbox, typed on a plain sheet of copy paper. It says, 'Just what we need. Another fad.' The word *fad* is underlined twice.

"The other comment was left taped to the restroom door in the teacher's lounge. It was made from letters cut out of the newspaper." She held up the sheet. The crudely pasted, smeary letters read: "Dear Change Team: Who died and made you god?"

The Chairman sighed. "We'll always have the resisters, won't we? I think we need to move ahead. LuAnn, you met with the district office staff this week. Why don't you give us your report?"

LuAnn Sullivan, who taught the SMUG program (Special Mentation for the Unusually Gifted), passed around a two-page handout. "This is the tentative calendar of events we've scheduled for our Change Team this year. As you can see, we will be taking several trips out of the state to visit restructuring schools in Florida, California, and Boston. We'll also be attending school change conferences in New Orleans and Los Vegas, and several meetings in Columbia and Charleston. All of these trips, of course, will help us as we work on the redesign of Pocatigo."

Ed Hoyle raised his hand once again. "How many of our teachers will be able to go on at least one of these trips?"

The chairman interrupted. "For the time being, I think we'd best limit the travel to members of this Change Team. There's a lot going on out there and we need to see as much of it as possible if we're going to make the right decisions. Next year, once we've gotten our restructuring plan up to full speed, maybe we can find some money for other teachers to do some site visits."

*Dear Change Team,  
Who died and made  
you god?*

"Don't you think we're in some danger of getting out too far ahead of the rest of our faculty?" Hoyle asked.

Art teacher Dan Woods spoke up for the first time. "I don't agree. It seems to me that we've got to start with a nucleus of teachers who have a really strong commitment to this and a real good idea of where we need to be going. It'll be our job to get everybody on board once we figure out our destination."

The other teachers nodded in agreement. Ed Hoyle grimaced. Time would tell, but he had a bad feeling about the direction they were taking. *Who died and made us god?* he wondered to himself.



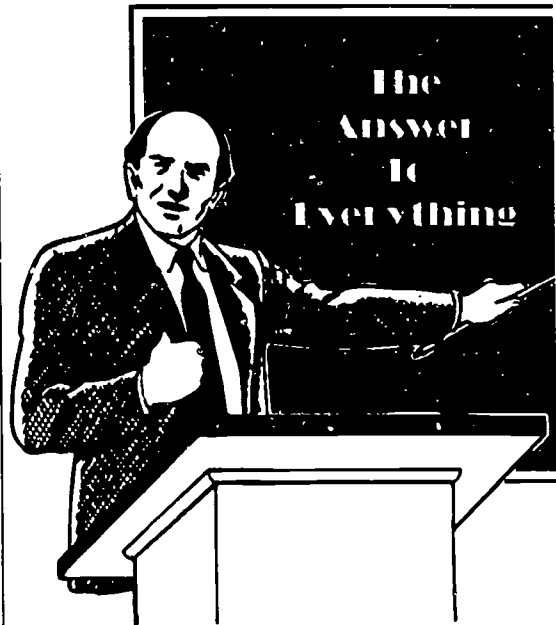
Betty drifted up toward wakefulness. She rolled over and tucked her pillow up under her neck. Outside her window, she could hear a gentle rain, and it lulled her back into a deeper sleep. In her dream, the scene shifted and the characters changed, as characters in dreams are wont to do.

She was somewhere near a lake. At a nice conference center, she realized. Her fellow teachers were sitting in a semi-circle, relaxing on padded chairs and couches in casual clothing as they listened to the sonorous tones of a tall, 50-ish man who sported a salt-and-pepper beard and wore a thick wool sweater under a corduroy jacket. He stood by an overhead projector.

"There's no need to re-invent the wheel," the man—whom Betty had decided looked like a college professor—stated emphatically to his attentive audience. "You're not the first to come down this road. You don't need to make the mistakes others have made—I'm here to help you take advantage of their errors. My program is based on hundreds of hours of visits and interviews with teachers and principals in restructuring schools. I've distilled their experiences into a structured approach that I'm convinced will take you where you need to go."

A teacher Betty couldn't quite make out raised her hand. "But how do you know where *we* need to go?"

"We all want to go to the same place," the professor assured her. "We want to teach kids better, right? We believe all children can learn. We want to use the latest instructional strategies to teach them. We want to have good



schools we can be proud of and that our communities are proud of. These are the things you want, so why do you need to waste a lot of time deciding what you ought to do? I've done some of the routine legwork for you. Your job is to get out there and do it."

"What do you call your program?" another teacher asked.

"I call it The Magic Bullet," the professor announced with a wolfish grin. "One shot straight through the heart of your problems and you'll have the school you've always wanted."

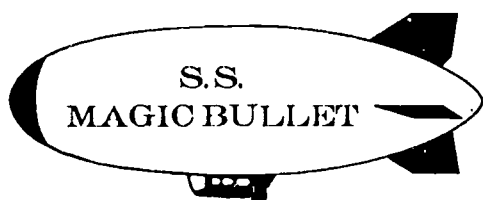
*That's an odd name,* Betty thought, as her dream changed gears once again. She was floating in inky black space. She could see an occasional star. Giant bullets—or were they dirigibles?—floated by, very, very slowly. Each blimp-like bullet had a word or two emblazoned on its side. *New Math. Compensatory Education. Effective Schools. Back to Basics. Cooperative Learning.* The professor's voice echoed through the darkness. "I call it The Magic Bullet." "Magic Bullet . . . Magic Bullet . . . Magic Bullet . . ." The scene began to shift.



Betty groaned and pulled her comforter over her head. She could see her reflection in the window of the school conference room. Her hair was gray. She was older—the dreaded crow's feet were beginning to form around her eyes. And the clothes she was wearing! One shoulder three inches higher than the other. Small pointed cones of different colors protruded from the material of her dress, like a hundred tiny mountains covering her body. What kind of fashion was this? Betty glimpsed the reversed image of a wall calendar reflecting in the window from behind her head. The year was a simple round number, easy to read: 2000.

As she looked around, she found she was sitting at an impossibly long conference table. Every teacher at Pocatigo School was present. Far, far away, almost lost in the distance, the chairperson of the School Change Team stood at the end of the table, dressed in prison gray, her head bowed.

"Heaven knows we tried," she sobbed, as if seeking forgiveness. "We tried cooperative learning. We went to flexible scheduling. We instituted team planning times and interdisciplinary teaching. We did away with grade levels, untracked our students, embraced whole language instruc-



tion. We completely revamped our testing system to be more authentic. And that was just the first year . . . ."

The table was silent. "I just don't know where we went wrong," she sighed, her voice trailing off. "We only wanted to help the kids. . . ."

Betty felt her lips begin to move, as the assembled faculty of Pocatigo School began to chant in unison: *You missed the Secret. You missed the Secret.* Their voices grew louder and louder—then slowly began to fade, until finally Betty could hear nothing at all, and she slipped into a restless, dreamless sleep—soon interrupted by the irritating electronic bleep of her digital alarm.



The chair of the School Change Team called the meeting to order by lightly tapping on her coffee mug. "I think it would be a good idea to begin our very challenging work by asking each of you to take a few minutes and share your expectations for this team and for our effort to restructure Pocatigo School. Betty, would you like to start?"

"Yes I would," Betty said, drawing a notepad from her briefcase. "I have a strange story to tell you. It's about a dream I had last night. . . ."

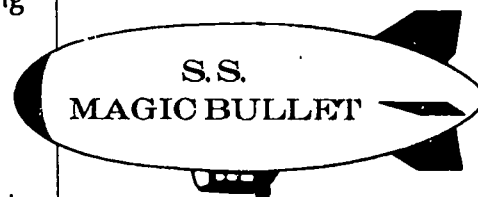


The next day, the Pocatigo School Change Team distributed the following notice in faculty mailboxes:

Dear Colleagues—

The Pocatigo School Change Team met for the first time yesterday and agreed to the following, for which we seek your endorsement and approval:

- ✓ The School Change Team should have no special status within the school but should help provide coordination for "teaming" by all teachers by grades, departments, and across the curriculum to help decide what is best for students.
- ✓ The first job of the Pocatigo School faculty and administration





is to work closely together as colleagues to develop a vision of what we want our school to be.

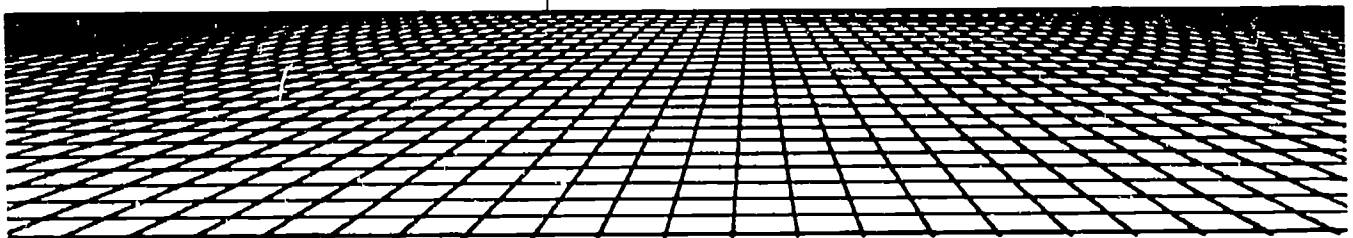
- ✓ Restructuring is a process, not a program. There is no magic "silver bullet" that will transform our school. Restructuring never ends because society and the needs of children never stop changing.
- ✓ We are professional educators with the knowledge, insight, experience, good sense, and good humor to discover those innovations that will work best for our school and our children. If we fail to lead, someone else less well equipped will step in and do the job for us.
- ✓ We would be wise to begin with a small number of important changes and build on the foundation of our successes. We have all the time in the world, because our transformation will never be completed.
- ✓ We will surely fail if we do not do this work together. Our first and most important task is to develop the skill of participatory decision-making. With that tool, we can open any door. This is the secret of successful restructuring.

We invite you to attend a general meeting of the faculty this Thursday to discuss our future direction. A representative of the South Carolina Center for the Advancement of Teaching and School Leadership will be there as a resource--the decisions are up to us.

Signed,

*Your Friends and Fellow Professionals*

*Betty's Dream* was  
written by John Norton



**F**lexible scheduling. Participatory decision making. Co-operative Learning. Interdisciplinary units. New grading systems. Systems perspective. Total Quality Education. Managing Change.

Are schools getting on these bandwagons and calling it restructuring—or does restructuring mean more than any of these innovations? For some schools, these are bandwagons, to be sure. But for thoughtful schools, districts, and colleges in our state, these tools for change are not bandwagons at all. They are the outward manifestations of an internal reorganization of the school as a social institution.

*“Restructuring” simply means to look again (re) at the structure that determines the organization of the school, to discard those parts of the structure which no longer reflect our changing world, and to retain and create those that will work for the future. Restructuring the organization to reflect the changing roles, rules, and relationships among adult workers and student learners can better prepare students who will live and work in the new century.*

Let us look at the traditional framework or structure of schools. Imagine if you will the public schools of 1890—created to serve an Age Of Agriculture. The school year is nine months so that children can help on the farm. Teachers are dependent, single females who obey the strict rules of the local school board and administration. Are these hold-overs still present in the school structure of 1992? What rationale supports them? Are children still needed on the farm during the summer? For that matter, do most parents even have someone at home in the summer to care for children?

Shift now to the Age Of Industry. The schools of 1930 are organized to imitate the factory model. Students are compartmentalized by age level (grades 1-12) and further sorted by grading (A,B,C,D,F). The day is divided into efficient time blocks of 55 minutes, and students move from one subject to another on an assembly line as bells ring. What research shows that this is the best way for children to learn?

Now we live in the Age Of Information. How has the school as an organization responded to the fact that information can be stored and retrieved—not just memorized? How has the school responded to the necessity for teachers (as managers of information) to plan and work with other adults to meet the needs of every student? How do schools adjust when DNA requires two hours of study one day and the drill test in algebra needs only twenty minutes?

## **RESTRUCTURING: GETTING BEYOND THE BANDWAGONS**

Dr. Barbara Gottesman, Director  
South Carolina Center  
for the Advancement of  
Teaching and School Leadership

*Restructuring the school organization to reflect the changing roles, rules, and relationships among adult workers and student learners can better prepare students who will live and work in the new century.*

***How do schools confront the reality that many young children return to empty homes at 3 p.m. and roam the streets?***

How do schools confront the reality that many young children return to empty homes at 3 p.m. and roam the streets—or crowd day care centers in the summer? How do schools make choices when keyboard skills are just as essential as the ability to recognize the eight parts of speech?

There are three steps in answering the restructuring question:

**First:** After reflecting upon the existing structures of schools, the thoughtful person decides on the results we should expect from today's schools. What do students need to know to succeed in the 21st century? Although it is not the only source we need to consider, the United States Department of Labor has published a list of skills that employers want for professionals, managers, white collar workers, and blue collar workers. The top three skills include the ability to work with others on a team, the ability to retrieve information and solve problems, and the ability to communicate effectively. What we want schools *to be able to do* should be widely discussed among the school workers, students, parents, colleges, businesses and others in the local community.

**Second:** After we articulate what we want schools to be able to do, we should create a vision of the ideal "turn-of-the-century" school. If part of what we know students need to be able to do includes effective communication, then our vision of school should include learning and practicing communication for all situations. If part of the vision includes technology, then the school should prepare to make technology a fundamental part of the learning environment.

All members of the learning community should participate in creating the vision. The board and the superintendent provide leadership in articulating a vision for the district. Each unit then incorporates the larger vision and defines the vision for the school (principals, teachers, others) and for the classroom (teachers, students, others). College teacher education programs and arts and sciences programs need to create a vision in sync with those of local school districts since we all serve the same clients.

State and national goals can be incorporated into local vision statements. Each unit's statement should be printed, discussed, circulated, and revised frequently. The vision should be a central feature of each board, faculty, and class meeting so that every strategy or discussion serves the vision. Budget deliberations, policy decisions, and classroom teaching methods should all be guided by the core beliefs and goals embodied in the vision.

***What we want schools to be able to do should be widely discussed among the school workers, students, parents, colleges, businesses and others in the community.***

**Third:** With a results-oriented approach, and a vision to carry us to the future, the next step is for each unit to participate in decision making and to decide how the vision will be made reality. Participatory decision making at the district level helps principals, superintendents, and district office staff plan strategically. In the schools, site-based budget management may be one way to fulfill the vision. Another may be school-based staff development—like the program already underway at Marshall Elementary School in Orangeburg, where a staff member has become a national trainer for Cooperative Learning. Teachers are making staff development decisions at many restructuring Associate Schools who work with the Center for School Leadership.

As the local school engages in participatory decision making, teachers begin to have input—but they also find that their responsibility for success increases. Sharing power also means sharing and supporting innovation and taking responsibility for initial failures.

School workers with responsibility make things happen. They begin to articulate the vision. In South Carolina, schools with vision are deciding how to use learning time most effectively. Some schools have designed flexible, parallel or block scheduling to replace the traditional structure of hour periods and bells. (Camden Middle and J.L. Mann High Schools are two that now have flexible scheduling.) Other schools (like Ravenel Elementary and Fort Mill High) are exploring ways to use cooperative learning to expand the repertoire of teachers and increase learning for all students.

In his book *Schools for the 21st Century*, Phil Schlechty calls for a realignment of the student role in the school. Schlechty's idea is very important to the restructuring school and to teachers as professionals. He argues that students are not the product of raw material that teachers work on. Instead, knowledge or learning is the raw material—students and teachers take this raw material and process it. They are, he says, "knowledge workers."

In this model of learning, the teacher is more than a giver of information. The teacher labors to create learning (or knowledge work) that will fully engage students as workers. The students become engaged when the work relates directly to the real world. Students are more than passive receptacles—they listen, talk, stay in school, and succeed in the world beyond school.

Teachers who are "knowledge workers" need professional time to create "raw learning material" for students. We can no longer depend on professionals taking work

***Teachers are making staff development decisions at many restructuring Associate Schools who work with the Center for School Leadership.***

***School workers with responsibility make things happen. They begin to articulate the vision. In South Carolina, schools with vision are deciding how to use learning time most effectively.***

***Teachers, who are in the "knowledge work" profession, must work with other adults during the day to make decisions about curriculum and to reflect on practice.***

***The restructuring school must be a partner in the teacher education enterprise, working with the college to help future teachers learn to function as part of a professional organization, rather than as managers of individual classrooms.***

home or squeezing in a 4 p.m. after-school "inservice." Teachers, who are in the "knowledge work" profession, must work with other adults during the day to make decisions about curriculum and to reflect on practice.

Julia Gregory, the principal at Fort Mill Middle School, has individual planning periods for every teacher. On Tuesdays, the schedule includes back-to-back team planning periods for each grade level team. Thursdays are devoted to double periods of staff development taught by teachers. Professionals like Melvin Poore at McCants Middle created new positions for lead or "demonstration" teachers who substitute for other teachers, demonstrate new techniques, and help plan. Teachers at Camden Middle School and North Augusta Elementary School are planning and teaching interdisciplinary units.

All of these schools work with the Center for School Leadership in restructuring. But the real work and planning originates within the school. Conway Middle School has taken its commitment to the needs of students an extra step: sixth grade teachers will move up this year with their students and teach seventh grade. They will teach the same group in eighth grade also. This significant change in the school's structure grows out of their carefully articulated vision—now they are working extremely hard on strategies that fulfill that vision. These strategies are very different from the goals and behavioral objectives of the 70's and 80's: they grow out of a common understanding of the real needs of their students, and they are based on a careful consideration of which successful teaching strategies will work best in their school.

We know there are restructuring schools in our state that are already creating the future. How should teacher education programs be changing to provide the necessary support for restructuring schools? Our colleges and universities continue to have the largest responsibility for preparing teachers. They can begin their support of restructuring by assigning college students to schools as workers beginning in the freshman year. Students are exposed to real classroom situations and become a part of the restructuring culture early on.

Colleges also need to work with schools rather than individual teachers in making student placements. The restructuring school must be a partner in the teacher education enterprise, working with the college to help future teachers learn to function as part of a professional organization, rather than as managers of individual classrooms. Student teachers need experiences working on a team, taking part in consensus decision making, group dynamics and problem solving.

They need to observe veteran teachers handling public relations with parents and the community, dealing with politically sensitive issues, and communicating with local and state policy makers.

Teacher education colleges around the nation are finding that they must use methodology that includes cooperative learning as well as lecture—and that modeling methods is just as important as expounding the theories. In Provo, Utah, two professors spend 80 percent of their time in the public schools, teaching on-site education courses, leading research efforts in the classroom, serving as demonstration teachers, and acting as trouble shooters.

Progressive teacher education programs are developing new curriculum in much the same way as restructuring schools—beginning with a vision of what their graduates should know and be able to do. Computer skills are essential as interactive laser disk and similarly complex technologies become a reality in schools. The successful teacher education program will take a global approach to teacher preparation. Today's student teachers must learn to work in multi-cultural schools and neighborhoods. They need courses in group problem solving and effective parent and community relations. New teachers need to become adept at interdisciplinary planning, team teaching, cooperative learning, and many other techniques now in use in South Carolina's high, middle and elementary schools.

The noted teacher educator John Goodlad asserts that school reform will fail unless colleges of teacher education also restructure at the same time. South Carolina is one of eight national sites pledged to renew teacher education. The teacher education programs at the University of South Carolina, Furman, Winthrop, Columbia College, and Benedict are working under Goodlad's leadership to restructure, in collaboration with each other and the Center for School Leadership.

Each college, school, or department will focus on reforming curriculum, developing partner or professional development schools, assuring cultural diversity in teacher education, and building in tenure and promotion rewards for faculty who participate in school partnerships. State education and political leaders are watching the Goodlad initiative closely as they consider future teacher education policy.

At its most fundamental, *restructuring* is examining the present structure of the school system to see if it fulfills the needs of today's American democracy and assures

***Progressive teacher education programs are developing new curriculum in much the same way as restructuring schools—beginning with a vision of what their graduates should know and be able to do.***

tomorrow's quality of life. When will the restructuring movement end? Never—because the needs of our democracy and of our future citizens will continue to change rapidly. John Kennedy said that "our children are our hostages to fortune." Restructuring is finding out how best to prepare children to master their own fates . . . and doing whatever it takes!

#### References

Goodlad, J.I. (1990). *Teachers for our nation's schools*. San Francisco: Josey-Bass.

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### **From *Teachers for Our Nation's Schools* by John Goodlad**

#### **POSTULATE 7**

Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical-thinking abilities associated with the concept of an educated person.

#### **POSTULATE 8**

Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.

#### **POSTULATE 9**

Programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupations to become more other-oriented in identifying with a culture of teaching.

#### **POSTULATE 10**

Programs for the education of educators must be characterized in all respects by the conditions for learning that future teachers are to establish in their own schools and classrooms.

School restructuring is about transforming teaching and learning. Restructuring is about rethinking rules, roles, and responsibilities in order for students to increasingly become knowledge producers and active learners. At the core of restructuring is curriculum reform. Building from that core is the simultaneous reform of governance, teacher professionalism, parental involvement, and community interaction—including the melding of all social and human services that support children and families.

Karen Callison Woodward, the superintendent of Anderson School District Five and a powerful voice for school change among the state's education leaders, believes that the essential difference between today's restructuring movement and the education fads and quick-fixes of the past can be found in a single word:

*Process.*

School restructuring is not a program, it's a process. Karen Woodward, in fact, is reluctant to describe her district's change process as *restructuring*, "because it sounds like another program we've added." A better description, she says, is *continuous improvement*, indicating that the process will not end. Restructuring is not about picking and choosing programs. It's about continuously examining and improving the system—from each single teaching act to the long-range goals of the entire district.

It might be useful to look at some definitions of restructuring gleaned from the ever-growing library of school change literature. By examining how educators, researchers, business leaders, government officials, and others define "restructuring," we can gain important information about the expectations of those who are pushing schools to reform—even transform—themselves.

This succinct definition restructuring was written by a university research center and published in a briefing paper for education writers and reporters:

*Restructuring refers to major departures from conventional practice designed to foster critical thinking and high academic performance from all students.*

*Teacher Magazine* says that the term *restructuring* is perhaps the "most overused word in the lexicon of school reform," a container used to hold many ideas and concepts. "Teachers can be forgiven if they are uncertain and confused about what it means." The essentials of real restructuring, according to the magazine, are:

## WHAT OTHERS SAY ABOUT SCHOOL RESTRUCTURING

***By examining how educators, researchers, business leaders, government officials, and others define "restructuring," we can gain important information about the expectations of those who are pushing schools to reform—even transform—themselves.***



# restructuring

- ✓ Changes in traditional roles and relationships, with teachers participating in decision making, especially in areas involving curriculum, instruction, scheduling, and professional matters.
- ✓ Changes in curriculum and pedagogy that grow out of a careful assessment of what is taught and how it is taught, producing significant alterations in the organization of the school day and school year, how teachers and students spend their time, and the nature and frequency of student assessment.
- ✓ Changes in the workplace, including more time for teacher planning, reflection, communication with colleagues, continuous professional development, and better physical facilities and support services. The school is a learning community where students and teachers are nurtured.

The Council of Chief State School Officers, whose members are state superintendents of education from across the United States, defines restructuring this way in its official policy statement "Restructuring Schools":

*The task has moved quickly from improving traditional standards and organization to more profound changes that affect the very essence of teaching and learning and the structure of schools . . . There are different definitions and different degrees of change, from reform to radical restructuring, but the purpose is essentially the same—to help our graduates achieve the highest levels of knowledge and experience and to enable them to practice the creative use of their knowledge and talent in civic responsibility, productive work, moral conduct, and personal fulfillment.*

...

Dr. Fred Newmann, who directs the National Center on Organization and Restructuring of Schools at the University of Wisconsin, has given considerable thought to the way the term restructuring is being used in education and business circles today. He says that:

*"Restructuring" has entered the dialogue of practitioners, policymakers and researchers with a burst of power, but also ambiguity. It represents a concern for fundamental changes in the way schools are organized, but the precise nature of those changes and the priority given to different new "structures" are in hot dispute. Restructuring joins a lexicon of other memorable slogans in the history of educational reform (e.g., back to basics, community control, choice, cultural literacy).*

*Much of a slogan's appeal rests in its capacity to embrace multiple meanings that draw diverse constituencies together*

*in an apparently common cause. While a slogan galvanizes attention and energy, thus offering new possibilities for action, its ambiguity brings the risk that energy will be dissipated in scattered, even contradictory, directions. The danger here lies not in multiple meanings and approaches, but in the failure to clarify the means and ends of different approaches to "structural" change.*

CEOs and other business leaders have been a driving force for educational reform in South Carolina and the nation. How do business leaders define "restructuring?" Their definitions range from the simple statement that "schools must do whatever it takes to produce better educated workers" to a sophisticated discussion of the principles of quality management and other techniques used by American industries to change the way they do business. In short, there is no uniform outlook on restructuring in the business community—a business person's point of view may have a lot to do with whether he or she has personally experienced restructuring. Here are several definitions of restructuring from the business community:

*Walter Elisha, CEO of Springs Industries, has described restructuring as giving districts and individual schools and teachers "the flexibility to innovate programs, curricula, teaching methods, use of physical facilities, and retention techniques with a minimum of red tape and central oversight."*

*Owen Butler, former chairman of Proctor and Gamble, told the Committee for Economic Development that restructuring involves changing "the corporate culture of the basic school system. . . from a top-down strategy to a bottom-up strategy, from teachers who are regarded almost as assembly line workers into teachers who are free to innovate and experiment, to use their creativity to improve teaching."*

*The Business Roundtable, supported by 200 national corporations, has described a restructured education system as one committed to four operating assumptions: "All children can learn at significantly higher levels; we know how to teach all students successfully; curriculum content must reflect high expectations for all students; and every child must have an advocate.*

*The new system must be outcome-based, with rewards for success and penalties for failure. School-based staff must have a major role in instructional decisions, with a major emphasis on staff development."*

In her book *Restructuring America's Schools*, education writer Anne Lewis notes that "reform" was the major education buzzword of the 1980s. "Only when analyses of the

***CEOs and business leaders who have been a driving force for educational reform in South Carolina do not have a uniform outlook on school restructuring. A business person's point of view may have a lot to do with whether he or she has personally experienced restructuring.***

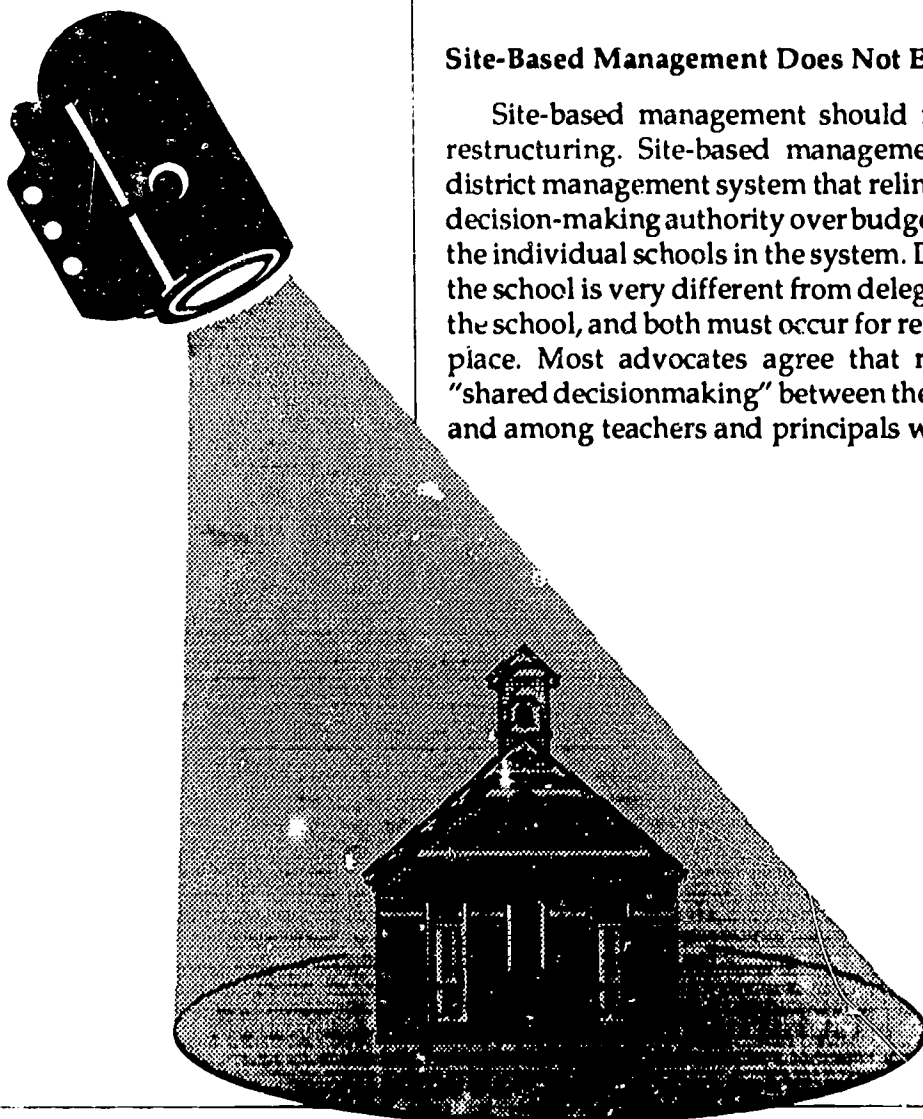
early reform efforts produced a consensus that the changes were too slow and inadequate did reformers begin to talk about more drastic measures—about restructuring.” Her research leads her to conclude that:

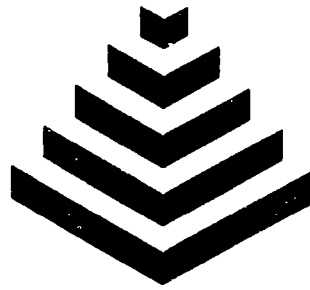
*Restructuring—*

- ✓ *Is student and teacher-centered*
- ✓ *Changes the way students learn and teachers teach, requiring both to assume greater initiative*
- ✓ *Applies to all students and all schools, not just the disadvantaged*
- ✓ *Affects curriculum as well as organization*
- ✓ *Needs a central vision within a school to which all involved subscribe*
- ✓ *Requires becoming “unstuck” from many current reforms and from a built-up centralized bureaucracy*
- ✓ *Is advocated by diverse interests in the community*

**Site-Based Management Does Not Equal Restructuring**

Site-based management should not be confused with restructuring. Site-based management refers to a school district management system that relinquishes a good deal of decision-making authority over budgets and other matters to the individual schools in the system. Delegating authority to the school is very different from delegating authority within the school, and both must occur for real restructuring to take place. Most advocates agree that restructuring involves “shared decisionmaking” between the district and the school and among teachers and principals within schools.





II.  
The National Movement  
for School Reform

## MAJOR SCHOOL RESTRUCTURING INITIATIVES

*School reform and restructuring is a national phenomenon. Dozens of organizations, supported by private and corporate foundations, state and federal grants, college and university funding, and community contributions are working to change schools.*

*Several major education reform initiatives are described here. These are not the only successful school change programs in the nation — new efforts seem to begin almost daily — but they do have a track record, and the experience and knowledge that comes with years of effort.*

*If the work of these organizations seems to fit into your visions for your schools, you may want to contact them. Additional information about some of these groups can be found in the "ECS Guide to System Change" later in this section.*

Ted Sizer's two-year journey thorough American high schools in the early 1980s culminated in the wise and troubling book *Horace's Compromise: the Dilemma of the American High School*. But Sizer didn't just talk about the problems of America's high schools. In 1984, he sought out 12 "charter members" who agreed to form the Coalition of Essential Schools and pursue a set of Common Principles defined by Sizer's research.

By 1988, when Sizer joined forces with the Education Commission of the States and its *RE: Learning* project, more than 50 schools had joined the coalition. The Commission's ability to disseminate information and its close ties with state education leaders raised the visibility of the Coalition's work, and by early 1992, Sizer's eight-year old program included more than 200 public and private schools in 23 states (including Heathwood Hall School in Columbia).

The nine Common Principles that still guide the Coalition's work define the characteristics essential to a good school:

- ✓ Schools should focus on helping students use their minds well;
- ✓ Schools should expect students to master a limited number of essential skills and areas of knowledge rather than merely "cover" content.

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The Coalition of Essential Schools  
(RE: Learning)

- ✓ A school's expectations should apply to all students.
- ✓ Teaching and learning should be personalized to the maximum extent feasible; no teacher should have direct responsibility for more than 80 students.
- ✓ The governing metaphor should be student-as-worker and teacher-as-coach.
- ✓ Diplomas should be awarded upon successful demonstration of mastery (an "exhibition") of essential skills and knowledge of the school's program.
- ✓ The tone should stress values of "un anxious expectation," trust, and decency.
- ✓ Principals and teachers should see themselves as generalists first and specialists second.
- ✓ Ultimate administrative and budget targets should include: 1/80 teacher-student loads, substantial time for collective planning by teachers, competitive salaries, and a per pupil cost no more than 10 percent higher than a traditional school.

Ted Sizer has written that "a good school is the special creation of its own faculty." The Coalition stresses individuality, not conformity, he says because "good schools sensitively reflect their communities, both the students and teachers within the school building, and the wider neighborhood it serves." Successful Essential schools focus on intellectual achievement; students are responsible for learning; teachers and staff are involved in planning and carrying out changes; small student/teacher groups are created and kept in place over a period of time; a strong principal works to build trust, understanding, and support among teachers and staff, and teachers are trained and encouraged to teach cooperatively and use a variety of appropriate teaching methods.

**For more information:** Coalition of Essential Schools, Brown University, 1 Davol Square, 2nd Floor, Providence, RI 02093. (401) 863-3384. **South Carolina contact:** Edna Crews, Office of Education Design, South Carolina Department of Education. (803) 734-8381.

The Accelerated Schools model developed from an educational research project at Stanford University in the early 1980s led by Henry Levin, director of the Center for Educational Research. The project set out to discover how at-risk students could become enthusiastic learners and could accelerate their achievement. The results of the project's research are now being applied in more than 100 pilot schools. The basic beliefs:

- ✓ All children can learn.
- ✓ Schools should accelerate, not remediate, students.
- ✓ At-risk students often show talents in areas not traditionally valued in school.
- ✓ At risk students must learn at faster rates than their more advantaged peers to eliminate the achievement gap that exists between them.
- ✓ Many conventional schooling practices, such as tracking or ability grouping, teacher-dominated instruction and standardized testing fail to empower at-risk students to learn to their full capacities.

At the heart of the Accelerated Schools philosophy is the proposition that the entire school community must be empowered—teachers, administrators, staff, students, and parents. Full implementation of the Accelerated Schools model takes five or six years, during which the school must establish a unity of purpose among staff, parents, students and the community; identify and build on the strengths of each group; create the capacity for school-site decisions regarding resource allocation, instructional strategies, curriculum, materials, and personnel selection; and establish a problem-solving process for making informed decisions.

Accelerated Schools eliminate pull-out programs and reinvest in overall programs that involve all children in a faster-paced, more engaging curriculum. Like most good restructuring plans, the model addresses the need to free up time for faculties to study, plan, explore alternatives, and make decisions—and it de-emphasizes top-down control. The model uses a language-based approach for all subjects, even math. It stresses reading, writing, speaking and listening, and lessons emphasize analysis, synthesis, problem solving, and application in all subjects.

The program, which has been developed for elementary and middle schools thus far, relies heavily on hands-on activities, with an emphasis on peer tutoring and cooperative learning. Students also work on projects outside the classroom to develop independence, self-reliance, and self-

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## The Comer School Development Program

confidence. Results from the project have been impressive. A three-year, \$1.45 million grant from Chevron Corporation helped Stanford establish four regional university centers in California, Texas, and Louisiana where teams introduce the model to surrounding school districts. The centers report steady test score improvement and dramatic improvements in student attendance and parent involvement.

**For more information:** Center for Educational Research, Stanford University, 402 South, Stanford, CA 94305-3084. (415) 723-0840. **South Carolina contact:** Dr. Christine Finnin, College of Charleston. (803) 792-7142.

The School Development Program, developed over the last 25 years by Yale University child psychologist James P. Comer, has as its core principle the need to involve the entire community in the school change process. Among the program's beliefs:

- ✓ All children can learn regardless of their background
- ✓ The elementary school is where children develop the skills, attitudes and habits that influence their achievement for the remainder of their lives.
- ✓ The sources of most learning and behavior problems are conflicts of class, race, income and culture between children's home and school environments—not children themselves.
- ✓ Excellent schools require a climate of trust, cooperation and caring among teachers, students, parents and the community.
- ✓ Students understand concepts best when they experience them.

The SDP is built around three elements: a school-governance team that includes parents, teachers, administrators, and support staff; a mental-health team; and an active parent coalition. The governance team develops a comprehensive school plan, carries on staff development activities, and assesses the program. The mental-health team focuses on preventing problems by indentifying and trying to eliminate procedures and practices that harm students and staff. Parents work with staff to plan social and academic activities and participate in many in-school and after-school activities.

Comer began his work in two of the poorest schools in New Haven, Conn. He argued that school is the only place children who grow up in poverty can get the extra help they



need. The program stresses academic achievement and the psychological development of the whole child. Comer and his colleagues developed the "Social Skills Curriculum for Inner-City Children" to integrate the teaching of academic and social skills, and the arts, in ways that channel the aggressive energy of students into learning and work.

In the two New Haven schools where Comer began his work, 4th graders in 1969 had average test scores at the 3rd grade level in reading and math. By 1984, 4th graders in the school had average scores at the 5th grade level in math and the 6th grade level in reading, and scores have remained near those levels, according to a 1991 Yale report. With a major commitment from the Rockefeller Foundation, the Comer program is being offered to schools throughout the country.

**For more information:** Yale Child Study Center, P.O. Box 3333 230 S. Frontage Road, New Haven, CT 06510. (203) 785-2548. A 14-part video series is available to help implement SDP with limited outside help.

The Carnegie Corporation *Turning Points* project is a national program for comprehensive planning and policy development to promote the success of early adolescents (ages 10-15) through school restructuring and collaboration with parents, health and human services agencies, and community organizations.

In 1990, the Carnegie Corporation made grants to 27 states to implement the eight parts of *Turning Points* in statewide efforts, under its Middle Grade School State Policy Initiative. South Carolina was one of those states. In the fall of 1991, Carnegie selected 15 states for two-year continuation grants, based on their accomplishments. South Carolina was also included in this group.

The principles of *Turning Points* include a call for middle schools that:

- ✓ Ensure success for all students.
- ✓ Create small communities for learning.
- ✓ Re-engage families in the education of young adolescents.
- ✓ Improve academics through health and fitness.
- ✓ Teach a common core of knowledge.

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### The *Turning Points* Middle School Project

- ✓ Empower teachers and administrators.
- ✓ Prepare teachers for the middle grades who are highly skilled at working with adolescents.
- ✓ Connect schools with communities.

*Turning Points* is available as a book, in an abridged version, or as an executive summary from:

Carnegie Council on Adolescent Development  
 P. O. Box 753  
 Waldorf, MD 20604  
 202-429-7979

A selected bibliography of readings on the components of *Turning Points* has been prepared by Dr. Ed Lawton of the College of Charleston and Dr. Barbara Gottesman of the Center for School Leadership.

Copies of the bibliography can be ordered from the Center by mail or phone.

Contact: Mr. Claude Underwood  
 Assistant Director  
 Center for School Leadership  
 142 Withers - Winthrop  
 Rock Hill, SC 29733  
 1-800-768-2875

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## The New Standards Project

This privately funded national project is developing broad educational standards in the various subject areas, with a focus on higher-order thinking skills and problem solving. These standards are used to create exams that emphasize such skills and require students to apply their knowledge to real-world problems. Obviously, such tests go well beyond multiple-choice and paper-and-pencil models most schools used today.

In May 1992, the New Standards Project began to pilot-test new mathematics and language arts performance assessments involving about 10,000 fourth-graders in 17 states. Teachers helped design the tests and are also involved in scoring and analyzing results. Each test item in the experimental program takes from two to four class periods, and

most have many acceptable answers. They require students to communicate in writing their answer and how they arrived at it.

An example of a test item: A student receives a set of parameters to plan a garden, including its dimensions and how much seeds and seedlings cost. Based on this data, the student devises a garden plan that can include using free cuttings from neighbors to save money or innovative designs to save space. Another example: As part of a literacy test, students may be asked to develop a working knowledge of a zookeeper's job from reading and discussion, then create a sign about a new zoo animal, then move on to a larger project, such as writing a brochure.

South Carolina is one of 17 states participating in the New Standards Project. Twenty 4th-grade teachers at eight South Carolina schools participated in the May 1992 pilot-testing. Eighth and 9th grade teachers will participate in 1992-93. The ultimate goal of the project is to combine challenging national standards with flexible, authentic assessments. To accomplish its ambitious objectives, states and private foundations will have to provide major financial support over an extended period.

**For more information:** The New Standards Project, National Center on Education and the Economy, 39 State Street, Suite 500, Rochester, NY 14614. (716) 546-7620. **South Carolina contact:** Sue Sadik, Office of Authentic Assessment, South Carolina Department of Education. (803) 734-8352.

Project Zero is not a school reform project in the typical sense—no network of pilot sites exists to test and propagate its theories. But the research growing out of Project Zero over the two decades has spurred a grassroots movement among many educators who find Harvard professor Howard Gardner's theories, first published in his 1983 book *Frames of Mind*, compelling.

Gardner argues that people have multiple intelligences in varying strengths, giving everyone a unique intelligence "profile"—and that children will learn best when teachers recognize and work with all of their intelligences. Gardner identifies at least seven kinds of intelligence: linguistic; logical-mathematical; spatial; musical; bodily-kinesthetic; interpersonal, and intrapersonal. The Key School in Indianapolis has restructured itself around Gardner's theories and all of its elementary students have daily opportunities to use and develop all of their intelligences.

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Harvard University's  
Project Zero

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Success for All /  
Johns Hopkins University

Gardner's latest book, *The Unschooled Mind*, challenges the assumption that five-year olds arrive at school "as empty vessels waiting to be filled." He argues that young children have mastered complex language skills and have "very powerful theories about how the world works." These theories are often wrong, but by failing to recognize and work with these theories, Gardner says, schools let students grow up without really understanding what they are taught. Instead, he says, teachers must take seriously the ideas and intuitions of the young child and challenge and build on them.

For more information: Harvard Project Zero, Harvard Graduate School of Education, 323 Longfellow Hall, Appian Way, Cambridge, MA 02138.

The Success for All program grows out of a challenge from the Baltimore, MD school board president and superintendent to the Center for Research in Elementary and Middle Schools at Johns Hopkins University. The public school leaders invited university researchers to devise a program that would enable every child in an inner-city Baltimore elementary school to perform at grade level by the end of grade 3.

The program began as a pilot in 1987-88 and is now underway in schools in at least five cities. Assessments indicate that the program has significantly improved the test scores of students, especially those whose pretests placed them in the lowest quartile in their grades. It has also significantly reduced retentions and special education placements. The program's principles are similar to those espoused by James Comer and the Accelerated Schools program:

- ✓ Every child can learn.
- ✓ Success in early grades is critical for future success in school.
- ✓ Prevention, early intervention, improved classroom methods, individual attention, family support, and other strategies must be used to address problems students have both inside and outside the classroom.
- ✓ The most widely used strategies for disadvantaged students, remedial "pull-out" programs, don't work.
- ✓ Effective school reform programs are both comprehensive and intensive.

Each school in the Success for All program has a facilitator who coordinates schedules and activities, including the work of up to six reading tutors who work individually with students. A family support team, made up of staff such as social workers, parent liaisons and counselors, educates and assists families in matters related to school readiness, such as attendance, health and nutrition. All schools provide health services for students once a week.

Preschool and kindergarten programs emphasize oral language, thematic units and story telling. Students in grades 1, 2, and 3 are grouped together for much of the school day and are regrouped for 90-minute reading periods each day. Cooperative learning is emphasized, and students who lack a sufficient grasp of key materials receive one-to-one tutoring by trained adult tutors. Teachers take the lead in designing innovative approaches to improve achievement.

**For more information:** Center for Research on Effective Schooling for Disadvantaged Students, The Johns Hopkins University, 3505 N. Charles Street, Baltimore, MD 21218. (301) 338-7570.

The Business Roundtable provides a significant amount of leadership for education reform in the U.S. business community. Roundtable members are CEOs and top executives, and each state has several Roundtable members whose assignment is school reform. The Business Roundtable has a nine-point restructuring agenda:

- ✓ Assumptions: All students can learn at high levels; we know how to teach them; curriculums must be demanding but flexible; every child needs an advocate.
- ✓ There should be accountability based on outcomes.
- ✓ There should be diverse methods of assessment.
- ✓ Schools should be rewarded for success, helped to improve and penalized for failure.
- ✓ Shared decisionmaking between schools and the central office, as well as between teachers and administrators, should be encouraged.
- ✓ Staff training must be comprehensive.
- ✓ Quality preschool programs are necessary.
- ✓ Health and other social services should be used to reduce barriers to learning.

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The Business Roundtable /  
National Alliance of Business  
*Total Quality Management*

- ✓ Imaginative use of technology as a learning tool should be developed.

The Business Roundtable, in conjunction with the National Alliance of Business, also promotes the application of the principles of Total Quality Management to school restructuring. What is TQM? Roger Kaufman of the Center for Needs Assessment and Planning at Florida State defines it this way: "TQM is a continuous process which intends to deliver to clients what they want, when they should have it. When TQM is successful, the client will be satisfied with what is delivered. Quality may be defined as providing what is required as judged by the client. It is accomplished through (a) everyone in the organization committing to achieve useful results; (b) a shared passion for quality; (c) and decisions based on performance data."

The National Alliance of Business is developing an TQM "action guide" for schools based on its examination of American companies that have used the Quality principles successfully. The American Association of School Administrators is also very involved in the TQM movement through its Total Quality Network.

One word of caution: education gadfly Chester Finn, a former assistant U.S. secretary of education, has expressed some concern that TQM "may be the fad-of-the-year approach to education." To implement a true TQM approach will require a very high level of school and staff commitment.

For more information: The Business Roundtable and the National Alliance of Business, 1201 New York Avenue NW, Washington, DC 20005-3917. (202) 289-2900. Total Quality Network, American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209. (703) 875-0748.

The New American Schools Development Corporation is a private, non-profit group established in 1991 in response to challenge by the White House to raise \$200 million for the design and implementation of "break the mold" schools. As the result of a widely publicized competition, NASDC attracted nearly 700 proposals from design teams made up of university professors, business leaders, school administrators, teachers, and others interested in school improvement.

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New American School  
Development Corporation

In July 1992, NASDC announced the selection of 11 teams who will be given funds "to pursue their visions of radically different and more productive schools." A summary of each team's plan was published in the August 5 edition of Education Week. The plans of most teams call for the involvement of school districts in several states, and many teams include corporate members like AT&T, Time-Warner, IBM and Apple Computer. Most of the nation's education "stars" can be found on a team; for example, the ATLAS Communities project, which will design "a clearly articulated, integrated curriculum (focusing) on essential questions that have the power to incite students' and teachers' imaginations" will include Ted Sizer, James Comer, and Howard Gardner (see above). Another project, "The Modern Red School House," will include the Charlotte-Mecklenburg School District.

Each design team will receive an unspecified grant (in the millions) to research and develop its "break the mold" plan. Many design team members have acknowledged that the most difficult part of their task will be to implement and sustain the plan in real schools. "You can plant a thousand flowers," one team member said, "but if they're not continuously watered and nurtured, they're not going to continue blooming."

For more information: The New American Schools Development Corporation, 1000 Wilson Boulevard, Suite 2710, Arlington, VA 22209. (703) 908-9500. Ask for summaries of the winning design proposals.

### Council for Aid to Education

The Council for Aid to Education, begun in 1952 by the CEOs of several major U.S. corporations, promotes linkages between business and public/higher education. The Council regularly updates a very useful publication *Business and the Schools: A Guide to Effective Programs*, which describes dozens of successful school reform initiatives supported by corporations and businesses.

The guide can provide information leads for schools looking for good ideas—and it may also suggest ways that local schools and businesses can form meaningful alliances that go well beyond the traditional school-business partnership. \$20 from the Council for Aid to Education, 51 Madison Avenue, Suite 2200, New York, NY 10010. (212) 689-2400.

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### Reform Projects Supported by Business

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**Other Reform Projects  
Supported by Associations,  
Universities, and Foundations**

### **Edison Project**

Communications whiz Chris Whittle, who conceived and markets Channel One, the news-with-commercials program now seen in many American high schools, announced plans in 1991 to create a new private school model that would include the best educational practices and use of technology—all at a price competitive with the per-pupil amount being spent by the average school system in the U.S.

Under the umbrella of "The Edison Project," Whittle has assembled a big-name team of experts to help design his new school—including the former president of Yale University, who resigned to head up Whittle's project. Thus far, no blueprint has emerged from the group, but the project is being taken seriously by those who know Whittle's track record as a successful entrepreneur. For more information, write The Edison Project, Whittle Schools and Laboratories, 333 Main Avenue, Knoxville, TN 37902. (615) 595-5000.

### **HOTS Project**

University of Arizona education researcher Stanley Pogrow has developed an intriguing program designed to bring Chapter I students up to grade level and beyond. His Higher Order Thinking Skills (HOTS) program combines computer technology with direct, daily discourse to give students in remedial programs a contextual basis for expanding their learning. The program requires a significant commitment to teacher training but results have been impressive. Elementary and middle school models are available. Contact Pogrow at the University of Arizona, College of Education, Tucson, AZ 85721. (602) 621-1305.

### **National Board for Professional Teaching Standards**

The National Board for Professional Teaching Standards is developing a national system to assess teachers and award national board certification in various specialty areas. For general information, contact the National Board for Professional Teaching Standards, 1320 18th Street, NW, Suite 401, Washington, DC 20036. (202) 463-3980.

South Carolina is a Field Test Center for NBPTS with 25 districts volunteering to take part in the field testing of the Board's innovative approach to certification examination. Contact Dr. Dale Scannell, USC College of Education, Columbia, SC 29208. (803) 777-3828.



### **National Center for Innovation**

This is the National Education Association's school restructuring unit. The NEA also works with a group of schools across the nation in its Mastery in Learning program. Contact the NEA, 1201 16th Street, NW, Washington, DC 20036. (202) 822-7783.

### **National Center for Restructuring Education, Schools, and Teaching (NCREST)**

NCREST is housed at Columbia University in New York and led by education policy researchers Linda Darling Hammond and Anne Lieberman. The Center was established to "document, support, connect, and make lasting the many restructuring efforts going on throughout the nation." Two useful recent publications: *Early Lessons in Restructuring Schools* and the companion volume *Early Lessons in Restructuring Schools: Case Studies of Schools of Tomorrow... Today.* NCREST, Box 110, Teachers College, Columbia University, New York NY 10027. (212) 678-3432.

### **The National Center for Service Integration**

This national center operates a clearinghouse for information about integrating education, social, and health services for youngsters in school. Contact the Information Clearinghouse on Service Integration, National Center for Children in Poverty, Columbia University, 154 Haven Avenue, New York, NY 10032. (212) 927-8793.

### **AFT Leadership for Reform project**

The American Federation of Teachers has linked a group of school districts with a team of local education experts to support schools as they restructure. AFT also does a very good job of boiling down the latest research for practitioners through its Educational Research and Dissemination Program. Contact the AFT, Public Affairs Department, 555 New Jersey Avenue, NW, Washington, DC 20001. (202) 879-4458.

### **Whole Language Umbrella**

Groups or individuals can join this organization, supporting the spread of the Whole Language philosophy. Write the Department of Curriculum and Instruction, University of Missouri, 216 Townsend Hall, Columbia, MO 65211.

**NOTE:** The information used in this section was drawn from a variety of sources, including *Teacher Magazine*, the Council for Aid to Education, the Education Commission of the States, the Council of Chief State School Officers, and the American Association of School Administrators.

## **NATIONAL CENTERS**

*With federal grant support, these national centers have been established to help promote school restructuring and improvement. Write these centers for information on newsletters, publications, and technical assistance.*

National Center for Research in Vocational Education  
Western Illinois University  
46 Horrabin Hall  
Macomb, IL 61455

National Center for Research in Teacher Learning  
116 Erickson Hall  
Michigan State University  
East Lansing, MI 48824

National Center for Educational Leadership  
Harvard Graduate School of Education  
6 Appian Way  
Cambridge, MA 02138

National Center on Effective Schools  
University of Wisconsin-Madison  
1025 West Johnson Street  
Madison, WI 53706

*Ask for the publications *Research and the Classroom* and *Focus in Change**

National Center on Organization and  
Restructuring of Schools  
University of Wisconsin-Madison  
1025 W. Johnson Street  
Madison, WI 53706

*Ask for the publication *Issues in restructuring**

National Center for School Leadership  
College of Education  
University of Illinois at Urbana-Champaign  
Urbana, IL 61801

Center on Families, Communities, Schools,  
and Children's Learning  
The Johns Hopkins University  
3505 N. Charles St.  
Baltimore, MD 21218

Center for Research on Effective Schooling  
for Disadvantaged Students  
The Johns Hopkins University  
3505 N. Charles St.  
Baltimore, MD 21218

## **OTHER EDUCATION CENTERS**

*These centers, supported by associations or private grants, are also working on school restructuring issues. Write for more information.*

The Center for Restructuring  
American Federation of Teachers  
555 New Jersey Avenue, NW  
Washington, DC 20001

Center for Innovation  
National Education Association  
1201 16th Street, NW  
Washington, DC 20036-3290

*High Schools That Work*  
State Vocational Education Consortium  
Southern Regional Education Board  
592 Tenth Street, N.W.  
Atlanta, GA 30318

National Center for Restructuring Education  
Columbia University Teacher's College  
Columbia University  
525 West 120th Street, Box 86  
New York, NY 10027

National Alliance for Restructuring Education  
1341 G Street, NW, Suite 1020  
Washington, DC 20005

The Resource Center on Educational Equity  
Council of Chief State School Officers  
379 Hall of the States  
400 N. Capitol Street, NW  
Washington, DC 20001-1511

The *Guide to System Change Initiatives* included on the next six pages was developed by the Denver-based Education Commission of the States (ECS) in an effort to compare more than 20 national school change networks. ECS, which gets its support from grants and dues paid by member states, supports the *RE: Learning/Coalition of Essential Schools* network.

The chart uses the major headings of vision, teaching and learning, and system components—under which is included higher education, professional development, organizational structure, roles and responsibilities, finance, system accountability, community & parent involvement, and cross-agency collaboration.

Some of these programs are described in this resource book in the chapter "Major Restructuring Initiatives." The information in this chart supplements that material.

The chart does not include all school change initiatives in the nation. It will be useful to schools and school districts as they consider what if any network alliances they wish to build.

## **THE EDUCATION COMMISSION OF THE STATES GUIDE TO SYSTEM CHANGE INITIATIVES**

The following chart illustrates how various reform initiatives differ using the ECS framework for systemic education reform as a guide (see page 1).

Using the major headings of vision, teaching and learning, and broader system components, the chart illustrates the different areas of emphasis of the initiatives and how they either complement one another or represent distinct choices. The chart does not represent all initiatives across the country

and is not meant to be a definitive guide. Descriptions are intended merely to highlight how various efforts address different aspects of reforming an education system.

### How to use this chart?

Several uses of the chart are possible. State, district or school officials can discover the level of agreement or disagreement among various reform approaches under way or under discussion in their

community. For example, two approaches focusing on curriculum changes might be incompatible with each other, while one focusing on curriculum and the other on site-based decision making might work well in the same state or district.

Another possibility is for school, district or state officials to use the framework as a guide to national efforts which could enhance local efforts under way. Finally, it is possible to use the chart to

GOAL(S) What are the goals of the effort?	VISION What beliefs guide this effort?	TEACHING AND LEARNING				
		Standards and Student Outcomes	Curriculum	Instruction/Classroom Organization	Student Assessment	
<b>ESTABLISHED NETWORKS</b>						
<b>Carnegie Middle-Grade School/State Policy Initiative.</b> Contact: Anthony Jackson, Carnegie Corporation, 437 Madison Ave., New York, NY 10022. 212-371-3200	Early adolescence dictates special school design to ensure success for all students.	Critical thinking through core of common knowledge; health and fitness.	Integrates subject areas with focus on health, citizenship, expanded career guidance.	Schools-within-schools and learning communities use adviser teams, cooperative learning, flexible scheduling, extended day.	Performance assessments, portfolios, state test scores.	
<b>Transformational Outcome-Based Education.</b> Contact: Bill Spady, High Success Network, P.O. Box 1830, Eagle, CO 81631. 303-524-9440	All students learn and succeed. Schools control conditions of success.	Exit outcomes are chosen before curriculum. Focus on producing competent citizens.	Based on exit outcomes.	Unlimited time for teaching and learning; coaching, cross-groupings, cooperative learning.	Demonstration of exit outcomes.	
<b>Re:Learning.</b> Contact: Lois Easton, ECS, 707 17th St., Suite 2700, Denver, CO 80202. 303-299-3431	Systemic reform from "schoolhouse to statehouse" based on "9 Common Principles" (see Coalition of Essential Schools)	Established by schools with reference to standards and outcomes from national professional groups, state frameworks.	School facilities redesign curriculum. Emphasis on universal goals, intellectual focus, essential skills.	Student as worker, teacher as coach. Personalization critical with ratio of no more than 40 students per high school teacher.	Exhibition of mastery, performance assessments, portfolios, demonstrations.	
<b>Coalition of Essential Schools.</b> Contact: Ed Campbell, CES, One Davol Sq., Providence, RI 02903. 401-863-1252	To redesign American high schools for better student learning.	Work guided by 9 "Common Principles," which schools adapt to their own settings. Focus on helping adolescents learn to use their minds well.	School establishes graduation goals that apply to all students. Focus on essential skills and knowledge, with aim of mastery and achievement rather than broad "coverage."	Derived from school goals. Decisions about coursework, materials, etc., rest with faculty. Integration of disciplines encouraged.	Emphasis on personalization of teaching and learning. 1:80 teacher-student load recommended. Student-as-worker/teacher-as-coach prominent form of instruction.	Performance-based assessments central to academic program "Exhibition" recommended for graduation, rather than Carnegie units or time spent in school.
<b>Foxfire Teacher Outreach.</b> Contact: Hilton Smith, director, P.O. Box B, Rabun Gap, GA 30568. 706-746-5318	To encourage and equip interested teachers to use Foxfire approach to instruction so schools and districts support Foxfire as one valid way to teach.	Work that teachers and students design and do flows from student desires and concerns. Must connect to surrounding community and to "real world."	Established by each classroom/school; guided by 11 core practices.	Teachers treat state, local curricula as initial guidelines, explore connection to other disciplines. Learning not seen as linear sequence.	Students work on projects and activities they consider relevant and important. Mixed-age, -ability group discussions and "debriefing" sessions.	Mastery assessed through debriefings, portfolios, performances, standardized tests, course objective checkoffs, parent commentaries, anecdotal records.
<b>Whole Language.</b> Contact: Jerry Harste, Indiana University, 3036 Education Bldg., Bloomington, IN 47405. 812-856-8278	To improve quality of life and citizenship by expanding all students' ability to gain and express knowledge	All children learn written language through use. Based on language and experiences they bring to the classroom, schools create environments to support continued growth.	Ability to read and write for meaning is key outcome. Students learn how to learn, acquire and use problem-solving strategies and appreciate language, literature and culture.	Language and thinking are integrated processes. Reading, writing, language are means to communication rather than ends.	Use of real experiences paramount. Child-centered instruction, self-selected, high-interest literature, daily writing, group activities key instructional techniques.	Progress evaluated through observation, checklists, inventories, logbooks, anecdotal records. Students complete regular self-evaluations.
<b>New Standards Project.</b> Contact: Warren Simmons, National Center on Education and the Economy, 1341 Q St., Suite 1020, Washington, DC 20005. 202-783-3444	Develop national standards and performance-based assessments in math, science, English, language arts, history.	Standardized "bank" of performance-based assessments in subject areas will enable states, districts, schools to select appropriate assessments.	Under development by curriculum and teachers' organizations, schools, states.	Interdisciplinary.	Implications for classroom instruction linked to assessment methods.	A major focus of project.
<b>Curriculum and Evaluation Standards for School Mathematics.</b> Contact: W. Virginia Williams, National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091. 703-620-9840	Valuing and using math to solve problems, reason, communicate. Curriculum must integrate science, math, technology and relate to environment, individual, society, world	All students can and should learn mathematics	Themes of problem solving, communication, reasoning drive standards.	States, districts, schools develop curriculum from standards and outcomes.	Teacher is facilitator, developer of students' self-reliance; organizes learning environment for discourse; plans activities using concrete materials, technology, for individual, small-group, whole-class instruction.	Variety of techniques, e.g., open-ended questions, projects, journals, dramatizations, portfolios. Can be written, oral, computerized

understand the extent of system reform implied in each reform initiative.

The following concerns are pertinent in comparing the initiatives:

- One strategy alone is unlikely to lead to systemic education reform or be the catalyst for bringing change in all areas of the education system.
- There are various places (e.g., student assessment curriculum reform, staff development) to

enter the systemic education reform conversation. No one point is right for all communities.

Readers wanting more information about any of the initiatives mentioned should contact the persons or organizations listed for each individual effort. Initiatives listed as "Developing Networks" are among the 11 design teams selected by the New American Schools Development Corporation (NASDC). For more information on these efforts,

please contact NASDC, 1000 Wilson Blvd., Suite 2710, Arlington, VA 22209; 703-908-9500.

Information for this chart was compiled by Deborah Clemmons, Re:Learning Systems coordinator; Lois Easton, director of Re:Learning Systems; Robert Palaich, director of policy studies; and Sherry Freeland Walker, State Education Leader editor. Special thanks to Lyn Hesketh, project assistant; and Anna West, production coordinator, for producing the chart. \*

**SYSTEM COMPONENTS**

Higher Education	Professional Development	Organizational Structure	Roles and Responsibilities	Finance	System Accountability	Community-Parent Involvement	Cross-agency Collaboration
Teacher preparation includes study of young adolescents, learning, interdisciplinary curriculum, advising, concentration in 2 subjects, internships/apprenticeships.	Implies change related to needs of young adolescents	State task force on middle-grade education, federal leadership, private-sector philanthropy.	Teachers and administrators make decisions about students. Building governance committees.			Reengage families and community. Meaningful roles in school governance. Support from business and professions.	Connect schools to communities. Ensure student access to health and social services.
		School strategic design teams to analyze future conditions.	Implied shared governance, leadership.			Implied community involvement.	
States examining undergraduate use of exhibitions and teacher-as-coach principle.	Ongoing professional development on 9 Common Principles (see Coalition of Essential Schools)	School expected to reorganize itself to adapt 9 Common Principles. Accompanying district, state restructuring.	School-based management, shared leadership at all levels	School budget no more than 10% above traditional schools. State has financial responsibility to schools.	State-level leadership groups annually review progress of state, districts, schools.	Implied participation in school study.	
Works with colleges to build support for reform. Endorsed by college admission counselors. Places student teachers in Essential Schools	National Faculty works with schools in process of change. Summer Institutes on leadership, team-building, etc	Schools encouraged to simplify structures and to include substantial time for collective planning for teachers	Calls for faculty to set goals, design curriculum. Teachers have multiple obligations. Shared leadership, site-based management	After restructuring, school must operate at no more than 10% above budget of comparable "traditional" school.	Schools encouraged to document progress. Developing "uncommon" measures of accountability suited to Essential school practices.	Encourages schools to treat parents as essential collaborators in redesigning school programs.	Collaborates with ECS in Re:learning. With School Development Program, Project Zero and Education Development in ATLAS Communities Project.
Teacher colleges and universities sponsor Foxfire courses, workshops, facilitate teacher networks. Undergraduate initiatives under way	13 Foxfire-affiliated teacher networks conduct courses and staff development, maintain necessary follow-up and support	School administrators help coordinate resources, create environment for student-centered learning	Outreach maintains coordinating/support staff; network coordinators make decisions. Teachers responsible for own classroom work.		Accountable to board of directors. Networks accountable to Foxfire and host institutions. Program expects undergo continuous assessment.	Responsibility for educating students belongs to whole community.	
Whole language included as part of teacher preparation	Strong network provides professional development	May be implemented in single classrooms. Schoolwide implementation requires considerable staff support	Professional responsibility shifts to teachers to encourage innovation and collaborative decision making			Parents pursue whole language activities with children at home.	
Led by university researchers and classroom teachers. Preservice science/math programs provide new instructional techniques	Professional associations have responsibility for development in content areas	District and school must support teachers as they implement new standards.	Schools, districts, states will have choice regarding assessment strategies. Implied shared decision making, leadership.				
Teacher preparation programs in mathematics provide new instructional techniques	NCTM's <i>Professional Standards for Teaching Mathematics</i> describe environment, teaching actions, support needed for initial and ongoing teacher preparation.	States provide guidelines.	Implied shared decision making and leadership.			Students work with community to apply mathematics to real-life situations.	Implied changes in postsecondary education, including increased dialogue between precolleage and postsecondary educators.



GOAL(S)		VISION	TEACHING AND LEARNING				
What are the goals of the effort?		What beliefs guide this effort?	Standards and Student Outcomes	Curriculum	Instruction/Classroom Organization	Student Assessment	
<p><b>Project 2061: Science for All Americans.</b> Contact JoEllen Roseman, American Association for the Advancement of Science, 1333 H St., Washington, DC 20005, 202-326-8400</p>		<p>Transform K-12 education so all students achieve science literacy</p>	<p>All students need to, and can be, science- and technology-literate as citizens of the 21st century, especially female, minority, disabled, average students, non-science majors and non-college-bound</p>	<p>Benchmarks will prescribe progressive levels of understanding at grades 2, 5, 8, 12</p>	<p>Will emphasize connections among all sciences (natural and social) as well as with math and technology and between sciences and arts and humanities.</p>	<p>Aims to improve quality, increase relevance, broaden availability of science, math, technology through alternative approaches to teaching and learning, responsive to diverse students.</p>	<p>Will address what kinds of knowledge constitute science literacy, how to measure learning of science-related concepts and what reform is needed to accommodate innovation.</p>
<p><b>Outcome-Driven Developmental Model.</b> Contact John Champlin, National Center for Outcome-Based Education, 15429 Richwood Ave., Fountain Hills, AZ 85268, 602-837-8752</p>		<p>To integrate teaching, learning, administration into cohesive model</p>	<p>Systematic redesign of district to gain high achievement by all students.</p>	<p>No defined set of standards or outcomes.</p>	<p>Curriculum based on student outcomes and best research literature.</p>	<p>Promotes change in instruction, curriculum design, climate, leadership, management</p>	<p>Implications for assessment methods chosen.</p>
<p><b>School Development Program (SDP).</b> Contact James Comer, Yale Child Study Center, School Development Program, 230 Frontage Road, P.O. Box 3333, New Haven, CT 06510, 203-785-2548</p>		<p>Bridge gap that occurs when attitudes, values and behaviors children develop at home differ from those at school.</p>	<p>Learning/behavior problems are conflicts of class, race, income and culture between children's home and school environments - not fault of children themselves.</p>	<p>School designs comprehensive plan to address climate, curriculum, assessment, staff development.</p>	<p>Supports physical, moral, social, psychological, speech, language, cognitive, intellectual growth of all students.</p>	<p>Creates school environment in which faculty and parents engage in collaborative work to support children's total development.</p>	<p>Advocates and supports use of innovative and authentic assessments.</p>
<p><b>Success for All.</b> Contact Lawrence Dolan, CSOS, Johns Hopkins University, 3505 N. Charles St., Baltimore, MD 21218, 410-518-0370</p>		<p>To ensure that every student will perform at grade level in reading, writing, math by end of 3rd grade.</p>	<p>Prevention, early intervention, improved classroom methods, individual attention, etc. can be used to address problems students have inside and outside classroom.</p>	<p>To perform at grade level by end of 3rd grade.</p>	<p>Focuses on oral language, thematic units, story telling, comprehension.</p>	<p>90-minute reading periods, cross-grade regrouping for reading, cooperative learning, one-to-one tutoring, half-day preschool, full-day kindergarten.</p>	<p>Student progress reviewed every 8 weeks; revised academic plan developed based on current testing programs.</p>
<p><b>Effective Schools.</b> Contact Larry Lezotte, 2199 Jolly Rd., Suite 160, Okemos, MI 48864, 517-349-8841.</p>		<p>To improve student outcomes by implementing 7 Correlates of Effective Schools (clear mission, instructional leadership, safe environment, high expectations, opportunity to learn, monitoring of outcomes, parent involvement)</p>	<p>Effectiveness can be measured through various student outcomes that demonstrate achievement across gender and race.</p>	<p>Begins with clear picture of what students need to know, do, be like.</p>	<p>Curriculum based on standards chosen. Task analysis conducted to assure all students achieve at all levels.</p>	<p>Task analysis, research, best practice used to facilitate instruction, e.g., cooperative learning.</p>	<p>Existing methods used; recommends locally developed criterion-referenced, nationally validated assessments.</p>
<p><b>The Holmes Group.</b> Contact Ann Williams, The Holmes Group, 515 Erickson Hall, Michigan State University, East Lansing, MI 48824, 517-353-3874</p>		<p>To enhance quality of schooling through research and development and preparation of career teaching professionals</p>	<p>Meeting the learning needs of all students should be the driving principle behind all educator preparation.</p>	<p>Standards and outcomes being developed for teaching profession.</p>	<p>Curriculum framework developed.</p>	<p>Regular K-12 schools become Professional Development Schools that collaborate with teacher-preparation institutions on school improvement, research on practice, etc.</p>	
<p><b>Total Quality Management (TQM).</b> Contact Lewis Rhodes, American Association of School Administrators, 1801 N. Moore St., Arlington, VA 22209, 703-875-0748</p>		<p>Transform education system based on student learning outcomes</p>	<p>Schools and community develop beliefs that describe vision of student learning</p>	<p>Set by school and community</p>	<p>Based on standards and student outcomes selected by community.</p>	<p>Strategies related to standards and student outcomes selected.</p>	<p>Based on indicators of progress, constantly monitored and analyzed.</p>
<p><b>Montessori Public Schools.</b> Contact David Kahn, North American Montessori Teachers Association, 11424 Bellflower Road NE, Cleveland Heights, OH 44108, 216-421-1905</p>		<p>To develop mental, spiritual, physical, personality, individualization, choice, independence, social interaction, problem solving, competence in basic skills</p>	<p>Develop interest in learning by creating environment of independent learning. Children explore materials through tasks that induce thinking</p>	<p>Stages of intellectual development govern standards and student outcomes.</p>	<p>Major program areas include practical life, sensorial, mathematics, language arts, cultural curricula.</p>	<p>Multi-age grouping. Children choose activities, working independently at own pace 80% of time. Teacher-directed activity composes remaining 20% of work at all levels</p>	<p>Traditional standardized achievement tests. Internal assessments based on Montessori objectives</p>
<p><b>National Education Association Mastery in Learning Consortium.</b> Contact Robert McClure, NEA National Center for Innovation, 1201 18th St. NW, Washington DC 20036-3280; 202-822-7783</p>		<p>To enable students to achieve "mastery in learning" and faculty members mastery in teaching, to create learning communities committed to comprehensive organizational change</p>	<p>Every student can be successful, given time and resources. Learning, teaching, curriculum are school priorities. Faculty design reform agenda, building collegiality</p>	<p>Schools determine</p>	<p>Emphasis on mastery of significant content, preparation for work, citizenship, thinking, learning skills, lifelong learning.</p>	<p>School faculty determine teaching methods. Consortium provides information on alternative methods. Emphasis on cooperative learning, cross-age grouping.</p>	<p>Faculty determine relevant, performance-based measures to assess student progress</p>



SYSTEM COMPONENTS							
Higher Education	Professional Development	Organizational Structure	Roles and Responsibilities	Finance	System Accountability	Community/Parent Involvement	Cross-agency Collaboration
Will address relationship between university and high school curriculum, how admission, graduation requirements need to change, what institutional incentives are needed	Teacher ed blueprint will address teachers' professional needs, support, how teachers can reshape roles, how universities can assist	School org blueprint will address how to open current school culture to alternative approaches to teaching and learning, such as how school time is apportioned	Addressed within other 2061 blueprints for systemic reform	Finance blueprint will address problems of current school financing, need for creative alternatives.	Blueprints on materials and technology, educational research, policy, equity will address further needs.	Will address how to access resources and how to build in participation to expand classroom into home, community.	Close collaboration with science and education associations.
	Focus on changes in instruction, curriculum design, climate, leadership, management, etc	Wholistic approach designed to build coherent system	All levels of school organization involved			Included in initial dialogue on outcomes and beliefs	
Quality standards for district, university partnerships	Regular inservice workshops, university/district conferences	Collaborative decision making, site-based management, parent and mental-health team professionals	Parents, administrators, faculty, mental health professionals responsible for administering SDP.		Shared accountability involving parents, schools, communities, central administration	Parents and broader community are key collaborators	Mental-health team advises teachers, works to identify and prevent behavior problems and connect schools with community resources
Developed in collaboration with university	Focus on cooperative learning, tutoring, family support teams, etc	Designed to operate in current structure	Family Support Team (staff, social workers, parents, etc.) helps design, implement program.	May require additional elementary staff, such as tutors, parent liaison.	System would have to support program given additional staff needed.	Involves parents, other support staff, i.e., social worker, counselor, program facilitator	Collaboration encouraged through family support team
	Training focused on 7 Correlates of Effective Schools	School viewed as most strategic unit for planned improvement	Parents, teachers, administrators, students, community members supported by district, state, national policies.	Designed to work within existing structure at no additional cost other than professional development	(See Roles and Responsibilities)	Parent/Community involvement one of seven correlates	
Consortium of 100 universities committed to improving teaching profession, including developing new standards, entry requirements, etc	Focus on creating learning community, continuing learning by educators, inquiry into teaching and learning, inventing new institution.	May be addressed in work with professional development schools.	Focus on changing roles of universities and schools in developing teacher preparation programs.			May be component of work with professional development schools.	Higher education and schools are part of effort.
	Emphasizes transforming school into learning organization focused on student outcomes, systems thinking, management by data, continuous improvement	Organizational transformation process focusing on information and analysis, strategic planning, management of process quality	Management role shifts from oversight/control to supporting efforts to serve students better	Advocates flexible use of school funds to meet goals for students.	Tracks quality, operational results and schools' progress in attaining goals.	Gathers information from parents, community to determine goals and future needs.	
	Continuous development linking child to learning environment. Team work important	Classrooms organized by interest areas (see Curriculum)	Classroom redefines roles and responsibilities for teachers and students			Parents participate in typical activities, such as observations.	
Established links to higher education to advance agenda for change at all levels	Professional development activities being implemented	Four-step process school profile, faculty inventory, empowerment, documentation to analyze change efforts	Principals, faculty, parents, students, community participate in redesigning education.	Does not necessarily require additional allocation of resources	Case studies, site visiting teams, analysis of products, etc., provide data for assessment	Parents contribute to reforms being implemented	Extensive

GOAL(S)		VISION	TEACHING AND LEARNING			
What are the goals of the effort?	What beliefs guide this effort?		Standards and Student Outcomes	Curriculum	Instructor/Classroom Organization	Student Assessment
<b>Accelerated Schools Project.</b> Contact: Henry M. Levin, director, 402 S. Ceras, Stanford University, Stanford, CA 94305-3084, 415-725-1876	To enable at-risk students to benefit from mainstream education. To close test-score and grade-level promotion gaps and continue progress in middle school.	Accelerated program can eliminate achievement gaps, empower students to learn at full capacities.	Focused on closing gap in academic capability and grade-level promotion between at-risk and more advantaged students by end of 6th grade.	Connects academic material and students' daily lives. Emphasizes analysis, synthesis, problem solving, applications.	Mixed-ability groupings, active learning, peer tutoring, cooperative learning, student projects requiring independence, self-reliance, self-confidence.	Standardized tests, portfolios, student/staff attendance, parental participation, reductions in student transfers.
<b>Agenda for Teacher Education in a Democracy.</b> Contact: Calvin Frazer, ECS, 707 17th Street, Suite 2700, Denver, CO 80202, 303-299-3654	To engage states and institutions of higher education in restructuring teacher preparation, based on John Goodlad's book, <i>Teachers for Our Nation's Schools</i> .	Simultaneous renewal of schools and teacher education is necessary.	Partnerships with professional development schools will establish standards and desired student outcomes. Teacher preparation will support student outcomes.	Does not dictate school decisions.	Encourages multiple strategies to meet needs of all students.	Does not dictate choices.
<b>Program for School Improvement - League of Professional Schools.</b> Contact: Carl Glickman, University of Georgia, College of Education, G-10 Aderhold Hall, Athens, GA 30602, 706-542-2518	To promote schools as learning communities that are democratic, purposeful, student-oriented.	Education for students will be enhanced when school-wide instructional initiatives are made through shared governance process, including faculty, students, parents, community members.	Schools develop teaching and learning priorities and establish own standards consistent with district and state.	Changes based on knowledge of student needs, community expectations, research, moral considerations about well-educated student.	Instructional decisions and reorganization of classrooms made according to school's priorities and vision of ideal learning environment.	Existing and conventional data, authentic assessments. Experimentation with instruction accompanied by public responsibility for results through schoolwide action research.
<b>DEVELOPING NETWORKS</b>						
<b>Adae Communities - Partners: Coalition of Essential Schools, Education Development Center, Inc. Project Zero, School Development Project</b> (see introduction for contact)	Transform preK-12 schools in four urban, suburban and rural communities.	To change schooling through authentic learning environments, supportive organizational structures, broader community involvement, facilitative technology, ongoing adult learning, flexible and supportive policy environment.	Will develop local standards with reference to emerging national standards.	Teachers and others will identify resources, design integrated curriculum units focusing on "less is more" and integrating school/community activities.	Emphasis on active inquiry, supplemented by technology, individual development and strengths, common goals, role models, communication, exploring interests, applying understanding.	Authentic assessment, portfolios, exhibitions, performance examinations will be used to assess students and develop teachers' clinical judgment and coaching skills.
<b>National Alliance for Restructuring Education</b> (see introduction for contact)	To construct education system driven by results, producing students who can meet national achievement standards that are among the highest in world. 243 schools planned by 1995.	Present education system must be reinvented.	Will establish international benchmark standards for performance.	World-class outcomes-based curriculum will be developed with resources from partners and national associations.	Teaching methods should be altered. Advanced technology to be used.	Will work with New Standards Project to develop standards and exams in national goals areas, work skills at grades 4, 6 and 10. Performance examinations, portfolios, exhibitions.
<b>Community Learning Centers of Minnesota</b> (see introduction for contact)	To transform preschool and K-12 schools in urban, suburban and rural districts.	Teachers should have opportunity to accept responsibility for what students learn and to begin "chartered" schools. Students' personal growth and needs emphasized. All students can learn more. Students are resources.	"World-class" standards will be developed.	Competency-based education specifying needed skills, knowledge, attitudes. Interdisciplinary. Community and service-learning part of classroom experience.	Active, experiential learning approaches to include cooperative learning, use of technology. Traditional classroom replaced with learning labs, studies, seminars, workshops.	Conversations with parents, staff, students, community, achievement results, graduation/attendance rates, student/parent enthusiasm, enrollment under choice, participation of adults, cost-effectiveness.
<b>Los Angeles Learning Centers</b> (see introduction for contact)	To help multi-ethnic, multi-lingual students achieve world-class standards in education.	Culturally and ethnically diverse children can achieve world-class standards in education through continuity, incentives, modeling, nurturing, high expectations.	Students will learn subject matter in-depth and make connections across disciplines.	Core content, transition-to-work programs. Emphasis on real-world, complex problems, in-depth, thematic teaching, excitement.	Community to be used as classroom and resource. State-of-art technologies will link students, teachers, parents, families, neighborhoods, work sites, etc.	Portfolios, projects, performance assessments. Benchmarks to link with national/state standards.

### Additional resources about restructuring . . .

The following organizations are among those collecting information about restructuring. For more information, contact:

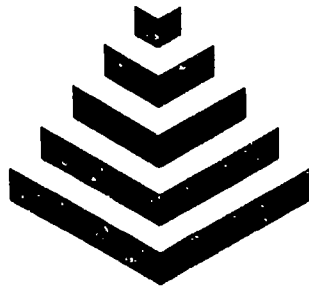
Consortium for Policy Research in Education  
 Eagleton Institute of Politics  
 Rutgers University  
 New Brunswick, NJ 08901  
 (908) 828-3872  
 Susan Fulman, Director

National Center for Restructuring Education, Schools and Teaching  
 Box 110  
 Teachers College, Columbia University  
 525 W. 120th Street  
 New York, NY 10027  
 212-678-3759  
 Linda Darling-Hammond, Director





SYSTEM COMPONENTS								
Higher Education	Professional Development	Organizational Structure	Roles and Responsibilities	Finance	System Accountability	Community/Parent Involvement	Cross-agency Collaboration	Col-
	Includes study of governance, school budget, policy to improve teaching and learning	School-site decisions on matters such as resource allocation, instructional strategies, curricula, materials, personnel	Principal guides progress and coordinates. Faculty share accountability and decision-making responsibility	Addresses significant changes in resource allocation within schools	Has system accountability and support component	Parents involved in work groups, school steering committee to shape visions and set priorities	Requires collaboration, but each school develops own form	
Teacher preparation top of institutional agenda. Arts, science education faculty should design reform agenda	Faculty at schools and institutions support school development	Partner schools, faculty, administrators lead change efforts. Close working relationships between school and institution faculties	Partnership prepares beginning teachers for effective participation in restructuring	Depending on partnership resources at disposal of both school and institutional faculty	Empowerment of principals and teachers	Role for parents and community advocated		
Some League schools serve as professional development schools for new teacher, undergraduate, graduate and leadership programs	Shared governance, schoolwide educational focus, action research. Each school develops plans, own staff development programs to achieve goals	League governed by "congress" of members from each school. PSI provides ongoing facilitation (e.g., newsletters, on-site visits, consultations, workshops)	Each school agrees to work democratically and collectively to attain schoolwide instructional goals and collect data to assess progress and effects	Each school pays membership fee. Many have flexibility in spending, use of time for staff development, etc.	Schools set educational goals that account for equity of learning for all students and public demonstration of results consistent with district, state priorities	School promoted as learning community that involves all interested parties	League collaborates with foundations, universities, state, federal levels	
Effort involves some university-based leaders of education reform in partnerships with teacher education schools	Curriculum/Staff Development Team will work to develop adults' skills through ongoing development	To encourage structures to ensure continuity in management, bonds between schools and communities, development of students' skills			To require new forms of accountability	Parents will participate in school management structures, special parent programs	Community Health Team will include health and social service providers plus school staff	
	Will focus on observation, modeling, practice, master teachers coaching	Schools and systems will apply principles of Total Quality Management	Teachers will be collaborators, designers and implementers. Principal will lead and facilitate teachers' efforts			Before- and after-school child care, safe/recreational opportunities, strong links between home and school.	Will create integrated, comprehensive services, including prenatal care, health care, family support services, child care, preschool	
	20-30 days of professional development per year	School councils representing staff, parents, community, social services will make decisions about schools' operation, budget, personnel	Teachers will be largely responsible for what students learn, designing curricula, staffing, supervising, etc. Differentiated staffing	Existing resources considered adequate, will be reallocated	Centers will report annually. Charters retained if learning goals met	Teachers will involve parents; use learning resources from parents, libraries, agencies, businesses. Campus extends to community/world	Social-service agencies will offer on-site services integrated with education. Co-location of agencies	
	Teachers will be continual learners' reformers with extensive training	Year-round multi-track schedules, non-graded classrooms in two sites, one "from scratch"	Site-based management. Councils will make all schooling decisions	Centers will operate on "zero-based" budgeting procedures	Shared by staff, students, parents by consensus decision making and contracts re goals, objectives, performance	Business, social services, community will be involved in planning and implementing	Health and human services will be integrated with education and provided on school grounds	
Education Commission of the States 707 17th Street, Suite 2700 Denver, Colorado 80202-3427 303-299-3600 Rexford G. Brown or Robert M. Palsich				National Center on Education and the Economy 39 State Street, Suite 500 Rochester, NY 14614 716-546-7620 Marc Tucker, President				



III.  
School Change  
in South Carolina

## WHAT OTHERS SAY ABOUT THE CENTER FOR SCHOOL LEADERSHIP

*After being part of this Managing Change seminar, I am going back to help change my school. No longer will I sit and wait for someone else to do it.*

*Sara Biltz, teacher  
Mid-Carolina High*

*The Center has given us the network and the map for creating dynamic restructuring teams between college and schools in our area.*

*Dr. Mary Leiter, college partner  
USC-Coastal*

*The case study of our school and the Action Research Institute taught me things about my school that I never knew before.*

*Joan Baldwin, teacher  
J. L. Mann High*

*The Center has provided the connections and the training for us to move ahead with lead teachers, flexible scheduling, and interdisciplinary units.*

*Melvin Poore, principal  
McCants Middle*

*We can't think of any other center, association, department...that has made such an impact on education reform in South Carolina.*

*Capers Johnston, principal  
Kensington Elementary*

*The Center can be credited for increasing teacher morale and enthusiasm in our school, giving us the courage and backing to begin the change process, and restoring a sense of pride and professionalism in being an educator.*

*Gary Bruhjell, teacher  
South Fant Elementary*

*The Center's support of schools is essential in creating a climate of rewarding risk-taking and innovative programs.*

*Dr. Valerie Truesdale as  
principal of Swansea High*

The South Carolina Center for the Advancement of Teaching and School Leadership annually prepares an evaluation report on the progress of its Associate Schools. Part of the Center's evaluation builds on the issues raised by the Carnegie Foundation's 1990 Survey Report, *The Conditions of Teaching: A State by State Analysis*.

### Historical Perspective

The South Carolina Center for the Advancement of Teaching and School Leadership was created as a part of the 1989 "Target 2000" legislation—a comprehensive school reform package that included amendments to the Education Improvement Act of 1984 and new initiatives designed to support public school change and progress.

The Center for School Leadership's mission is to help schools as they implement significant changes in their programs. With the assistance of review committees, the Center selected its initial group of "Associate Schools" after soliciting proposals from public schools across the state. The committees used criteria for selection that included a school's commitment to a feasible plan for changing or restructuring some phase of its organization, operations and programs.

*Associate Schools.* Associate Schools are selected from among all South Carolina K-12 schools who responded to an annual request for proposals. The first ten Associate Schools were selected in August of 1990. At the beginning of the 1992-93 school year, there were 70 Associate Schools with plans to add 30 additional schools before the end of 1992.

The focus of these 100 schools continues to be a commitment to implementing models of restructuring and innovative decision making, teaching strategies, flexible scheduling, and vertical planning teams. Center support for these schools includes: workshops (curriculum strategies, innovations), a telecommunications network, on-site visits, and assistance with data analysis.

Additional support is offered by a college partner who undergoes training on restructuring and change with the school faculty, assists with staff development, and promotes an exchange of teaching assignments and information with other college faculty. Each team also has a business partner to assist in sharing business management techniques and to help build linkages between the school and the community.

The first ten Associate Schools, selected in August of 1990, worked toward training and implementation of the following: advisor/advisee programs; teacher advisor

## AN OVERVIEW OF THE CENTER AND THE ASSOCIATE SCHOOL PROGRAM

***The focus of these 100 schools continues to be a commitment to implementing models of restructuring and innovative decision making, teaching strategies, flexible scheduling, and vertical planning teams.***

groups; grade level planning time; teaming; interdisciplinary planning resulting in thematic units; heterogeneous grouping in selected subjects; training in cooperative learning and thinking skills; technology usage in the classroom, computer assisted instruction.

In January of 1991, 36 additional schools were accepted as Associate School Members and selected a similar set of priorities. These included:

- cooperative learning
- teaming and integration of curriculum
- workshops on managing change
- shared governance, participatory decision making
- grant writing workshops
- Tech Prep workshop
- guided activities for college partners
- parents involvement in the education of their children
- heterogeneous grouping
- telecommunications, technology for the classroom
- multi-age of nongraded primary school
- authentic assessment (performance), teacher developed
- Deming Total Quality Concept
- district office involvement with school
- flexible scheduling

An additional 24 schools were added as Associate members in the fall of 1991. Each school selected alternative programs that were compatible with the school's vision. In the fall of 1992, 30 Partner Schools were selected to work with the 70 Associate Schools. Each Partner school is paired with an Associate School which will offer leadership and assistance.

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## A SURVEY OF TEACHER ATTITUDES, 1990-1992

### *An Indicator of Progress: the Carnegie Survey*

In 1990, the Carnegie Foundation surveyed 20,000 public school teachers across the United States, using a 203-item questionnaire. The sample included 800 teachers in South Carolina, providing the Center for School Leadership with usable baseline data from which to measure progress.

A set of 25 questions selected from the Carnegie Survey was mailed to 46 Associate Schools during the 1991-92 school year. The Center received responses from 1755 teachers. The selected questions inquire about the conditions of teaching and seek information about teacher participation in shared governance and personnel selection. Other questions address job satisfaction and morale.

The data presented here compare the results of the teacher sample from the 46 Associate Schools in 1991 to the results of the teacher sample from the 69 Associate Schools in 1992. Results from the 1990 Carnegie survey (national and South Carolina) are also included for the 25 items used in the Center's 1992 questionnaire.

**Notation:**

- N= Number of respondents
- National Carnegie Survey 1990, N=21,389
- South Carolina Survey Sample 1990, N= 800
- Associate Schools, #46 1991, N= 1795
- Associate Schools #69 1992, N= 2355

**Table 1: Morale**

*Question: How would you rate teacher morale at your school?*

Rating	NATL 1990%	SC 1990%	AS 1991%	AS 1992%
Excellent	4	6	20	15
Good	35	33	44	44
Fair	41	42	25	28
Poor	20	20	11	14

In the Associate Schools there was a difference in the positive rating of morale by teachers. This percent (59%, 1992) of teachers rating morale positively is less than the percent (64%, 1991).

**Table 2: Enjoyment**

*Statement: Most teachers I know enjoy their work.*

Rating	NATL 1990%	SC 1990%	AS 1991%	AS 1992%
Strongly Agree	10	9	24	25
Agree/Reservations	57	53	62	57
Disagree/Reservations	27	26	10	13
Strongly Disagree	7	12	4	6

In the Associate Schools, there was a slight difference in the percent of teachers that indicated most teachers I know enjoy their work (AS 82%, 1992) as compared to the percent of teachers (AS 86%, 1991) making the same rating.

***How would you rate teacher morale at your school?***

***Do you enjoy your work?***

**How would you rate the atmosphere among the faculty and staff?**

**Table 3**

*Question: How would you rate the atmosphere among the faculty and staff?*

Rating	NATL 1990%	SC 1990%	AS 1991%	AS 1992%
Excellent	11	10	20	20
Good	40	37	39	44
Fair	36	38	31	27
Poor	13	14	10	9

In the Associate Schools, there was a difference in the positive rating of the percent of teachers' response (AS 64%, 1992) to how would you rate the school atmosphere among faculty and staff, as compared to the percent of teachers (AS 59%, 1991) rating of the same response.

**How involved are teachers in shaping the curriculum?**

**Table 4: Governance:**

*Question: How involved are teachers in shaping the curriculum?*

Rating	NATL 1990%	SC 1990%	AS 1991%	AS 1992%
Deeply	22	14	30	36
Moderately	42	40	44	43
Slightly	26	32	21	16
Not at All	9	14	5	4

In the Associate Schools there was a positive difference in the rating of teachers' response (AS 1992, 79%) to how involved are teachers in shaping the curriculum as compared to the percent of teachers in (AS 1991, 64%) making the same response.

**How involved are teachers in designing staff development?**

**Table 5**

*Question: How involved are teachers in designing staff development?*

Rating	NATL 1990%	SC 1990%	AS 1991%	AS 1992%
Deeply	11	10	20	25
Moderately	31	34	44	45
Slightly	40	40	27	21
Not at All	17	17	9	9

In the Associate Schools (AS 1991, 64%) there was about the same percent of teacher's saying they were involved in designing staff development as compared to the percent of teachers making that response in (AS 1992, 70%).

**Table 6: Personnel**

*Question: How involved are teachers in selecting new teachers?*

Rating	NATL 1990%	SC 1990%	AS 1991%	AS 1992
Deeply	3	1	5	5
Moderately	7	5	12	14
Slightly	16	13	18	21
Not at all	74	81	64	62

In the Associate Schools the percent (AS 1992, 40%) of teachers saying they are involved in selecting new teachers is slightly higher than the percent (AS 1991, 35%) of teachers making the same response.

**Table 7: Job Satisfaction**

*Question: Are you satisfied with control over your professional life?*

Rating	NATL 1990%	SC 1990%	AS 1991%	1992%
Yes	86	85	62	67
No	14	15	38	33

In the Associate Schools two-thirds of the percent of teachers indicated they were satisfied with control of their professional life (AS 67%, 1992) and (AS 62%, 1991). A higher percent of the (NATL, 86% and SC 85%) were satisfied with their control over their professional life. This should be explored.

**Table 8**

*Statement: In my job I am treated as a professional.*

Rating	NATL 1990%	SC 1990%	AS 1991%	AS 1992%
Strongly Agree	20	28	36	34
Agree / Reserv.	59	50	40	46
Disagree/Reserv.	15	15	15	12
Strongly Disagree	6	7	9	8

***How involved are teachers in selecting new teachers?***

***Are you satisfied with control over your professional life?***

***Are you treated as a professional?***



***If you had it to do over again, would you become a school teacher?***

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**CASE STUDIES OF THREE ASSOCIATE SCHOOLS IN THE MIDST OF RESTRUCTURING**

In the Associate Schools the percent of teachers rating a positive response to the statement they are treated as professionals is about the same (AS 1992, 80%) and (AS 1991, 76%).

**Table 9**

*Question: If I had it to do over, I would not become a school teacher.*

Rating 1992%	NATL 1990%	SC 1990%	AS 1991%	AS 1992%
Strongly Agree	17	20	16	16
Agree/Reservations	21	17	22	21
Disagree/Reservation	29	33	26	30
Strongly Disagree	34	30	35	33

In the Associate Schools the percent of teachers rating a positive response was maintained (AS 1991, 61%) and (AS 1992, 63%).

***Three Case Studies***

*Case Studies* – Three schools—an elementary, middle, and a secondary—were chosen by the Center for in-depth study during the spring of 1992. Each school had different goals and outcomes, and each was in a different stage of growth and change. Information was gathered through site visits (5-7) at each school, and interviews with district and school officials, teachers, and small groups of students.

(For a more detailed synthesis of these case studies, see Section IV of this resource book, *Restructuring in South Carolina: 10 Lessons.*)

Observations were recorded and a survey similar to the National Carnegie Survey was analyzed for each of the case study schools. Data were categorized in order to uncover patterns of change at a particular point in time. Two researchers were involved in the gathering of information, allowing for checks for bias and independent development of findings. Analytical procedures included cross-case comparisons, and all cases were reviewed by each school's faculty and the Center for School Leadership director prior to dissemination. The findings are discussed briefly here under four categories: teacher morale, shared governance, personnel and job satisfaction.

### **Case 1: Elementary School.**

*Morale* – Teacher morale is not a concern at this school. Satisfaction levels are high. Teachers who were interviewed seemed to have a commitment to themselves, their colleagues and the children they teach. One hundred percent of the faculty and staff enjoy their work and believe the atmosphere among faculty and staff promotes friendship and caring.

*Shared Governance* – These teachers indicate that involvement in shaping the curriculum and designing staff development have provided opportunities for them to plan and learn from each other, while ultimately meeting the needs of their students. Implementation of reading recovery, the nongraded primary department, and performance assessment continues to support their belief, that all children can learn.

*Personnel* – Significant teacher involvement in personnel selection assures that shared team goals and the school's vision for restructuring is a continuous process. Almost forty percent of the teachers are involved in the selection of new teachers.

*Job Satisfaction* – One hundred percent of these teachers are satisfied with their job and know they are treated as professionals. If they had it to do over, eighty-five percent would become teachers again. There seems no doubt that they will be able to find new ways to support each other.

### **Case 2: Middle School**

*Morale* – Teachers indicate the working atmosphere among faculty and staff is excellent, morale is positive, and more than 97% of them enjoy their work.

*Shared Governance* – The goal of this school is to use an interdisciplinary approach and provide an opportunity for a less fragmented experience for students. The progress toward this goal is evident. More than eighty percent of the teachers are involved in shaping the curriculum and staff development.

*Personnel* – Eighty-five percent of the teachers are involved in the selection of new teachers. They believe they can effectively select peers to lead, and desire more involvement with this process. Some teachers approve an alternative approach to lead teachers.

*Job Satisfaction* – Teachers believe they are making a difference in the educating of students, and their optimism is supported by the principal. Teachers indicated they are satisfied with control of their professional life, and if given another opportunity, fifty-five percent would choose the same profession

### **Case 3: Secondary School**

*Morale* – Approximately three-fourths of this faculty were dismayed about district and community issues at the time of this survey. Many teachers indicated they did not enjoy their work due to new scheduling changes that required a personal adjustment in new teaching strategies and new teaching styles.

*Shared Governance* – Shared decision making has brought teachers and administrators together to discuss and consider curricular changes. Eighty-two percent of the teachers are involved in shaping the curriculum through the Steering Committee, the Faculty council and full faculty. The process of selecting new teachers involves about one-third of this faculty. This area remains primarily that of the school administrator.

*Job Satisfaction* – Most faculty and staff agree that all the changes have altered the way people think and operate, but a genuine respect among the faculty remains. Eighty-five percent are committed to assisting the school *in any way possible* to continue making progress.

In May of 1992, the Center disseminated a Curriculum Reform Survey to the 70 Associate School members. The survey found that schools were involved in myriad restructuring activities, including: heterogeneous grouping, authentic assessments, curriculum frameworks, advisor/advisee programs, cooperative learning, cultural diversity, early childhood programs, and thematic and/or interdisciplinary units.

To encourage the development of new curriculum approaches, the Center has provided funds for registration fees for state and national conferences, stipends for summer and week-end work, expenses for school site visits and managing change retreats, and special one-day seminars, and workshops.

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## **THE CENTER'S CURRICULUM REFORM SURVEY**

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SOME PERSPECTIVES  
ON SCHOOL RESTRUCTURING  
IN SOUTH CAROLINA  
DRAWN FROM THE WORK OF  
THE CENTER

*Teacher/ Educator* – The attitude of the teacher about educational issues may be connected to attitudes about society, community and family. Beliefs that teachers hold influence their perceptions and judgements of themselves, which in turn, may affect their behavior in the classroom and with other teachers.

The role of teachers in school change and restructuring involves at least two behaviors: collegueship and leadership. If the school vision and culture have been collaboratively shaped by teachers and administrators, then morale, shared decision making, personnel, and job satisfaction may be positively influenced. If we want teachers to envision new teaching strategies, the preparation and selection of teachers must move far beyond traditional strategies. Restructuring will proceed more successfully when teachers are selected on the basis of how well they fit into a team, as well as the academic and affective qualities they possess. "To the extent that teachers and principals together can make important decisions, they become colleagues. They become grown-ups (Barth 1988). The decisions cannot be made solely by the teacher or the administrator. When this takes place the price is ultimately paid by the students."

*School/Organization* – Restructuring and change is driven by each school through a vision formulated by all teachers and staff members. Self-governance or shared decision making is a process of arriving at a decision after having accepted input from all members of the "critical mass." In the September 30, 1992 issue of *Education Week*, Daniel L. Burke comments: "Much as cooperative learning promotes students success, adult collaboration promotes adult success."

Cooperation among adults has been found to promote achievement, positive interpersonal relationships, social support, and self-esteem. Healthy school organizations that provide a more rewarding workplace for teachers promote more child-centered adult decisions, which offer a more rewarding learning place for students.

Although test data is important, there are other variables in restructuring and change that are more important indicators of a healthy school culture/organization. They include collegueship among teachers, their participation in acquiring and facilitating knowledge, and their commitment to students.

*More Alike than Different* – In the summer of 1992, the Center sponsored a restructuring institute for the three schools involved in the 1991-92 case studies. Prior to the institute, the three schools were seen as very different. This

perception was short lived, however. The schools had much more in common, including their high expectations for teachers and students, their genuine concern for the welfare of everyone in the school community, and their commitment to find more time to learn and plan. Common problems exist as well. Time is always at a premium—especially time for planning (summer days and week-ends were inadequate). There were experiments with shared decision making, but administrators more often than not continued to make unilateral decisions, like assigning teachers to a particular team or selecting new personnel. Activities sometimes changed suddenly, based on very little new information. Teacher power was claimed but not realized. Teacher decisions were often "finalized" by the principal and assistant principal.

State mandates set by the Legislature and regulated by the State Department of Education were waived for these schools. Yet there were differences within each of these facilities that no measure of political relief could solve. The solutions to problems often rest with the persons closest to the problems. Ernest Boyer refers to this in the 1990 Carnegie Foundation report, *The Condition of Teaching*. "Excellence in education means excellence in teaching, and whatever is wrong with America's Schools cannot be fixed without the help of those already in the classroom."

Studying the results of data, interviewing educators, reading anecdotal records, and policy reports, gives a crystal clear message to those persons committed to restructuring and change.

If progress is to be made to improve the quality of schooling, partnerships with the community, home, and school personnel must be strengthened. To even make a beginning, decisions must be shared. Teachers, staff members, and administrators cannot "fix" ail the ills alone.

Teacher morale and job satisfaction appear to be linked to the amount of real change occurring in a school. To be sure, change means taking a risk. The comfortable old ways of doing things must disappear. Personal beliefs are the last to change, but teachers will change them if they are given the responsibility and the right to make professional decisions for the benefit of children. At the heart of restructuring and change is the empowerment of teachers through participatory decision making, allowing every person an equal voice.

The South Carolina Center for the Advancement of Teacher Training and School Leadership will continue to offer help to Associate Schools, Partner Schools, and other public schools who desire change. The Center is the facilitator. But the key to successful change South Carolina is teachers helping teachers, schools helping schools.

In late May, the Center for School Leadership asked its 70 Associate Schools to describe any curricular reforms they were currently implementing. The results were compiled and sent to restructuring schools across South Carolina as one more way to encourage innovation and the sharing of ideas.

More than one-third of the schools had made commitments to implement new instructional strategies. Teachers and principals used participatory decision making to decide on their new strategies, which included: Heterogenous grouping, authentic assessment, curriculum frameworks, advisor-advisee programs, early childhood initiatives, efforts to recognize cultural diversity, cooperative learning, thematic/interdisciplinary units, teaming, and the effective use of technology.

Survey responses provide evidence that schools are changing the way teachers teach and students learn. The responses to two survey items—"My schools restructuring effort has a distinct curricular focus," and "How would you describe the curricular focus of your school's restructuring efforts?"—indicate a change from traditional teaching to alternative strategies.

Many new strategies reflect the Carnegie "Turning Points" philosophy, in conjunction with Kenneth Goodman's whole language approach, Johnson and Johnson's cooperative learning strategies, Richard Strong's teaching through interdisciplinary units, and the application of the new national standards for mathematics developed by the National Society of Teachers of Mathematics.

Other new approaches include: daily planning periods for individual teachers, team planning, and the addition of exploratory and extended classes to middle school and high school schedules. With the adoption of Tech Prep, enrollment in academically challenging high school classes has increased.

These "best practices" can help achieve important restructuring goals, including higher order thinking, performance-based assessment, the teacher as facilitator, flexible scheduling, nongraded primary school, and schools within schools. The growing body of expertise and knowledge in South Carolina's Associate Schools helps assure the spread of school reform by providing a resource base and important "word of mouth" success stories.

The Associate Schools Curriculum Survey also offers evidence of operational changes in schools. For example, schools are rescheduling related arts, providing daily plan-

## CURRICULUM REFORM IN SOUTH CAROLINA: AN OVERVIEW

*Individual school responses to the curriculum reform survey begin on page 95 in the section "One School at a Time: The Center's Associate Schools Share Their Visions of Curriculum Reform"*

***The growing body of expertise and knowledge in South Carolina's Associate Schools helps assure the spread of school reform by providing a resource base and important "word of mouth" success stories.***

***Perhaps the most important outcome of all these positive changes is the emergence of a new kind of public school student—one who is an active worker in the education enterprise, involved in inquiry and assessed by performance.***

ning periods for the individual teacher and teams, giving teachers release time, eliminating bus and cafeteria duties, and reducing faculty meetings.

Some of the most promising results are occurring in the affective and behavioral domain of students and teachers. Teachers indicate they are willing to participate with colleagues in conflict resolution and shared decision making. As one teacher wrote, "It is time to teach students, not just content!" Flexible scheduling has helped with this by providing extended periods (from 50 minutes to 90 minutes).

Perhaps the most important outcome of all these positive changes is the emergence of a new kind of public school student—one who is an active worker in the education enterprise, involved in inquiry and assessed by performance. These new students are the proof of Benjamin Bloom's thesis that "All children can learn, given enough time and resources."

Active learners are active thinkers and there are real signs that excitement has been added to teaching and learning—and even to testing. Students have described performance assessment as something that has "personal value" to them. This kind of reaction underscores the importance of changing curriculum to personalize instruction—one of the nine principles reflected in the philosophy of the Coalition of Essential Schools. A commitment to this principle will continue the excitement for learning, and ultimately produce student and teacher success.

The number of teaching faculty who are involved in curriculum change varies in each school—but the level of involvement across all schools confirms that teachers are empowered to actively express their convictions and participate in professional development. Among the schools responding, 55 percent report that *all* the faculty is involved, 22 percent say that 75 percent are involved, and 17 percent indicate that half of the teachers are involved.

The significant number of teachers directly involved in curricula change can be attributed in large part to local and staff efforts to provide training and release time. The Center for the Advancement of Teaching and School Leadership has funded opportunities for teachers to consider, implement, and share curricular changes—including resources for teacher stipends, school site visits, state and national conferences, special workshops, and professional development retreats. Each activity contributes to the professional growth of teachers and *ultimately* to the success of all students.

## Conclusions

Approximately 60 percent of the Associate School members returned a completed Curriculum Survey: 20 elementary schools, 13 middle schools, three junior high and seven high schools.

Restructuring elementary and middle schools are focusing on manipulatives, applied learning, cooperative learning and whole language. High schools are emphasizing the kinds of approaches described in Ted Sizer's *Re: Learning* program—more effective use of technology, study skills, interdisciplinary teaching units, and staff development.

The most widely mentioned teaching strategy across all grade levels is cooperative learning. The noninstructional changes mentioned most often included individual and team planning periods, and the inclusion of parents, teachers and students as partners in learning.

### ASSOCIATE SCHOOL MEMBERS PARTICIPATING IN THE CURRICULUM REFORM SURVEY

#### Elementary Schools (19 responding)

Bells Elementary  
Cannons Elementary  
Centerville Elementary  
Daisy Elementary  
Fort Mill Elementary  
Gilbert Elementary  
Joseph Keels Elementary  
Kensington Elementary  
Lemira Elementary  
Nichols Elementary  
Nursery Road Elementary  
Pelham Road Elementary  
Rains-Centenary Elementary  
Ravenel Elementary  
McCormick County  
South Fant Elementary\*  
Southside Elementary reported for 3 schools  
Vaughan Elementary not included in totals  
Webber Elementary  
Woodland Heights Elementary

#### Junior High Schools (3 responding)

Cowpens Junior High  
Dacusville Junior High  
Pendleton Junior High

#### Middle Schools (13 responding)

Camden Middle  
Chapin Middle  
DuBose Middle  
Estill Middle  
Fort Mill Middle  
Hammond Hill  
Irmo Middle (Campus R)  
League Middle  
Mc Cants Middl  
North Augusta Middle  
Oakbrook Middle  
Campus R Irmo Middle  
William J. Clark Middle

#### Secondary Schools (7 responding)

Central High  
Fort Mill High  
McDuffie High  
Mid-Carolina High  
Socastee High  
South Aiken High  
Terrell's Bay High



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# **A COMPREHENSIVE RESOURCE**

## **THE SOUTH CAROLINA DEPARTMENT OF EDUCATION**

Rutledge Building, 1429 Senate Street  
Columbia, SC 29201

The vision of State Superintendent of Education Barbara Nielsen for education in South Carolina is a most valuable resource for any school interested in restructuring.

Although this GUIDE cannot list all the initiatives, programs, and reforms the Department undertakes and publishes, the following list includes some of the people in the Department who can serve as valuable sources of information and assistance.

Bartels, Dennis	Curriculum Frameworks	734-8277
Bedenbaugh, Russ	Professional Development	734-8558
Chaiken, Bill	Technical Assistance	734-8355
Crews, Edna	Educational Design	734-8366
Ishler, Ann	Professional Development	734-8572
May, John	Professional Development	734-8907
Reed, Pete	Professional Development	734-8557
Samulski, Peter	Professional Development	734-8446
Temples, Leon	Professional Development	734-8117
Truesdale, Valerie	Policy and Assessment	734-8258

**Accelerated Schools Project  
School of Education  
College of Charleston  
Charleston, SC 29404**

This project provides a framework for schools serving students caught in at-risk situations to build on the strengths of all students and to enrich and enliven the curriculum, instruction, and organization of the school. The project provides a process for achieving democratic school-based management.

The Accelerated Schools Project began at Stanford University in 1986, under the leadership of Henry M. Levin. The project at the College of Charleston began in August 1991, with support from the State Department of Education. The funding level for 1992-93 is \$80,000.

**Goals:**

- To increase achievement levels of students considered at risk of failure
- To create schools where decisions about curriculum instruction and organization are made by the school community
- To create a unity of purpose among all members of the school community

**Accomplishments:** One pilot elementary school was landed in the 1st year. In that time, the collegiality and communication among the staff has increased greatly, parental involvement has increased, teachers are excited about trying new ideas, the school has a good idea of where they are now and where they want to be. Expectations for students are rising.

**Plans for the Near Future:** Plans are to continue to expand the project into more schools and to develop a state-wide dissemination plan. Next year we will begin examination of how to build capacity within the college and school districts.

## **PROGRAMS FOR CHANGE IN SOUTH CAROLINA**

*Many school change programs in South Carolina have links with the national school restructuring movement. Check Section II: The National Movement for School Reform for more background information about national projects and programs.*

*Program Contact:*

Dr. Christine Finnan or Ms. Louise Allen  
803-792-7142  
Fax - 803-792-5505  
NTCFN NN

*Site Contacts:*

Ann Oplinger  
Memminger Elementary School  
20 Beaufain Street  
Charleston, SC 29404  
803-724-7778

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. High Expectations
2. Accelerated Learning
3. Restructuring
4. Site-Based Management
5. Empowerment

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**Blue Ribbon Project—  
Francis Marion University**

Blue Ribbon Project  
Francis Marion University  
School of Education  
Florence, SC 29501

The Blue Ribbon Project is a pilot project co-sponsored by Francis Marion and Florence District One. The project is based at Williams Middle School. Approximately 40 at-risk students are the focus of a restructuring effort of both the University and the District.

The program began as a result of the concern of educators in the Pee Dee region about the appropriateness of traditional instruction for a large segment of the school population. In the spring of 1992, Francis Marion began to talk with administrators from Florence One about better identifying the role of the college in bringing about needed change.

A Blue Ribbon Panel, made up of 25 influential educators, was formed to study the problem and offer solutions. The panel met during the summer of 1992 and developed a list of suggestions for improving education in the region—and the state and nation. Florence One and Francis Marion are implementing the recommendations this school year at Williams Middle School.

*Goals and Accomplishments:* The main goal of the project is to improve student learning through non-traditional means of instruction. A secondary goal is to show gains in student learning without sizeable financial resources and additional staff.

*Plans for the Near Future:* The plan for the 1992-93 school year is to implement as many changes as are feasible and to increase student performance to at least grade level. In the school year 1993-94, the goal is to again improve student performance. In addition, the plan is to make Williams a center of instructional excellence. If successful, other schools in the Pee Dee Region will use the models of instruction and organization at Williams.

*Program Contacts:*

Ms. Cynthia Young  
Coordinator of Staff Development  
Florence District One  
319 South Dargan Street  
Florence, SC 29501

Dr. Wayne Pruitt  
Francis Marion University  
P. O. Box 100547  
Florence, SC 29501-0547

Mr. Larry Jackson  
Principal  
Williams Middle School  
1119 North Irby Street  
Florence, SC 29501

*Site Contacts:*

Mr. Larry Jackson  
Principal  
Williams Middle School  
1119 North Irby Street  
Florence, SC 29501

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Restructuring
2. Student Achievement
3. New Grading
4. Cooperative Learning
5. Curriculum Content
6. Interdisciplinary Instruction

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## **Business-Education Partnership for Excellence in Education**

**Business-Education Partnership for  
Excellence in Education**  
1122 Lady Street, Room 1005  
Columbia, SC 29201

The draft mission statement for the partnership is:

“Created by the General Assembly, the South Carolina Business-Education Partnership for Excellence in Education serves as a resource and catalyst for influencing and promoting continuous improvement of public education through collaboration, consensus building, and recommendations of major initiatives.”

The Partnership was created with the passage of Target 2000 in the summer of 1989. The Partnership members consist of business, education and state government leaders appointed by the Governor, State Superintendent, Speaker of the House, Lieutenant Governor, and chairmen of the House and Senate Education Committees. The Partnership met for the first time in January of 1992 and has met approximately quarterly. It is initially going to carry out its work using three subcommittees:

- Strategic Planning Subcommittee;
- Business-Education Subcommittee on Accountability and Implementation; and
- Public Outreach Subcommittee

*Goals and Accomplishments:* As of the summer of 1992, the partnership has developed a tentative mission statement, subcommittee structure and work plan for the next two years.

*Plans for the Near Future:* At the time of this writing, plans have not been officially approved. The tentative plans are as follows:

Year 1: 1. Develop sound and appealing recommendations that will help South Carolina's young children reach the first National Education Goal and State Goal that all children should be ready for first grade by 2000. 2. Carry out specific legislatively mandated duties.

Year 2: 1. Promote the vision statement and the adoption of the recommendations for state policies, funding, private sector involvement, parent and public information and support to achieve Goal 1 that all children be ready for the first grade by 2000. 2. Develop sound and appealing recommendations that will help South Carolina start to reach the third and fourth National Education Goals of having our students (at grades 4, 8, and 12) achieve world

class standards in performance by the year 2000. 3. Carry out specific legislatively mandated duties.

*Program Contacts:*

Terry Peterson is the primary staff person, assisted by:

- Trisha Bockus, Director, Select Committee
- Carol Stewart, Director, House Education Committee
- Ellen Still, Director, Senate Education Committee
- Janice Trawick, Executive Assistant for Education, Governor's Office
- Valerie Truesdale, State Department of Education

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Coalition Building
2. New Education Initiatives in State
3. Business-Education Partnership
4. Goals in Education (state and national)
5. Target 2000

**Business-Education Subcommittee**  
1122 Lady Street, Room 1005  
Columbia, SC 29201

An oversight committee composed of business and education leaders from throughout South Carolina who review education reforms in South Carolina and propose revisions and new major initiatives.

The Business-Education Subcommittee was created from the two large blue-ribbon committees that developed the Education Improvement Act in 1983. The 1989 "Target 2000" education legislation re-established the Subcommittee as an oversight committee and also included its membership in the new Business-Education Partnership for Excellence in Education.

The Subcommittee is composed of ten business and civic leaders and six educators. The Subcommittee is staffed by a half-time executive director and a half-time secretary. Funding for the Subcommittee's activities and staff support is approximately \$400,000 for 1992-'93.

*Goals and Accomplishments:* The Subcommittee each year:

- Develops and annual evaluation report on the status of school reform and improvement in South Carolina;
- Recommends to appropriate legislative committee increases or decreases in budgets for major reform initiatives;

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**Business-Education  
Subcommittee**

- Attempts to maintain a broad coalition at the state level promoting educational improvement;
- Reviews and studies various specific reforms as directed by the General Assembly.

*Plans for the Near Future:* Review and comment on:

- A proposal by the State Department of Education to combine various innovative grant programs to increase the number of schools restructuring;
- A proposal by the Department of Education to consolidate various early childhood and parenting programs to reach more at-risk young children and families.
- Issue the annual evaluation report
- Work as an assessment subcommittee regarding proposals to achieve the six National Education Goals.
- Consider revisions in the EIA, Target 2000, Education Finance Act to better meet the needs in a tight fiscal climate.

*Program Contact:*

Dr. Terry Peterson  
1122 Lady Street, Room 1005  
Columbia, SC 29201  
734-0487 / Fax-734-0491

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Coalition Building
2. Statewide School Reform
3. Oversight and Accountability
4. Business-Education-Legislative Partnership
5. EIA

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**Center of Excellence in  
Early Childhood Education**

**Center of Excellence in Early Childhood Education  
School of Education  
Winthrop University  
Rock Hill, SC 29733**

The Center of Excellence consists of a coordinated program of activities that are designed to enhance early education experiences of preschool-aged children with special needs. These include model demonstration projects, research, outreach and training.

This program was established in 1984 at Winthrop College through funds provided by Winthrop College and the South Carolina Commission on Higher Education. Re-

search and training activities are also supported with grants funded through the United States Department of Education. This is an interdisciplinary program housed in the School of Education and administered by a center director.

*Goals and Accomplishments:*

Goal 1: Promote the integration of children with special needs in regular preschool classrooms. Activity-Support a model demonstration program at the MacFeat Child Development Lab. Offer statewide inservice training for early childhood educators.

Goal 2: Promote developmentally appropriate practices for preschool children with special needs. Sponsor regional conferences and demonstration projects. Research and evaluation of children's play and teacher-child interaction.

Goal 3: Promote parent involvement in preschool education.

*Plans for the Near Future:* The Center will continue to support an integrated preschool program at the MacFeat Child Development Laboratory. A new center director will be appointed in the near future.

*Program Contact:*

Dr. Patricia Graham  
School of Education  
Winthrop University  
Rock Hill, SC 29733  
323-2115

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Special Education
2. Parent/Community Involvement
3. Teacher Education
4. Parenting
5. Curriculum Content
6. Special Education
7. Parent/Community Involvement
8. Teacher Education
9. Parenting
10. Curriculum Content



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## The Child Abuse Prevention Program

The Child Abuse Prevention Program  
School of Education  
Winthrop University  
Rock Hill, SC 29733

The program is an effort to utilize college students in addressing "at risk" issues effecting our public schools statewide.

It began through a grant by from the U.S. Department of Health and Human Services in 1985 for \$105,000 to write curriculum for the state to help young children become more assertive in addressing social issues. Each year the state has continued to fund this program, while we have grown in varied ways.

*Goals and Accomplishments:* To provide every school district in our state with guidance curriculum to help children discuss social issues; to serve as a model to institutions of higher education with programs that use college students working with our public school. Students address needs.

*Plans for the Near Future:*

- To continue to develop curriculum for the state
- To serve as a video loan office statewide
- To address dropout prevention in York county
- To encourage higher education statewide to develop similar programs in the state.

*Program Contact:*

Dr. Sue Smith  
803-323-4732  
Fax - 803-323-4369

*Site Contacts:*

Charlotte Kennedy  
North Augusta Elementary  
400 East Spring Grove Avenue  
North Augusta, SC 29841

Candace Bates  
Division of Curriculum and Instruction  
3 Chisolm Street  
Charleston, SC 29401

Jeanne Young  
Chesterfield County Schools  
401 West Boulevard  
Chesterfield, SC 29709

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. College-School Collaboration
2. Community Service
3. Dropout Prevention
4. Mentoring
5. Peer Tutoring

**Cities in Schools - South Carolina, Inc.**  
PO Box 773  
1200 Catawba Street  
Columbia, SC 29202

This dropout prevention, non-profit organization works in partnership with local school districts, businesses, and social/human service agencies to bring services into the school to serve students. Individual programs are established in cities.

The Cities In Schools Program began over 20 years ago and is the largest, most successful national dropout prevention program in the country. Financial support in a community comes from businesses, repositioned personnel, grants, etc.

A community must follow the program development guidelines of Cities In Schools, develop a non-profit partnership, form a Board of Directors, and fund the program from predominantly local services. Technical assistance and advice from Cities In School-South Carolina is free to a community with implementing, developing, and supportive services.

*Goals and Accomplishments:* To prevent students from dropping out of school. The Cities In School approach is simple yet revolutionary: we bring resources inside the school where children and their families can readily access the assistance they need, thus revising the model which demands that students and families must search out medical counseling and other community services on their own.

CIS encourages the leveraging power of a community's influential private and public sector leadership to use existing school, community, and human service programs. The system calls for repositioning service professionals and volunteers to work alongside teachers. This team of caring adults work together to address the ever increasing needs of students.

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## **Cities In Schools**

*Plans for the Near Future:* There have been 9 CIS sites established in SC within the last 3 1/2 years. The plans are to establish two additional sites by the Fall of 1993 and continue to expand program sites throughout the state.

*Program Contact:*

Martha W. Gale  
Director  
Cities-In-Schools-South Carolina, Inc.  
P. O. Box 773  
Columbia, SC 29202  
254-5520  
Fax - 254-0320

*Site Contacts:*

Rick Noble  
Columbia CIS  
P. O. Box 8884  
Columbia, SC 29202  
254-9727

Shan Gentry  
Greenville CIS  
325 West McBee Avenue  
Greenville, SC 29601  
370-5023

Jeannie Sherrill  
Rock Hill CIS  
PO Box 12173  
Rock Hill, SC 29731  
327-3302

Saida Huey  
Charleston CIS  
PO Box 10766  
Charleston, SC 29403  
720-2346

Sally Bigger  
Aiken CIS  
P. O. Box 7741  
North Augusta, SC  
593-0962

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Dropout Prevention
2. Integrated Education/Human Services
3. Restructuring
4. Business Partnerships
5. Parent-Community Involvement
6. Community Collaboration

**Critical Needs Certification Program  
School of Education  
403 Withers/WTS, Winthrop University  
Rock Hill, SC 29733**

A program to prepare secondary teachers in specified critical shortage areas (mathematics, science, foreign language, library/media, home economics, art, industrial technology), drawing on the pool of individuals with expertise in these areas who have no previous teacher education training.

The program was created in 1984 by the Education Improvement Act. The first training cycle was held in the summer of 1985. Individuals who enroll in the program spend two years under the supervision of the Winthrop staff and have one additional year to complete required graduate work. Financial support comes from the Legislature through the State Department of Education on an annual basis. The program is coordinated by the Department's Professions Division, Office of Teacher Certification and administered by Winthrop University.

*Goals and Accomplishments:* Our goal is to recruit and train teachers for public secondary school classrooms in subject areas of critical shortage. As of December 1991, 364 participants had been admitted to the program, 202 had completed the two-year training cycle, and 65 were currently enrolled in the process, for a total of: 126 in science, 97 in mathematics, 36 in foreign language and 8 in library/media. (Home economics, art, and industrial technology were added to the critical shortages list in 1991.) Approximately 20% of all science teachers, 15% of all mathematics and foreign language teachers, and 8% of all library/media specialists accepting employment in the public schools of South Carolina since the program began were certified throughout the Critical Needs Program.

*Plans for the Near Future:* Future plans are to continue to recruit and train teachers in the designated shortage areas. No fundamental changes in the program are anticipated.

*Program Contact:*

Dr. Warren Corbin  
Critical Needs Certification Program  
403 Withers/WTS, School of Education  
Winthrop University  
Rock Hill, SC 29733  
803-323-2381 / Fax - 323-4369

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**The South Carolina Critical  
Needs Certification Program**

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**South Carolina  
Curriculum Frameworks**

*In priority order, please list several descriptors that best identify the work of this program or project :*

1. Alternative Certification
2. Teacher Education
3. Teacher Supervision & Evaluation

**Curriculum Frameworks  
State Department of Education  
1429 Senate Street  
Columbia, SC 29201**

Teachers, higher education faculty, and practitioners will write draft curriculum frameworks in eight discipline areas defining what students should know and be able to do as they move through the system and how the system can better support the efforts of teachers.

The Frameworks initiative began in November, 1991, and the first frameworks were released for public review in the fall of 1992. The effort is an on-going project. Following the development of all eight frameworks, the state will re-visit each framework on a rotating basis. The initiative is funded and coordinated through the Division of Development, State Department of Education, and the review process is conducted by a State Curriculum Review Panel.

*Goals and Accomplishments:* To develop curriculum frameworks in eight discipline areas: foreign languages, visual and performing arts, mathematics, science, health, history/social studies, language arts, and physical education. The frameworks will be developed by teachers, administrators, higher education faculty, and practitioners who have written, taught, lectured, or practiced in their field.

*Plans for the Near Future:* Drafts of the first frameworks have been released for field review and public hearings; the first adoption by the State Board of Education will likely occur by Spring 1993. The remaining curriculum writing teams will be named by the end of 1993.

*Program Contact:*

Dennis Bartels  
State Department of Education  
1429 Senate Street  
Columbia, SC 29201  
803-734-8277

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Core Curriculum
2. Systemic Reform
3. Staff Development
4. Assessment
5. Teaching/Learning Styles

**Governor's Remediation Initiative**  
**School of Education, 402 Withers Building**  
**Winthrop University**  
**Rock Hill, SC 29733**

A program providing math and reading compensatory instruction through computer enhanced classrooms staffed by specially trained teachers. There are 77 high schools in the program

The program began July, 1984 with a three-year grant from the Division of Employment and Training, Office of the Governor. Since 1987, funding has been provided from year to year.

The current funding agency is the SC Employment Security Commission. Funding for the period July 1, 1991 - June 30, 1993 will be \$315,000. Job Training Partnership Act "8% monies" are used to fund the program.

The program is administered by Winthrop University through a grant from the Commission.

*Goals and Accomplishments:* Our goals are to improve math and reading skills, increasing the likelihood of completion of school; to improve the employment potential of participating students; and to build the self-esteem of at-risk students. The program also seeks to increase the relative standing of students on tests administered by the state, thereby reducing the number that fail to achieve the state standards; and to demonstrate gains on pre- and post-tests administered while students are enrolled during the school year.

*Accomplishments:* During the eight years of the program's operation, over 65,000 students who scored below standard on state tests have been served. Each student is provided an individualized program of study. The majority of students served are economically disadvantaged. During 1989-90, a sample of math students

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## **Governor's Remediation Initiative**

showed a gain of 10.9 percentile rankings during the year in the lab. In 1990-91, a sample of math students showed a gain of 7.9 percentile rankings. Reading students showed a gain of 4 percentile rankings in 1989-90 and 5.1 percentile rankings in 1990-91.

*Plans for the Near Future:* During 1992-93, the program will continue operation at 77 sites and assess its revised curricula in eight math units and seven reading units. We will also pilot a revised management system using the new curricula at two sites. We are seeking \$506,000 in funding to purchase new computer equipment and materials for all schools.

*Program Contact:*

John R. Rumford and Sue Varga-Ward  
402 Withers Building  
School of Education  
Winthrop University  
Rock Hill, SC 29733  
803-323-2120 / Fax - 803-323-4369

*Site Contacts:* There are 64 reading classroom units and 84 math classroom units. A list can be provided upon request. The two demonstration sites testing a new curriculum and management system in 1992-93 are:

*READING*

Ms. Sandee Blackmon  
Lancaster High School  
655 North Catawba Street  
Lancaster, SC 29720  
803-283-2001

*MATH*

Ms. Elaine Harrington  
Wilson High School  
1411 Old Marion Highway  
Florence, SC 29506  
803-664-8440

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Remedial/Compensatory
2. College-School Collaboration
3. Computers In Schools
4. Math Instruction
5. Reading Instruction

**Mt. Gallant Elementary  
School Math/Science Project  
("The Eisenhower Project")**

A school demonstration program for implementing NCTM's recommendations from *The Curriculum and Evaluation Standards for School Mathematics* and science's recommendations from *Project 2066*.

The program began with discussions between Winthrop faculty and Mt. Gallant teachers; it was written into an Eisenhower grant application for the school year 1991-92; the project was funded in August of 1992. The program went through the entire school year of 1991-92, ending July of 1992.

Plans are now underway to use these teachers as science/math model instructors for elementary school teacher trainees. This is a proposed project; it is not implemented at this time. Therefore, no governance procedures exist.

*Goals and Accomplishments:* Improving teacher's math knowledge and attitude. Preliminary examination of statistics indicate this was accomplished. Improve teacher's science knowledge and attitude. Again, preliminary examination of statistics indicate this was accomplished. Improve student test scores on math problem solving and BSAP science tests. Data has not been analyzed on this topic yet.

*Plans for the Near Future:* This was a one year project. Future plans are underway to use Mt. Gallant as a Professional Development School.

*Program Contact:*

Everett Stallings  
803-323-4775  
Fax - 803-323-4369

*Site Contact:*

Mt. Gallant Elementary School.  
Betty Conner, Principal  
4664 Mt. Gallant Road  
Rock Hill, SC 29732

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**The Eisenhower Project:  
Mt. Gallant Elementary School**



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**The Network for  
Systemic Reform**

*In priority order, please list several descriptors that best identify the work of this program or project :*

1. Science Instruction
2. Math Instruction
3. Teacher Education
4. College/School Collaboration
5. Hands-On Learning

**Network for Systemic Reform  
Division of Policy  
State Department of Education  
1429 Senate Street  
Columbia, SC 29201**

Services to Schools/districts to facilitate systemic reform.  
Schools can call SDE's Network for Assistance with:

- restructuring waivers
- technical assistance
- staff development
- referrals of best practice

Program begins September, 1992

*Goals and Accomplishments:*

- Assist schools with obtaining waivers to support restructuring efforts
- Collaborate with the Commission on Higher Education, SC Chamber of Commerce, SC Center for School Leadership, etc. on systemic reform.
- Publish Profiles report on best practice in South Carolina Schools (first draft was distributed June 21, 1992 to all schools)
- Serve as resource to schools for: Technical support, Staff development, and Referrals of best practice.

*Plans for the Near Future:* Implement program's goals

*Program Contact:*

State Department of Education/Division of Policy  
Division of Development/Dr. Valerie Truesdale  
Dr. Russ Bedenbaugh/Dr. David Potter  
734-8558, 734-8258  
Fax - 734-8624 Fax - 734-8624

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Systemic Reform
2. Restructuring
3. Technical Assistance
4. Staff Development
5. Curriculum-Assessment Integration

**New Standards Project  
Office of Authentic Assessment  
State Department of Education  
1429 Senate Street  
Columbia, SC 29201**

National project aimed at developing a national examination system. This system would consist of standards for student performance and the development of performance assessments based on those standards.

The New Standards Project is coordinated by a partnership between the National Center on Education and the Economy and the Learning Research and Development Center at the University of Pittsburgh. Within South Carolina, coordination of the project resides within the Office of Authentic Assessment in the State Department of Education. Financial support is being provided by the Pew Charitable Trusts and the John D. and Catherine T. MacArthur Foundation.

The project began in June of 1991 in response to the need for improvement in the national educational system. The project duration is projected to be approximately 10 years due to the extensive developmental process. Funding has been guaranteed for at least 3 more years.

*Goals and Accomplishments:* The goal of the New Standards Project is development of a high standards examination system. The system would include the development of standards of student performance in Literacy (English/language arts), science, and mathematics. These standards would be accompanied by various assessments targeted for grades four, eight, and ten. The assessments would include on-demand performance assessments and cumulative accomplishment records (records of student work collected over an extended period of time; including information from exhibitions, projects, and portfolios).

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**The New Standards Project  
—South Carolina**

The first year several performance tasks in mathematics and literacy were developed and piloted in fourth-grade classrooms in all of the participating sites (17 states and 5 city school districts). Twenty fourth-grade teachers from SC schools participated. In June, 1992, lead teachers from the sites participated in a four-day scoring meeting. Based on the results of that meeting, the tasks and rubrics will be revised and additional assessments will be developed.

*Plans for the Near Future:* Years two and three will involve the development of more performance tasks in grade four. The project will be expanded to include the development of performance tasks in literacy and mathematics for grades eight and ten. In addition to the current focus on literacy and mathematics, development of tasks assessing work readiness skills will be implemented in the tenth grade tasks. Development and utilization of portfolios and cumulative accomplishment records will also begin in the second and third years of the contract.

*Program Contacts:*

David Potter, Cathi Snyder, and Dr. Marsh'a DeLain  
Office of Authentic Assessment  
State Department of Education  
Columbia, SC 29201  
803-734-8266 / Fax - 803-734-8624

*Site Contacts:*

A.C. Moore Elementary  
Mathematics Lead Teacher - Kathy Murray  
333 Etiwan Avenue  
Columbia, SC 29205  
803-343-2910

Bakers Chapel Elementary  
Mathematics Lead Teacher - David Rank  
200 Old Piedmont Highway  
Greenville, SC 29611-4515  
803-299-8320

Horrell Hill Elementary  
Literacy Lead Teacher - Claudia Commander  
517 Horrell Hill Road  
Hopkins, SC 29601  
803-783-5545

Cooley Springs - Fingerville Elementary  
Literacy Lead teacher - Susan Fine  
140 Cooley Springs School Road  
Chesnee, SC 29323  
803-592-1211

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Curriculum-Assessment Integration
2. Assessment
3. Staff Development
4. Student Achievement
5. Curriculum Content

#### **REACH**

**(Rural Educ. Alliance for Collaborative Humanities)**  
320 Daniel Hall  
Clemson University  
Clemson, SC 29634-1503

REACH is a statewide community of educators who are working together to help make South Carolina schools rich with regular opportunities for all students to understand their own culture and the culture of others, past and present, and to develop powers of literacy and disciplined inquiry.

As Director of the Program in Writing at the Bread Loaf School of English in Vermont, Dixie Goswami, Professor of English at Clemson University, had successfully worked with rural teachers throughout the country to improve their teaching of writing. Inspired by her pioneering efforts, the South Carolina Humanities Council offered to serve as official sponsor and fiscal agency for a statewide, school/college collaborative for strengthening the teaching and learning of the humanities in rural schools, with the program's activities advised and overseen by a twenty-four member board.

With an initial grant of \$175,000 from the Rockefeller Foundation in 1987, the Rural Education Alliance for Collaborative Humanities (REACH) was created, with its administrative headquarters established in the English Department at Clemson University.

REACH also functions in close collaboration with an alliance of projects and initiatives supported by the Bingham Trust. These include the Bread Loaf School of English Writing Grants program, the Clemson Writing in the Schools programs, and the South Carolina Cross-Age Tutoring Project. REACH has pioneered the BellSouth-funded South Carolina Network for Educational Telecomputing (SCNET), the NEH summer institute series TEACH, and the South Carolina Curriculum Congress.

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#### **Rural Education Alliance for Collaborative Humanities (REACH)**

REACH is the South Carolina base of operations for CHART (Collaboratives for Humanities and Arts Teaching) — a national network of school-based projects that are spearheading education reform through local initiatives by teachers to broaden and deepen students' experience of the humanities and arts in the school curriculum.

*Goals and Accomplishments:* Our goal is to create a professional growth collaborative among teachers of humanities subjects. We seek to address the various resource and networking needs of teachers as they try to guide their schools toward becoming places where average students experience regular opportunities to think, use language for creative and authentic purpose, interact productively within the broader community, and develop the capacity to live lives full of understanding and compassion for other human beings.

At the end of five years, more than forty school teams and many others associated with REACH across the state have developed new curriculum approaches and content that have led to documented positive growth in students' understanding of culture, abilities in reading and writing, and attitudes toward learning, school, and themselves. Among the procedures developed at local sites are the following:

- Local history research projects
- Teaching of literature in ways that engage average students and are responsive to cultural diversity
- Cross-cultural and international studies
- Interdisciplinary studies centered around themes, topics, issues, or problems
- Computer-based communications dialogue and research among teachers and students, including those brokered by the SCNET into relationships within and across institutions, agencies, and organizations all over the state.
- Cross-age tutoring that strengthens literacy as it builds communities of learners
- Writing for real purposes; especially writing significant to the conduct of public affairs, community involvement in the schools, the strengthening of civic responsibility; and the new communication needs of the business community.
- Dramatic improvisation to develop skills in writing and critical reading of literature
- Appropriate and diverse means of assessment in the humanities, including portfolios, performance, and exhibits.

*Plans for the Near Future:* Development of the professional growth collaborative in the humanities toward the production of materials useful for local school and classroom adaption and illustration with reference to emerging performance and delivery standards, especially in language arts and history/social studies.

*Program Contact:*

Jack Blodgett  
Clemson University  
320 Daniel Hall  
Clemson, SC 29634-1503

*Site Contacts:*

Marshall Elementary School, Orangeburg, SC

Beck Middle School, Georgetown, SC

York Comprehensive High School, York, SC

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Curriculum Content
2. Staff Development
3. Student Achievement
4. Curriculum-Assessment Integration
5. Curriculum-Technology Integration

*RE: Learning*

Office of Education Design  
State Department of Education  
801 Rutledge Building  
Columbia, SC 29201

*RE: Learning* is a joint effort of the Coalition of Essential Schools (CES) and the Education Commission of the States (ECS) that promotes systemic change to provide for effective student learning practices.

The South Carolina effort began in January 1992; funded by the State Fair Association at \$250,000. The project is coordinated through the Office of Education Design and Heathwood Hall School.

*Goals:*

- To promote nine common principles of the Coalition of Essential Schools.

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**RE: Learning / South Carolina**

- To help students acquire the habits of mind that allow them to question and reason by the time they leave high school.
- To create an intellectual atmosphere of personalized instruction in which students are encouraged to assume responsibility for their own learning.
- To stimulate and support redesign work at the school, district, state, and national level.

*Accomplishments:* 1992 was the first year of the project. A statewide awareness workshop was held and schools were invited to apply for the pilot program. Fifteen high schools were selected to participate until December 1992. Then ten of the fifteen will be selected for the final pilot and implementation. Three teachers from each pilot site attended a three-graduate-hour course offered through USC during the summer of 1992 to learn the program philosophy and ways to redesign their curriculum.

*Plans for the Near Future:* In 1992-93, the ten pilot schools will begin dialogue with their faculties about redesigning and refocusing the existing structures in order to bring about better student outcomes. Subsequent years will add additional schools in the reform effort, and the original ten schools will continue to develop the Coalition principles in a more in-depth manner.

*Program Contacts:*

Ms. Edna Crews, Director  
Office of Education Design  
801 Rutledge Building  
Columbia, SC 29201  
734-8366  
Fax - 734-8624

Dr. Bob Shirley, Headmaster  
Heathwood Hall Episcopal School  
3000 South Beltline Boulevard  
Columbia, SC 29201  
765-2309

*Site Contacts:*

Central High School  
Charles A. Patteson, Principal  
P. O. Box 37  
Pageland, SC 29728  
(672-6115)

JL Mann High School  
Fred Crawford, Principal  
61 Isbell Lane  
Greenville, SC 29607-3799  
(281-1150)

Irmo High School  
Dr. Ann Hicks, Principal  
6671 St. Andrews Road  
Columbia, SC 29212  
(732-8100)

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Coalition for Essential Schools
2. High Expectations
3. High Order Skills
4. Peer Tutoring
5. Restructuring

SC Kids Count  
SC Budget and Control Board  
PO Box 11234  
1310 Lady Street, Suite 50  
Columbia, SC 29210

Kids Count collects and disseminates state and county statistics on the condition of children in South Carolina. Data is available for healthy education, welfare, and economic areas. Information is available by race and sex sub-groups. All information is one of the following: maternal characteristics, birth outcomes, and elementary, middle, or high school groupings

Kids Count is a project of the Budget and Control Board, funded by the Annie and Casey Foundation. The project has a four-year span and began in 1991. Kids Count partners include the B & C Board, Joint Legislature Committee on Children, Governors Office, Children's Trust Fund, Columbia Urban League, United Way, and the Alliance for Carolina's Children.

*Goals and Accomplishments:* Development of a database addressing the conditions of children. State budget expenditures on children's services delineated. Public Awareness. Part of coalition-building along with other agencies and organizations. Policy development.

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## South Carolina Kids Count



*Plans for the Near Future:* Release periodic reports on the status of children for state and county profiles.

*Program Contact:*

Dr. Markita Moore Bellamy  
Kids Count  
PO Box 11234  
Columbia, SC 29211  
734-1307 / Fax - 734-2117

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Integrated Education/Human Services
2. Parent/Community Involvement
3. Parenting
4. Assessment
5. Children's Status Data
6. Problem and Casual Analysis
7. Policy Development

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**SC Middle Grades Schools  
Policy Initiative (Turning Points)**

**SC Middle Grades Schools State Policy Initiative  
(Carnegie Turning Points Project)  
c/o EIA Select Committee  
514 Gressette Building  
Columbia, SC 29201**

The SCMGSSPI is a comprehensive planning and policy development effort seeking to promote success of early adolescents ages 10-15 through school restructuring and collaboration with parents, health and human services agencies, and community organizations.

The effort began in October 1990 with a \$60,000 grant from the Carnegie Corporation to the EIA Select Committee, matched by \$30,000 state funds and continued for two years with \$180,000 Carnegie funds and \$90,000 state funds. The project will end during the 1993-94 school year. The governance structure is provided through the sponsorship and decision-making of the EIA Select Committee.

*Goals:*

- Large middle grade schools are divided into smaller communities for learning.
- Middle grade schools transmit a core of common knowledge to all students.

- Middle grade schools are organized to ensure success for all students.
- Teachers and principals have the major responsibility and power to transform middle grade schools.
- Middle grade teachers are specifically prepared to teach young adolescents.
- Schools promote good health; the education and health of young adolescents are inextricably linked.
- Families are allied with school staff through mutual respect, trust, and communication.
- Schools and communities are partners in educating young adolescents.

*Accomplishments:*

- assessment of current practices compared with *Turning Points*
- introducing the practices and principles of *Turning Points* to the middle schools of SC
- initiating significant planning and training regarding each of the 8 *Turning Points* goals

*Plans for the Near Future:*

- investigation of the critical teacher and administrator competencies & characteristics and ways to enable pre-service and practicing professionals to achieve them
- providing support to a network of middle schools pursuing restructuring along the lines of *Turning Points*, supported through the Advancement of Teaching and School Leadership
- funding 5 middle schools to demonstrate exemplary practices of parent involvement
- investigating practiced, affordable methods to promote coordination of health and human services with middle schools
- promoting availability of school nurses and training of teachers of comprehensive health education

*Program Contact:*

Baron Holmes  
 Budget and Control Board  
 PO Box 12444  
 Columbia, SC 29211  
 803-734-2291 / Fax - 803-734-2117

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Turning Points
2. Teacher Education
3. Parents/Community Involvement/Parenting
4. Integrated Education
5. Restructuring/Middle Grades
6. Individual Attention
7. Motivation/Engagement in Learning

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### **The South Carolina Writing Projects**

**The South Carolina Writing Projects  
1323 Pendleton Street  
Columbia, SC 29180**

The South Carolina Writing Projects is a collection of nine individual writing project sites affiliated with the National Writing Project who work together collaboratively. The first project sites began in 1982. Each project has at least two co-directors, each representing a college/university and a school district; the structure of financial support varies slightly from site to site, however all sites depend on cooperation between school districts and colleges/universities and across school districts.

*Goals:*

- To provide summer institutes for teachers in all subject areas and grade levels in the area of writing instruction.
- To develop teacher-consultants who can conduct staff development activities.
- To encourage and support all teachers who use writing as a part of their instruction.

*Accomplishments:* Since 1982, over 2,000 teachers have completed a writing project institute.

*Plans for the Near Future:* Most of the nine Writing Project sites have recently received additional federal funding to expand the availability of site services and to provide support to Writing Project teachers. During the next two years, sites will be developing plans for this expansion.

*Program Contact:*

Ed Epps / Lyn Zalusky Mueller / Brenda Davenport  
1323 Pendleton Street  
Columbia, SC 29208  
253-4017  
Fax - 777-0073

*Site Contacts:*

Sites of the South Carolina Writing Projects:

Charleston, Chesterfield, Clemson, Coastal, Lander University, Midlands, Santee-Wateree, Spartanburg.

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Writing Instruction
2. Staff Development
3. Communities of Learning
4. Empowerment
5. Hands-On Learning

**STAR**

**Strategies for Teacher Advancement and Renewal  
Palmetto State Teachers Association  
through the Foundation for Professional Development**

STAR will offer veteran teachers: recognition, renewal, and opportunities for reflection and re-examination. Teachers will participate in personal and professional renewal experiences assisted by colleagues and mentors from a variety of disciplines.

Star is still in the developmental stage; bylaws were adopted and a charter was granted in the spring of 1992. A 10-member board of trustees will govern the Foundation for Professional Development, a 501 (c)(3) entity sponsored by the Palmetto State Teachers Association. STAR is one program of this foundation. Financial support will be solicited from grants and gifts from corporate sponsors.

*Goals and Accomplishments:* STAR will provide opportunities for veteran teachers (with 5 years experience) to participate in 3-day retreats, at no cost to them or their school districts. Teachers will enjoy opportunities to interact with peers, exchange ideas and techniques, and develop professional networks. The retreats will create an environment that enables collegial relationships to develop and expand and encourage innovative teaching which will enhance their profession.

STAR will allow the teacher to become the learner-to learn by discovery, by discussion and by experience.

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**Strategies for Teacher  
Advancement and Renewal  
(STAR)**

*Plans for the Near Future:*

1993-secure funding to begin program  
2 seminars in October (50 teachers)  
2 seminars in February (50 teachers)

1994-develop additional seminars  
continue fund raising  
2 seminars in February (50 teachers)  
2 seminars in October (50 Teachers)

*Program Contact:*

Dr. Elizabeth Gressette  
712 Calhoun Street, Suite A  
Columbia, SC 29201  
803-256-2065  
1-800-849-7782 / Fax-803-779-2839

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Staff Development
2. Teacher Education
3. Creative Thinking
4. Incentives
5. Leadership Development
6. Teacher Retention

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**Writing Improvement Network  
(WIN)**

**Writing Improvement Network (WIN)**  
1323 Pendleton Street  
University of South Carolina  
Columbia, SC 29208

The Writing Improvement Network is a project created by teachers and designed to provide staff development and assistance to teachers of remedial writers.

WIN was designed by teacher-consultants of the South Carolina Writing Project to provide staff development to teachers of reluctant writers based on the National Writing Project model. Began in July, 1988; funded by legislative proviso through the EIA Select Committee; WIN is housed in the College of Education at USC with an extension office in the Department of Education at the College of Charleston; WIN employs four full-time staff members and about 50 teachers who work on a consultant basis.

*Goal:*

To build a support network for teachers, K-12 and across the curriculum, who teach at-risk, remedial, reluctant, or underprepared students in the writing area.

*Accomplishments:*

- Develop and coordinate school and district level staff development programs focusing on writing.
- WRITE Schools - Model schools involved in staff development activities.
- WRITE Teachers - Model classrooms and classroom research sites.
- State-wide Conference on Writing.
- State-wide symposiums that address special topics.
- State-wide newsletter for networking and publishing - "The South Carolina Writing Teacher."

*Plans for the Near Future:* Over two years, WIN staff members will: 1) concentrate staff development efforts in the WRITE Schools; 2) continue to work with previously identified districts to provide better quality assistance; 3) disseminate the result of teacher's work; 4) begin a writing assessment project in the Midlands; 5) increase participation of WRITE Teachers in classroom research.

*Program Contact:*

Dr. Lyn Zalusky Mueller, Director  
Writing Improvement Network  
1323 Pendleton Street  
Columbia, SC 29208  
253-4017 / Fax - 777-0073

*Site Contacts:*

Walker-Gamble Elementary School - Clarendon 3  
(Maxie Knowlton, Principal)

Davis Elementary School - Beaufort  
(Samuel Murray, Principal)

Saluda High School - Saluda  
(Bill Whitfield, Principal)

Aiken County School District  
(Suzette Cagle, District Staff)

Horry County Schools  
(Susie Huggins, District Staff)

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Writing Instruction
2. Remedial/Compensatory
3. Student Achievement
4. Staff Development
5. Whole Language

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## **The 12 Schools Project**

**12 Schools Project  
Office of Authentic Assessment  
State Department of Education  
1429 Senate Street  
Columbia, SC 29201**

A project in which 12 schools were selected to assist the state with implementation of curriculum frameworks by developing instructional units and alternative assessments.

Began in September, 1991; funded from year to year by legislative proviso with a planned duration of 3 years for \$250,000/yr; project coordinated through the Office of Authentic Assessment in the Division Policy, SDE

*Goals and Accomplishments:* To obtain from teachers in the 12 schools samples of instructional units and alternative assessment tasks and methods in language arts, mathematics, science, or combinations of any of these areas that: (1) reflect instruction based on national standards (e.g., NCTM standards) or emerging curriculum frameworks and standards currently being developed by the state and (2) have been designed and/or pilot-tested by the teachers.

At the end of the first year: (1) several schools have produced sample units and/or performance-based tasks/activities and portfolio assessment systems, some of which have been pilot-tested; (2) many teachers and administrators now understand the need for restructuring of various aspects of their schools (from decision-making to the entire process of scheduling and time allocation for teachers, and some have begun making changes; (3) the quantitative and qualitative increases in collegiality and sharing of information among teachers and administrators have been enormous; and (4) the need for intense and continuous staff development, especially in assessment, cannot be overestimated.

*Plans for the Near Future:* Plans for Year 2 and Year 3 are to continue development of units and matching assessments with increasing requirements for more performance-based

tasks and methods, scoring rubrics and pilot-testing in language arts, mathematics, science and combinations of these disciplines.

*Program Contact:*

Dr. Marsha` DeLain  
Dr. Pat Mohr  
Office of Authentic Assessment  
State Department of Education  
1429 Senate Street  
Columbia, SC 29201  
(803) 734-8266

*Site Contacts:*

Joseph Keels Elementary, Columbia, SC  
Lexington 1 High School, Lexington, SC

*In priority order, please list several descriptors that best identify the work of this program or project:*

1. Curriculum-Assessment Integration
2. Assessment
3. Staff Development
4. Student Achievement



# **SOUTH CAROLINA CENTERS OF EXCELLENCE**

College and University Programs  
That Benefit Public K-12 Education

Center of Excellence grants are administered by the Commission on Higher Education and awarded to institutions of higher education for a period of time sufficient to establish the centers. Each college or university develops and supports the work of its Center(s) for the benefit of schools and colleges.

## **Center for Excellence in Math and Science Education Clemson University**

Director: Dr. John Luedeman  
Clemson University  
Clemson, SC 29634-1907  
803-656-5222

## **Center of Excellence for Foreign Language Instruction Furman University in cooperation with USC-Spartanburg**

Director: Dr. Jerry Cox  
Furman University  
Greenville, SC 29613  
803-294-3187

## **Center of Excellence for Instructional Technology for Learning and Visual Disabilities USC-Columbia**

Director: Dr. Dennis Cates  
USC-Columbia  
Columbia, SC 29208  
803-777-3117

## **Center of Excellence for Assessment of Student Learning USC-Columbia**

Director: Dr. Joe Ryan  
USC-Columbia  
Columbia, SC 29208  
803-777-7416

## **Center of Excellence for Composition USC-Coastal**

Director: Dr. Sandra Bowden  
USC-Coastal  
Conway, SC 29526  
803-349-2606

## **Center of Excellence for Early Childhood Education Winthrop University**

Interim Director: Dr. Patricia Graham  
Winthrop University  
Rock Hill, SC 29733  
803-323-2115

In 1991, after more than five years of research into the challenges facing teacher education, Dr. John Goodlad and his Center for Educational Renewal at the University of Washington invited the nation's teacher education colleges to submit proposals to implement the 19 Postulates described in his book, *Teachers For Our Nation's Schools*. The 19 Postulates call for raising the prestige of teacher education within the college community, providing more rewards for public school service, revising teacher education curriculum, assuring cultural diversity, and establishing professional development schools.

Among other findings, Dr. Goodlad's research team concluded that K-12 schools and teacher education programs need to engage in simultaneous reform. They recommended that every college and university with a teacher education program create a "Center of Pedagogy" strongly supported by the president. They also stressed the importance of colleges and school districts sharing the responsibility for educating teachers.

South Carolina—which already had in place a state-funded program to help schools restructure and 46 Associate Schools already allied with teacher education faculty—submitted a collaborative proposal to be coordinated by the South Carolina Center for the Advancement of Teaching and School Leadership. Teacher education colleges were invited to join with the Center in making the proposal and five institutions (Benedict College, Columbia College, Furman University, USC, Columbia, and Winthrop University) completed the necessary self-study to submit the proposal.

After careful consideration, John Goodlad and his staff chose South Carolina as one of eight national sites—with the understanding that it would be the only collaborative project involving a state-funded Center and an existing network of colleges and schools. The mission at each site is to change teacher education curriculum, to reward faculty for public school service, to establish professional development schools, and to provide cultural diversity. Each college must show within eighteen months that this significant work has begun in earnest. The ultimate goal is to influence state policy and to persuade other colleges toward Goodlad's agenda.

## **S. C. TEACHER EDUCATION REFORM: THE GOODLAD PROJECT**

***The mission is to change teacher education curriculum, to reward faculty for public school service, to establish professional development schools, and to provide cultural diversity.***

The Center for School Leadership coordinates the Goodlad Initiative in the state by disseminating information from Goodlad and his associates, by conducting training for colleges and professional development schools, by arranging site visits to other partnerships, and by facilitating partnership task forces. Thus far the Center has sponsored awareness and in-depth training to further the Goodlad Agenda. A series of eight Regional Dialogues were held to discuss what could be done to improve teacher education. Each Dialogue was co-sponsored by a local college and the surrounding school districts. National scholars such as John Goodlad and Phil Schlechty keynoted each Dialogue. Restructuring schools described their progress, and the audience debated the improvement issue.

Teams from the Collaboration visited Seattle to meet with teams from other national sites and to train with Goodlad's consultants. Two of Goodlad's senior associates also visited South Carolina to provide training to college and partner-school faculties on how to establish professional development schools and provide for cultural diversity in teacher education. The concluding effort in 1991-92 was a site visit to the most successful college/schools partnership at Brigham Young University in Provo, Utah.

In the fall of 1992, teacher education faculty from the five colleges in the Collaboration —along with teachers and administrators from their professional development schools —made site visits to the BYU/Provo partnership and to the partnership in rural southern Maine. These site visits have energized college faculty and shown them what is possible. Further site visits are planned via compressed video link with the University of Wyoming and other national sites, using the technology of Hood Center at York Tech in Rock Hill.

The Center for School Leadership has also provided technical assistance and facilitation to the five collaborating colleges in their curriculum revisions and in their efforts to establish professional development schools.

The Center has pledged to its Policy Board to share all information and training with all other colleges in the state, not just the five in the Collaborative. All teacher education program representatives receive all printed information and are invited to all training sessions. The Center provides technical assistance to other colleges interested in pursuing the Goodlad Agenda or in establishing professional development schools. Two institutions—Francis Marion University and Converse College—are finalizing plans to establish school partnerships. Charleston Southern University, USC-

***The Center provides technical assistance to other colleges interested in pursuing the Goodlad Agenda or in establishing professional development schools***

Coastal, USC-Spartanburg, and Anderson College are in the process of establishing partnerships.

In cooperation with the Education Commission of the States, Governor Campbell and the state coordinator created a statewide advisory committee to study the outcomes of the efforts of the five colleges and the application to state teacher education policy

The State Wide Advisory Group to Study the Goodlad Initiative includes:

Department of Education: Barbara Nielsen  
Commission on Higher Education: Fred Sheheen  
Governor's Office: Janice Trawick  
House Education Chair: Olin Phillips  
Senate Education Chair: Nikki Setzler  
SC Center for School Leadership: Barbara Gottesman  
Superintendent: John Stevenson  
Five Colleges Representative: Richard Ishler  
SC Chamber of Commerce: Ellen Hayden  
Business/Education Subcommittee: Bill Youngblood

Dr. Nielsen chairs the Committee and Dr. Robert Palaich of the Education Commission of the States serves as staff. The Committee meets annually to review the implications of the Goodlad project for state policy. At its first meeting in December 1991, the Committee requested a definition of professional development schools and a clarification of the roles of the state, John Goodlad, ECS, the Center, the five colleges, and the partner schools. The definitions and clarifications were distributed to all parties and published in the Center's newsletter. The Committee will meet again in December 1992 with Dr. Palaich to review progress of the five colleges in establishing professional development schools and revising teacher education curriculum.

A singular side effect of the Center's involvement with the five colleges has been the national network connection and the ability to nominate National Fellows to the new Phillip Morris Institute for Educational Inquiry. The Center's Director used information gathered on visits to college and school sites to nominate three high-achieving individuals to serve as South Carolina's first National Fellows: one public school person, one education faculty member, and one non-education faculty member active in the Center of Pedagogy concept. Claire Thompson of Nursery Road, Elementary School, Carol Nogy of Furman University, and Lucy Snead of Columbia College were selected as National Fellows in June 1992. They will spend four separate weeks at the Institute for Educational Inquiry in Seattle where they learn

***A singular side effect of the Center's involvement with the five colleges has been the national network connection and the ability to nominate National Fellows to the new Phillip Morris Institute for Educational Inquiry.***

and debate national education reform issues with sixteen other National Fellows. The three Fellows will share their learning and expertise with all interested college and PDS faculty. The Center for School Leadership provides the necessary coordination and travel.

**Contact:**

Dr. Barbara Gottesman  
Site Director  
SC Goodlad Initiative to  
Renew Teacher Education  
Center for School Leadership  
142 Withers - Wintrop  
Rock Hill, SC 29733  
1-800-768-2875

# ONE SCHOOL AT A TIME:

## THE CENTER'S ASSOCIATE SCHOOLS SHARE THEIR VISIONS OF CURRICULUM REFORM

In mid-1992, 43 Associate Schools responded to a survey that asked each school to describe its specific efforts to reform curriculum. The schools answered 10 questions, including these two:

- *What have you learned enough about to share with other schools?*
- *What would you like to learn more about from other schools?*

The information from this survey provides a rudimentary but very useful resource base that schools can begin to use to learn from one another. If you are looking for wisdom born of experience—or if you have accumulated some valuable insights of your own—the information included below can help you network with teachers and principals in schools across our state.

(For information about how to get in touch with these schools, see "A Quick Profile of Our Associate Schools.")

## **BELLS ELEMENTARY SCHOOL**

Active student involvement, Total Quality

*How would you describe the curricular focus of your school's restructuring effort?*

Developing an integrated curriculum approach in efforts to make students competent in basic skills, become life-long learners, be able to work with others, and acquire problem solving skills.

*What plans do you have to change the way teachers teach and students learn in your school?*

We are placing emphasis on utilizing a variety of instructional materials to activities to involve students in learning, along with using teaching strategies such as Cooperative Learning and Whole Language.

*What curricular changes have you accomplished to date?*

Many teachers are using Whole Language strategies as part of an integrated curriculum. Four teachers have implemented portfolio assessment in science.

*What have been the most promising results of your curricular changes?*

Student enthusiasm has increased dramatically in the class using portfolio science assessment.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- Changing the activity schedule to allow teachers in each grade level to have a mutual planning period each day.
- Providing stipends for teachers to work on group projects and participate in group discussions and planning beyond the school hours.
- Providing "comp time" as an incentive for spending time on regularly scheduled teacher workdays in group meetings.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Whole Language: Jan Avant and Manda Jenkins

Science portfolio assessment: Cherry Givens, Kathy Gordon, Cheryl Padgett, and Anne Wilkinson

*What have you learned enough about to share with other schools?*

We have developed survey forms and implemented the "internal customer" aspect of TQE with assistance from an outside consultant. This has been well worth the time, effort, and expense. We would gladly share our experiences in this process along with what we have learned (although not necessarily experts) in portfolio science assessment and Whole Language.

*What would you like to learn more about from other schools?*

- How staff members have been meaningfully involved in selection of new teachers.

## **CAMDEN MIDDLE SCHOOL**

Interdisciplinary

*How would you describe the curricular focus of your school's restructuring effort?*

Camden Middle School is involved in the writing and the implementation of interdisciplinary, thematic units in all grade levels. These units focus on broad-based issues, themes, and concepts. This approach is

guided by current educational research which indicates that such curriculum serves as a vehicle for more higher-order tasks and real-life transfer for learning.

*What plans do you have to change the way teachers teach and students learn in your school?*

These curricular changes will require our teachers to coordinate and correlate their subject areas much more closely. Students will experience more performance-based tasks and assessments. They will become more active learners.

*What curricular changes have you accomplished to date?*

To date, the faculty has written extensive interdisciplinary units for each grade level. These units change the traditional isolated subject area studies to a more integrated, team approach to learning.

*What have been the most promising results of your curricular changes?*

The most promising results have been increased teacher empowerment and motivation in curricular change. Camden Middle has a history of innovation and initiative in curriculum. This project is another facet of these efforts. This empowerment gives teachers the opportunity for direct curriculum input and direction. The teachers have real ownership in curriculum. Of course, the ultimate goal is increased performance and motivation by the students.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Time for the teachers for establishing and implementing these changes have been arranged by:

- Offering inservice training sessions
- Summer curriculum and assessment training and writing sessions. Teachers were compensated for their work from funds allocated from the 12 schools project.
- Giving teachers the opportunities to attend various conferences on curriculum trends and assessment strategies

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Because of the extensive training our faculty has received, many of our staff are highly knowledgeable in curricular issues. Those teachers who have been directly involved with the 12 Schools and the Associate School projects might be considered as liaisons for curriculum questions.

*What have you learned enough about to share with other schools?*

Competent to share knowledge in the "Why" and the "How" of interdisciplinary, thematic curriculum implementation.

*What would you like to learn more about from other schools?*

- Effective models of block time and flexible scheduling.

### **CANNONS ELEMENTARY SCHOOL** Whole Language, Cooperative Learning

*How would you describe the curricular focus of your school's restructuring effort?*

Our school has been a total "Success-Reading/Writing" School for at least 5 years. We are planning to expand the Whole Language emphasis and begin teaching through interdisciplinary/thematic units. Cooperative Learning strategies have been taught to all teachers.

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*What plans do you have to change the way teachers teach and students learn in your school?*

It is our plan, as a faculty, to make learning more "real life" for the students. We feel that the Whole Language, math manipulatives—"Box It or Bag It" and "Math Their Way"—along with Cooperative Learning and technological training, will help us make learning more "real life." Teacher and student methods of teaching and learning will change. Extensive staff development and coursework has already begun by the faculty.

*What curricular changes have you accomplished to date?*

- Cooperative Learning
- Success Reading and Writing
- Math Manipulative Programs such as "Box It or Bag It" and "Math Their Way"

*What have been the most promising results of your curricular changes?*

Students and teachers are excited about learning. There is a very positive atmosphere in our school. Our test scores do not show significant gains, but we feel that students are learning and retaining more than they did in the past.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Staff development during scheduled inservice days. Workshops and training sessions offered by the Center. The entire faculty attended at least one workshop away from the school this past year. We arranged substitutes and gave teachers extra planning time by grade level. The teachers attended an inservice on Cooperative Learning strategies for 10 consecutive Tuesdays.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Luanne Bridges—5th grade—Cooperative Learning  
Pam Humphries—2nd grade—Whole Language  
Kaye Jolly—3rd grade—Whole Language and Cooperative Learning  
Tracy Herring—4th grade—Whole Language and Cooperative Learning  
Denise Lowery—4th grade—Whole Language and Cooperative Learning  
Patti Hester—2nd grade—Math Manipulative Programs

*What have you learned enough about to share with other schools?*

- Cooperative Learning
- Whole Language
- Math Manipulative Programs

*What would you like to learn more about from other schools?*

- Interdisciplinary/Thematic Units.
- Flexible Scheduling
- Multi-age grouping

#### **CENTERVILLE ELEMENTARY**

Constant change

*How would you describe the curricular focus of your school's restructuring effort?*

Our focus is to teach all children. We plan to get away from using the basal as our text and use it as a guide.

Students must feel successful. By using Whole Language, integrated units, Cooperative Learning, and other alternative learning strategies, we will be able to meet their needs.

*What plans do you have to change the way teachers teach and students learn in your school?*

We will test all children with a learning styles inventory test to evaluate how they learn best. With this information, we will structure our program and the setting that the students are in to best fit their needs. We must change constantly when we see children are not learning with methods we are using.

*What curricular changes have you accomplished to date?*

All teachers but one have implemented an integrated language arts program. Fourteen teachers have been trained by school teacher facilitators in Whole Language and Cooperative Learning.

*What have been the most promising results of your curricular changes?*

The excitement and energizing effect that teachers are experiences. Change does not have to be bad.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Teachers have made the time themselves. However, we have devoted staff development time for these changes,

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Linda Anderson	Debra Gedding
Kathy Browning	Cindy Culp
Paula Campbell	Jean Ridley

*What have you learned enough about to share with other schools?*

- Site-based management
- Cooperative Learning
- Integrated language arts
- Whole language

*What would you like to learn more about from other schools?*

More of the above and anything else that is successful in meeting the needs of children.

## **CENTRAL HIGH SCHOOL**

Comprehensive change

*How would you describe the curricular focus of your school's restructuring effort?*

Central has pursued a comprehensive plan which will:

- Change the schedule to provide greater, uninterrupted time for instruction; a daily activity period for student involvement; and a common planning period for teachers
- Change the curriculum to eliminate most of tracking;
- Include remedial and special education programming within the regular program
- Develop a student-as-worker emphasis
- Move toward interdisciplinary curriculum supported by technology
- Encourage students to perform at a higher level
- Improve services in the school for students, faculty, and parents which support curricular needs

The school's planning is also directed at future needs: the Coalition of Essential Schools, America 2000 goals, and quality (team) management goals. The school supports the principals of the Coalition.

*What plans do you have to change the way teachers teach and students learn in your school?*

The goal is to have the students more responsible for learning and using the student-as-worker concept. As an *Re:Learning* member, the school will work with teachers to change classroom roles. With a longer class period ( up to 90 minutes) and expanded computer network, teachers will not be able to lecture and drill. Each department is working to this end, as is an interdisciplinary study group.

*What curricular changes have you accomplished to date?*

- Comprehensive plan approved for 1992-93
- Initial use of Cooperative Learning
- Initiation of exam policy which eliminated mid-year exams
- Changes with departments to Tech Prep and College Prep sequences that have encouraged and increased enrollments in advanced coursework

*What have been the most promising results of your curricular changes?*

Faculty voted to initiate comprehensive restructuring plan in 1992-93.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Addition of in-service day prior to school year, met as a faculty during county-wide inservice meetings in February, faculty has traveled extensively during 1991-92 with all faculty involved.

Changes have been voted on during faculty meetings.

1992-93 schedule will include a common planning period as last period (2:15-3:15). Three period (90 minutes each) day, 30 minute activity period, 50 minute common lunch.

Have used departments, faculty committees, and improvement council. During 1992-93, our improvement council will become a management council.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

All faculty have participated with some more knowledgeable in certain areas than others.

*What have you learned enough about to share with other schools?*

- Scheduling
- Computer networking

*What would you like to learn more about from other schools?*

- Interdisciplinary curriculum
- Cooperative Learning
- Multimedia and computer networking
- Student portfolios

**CHAPIN MIDDLE SCHOOL**  
Multi-directional

*How would you describe the curricular focus of your school's restructuring effort?*

- Teaming (Units at each grade level)
- Exploratory Program (2 full periods of exploratory programs for all students)
- Grouping: Both homogeneous and heterogeneous are used, most classes are heterogeneously grouped
- Un-departmentalization: Teachers teaching more than one (frequently three) subject area.

*What plans do you have to change the way teachers teach and students learn in your school?*

The above four approaches have resulted in major changes in both the teaching (active involvement of the learner) and the learning.

*What curricular changes have you accomplished to date?*

All those listed above have been accomplished in the first year.

*What have been the most promising results of your curricular changes?*

Teachers have become very positive about the changes that have taken place. They have adopted a forward-thinking mission for the school. The new programs have resulted in increased satisfaction.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Each core area teacher has two planning periods (1 unit, 1 personal) per day. All core area teachers at the same grade level are free at the same time. Core area teachers also were given time during the summer of 1991 to prepare for the new programs and the new school.

*What have you learned enough about to share with other schools?*

- Exploratory programs
- Grouping combinations

*What would you like to learn more about from other schools?*

- Integration of the curriculum
- After school activity programs (non-athletic)
- Multi-directional

## **COWPENS JUNIOR HIGH SCHOOL**

### **Multi-directional**

*How would you describe the curricular focus of your school's restructuring effort?*

We are in a transition to the Middle School concept. This is a major change for us. While moving to make this change we are attempting to research and implement innovative ideas in education. We have focused on Invitational Learning, Cooperative Learning, Advisor/Advisee, Thematic or Interdisciplinary Units, and Tech Prep.

*What plans do you have to change the way teachers teach and students learn in your school?*

Teachers – We hope to have them involved in the decision-making process. This will allow them to be major players in the educational process at CJHS. As we know, they really are major players already, so why not let them take part in the decisions?

Students – Provide them with a curriculum that is relevant and assist them in being responsible for their education.

*What curricular changes have you accomplished to date?*

- Implemented an Advisor/Advisee Program
- Established Invitational Learning Committees
- Implemented some aspects of Tech Prep

*What have been the most promising results of your curricular changes?*

Attempting to research and implement changes has shown many of us at CJHS that "change" is a must. It has allowed us to see that our educational system must change, and if it doesn't we will be hurting the kids we are here to help.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- Paid time
- Release time
- Staff development days

Most of the time given by our staff has been working after school, planning time, etc.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

We don't really consider ourselves to be experts. We have several people that might be of assistance.

*What have you learned enough about to share with other schools?*

- Advisor/Advisee
- Invitation Learning (maybe)

*What would you like to learn more about from other schools?*

- Move from Junior High to Middle School
- Block Scheduling
- Interdisciplinary Units
- Shared Decision Making

## **DACUSVILLE JUNIOR HIGH**

### **Teaching strategies**

*How would you describe the curricular focus of your school's restructuring effort?*

Our school has researched various strategies through visits to other schools, attendance at conferences, and in-service instruction. We have pursued information on interdisciplinary teaming, school within-a-school, Cooperative Learning, and content reading across the curriculum (CRISS). After a period of action research, we are ready to begin implementation and experimentation.

*What plans do you have to change the way teachers teach and students learn in your school?*

In the fall of 1992 our schools will have the capability of interdisciplinary teaming due to scheduling with this in mind. We plan to test this program in the ninth grade though other grades certainly could implement this technique.

Our teachers have adopted as a goal for the school year 1992-93 the implementation of innovative teaching strategies; the faculty-wide endorsement of this specific goal is a promising step.

In addition to these curricular changes, we have changed the physical arrangement of our classes from a department based grouping to one of grade-level grouping. We feel that this school within-a-school type arrangement will meet the needs of our ninth graders who are now earning high school credits and ease the transition of our seventh graders from elementary to junior high school.

*What curricular changes have you accomplished to date?*

To date we have manipulated our scheduling to make it possible for the implementation of interdisciplinary teaming and extended periods. We have made the necessary room assignments to put our school concept in place.

*What have been the most promising results of your curricular changes?*

In general, most of the faculty is receptive to the innovations proposed, and, as time progresses, we hope to see many of the faculty take the initiative to implement some of the strategies. The adoption of "innovative teaching strategies" as a strongly prioritized goal is quite promising.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Our school has worked hard to educate the faculty regarding strategies by (1) visiting other schools, (2) conference attendance, and (3) in-service as well as informal instruction. With the interdisciplinary teaming comes the scheduling of a common free period for most of the teachers involved. More time would be quite beneficial, but budget restraints make that a virtual impossibility. The faculty knows that the administration is totally in support of these changes and the experimentation with new ideas and techniques.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Lisa Chapman-Cooperative Learning  
Ellen Smith-Reading Across The Curriculum

*What have you learned enough about to share with other schools?*

We have not been in the implementation stage with enough consistency to "be expert" on any one thing and its ramifications.

*What would you like to learn more about from other schools?*

- At-risk/mentoring program
- Other strategies designed to meet the needs of today's students
- More interdisciplinary teaming ideas, etc.

## DAISY ELEMENTARY

Integrated

*How would you describe the curricular focus of your school's restructuring effort?*

Our curricular efforts are in the areas of Whole Language, Cooperative Learning, etc. and are directed at the specific needs of our unique student population. We are 75% free lunch, rural, below average test scores, etc.

*What plans do you have to change the way teachers teach and students learn in your school?*

Implementation of strategy based education and Whole Language.

*What curricular changes have you accomplished to date?*

- Parallel Block Scheduling
- Flexible Scheduling
- Computer Training
- Introduction to Whole Language

*What have been the most promising results of your curricular changes?*

- Parallel Block Scheduling
- Whole Language

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Grant money for substitutes.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Mary Stiles  
Karen Campbell  
Susan Ward  
June Moorehead—Assistant Principal

*What have you learned enough about to share with other schools?*

- Parallel Block Scheduling
- Project Adventure
- Parent Programs
- Drug Prevention

*What would you like to learn more about from other schools?*

- Whole Language
- Portfolio Evaluation

## **DUBOSE MIDDLE SCHOOL**

Active involvement

*How would you describe the curricular focus of your school's restructuring effort?*

The curricular focus of our school's restructuring effort stresses student involvement in a student-centered environment. Interdisciplinary planning is encouraged through daily team planning for teachers. Emphasis is on the integration of science and math, Whole Language, thematic units, hands-on activities, and Cooperative Learning.

*What plans do you have to change the way teachers teach and students learn in your school?*

Teachers will continue to have the opportunity to take courses in Whole Language, math with manipulatives, Cooperative Learning, interdisciplinary unit development, activities integrating math and science (AIMS), and hands-on science and math. Inservice activities and department meetings will focus on sharing new approaches from school visits, conferences, and workshops, and include a more in-depth look at authentic assessment methods.

*What curricular changes have you accomplished to date?*

The curricular changes accomplished to date include Whole Language approaches, hands-on math and science activities, a science and math mentoring program, a school-wide thematic unit, and the development of team interdisciplinary units. There is a move away from a textbook-driven curriculum toward a curriculum framework with many resources for student involvement. Teachers are actively involved in the curriculum changes which include flexibility for individual teaching styles and ease of refinement.

*What have been the most promising results of your curricular changes?*

The activities integrating math and science and the Whole Language strategies seem to be the most popular with students and teachers, and, therefore, the most promising. Cooperative Learning and interdisciplinary units are gaining momentum and may impact the curriculum as more students and teachers become more experienced.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Teachers are provided release time for visiting other schools, attending workshops, and implementing programs when necessary. All subject area teachers have two planning periods daily, one for personal planning and one for team planning. Summer workshops and curriculum inservices are planned which include either teacher stipends or compensatory release time during the school year.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Julie Shaffer	Jeanne Roy
Susan Johnson	Mary Wright
Sue Pasqualicchio	Marcia Parks
Dottie Stone	Mary Lee

*What have you learned enough about to share with other schools?*

DuBose can share effective scheduling for a large school to provide exploratory classes and two planning periods for teachers. DuBose can also share tips for creating teams. DuBose has a successful and growing science and math mentoring program and can share how this program works. The seventh grade exploratory foreign class uses total physical response as a primary method of instruction, which could be shared. Other successful programs include seventh grade geography and reading workshop.

*What would you like to learn more about from other schools?*

We would like to learn more about authentic assessment and how to implement this change. Additional methods for accommodating the learning styles of the middle school student would be of interest. Strategies to reduce teacher stress and implement change continue to be of interest. The at-risk student is always of concern.

## **ESTILL MIDDLE SCHOOL**

**Positive attitudes**

*How would you describe the curricular focus of your school's restructuring effort?*

The curricular focus of our school's restructuring effort is to foster positive attitudes about school and self.

*What plans do you have to change the way teachers teach and students learn in your school?*

Our plans are to move towards Cooperative Learning, thematic units, and team teaching.



*What curricular changes have you accomplished to date?*

To date we have implemented an advisory program.

*What have been the most promising results of your curricular changes?*

The most promising result of our curricular changes has been the attitude of teachers about the advisory program and the need for such a program at our school.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

It has been very difficult to create time during the school day for teachers to consider and establish curricular changes. Once a week each grade level team meets about 20 minutes to discuss and plan. The school day schedule was also modified to create a block of time for the advisory period.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Mrs. Vicky Pollins  
Mrs. Juanita Devore  
Ms. Lizzie Young  
Mrs. Mary Gaines

*What have you learned enough about to share with other schools?*

- Implementing an advisory program

*What would you like to learn more about from other schools?*

- Providing common planning periods for teachers in a small school

## **FORT MILL ELEMENTARY**

Whole language

*How would you describe the curricular focus of your school's restructuring effort?*

- More of a Whole Language "slant" toward reading instruction
- Hope to develop interdisciplinary (thematic) units of instruction
- Will study alternative forms of assessment.

*What plans do you have to change the way teachers teach and students learn in your school?*

Attempting to move away from straight "skills" approach toward reading instruction (phonetic) to a more Whole Language approach toward reading instruction (ready for understanding and comprehension). Also hope to integrate language, reading, and spelling instruction more effectively. Also, with alternative forms of assessment, pressure would not be on teachers to "cover" all skills and objectives on achievement tests.

*What curricular changes have you accomplished to date?*

(Partially) Implemented Whole Language techniques in regard to reading instruction.

*What have been the most promising results of your curricular changes?*

Language scores increased significantly. More importantly, students are enjoying reading.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Have set up teams with established meeting times. This is part of district's (school) site-based approach toward management.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Marion Cook            Lynn Sein  
Ruth Boetsch        Novella Garrison  
Terri Turner

*What would you like to learn more about from other schools?*

- Alternative assessment
- Thematic units of instruction
- School-based management

## **FORT MILL HIGH SCHOOL**

Integrated

*How would you describe the curricular focus of your school's restructuring effort?*

All disciplines are currently examining why they teach what they teach in course content. We have a pilot of a blocked humanities (integrated government, economics, English, cultural arts) beginning in 1992-93. Our direction is to integrate math/science, also.

*What plans do you have to change the way teachers teach and students learn in your school?*

Tracking is being studied. We are investigating becoming an "essential school" through the Coalition of Essential Schools, which would definitely alter teaching/learning through essential questions.

*What curricular changes have you accomplished to date?*

All of our teachers are currently comfortable with cooperative groups after their instruction/coaching in it.

Some teachers are using performance assessments and others are experimenting and planning public exhibits of student products.

Technology is being widely used throughout the disciplines—especially English. Interactive networking is being used in BSAP courses.

*What have been the most promising results of your curricular changes?*

Excitement of teachers and students regarding learning. More willingness to experiment and present ideas for programming on the part of more and more teachers. There exists an attitude of change.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Some release time stipends for Saturdays and summers. We're hoping that curricular change time will be inherent with training from the Coalition of Essential Schools.

To be honest we still rely heavily on volunteers who are just dedicated.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Humanities—Beth Spratt and Libby Chambers

Technology—Sandra Hannon

Essential Questions, Coalition of Essential Schools—Scott Kosanke, Rusty Howie, and Libby Chambers

*What have you learned enough about to share with other schools?*

- Site-based management, communication, decision making
- Curriculum development for the humanities
- Using computers across disciplines

*What would you like to learn more about from other schools?*

- Alternative schedules
- How higher education is responding to curricular changes in the high school
- Exhibition of mastery for diplomas (offering different types of diplomas)
- Teachers who have implemented change

## **FORT MILL MIDDLE SCHOOL**

Interdisciplinary

*How would you describe the curricular focus of your school's restructuring effort?*

- Interdisciplinary planning of school wide visits of study (such as a unit theme on the Olympics)
- Teaching novel-based literature approach—rather than relying on a basal.
- Teachers have developed this emphasizing writing and thinking skills.

*What plans do you have to change the way teachers teach and students learn in your school?*

Teachers will and are serving as facilitators and coaches and students are the workers or learners through involvement.

*What curricular changes have you accomplished to date?*

- Literature/novel based program
- Cooperative Learning
- Developed specific interdisciplinary thematic units

*What have been the most promising results of your curricular changes?*

- Enthusiasm of teachers
- Students getting hooked on books
- Teachers actively involved in creatively designing curriculum

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Yes, through double planning periods and through stipends for work done on projects during the summer.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Trena Thomas

Sharon Turner—Literature Based Reading

Barbara Hartsoe

*What have you learned enough about to share with other schools?*

- How to develop an interdisciplinary thematic unit around a topic or novel (steps in the process)
- Ways to involve the total faculty in the process

*What would you like to learn more about from other schools?*

- Ideas/experiences they have had in interdisciplinary units
- Ways to integrate technology and the curriculum

## **GILBERT ELEMENTARY**

### **Participatory decisionmaking**

*How would you describe the curricular focus of your school's restructuring effort?*

The curricular focus of our restructuring effort is guided by a bottom-up philosophy. Testing/observing student response to different teaching techniques and expanding on those that are successful. The faculty then decides what methods should receive attention and the administrators become facilitators.

*What plans do you have to change the way teachers teach and students learn in your school?*

Our main focus is experimental learning.

*What curricular changes have you accomplished to date?*

The comprehensive school mathematics program has been motivated in all grades and the use of "success and Whole Language programs" have been incorporated.

*What have been the most promising results of your curricular changes?*

The language scores on standardized testing have improved significantly. The school was named an Exemplary Writing School by the State Department of Education for 1991-92.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Weekly faculty meetings have been virtually eliminated and the six effective school committees use this time instead.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Ruth Rish  
Vicky Shepard  
Becky Wardlaw  
Beverly Adams

*What have you learned enough about to share with other schools?*

The process that a school goes through when paradigms are changed.

*What would you like to learn more about from other schools?*

New instructional techniques that bring total involvement to children.

## **HAMMOND HILL ELEMENTARY SCHOOL**

### **Heterogenous grouping, Cooperative Learning**

*How would you describe the curricular focus of your school's restructuring effort?*

The first year, teachers visited other schools and attended workshops in order to gain new ideas. Last year was spent on developing and refining a school-wide discipline plan.

*What plans do you have to change the way teachers teach and students learn in your school?*

Teachers are using ideas they learned from attending workshops and visiting model schools. Last year, students in the upper elementary grades were given a learning styles test. Teachers have individualized their instruction to some extent.

*What curricular changes have you accomplished to date?*

Teachers have been trained in and used Cooperative Learning in their classes.

*What have been the most promising results of your curricular changes?*

After being ability grouped for many years, we have become self-contained.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Teachers had lunch duty only one day a week and had no bus duty this year. In the spring committees were formed to look at curriculum improvement, grading procedures, scheduling, faculty and staff needs in the lunchroom.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Julie Gazda  
Sharon Rankin

*What have you learned enough about to share with other schools?*

Sharon Rankin has had a great deal of training in Cooperative Learning.

*What would you like to learn more about from other schools?*

We are interested in hearing about successful programs that promote achievement in the elementary school.

## **IRMO MIDDLE/CAMPUS R**

### **Connected**

*How would you describe the curricular focus of your school's restructuring effort?*

We are attempting to implement *Turning Points* recommendations for developing a core curriculum for all students, connecting and integrating curriculum across subject areas, providing active and relevant learning opportunities with real-life tasks and applications and authentic means of assessment. Exploratory courses have expanded.

*What plans do you have to change the way teachers teach and students learn in your school?*

Teachers are using Cooperative Learning strategies, heterogeneous grouping, advisory groups, service

learning projects, and performance assessment. Students are taking more responsibility for learning and helping others learn, mentors are available, "tutor" time is provided, a homework hotline, and homework help is offered.

*What curricular changes have you accomplished to date?*

Teams have been organized, thematic units have been developed, team planning time has allowed daily planning for integration of courses to occur. Connections across curriculum lines are occurring on a more regular basis.

*What have been the most promising results of your curricular changes?*

Teachers have become energized by the changes. Students have developed more of a sense of community within the school program. Tradition is being questioned and replaced with innovation.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- Team teachers have two daily planning periods
- Grants and stipends have provided daily stipends for summer curriculum planning
- Tuesday faculty meetings have focused on restructuring topics
- Teachers have been given professional leave to make site visits, attend conferences and report back to faculty during faculty meetings

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Whole Language—Phyllis Whiten and Betty Slinger

Cooperative Learning—Sue Fedor, Dwight VonKobritz, Diana Rice, Claudine Perney

Thematic Units—Lisa Ray, Beth Moore, Fran Wann, Susan Splittgerber

Lynn Canady's Grading System—Fannie Simmons

Thinking Skills—Judy Merritt, Ruth Bullard, Cindy Neal

Teaming—Mary Sue Rivers, Louise Parker, Jan Savitz

*What have you learned enough about to share with other schools?*

- Teaming
- Interdisciplinary Units
- Intramurals
- Cooperative Learning
- Consultative Special Education
- Exploratory programs
- Advisory Programs
- Scheduling
- Health and Fitness Activities
- Mentors
- Strategies for Success
- Alternative Grading Center
- In School Suspension
- Developing a Mission Statement
- Multimedia
- Quality Circles for Staff

*What would you like to learn more about from other schools?*

- Authentic Assessment
- Curriculum Frameworks
- Distance Learning
- Tech Prep for Middle Schools
- Curriculum Connections
- Computer Software for instruction
- Multicultural Curriculum
- Hands-on Science
- Social Studies Simulations
- Effective Middle Level Materials
- Thematic Unit Swap

## JOSEPH KEELS ELEMENTARY

Increased student learning and success

*How would you describe the curricular focus of your school's restructuring effort?*

At Keels, the focus has been increased on early childhood by creating an extended day kindergarten and implementing Early Prevention of School Failure in kindergarten and Reading Recovery in first grade.

Leveling has been eliminated in all grade levels and teachers have had extensive staff development in Cooperative Learning. In self-contained heterogeneous classrooms, all children are receiving an enriched curriculum with emphasis on critical thinking skills. Teachers are integrating all areas of the curriculum and are teaching research and location of information.

Technology is used in instruction from kindergarten through fifth grade. Keels' reading program is heavy in literature, and writing is an important component of every area of curriculum. In math, teachers have embraced NCTM standards and are using manipulatives. Problem solving, mental math, and estimation are being emphasized. Hands on activities and lab experiences are teaching knowledge, communication, and appreciation of science. Teachers have studied alternative assessment and have developed performance tasks and rubrics to assess science.

*What plans do you have to change the way teachers teach and students learn in your school?*

Teachers will continue engaging students in learning through technology and Cooperative Learning. Staff development in learning styles will be the new area of emphasis in 1992-'93.

*What curricular changes have you accomplished to date?*

- Early Prevention of School Failure
- Reading Recovery
- Cooperative Learning, heterogeneous grouping
- Technology in instruction
- Alternative assessment

*What have been the most promising results of your curricular changes?*

- Retention rate has decreased dramatically
- Students are receiving fewer failing grades.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- Teachers have received released time and 50 minutes of common planning time daily
- Teachers have been paid stipends for weekend and summer work
- Teachers have attended workshops and staff development arranged by the school and by the district
- Grants (Associate Schools, 12-Schools, Target 2000) have funded substitute teachers and stipends.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Early Prevention of School Failure—Jean Conroy and Donna Dabbs

Reading Recovery—Lou Amos and Jo Cote

Cooperative Learning—Mari Frye and Nessie Harris

Technology—Jean Dyson, Wanda Pennekamp, Barbara Powell (Media), Marty McClain (Art), Sandra McClain and Jo Day (Writing to Read)

Performance Tasks in Science—Sonja Hollis, Jo Day, Sandra McClain, Joyce Pundt

*What would you like to learn more about from other schools?*

- Their use of technology
- Other successful techniques with remedial students
- Learning styles.

## **KENSINGTON ELEMENTARY**

Integrated curricular focus

*How would you describe the curricular focus of your school's restructuring effort?*

The elements of our focus are:

- Integrated curriculum
- Units of study
- Whole Language instruction
- Cooperative Learning

*What plans do you have to change the way teachers teach and students learn in your school?*

- Making the move from instruction of isolated skills to concepts and problem solving and application of many skills
- Meaningful instruction; process and thinking skills
- Cooperative group and individual instruction
- Identifying learning styles; addressing styles through unit instruction
- Enrichment for all students through extension classes
- Whole Language instruction

*What curricular changes have you accomplished to date?*

- Units of study
- Cooperative Learning/instruction
- Whole Language
- Parallel block scheduling and extension classes

*What have been the most promising results of your curricular changes?*

- Increased student participation and activity
- Increased student accountability
- Increased instructional contact
- Improved student/teacher ratio
- Growing population of readers
- Happy students

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- Common planning periods
- Peer watching
- School visitations



- Summer stipends for: unit writing, courses, workshops
- Staff development programs
- Courses provided on campus

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Judy Maring  
Pam Toemmes  
Rosalind Barker

*What have you learned enough about to share with other schools?*

- Cooperative Learning
- Parallel block scheduling
- Units of study
- Whole Language

*What would you like to learn more about from other schools?*

- Learning styles
- Participative management
- Teachers as technology users

#### LEAGUE MIDDLE SCHOOL Multi-dimensional

*How would you describe the curricular focus of your school's restructuring effort?*

Extensive

*What plans do you have to change the way teachers teach and students learn in your school?*

Staff development is continued twice a month on curricular issues. This year we focused on: Interdisciplinary Teaching and Learning; Mathematics Education; Peer Coaching; Application of Higher Order Thinking Skills—Use in the Classroom; Computer Technology; Utilization of the Fax Machine; Electronic Mail; The Vision for the School; Interpretation of Test Results with Learning; Characteristics of Teachers in the 21st Century; Wellness; Multiculturalism; Creating a Vision.

We need to continue the extensive staff development as well as have more teachers attend the National Middle School Conference, and the ASCD National Conference in 1992-93.

*What curricular changes have you accomplished to date?*

Teaming, Interdisciplinary Teaching and Learning, Inclusion for Special Education, Utilization of TACTICS and Higher Order Critical Thinking in the Classroom, Utilization of Cooperative Learning, Peer Coaching, Creation of Multidisciplinary Units of Instruction, Utilization of Technology—Creation of a Computer Lab, Created a T.V. station that broadcasts once daily. Teaching now focuses on more active learning strategies in the classroom.

*What have been the most promising results of your curricular changes?*

Excitement on the part of the teachers and students.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Released time

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

We have teachers who are experimenting with these curricular changes and adopting and readopting their teaching strategies to meet the needs of all students at League Middle School.

*What would you like to learn more about from other schools?*

Technology implementation

**LEMIRA ELEMENTARY**  
Community collaboration

*How would you describe the curricular focus of your school's restructuring effort?*

We have used a collaborative effort of businesses, parents, and volunteers to help us provide a program for students that is conducive to where they come from in the community. Also to provide enrichment experiences for students in the areas of auto mechanic, cosmetology, folk dance, swimming, floral arrangements, etc.

*What plans do you have to change the way teachers teach and students learn in your school?*

Due to the relaxation of the state Defined Minimum Program, teachers are able to have all related arts at the same time. That frees them to plan strategies for improving the curriculum and do some teaming in the process.

Students will learn from each other due to the implementation of Cooperative Learning, and several teachers have been trained in Whole Language.

*What curricular changes have you accomplished to date?*

Teachers in grades 1, 2, and 5 have made use of the skills they have acquired in Cooperative Learning, and we have had a successful year with one teacher in reading recovery.

*What have been the most promising results of your curricular changes?*

Test scores have improved over last year in most, but not all areas. Even those students who have not met standards have made increases on their achievement test.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

We have created time by having all related arts at the same time for each grade level so that all grade-level teachers can get together for planning purposes. We have cut down on faculty and grade level meetings so that teachers can have that time for planning.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Julia C. Ardis, Mary Ann Brown, Laura Morris, Audrey Covington, Paula Braxton, Steve Winn, Esther Overstreet, Alice Kester, Jean Rogerson, Deborah Spigner, Meri Winn Wat.

*What have you learned enough about to share with other schools?*

Cooperative Learning - School - Business

**Partner Collaboration, volunteers – Family Math**

- Participatory Decision Making

*What would you like to learn more about from other schools?*

We would like to know how to get every teacher involved, and how to restructure the entire school with the multi-disciplinary teaching.

**McCANTS MIDDLE SCHOOL**

**Interdisciplinary**

*How would you describe the curricular focus of your school's restructuring effort?*

Interdisciplinary units and Cooperative Learning through an innovative flexible schedule.

*What plans do you have to change the way teachers teach and students learn in your school?*

Changing methods the way handicapped students receive instruction

*What curricular changes have you accomplished to date?*

Lead teacher concept, team approach, interdisciplinary unit approach and Cooperative Learning.

*What have been the most promising results of your curricular changes?*

Unifying the faculty and staff; creating shared decision making.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Common planning periods for teams, release time for lead teachers to work on curriculum and flexible scheduling.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Gayle Patterson	Pam Sloan
Donnis Allen	Jane Burgess
Lynn Haynie	David Segars
Carol Cochran	

*What have you learned enough about to share with other schools?*

- Lead teacher concept
- Flexible scheduling
- Site base management
- Teaming

*What would you like to learn more about from other schools?*

- Cooperative Learning,
- Advisor/advisee programs

## MCCORMICK COUNTY SCHOOL DISTRICT

### Integrated learning

*How would you describe the curricular focus of your school's restructuring effort?*

The district has developed a four-year plan for developing curriculum frameworks, examining relevant issues, field testing, and revising and refining the frameworks. Focus will continue to be on an integrated approach.

*What plans do you have to change the way teachers teach and students learn in your school?*

Staff development activities will focus on training strategies (i.e; all language arts teachers have completed a course in Whole Language; all teachers will have completed a Cooperative Learning course by spring 1993).

Follow-up will be on-going to provide feedback to teachers and administration. In addition, staff development will include math manipulatives and hands-on science. Other areas will be assessed and addressed.

*What curricular changes have you accomplished to date?*

Curricular frameworks in all areas have been developed and will be field tested during the 1992-93 school year.

*What have been the most promising results of your curricular changes?*

Teachers are beginning to gain insight into current curriculum needs (Whole Language, hands-on experiences, and Cooperative Learning).

Team leaders have participated in the year-long process to develop new approaches and will continue to participate during the 92-93 school year. All teachers have been involved through team meetings held throughout the year and will continue to be involved in the 92-93 school year.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Most of the work was done after hours, during the 91-92 school year. We anticipate less after-school time requested from teachers during the 92-93 school year.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

These have been effective team leaders in the curricular reform process:

Sherry Adams – McCormick Elementary School  
Luella Crosby – McCormick Middle School  
Sherry Duncan – McCormick High School

*What have you learned enough about to share with other schools?*

Insight into the change process and the different phases teachers and administrators often experience.

*What would you like to learn more about from other schools?*

- It would be beneficial for our teachers, parents, and administrators to participate in a conference that focused on curricular changes.

**MCDUFFIE HIGH SCHOOL**  
Cooperative Learning, Tech Prep

*How would you describe the curricular focus of your school's restructuring effort?*

Our focus is Cooperative Learning with major restructuring at the "General" curriculum – tech prep focus. We are studying block scheduling.

*Cooperative Learning:* We have some strong successes and adherents. We have had difficulty finding expertise at the secondary level. High school teachers are turned off by presentations that focus on elementary school Cooperative Learning. Vocational teachers use Cooperative Learning most often, followed by science teachers. English teachers are experimenting.

*Tech Prep:* We did away with the watered down college prep for general track students and now offer tech prep courses in physics for the technologies I, II, communication; for the technologies I, II, and Math for the technologies. All ninth graders, not in basic skills math, take pre-algebra.

*Blocks:* An English teacher and a social studies teacher are working in a two period block next fall.

*What plans do you have to change the way teachers teach and students learn in your school?*

Cooperative Learning is being used in more and more classrooms. These efforts will continue. The tech prep curriculum is designed to give more active participation to students. The goal is to get students more involved in their own learning which results in more quality learning. So far, we've had two teams to go to the Furman Summer Restructuring Institute. Also, we have a school-within-a-school for ninth graders

*What curricular changes have you accomplished to date?*

- Pre-algebra for ninth graders not on basic skills remediation
- Tech-prep to replace general track curriculum
- More Cooperative Learning being used in academic classrooms
- Understanding that "group work" is not necessarily Cooperative Learning groups
- Revitalized vocational program with \$500,000 in grant money in last four years
- Updated vocational course offerings
  - closed heating/air conditioning, opened industrial mechanics
  - changed agriculture and horticulture
  - added CAD to drafting
  - updated business education
- Effective at-risk program

*What have been the most promising results of your curricular changes?*

- Increased test scores
- Lower dropout rate
- Changing teacher attitudes slowly, but surely
- Active participation by faculty in decision making
- More students on honor rolls

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Department heads have two planning periods. Teachers have gone to site visits, state and national conferences with substitutes provided.

No new ways to provide the necessary time have been forthcoming in our school.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Cooperative Learning—Michael "Lucky" Voiselle  
Physics for the technologies, Physics, Chemistry,  
Computer-aided instruction—Meridith M. Peeler and Allison H. Boozer

*What have you learned enough about to share with other schools?*

- Cooperative Learning in Physics for the technologies I, II
- CAI in the KARE program (Keeping At-Risk Enrolled)
- TAS—Technical Advanced Study

*What would you like to learn more about from other schools?*

- Block scheduling
- Cooperative Learning (at the high school level)
- Interdisciplinary instruction

### **MID-CAROLINA HIGH SCHOOL**

Active involvement

*How would you describe the curricular focus of your school's restructuring effort?*

Our efforts in relation to curricular change, so far, focus on the addition of Tech Prep to replace the general program and on interdisciplinary activities.

*What plans do you have to change the way teachers teach and students learn in your school?*

As a result of grants and incentive monies plus some district monies, we have upgraded our program with computer based instruction throughout the curriculum. In addition, we have incorporated throughout our school the peer teacher program, the PET program, and Study Skills Across the Curriculum.

*What curricular changes have you accomplished to date?*

Addition or replacement of courses with *Communications in the work place*, *Math for the Technologies*, *New Model Me*, *Sociology*, *Key Boarding/Key Boarding Application*, *Teacher Cadet*, *GT English III*, and *GT English IV*.

*What have been the most promising results of your curricular changes?*

Keyboarding/Keyboarding Application and the Teacher Cadet programs have generated much enthusiasm.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Basically, each subject area is scheduled with the same planning period. This allows teachers in each representative department to work together during the school day. Also, when we need additional time, teachers cover other teachers' classes so that common planning and evaluation can take place.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Mrs. Brenda Stuck  
Mrs. Helen Griffin  
Ms. Linda Griffin

*What have you learned enough about to share with other schools?*

Of all the positive aspects of our school, we feel that our approach to remediation of deficient students is our chief success story—so far.

*What would you like to learn more about from other schools?*

We would like to learn how to get more students interested in the importance of being serious about this thing called getting an education.

### **MORNINGSIDE MIDDLE SCHOOL**

*What plans do you have to change the way teachers teach and students learn in your school?*

We are moving forward in our teaming efforts. We are working at planning and implementing interdisciplinary units of study.

*What curricular changes have you accomplished to date?*

- Cooperative Learning
- Interdisciplinary studies

*What have been the most promising results of your curricular changes?*

Collaboration among teachers and administrators. Openness to new ideas.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Yes

### **NICHOLS ELEMENTARY**

Real language

*How would you describe the curricular focus of your school's restructuring effort?*

Primary classes are being changed into a more student-centered situation. The emphasis is moving toward more authentic experience with language, oral and written.

*What plans do you have to change the way teachers teach and students learn in your school?*

We hope to become better listeners, including children in the inquiry process rather than excluding them by following a program of studies by textbook authors who are unfamiliar with our particular students.

*What curricular changes have you accomplished to date?*

We have replaced first and second grade with a continuous progress organizational plan.

*What have been the most promising results of your curricular changes?*

We are still here to learn. It hasn't killed us yet.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

We have 1.5 hours of planning time together during the school day (Foundation class teacher and principal). We have a Teacher Video Day after school.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Kay Powell  
Sheila McKenzie

**NORTH AUGUSTA MIDDLE SCHOOL**  
Interdisciplinary

*How would you describe the curricular focus of your school's restructuring effort?*

The curricular focus is on interdisciplinary instruction. Interdisciplinary teaching teams are making an effort to integrate learning. The use of Whole Language instruction supports this initiative. This past year a teaching block was designated for daily interdisciplinary activities. Active involvement of the learners on projects and thematic units contribute to this curricular focus.

*What plans do you have to change the way teachers teach and students learn in your school?*

Teachers are being provided with inservice training on Cooperative Learning. Twelve teachers have had Jumpstart and/or SUCCESS Whole Language courses. Decision Making Math, READS, the Music in Education Lab, and computer assisted writing and publishing are designed to promote hands-on, learner involved, higher level thinking, and applied learning. Technological support to learning is gaining increased emphasis also.

*What curricular changes have you accomplished to date?*

Teaming has been implemented. Arts are emphasized. Some teachers are using Whole Language. More technological emphasis is occurring through grants and media support.

*What have been the most promising results of your curricular changes?*

Students enjoy school more. Learning is relevant. Most teachers are energized by change.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Additional mutual planning time is provided during the school day. Substitutes are provided for teachers to attend conferences, workshops, and make site visits.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Linda Jacobs                      Jennifer Shelton  
Linda Key                         Martha Alewine  
Sandi O'Neal                     Linda Gordy  
Shari Hooper

*What have you learned enough about to share with other schools?*

- The process of change
- The procedural steps for moving in new directions
- Some pitfalls to avoid

*What would you like to learn more about from other schools?*

- Application of computers in instruction
- More interdisciplinary, thematic approaches



## **NURSERY ROAD ELEMENTARY**

### **Integrated**

*How would you describe the curricular focus of your school's restructuring effort?*

We are incorporating Cooperative Learning, interdisciplinary teaching, cultural diversity, thinking skills, and a move toward authentic/performance assessment.

*What plans do you have to change the way teachers teach and students learn in your school?*

More Cooperative Learning, more heterogeneous grouping for instruction, more integration of skills and content.

*What curricular changes have you accomplished to date?*

Heterogeneous grouping for reading-Whole Language. Thinking skills in the content areas almost changed. Cultural diversity into the curriculum

*What have been the most promising results of your curricular changes?*

Less anxiety on the part of students and parents about placement in instructional groups. Teamwork for curriculum development(teachers).

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- Paid substitute days
- Paid summer work days
- Use of already established staff development and inservice days/afternoons

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Lynne Riddick, Brenda Jackson  
Angela Quarles, Molly Bain  
Jean Cook, Carol Sommers  
Jane Nesbit, Judy Horlan  
Bette Seastrunk, Tonya Higgins  
Harriet Word, Jane Doris

*What have you learned enough about to share with other schools?*

- How to interest and motivate teachers
- How to involve parents
- How to work on and develop programs for cultural diversity
- How to incorporate thinking skills

*What would you like to learn more about from other schools?*

- Assessment alternatives
- Cultural diversity
- Interdisciplinary teaching

## OAKBROOK MIDDLE SCHOOL

### Interdisciplinary

*How would you describe the curricular focus of your school's restructuring effort?*

Our curricular focus is more student-centered. We spend many hours reviewing, evaluating, and refocusing our instructional program to best meet the needs of our students.

The interdisciplinary emphasis has enabled us to re-focus with minimal instructional loss of time or emphasis on the basics.

*What plans do you have to change the way teachers teach and students learn in your school?*

Student assessment and performance continues to be an area of interest we want to pursue. Our teachers need more professional development in this area.

As we change our instructional approach to more hands-on and across-the-curriculum activities, teachers will be changing how they teach and assess student performance. Students will learn how knowledge and learning is interrelated. It is our goal to have teachers serve as facilitators rather than disseminators of information.

*What curricular changes have you accomplished to date?*

We have begun using interdisciplinary instruction on a daily basis. We are "writing across the curriculum" and have incorporated Cooperative Learning in our classrooms.

*What have been the most promising results of your curricular changes?*

The emphasis on interdisciplinary instruction and the utilization of Cooperative Learning have been very effective.

Establishing heterogeneous classes has had a tremendous impact on improving the learning environment.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Each teacher has a team planning time as well as an individual planning period. This allows them to meet daily if needed to plan and implement interdisciplinary units. It also provides them the time to discuss the needs of each student by sharing ideas with their peers.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Cindy Ashley	Yvonne McDonald
Teresa Stephenson	Patty Knight
Cathy Strickland	Elaine Furnari
Karen Baldauf	Diane Barnes
Validra Desaussure	Cynthia Mitchell
Tracy Mills	Deborah Westbrook

*What have you learned enough about to share with other schools?*

We have learned how to effectively implement a restructuring plan. We have learned how to write interdisciplinary units that are instructionally sound and enriching for students.

We have learned that through participatory management we can accomplish more and in a shorter period of time. We have learned how to make learning more enjoyable for both students and teachers.

*What would you like to learn more about from other schools?*

Listed below are the things we would like to learn more about:

- Effective student assessment
- Successful practices in not retaining students
- Participatory management
- Successful discipline programs
- Successful advisor/advisee programs

### **PELHAM ROAD ELEMENTARY**

Brain research focus

*How would you describe the curricular focus of your school's restructuring effort?*

- Whole Language
- Cooperative Learning
- Higher Order Thinking Skills
- Integrated units that will present children with complex problems to solve
- Restructuring the curriculum to teach fewer topics in more depth
- Extensive use of children's literature in all areas of curriculum

*What plans do you have to change the way teachers teach and students learn in your school?*

We will be implementing a non-graded primary, school-within-a-school. Parents will have a choice of the traditional classrooms based on grades 1, 2, and 3, or a multi-age grouping. The multi-age groups will emphasize portfolio grading, or rather, reporting of progress. They will also pilot a more integrated curriculum.

*What curricular changes have you accomplished to date?*

- Whole language-Literature based
- Cooperative Learning
- Multi-age classrooms (92-93)
- Integrated units

*What have been the most promising results of your curricular changes?*

- Teacher renewal
- Greater parent support
- Increased participation of students and more learning

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

We used district and PTA money to hire substitutes for teachers to have released time for planning and to attend workshops and conferences.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Cooperative Learning: Pat Spencer and Caroline Reese are Certified trainers of the John Hopkins model. Also Doris Hefner.

Higher Order Thinking Skills: Sharon Benston was on the writing staff for Dimensions of Learning.

Whole Language (Literature Based): Toni Morris, Betty Waddell, Lisa Behrend, Barbara Turner, Mary Drury, Kathy Howard (and others).

*What have you learned enough about to share with other schools?*

- Whole Language
- Flexible Scheduling in the Media Center
- Cooperative Learning
- Assertive Discipline

*What would you like to learn more about from other schools?*

- Multi-Age Grouping
- Learning and Teaching Styles
- Integrated Units
- Manipulative Mathematics
- Integrated Science
- Creative Technology
- Year-Round School

## PENDLETON JUNIOR HIGH SCHOOL

### Teaming

*How would you describe the curricular focus of your school's restructuring effort?*

A grasp of teaming concept and how it benefits the junior high student.

*What plans do you have to change the way teachers teach and students learn in your school?*

It will be the mission of the teams to discover the most effective ways to teach their core of children. The school-wide philosophy is that the student should be the worker with the teacher acting as guide and facilitator.

As teams gel and understand their purpose, we look for Cooperative Learning to take place and interdisciplinary units to develop.

*What curricular changes have you accomplished to date?*

Teachers have decided that regardless of their certification, they (with support from their team members and administration) are qualified to teach the middle-schooler any subject. The benefits of teaming for children outweigh the comfort zone most teachers have been operating in.

*What have been the most promising results of your curricular changes?*

- True consensus from faculty on direction to go
- Beginning to focus on child's real needs at this level

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- The 92-93 schedule includes 1 personal prep period and 1 team prep period in each day
- Supportive inservice is planned
- Principal will meet with teams regularly

*What would you like to learn more about from other schools?*

- Flexible scheduling

## **RAINS—CENTENARY ELEMENTARY**

### **Teaming Together**

*How would you describe the curricular focus of your school's restructuring effort?*

Student Outcome. We are upgrading our curricula to emphasize the concepts identified in the BSAP/SAT-8 tests, with a major emphasis on higher order thinking skills. We are striving to stimulate synthesis, inference, problem solving, analysis, as well as the practical knowledge needed in the workplace.

*What plans do you have to change the way teachers teach and students learn in your school?*

In addition to considering the learning styles of individuals, we are incorporating Cooperative Learning, Teaching Across the Curriculum, and Whole Language instructional techniques. Teachers will collaboratively use the team concept to enhance the student's achievement process. Our present plans include: (1) a two day inservice in early August 1992 with subsequent intervals of training; (2) two and one-half days to staff development at the Bishop Gravatt's Center, and (3) maximum use of our college partner assisting our staff with Learning Styles and Classroom Management.

*What curricular changes have you accomplished to date?*

- Set up school teams for the next school term
- Established plans for the flexible scheduling
- Identified, through interactions with our business/community leaders and surveys, areas for greater emphasis
- Made recommendation for upgrading our promotion policy
- Facilitated an After School program to use various activities (i.e. Baseball, Karate, Scouting, etc.) to motivate children to learn

*What have been the most promising results of your curricular changes?*

- Teachers seem to claim more ownership in actively planning an effective curriculum and working as a team
- Local community and business leaders are exhibiting more enthusiasm and willingness to cooperate with the school (for example, some businesses have agreed to give employees time off for parent-teacher conferences, visits to schools/businesses, etc.)

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- Substitutes are provided each Tuesday for up to four teachers
- Retreats
- Staff meetings
- Inservice/Workshops

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Beryl Collington  
Maggie McCants  
Ollie White  
Cynthia Dawsey  
Victoria Belin

*What have you learned enough about to share with other schools?*

- Participative Decision-Making
- Business/College Partnerships
- Planning
- Re-engaging Families and Communities
- Scheduling
- Communication

*What would you like to learn more about from other schools?*

- Teaching Around the Curriculum
- Whole Language

## **RAVENEL ELEMENTARY**

**Integrated**

*How would you describe the curricular focus of your school's restructuring effort?*

We are trying to integrate our curriculum in all areas to show our students that all subjects can be related and tied together. We are using Cooperative Learning, a literature-based approach to language arts, an emphasis on the fine arts, and higher level thinking skills to accomplish this goal.

*What plans do you have to change the way teachers teach and students learn in your school?*

This has been going on at Ravenel since we began our restructuring process two years ago. Staff development and visitation opportunities have been used to allow teachers to find methods which work best for them and their students.

*What curricular changes have you accomplished to date?*

- School-wide use of Cooperative Learning
- Move from basal reading approach to a combination of basal and literature with no workbooks
- Integration of the arts into other curriculum areas
- Use of thematic units

*What have been the most promising results of your curricular changes?*

- Cooperative Learning has assisted all of our students in their learning
- "Challenge" for higher level thinking emphasis and special activities

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

We developed a program called "Challenge" for students which meets once a week. Students are involved in activities which offer a variety of higher level thinking opportunities and special activities. During this time, teachers on that team plan and establish ways to implement their plans. Their planning time begins at 2: p.m. on the team's designated day and continues until all objectives are met for the week.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Cooperative Learning—Brenda Rogers, Nancy Watt, Donna Poston, Keasler Quarles, Karen Suarez, Cheryl Heintze

Integration/Emphasis of Fine Arts—Beverly Robinson

Literature-based Approach—Brenda Rogers, Donna Poston, Karen Suarez

“Challenge”—Sybil Sevic

*What have you learned enough about to share with other schools?*

- Shared governance plan used by Ravenel
- Cooperative Learning
- “Challenge”
- Integration/Emphasis of Fine Arts

*What would you like to learn more about from other schools?*

- Technological advances
- Literature-based/Whole language approach
- Use of authentic assessment procedures

**SOCASSEE HIGH SCHOOL**

Mastery, Technology infusion

*How would you describe the curricular focus of your school's restructuring effort?*

- Identification of essential learning labels
- Mastery of skills/learning for all students
- Move toward Teacher as coach/Students as worker
- Focus on higher order thinking and problem solving
- Mastery instead of coverage
- Interdisciplinary focus
- Smooth continuum of skills and content 9–12
- Infusion of technology

*What plans do you have to change the way teachers teach and students learn in your school?*

- Retraining/training of teachers
- Use of technology
- Variety of assessment practices
- Cooperative Learning
- Teaching to mastery
- Skills for 21st century
- Sharing responsibility of learning with parents—total responsibility of mastery a cooperative effort (Teachers—Students—Parents)

*What curricular changes have you accomplished to date?*

- Deletion of traditional “leveling”
- Deletion of “general” track
- “Applied” curriculum (communications, biology, physics, mathematics, chemistry)
- More students enrolled and succeeding in math and science

*What have been the most promising results of your curricular changes?*

- Teacher teaming in planning, teaching, assessment
- A shift in focus from teaching “content” to “students”

- Focus shift from "test scores" to "performance outcomes" (test scores continue to improve!)
- Move to block scheduling to increase learning time

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- Release time
- Staff inservice days
- Paid and unpaid summer workdays
- Common planning periods
- Distinct coordinated work sessions

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Pat Smith – Science

Tresa Learmonth – Educating Special Learners

Debby Pace, Martha Fout, Rhonda Smith – Cooperative Learning

*What have you learned enough about to share with other schools?*

- Shared decision making, empowering teachers
- Helping 9th graders academically/socially/emotional transition to a successful high school experience
- By the end of 1992–1993: Block Scheduling, heterogeneously grouped students, a new approach to special education and gifted education

*What would you like to learn more about from other schools?*

- Promising teaching methods and/or materials which foster mastery
- "New" technology-enhanced learning
- Authentic assessment.

## **SOUTH AIKEN HIGH SCHOOL**

### **Revamping curriculum and instructor**

*How would you describe the curricular focus of your school's restructuring effort?*

South Aiken is changing the course of instruction to meet the needs of all students. Each department is restructuring its curriculum in order to address 21st Century issues.

English Department—Increased collaboration of English IV and V with area businesses to mentor students in the senior class. One teacher is teaching six classes in order to teach journalism as it relates to the school newspaper.

Mathematics Department—Increase in the number of Pre-Algebra and Algebra classes; incorporation of graphic calculators into Pre-Calculus(General).

Advanced Computer Mathematics taught in PASCAL Language.

Science Department—Addition of General Physics and Anatomy for juniors and seniors.

Social Studies Department—collaboration between Westinghouse and Advanced Economics to develop an understanding of business principals and the stock market.

Foreign Language Department—including English grammar in Spanish I courses.

Business Department—use of technology and team teaching in the keyboarding and bookkeeping classes.



*What plans do you have to change the way teachers teach and students learn in your school?*

During the 1992–1993 school year teachers will be encouraged to:

- Use Cooperative Learning in the classroom to encourage teamwork and sharing
- Work on teams to solve problems at department and grade levels
- Use Efficacy principles to enhance student development
- Include parents in their discipline plan
- Use the computer in instruction
- Become involved in telecommunication
- Revise existing curricula
- Become involved in staff development at the building level
- Collaborate with business in the Aiken area
- Participate in the decision making process

*What curricular changes have you accomplished to date?*

New courses have been added in the following disciplines: English, Science, Mathematics and Business Education. Additionally, several English and Business teachers collaborated with Aiken area businesses to enhance their courses.

*What have been the most promising results of your curricular changes?*

The most promising results of curricular change at South Aiken High have been, happier challenged students, satisfied parents, teachers, and administrators. Also, better test scores are projected.

Increased teamwork among teachers and students has been important outgrowths of the restructuring effort at our school.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- Teachers meet and work during staff development days established by the district once per month; before and after school
- Teachers with common planning periods meet, share and develop plans.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Gloria Allen	Rosalyn Barton
Pamela Goidell	Ann Hodge
Celeste Brockington	Janice Nashatker
Nancy Sims	Karen Carter
Virginia Mullikin	Melissa Awenowicz
Dorothy Brooks	Willa Lanham
Cathy Carlyle	

*What have you learned enough about to share with other schools?*

- Graphics calculators in the classroom
- Extending the School Day through before and after school classes
- Computer Technology in Business and Mathematics courses
- School/Business Partnerships for mentoring
- Cooperative Learning at the high school level

*What would you like to learn more about from other schools?*

- Tutoring and mentoring within schools
- Cross/Age Tutoring/Mentoring
- 9th grade school within a school
- New Grading
- Interdisciplinary Units
- Drop Out Prevention

**SOUTH FANT ELEMENTARY**  
Interdisciplinary and Whole Language

*How would you describe the curricular focus of your school's restructuring effort?*

South Fant is involved in both interdisciplinary and Whole Language teaching strategies requiring specialized curriculums. Thematic units are used to bridge the relationships of learning and eliminate the fragmentation of subject-driven curriculums. State and district curriculum guides are examined and incorporated into units of study determined by the teacher through action research. In addition, the teachers employ a variety of Whole Language techniques including SUCCESS and Reading Recovery which help students develop strategies to allow them to make the reading-writing connection.

*What plans do you have to change the way teachers teach and students learn in your school?*

Staff development plans for the coming year involve the following teacher-training topics:

- Whole Language
- Interdisciplinary teaching
- Lead teacher concept
- Motivating African-American students
- Continuous progress

Curriculum integration and Whole Language teaching will remain a focus for next year as the primary family teachers implement multi-age grouping practices. Furthermore, WICAT lab assignments will be more reflective of current classroom learning and units under study.

*What curricular changes have you accomplished to date?*

The primary family teachers have rewritten district curriculums in math and reading in order to develop a continuous progress continuum. Science, social studies, and health objectives have been combined in an interdisciplinary, primary curriculum.

*What have been the most promising results of your curricular changes?*

The most promising results of our curriculum changes are improved:

- Student achievement
- Student morale
- Student interest

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

We are continually making curricular changes and still do not feel completely comfortable with where we are presently. Several continuums have been implemented only to be revised and revised again. We realize, however, that true and lasting change does not occur overnight.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Betty Walker—thematic units  
Amy Greer—thematic units, Whole Language  
Jennifer Brown—thematic units, Whole Language (Reading Recovery)  
Lisa Poore—thematic units, Whole Language (Reading Recovery)  
Jane Hooper—thematic units, Whole Language  
Maxine Cunningham—Whole Language  
Laurie Hiott—Whole Language  
Jane Guthrie—Whole Language  
Amy Boggs—Whole Language

*What have you learned enough about to share with other schools?*

We've learned a lot about what to avoid when writing and implementing an interdisciplinary curriculum. We still do not consider ourselves "experts," but are willing to share our experiences and processes with others.

*What would you like to learn more about from other schools?*

We are interested in meeting with teachers from other schools that are using thematic and Whole Language approaches. It would be beneficial to share *practical* ideas and work together to write units of study.

#### **SOUTHSIDE ELEMENTARY**

Student-centered

*How would you describe the curricular focus of your school's restructuring effort?*

On content and methodology.

*What plans do you have to change the way teachers teach and students learn in your school?*

Moving more toward student-centered teaching and learning and active involvement of children with more "hands-on."

*What curricular changes have you accomplished to date?*

Language arts – from base to Whole Language  
Science – to more "hands-on"  
Math – a focus in 1992–93

*What have been the most promising results of your curricular changes?*

Excitement in the part of the students and the teachers.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Use of planning time, after school meetings, and some release time by use of substitutes (with Center money).

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Harriett Stephens  
Margaret Joiner  
Pat Caldwell

## TERRELL'S BAY HIGH SCHOOL

### Modernizing

*How would you describe the curricular focus of your school's restructuring effort?*

We are trying to make our curriculum more relevant, more interesting, and more student centered. We are trying to correlate the learning and pushing for the output we know our students can produce.

*What plans do you have to change the way teachers teach and students learn in your school?*

We are incorporating team plans, Cooperative Learning, use of learning styles, and applied academics.

*What curricular changes have you accomplished to date?*

- Cooperative Learning-1st stage
- Applied academics-1st stage
- Correlated units-2nd stage

*What have been the most promising results of your curricular changes?*

Improved teaching methods. Teachers on the way to becoming more enthused. Students seem to be learning more as a result of test scores and in simply listening to their discussion.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Through use of Chapter I funds and Restructuring funds we have had six days of planning throughout the year with 1/2 faculty days, utilizing substitutes. We have had resource personnel in on these days; all teachers have had at least one discipline workshop trip. English, Math, and Science have had at least two.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Iowa Alexandra	Hatie Simmons
Annie Hunt	Gene Hinson
Sheila Follicoffer	Frances Hodger
Melissa Rabon	Pam Brown
Janice Fleming	Lotha Moody

*What have you learned enough about to share with other schools?*

- Decision Making
- Team Work
- Curriculum Changes.

*What would you like to learn more about from other schools?*

- Learning Styles
- Making Learning Relevant
- How do you stay pumped up?!

## WEBBER ELEMENTARY

### Teaming

*How would you describe the curricular focus of your school's restructuring effort?*

We use the teaming approach and interdisciplinary planning. Schedules are arranged so that teachers at every grade level have at least one common planning period each day. The middle school concept is being implemented in grades 6-8.

*What plans do you have to change the way teachers teach and students learn in your school?*

Staff development and follow-up activities are planned in the following areas:

- Self Motivation for Effective Communication
- The Advisory Program
- Active Learning Groups
- Interdisciplinary Units
- Teaming

*What curricular changes have you accomplished to date?*

- Teams at each grade level
- Cooperative Learning approach used
- Class period schedule for advisor/advisee group at grade 6, 7, and 8
- Team planning period each day

*What have been the most promising results of your curricular changes?*

The team planning time. Team at grades 6, 7, and 8 meet daily. Two days are used for instructional planning, two days are focused on meeting student needs, and one day is used to plan extra curricular activities. Each team has a name, slogan, and team handbook. Team parents are organized. Parents give input to program planning.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

The schedule was arranged so that teachers had common planning time. Committees were formed to work with the administrative team to give suggestions and plan curricular changes.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Tonya Smith  
Etta Harrison  
Deborah Smith

*What have you learned enough about to share with other schools?*

The Middle School Teaming Concept

*What would you like to learn more about from other schools?*

- Interdisciplinary Units
- Advisor/Advisee Program
- Teaming

**WILLIAM J. CLARK MIDDLE SCHOOL**  
Exemplary Middle School Concepts

*How would you describe the curricular focus of your school's restructuring effort?*

Implementation of the components of an exemplary Middle School!

*What plans do you have to change the way teachers teach and students learn in your school?*

- Staff Development Activities
- Cooperative Learning
- Interdisciplinary Planning and Unit Development
- Extension Teacher Implementation
- Whole Language
- Development of Teacher Packets
- The Change Process

*What curricular changes have you accomplished to date?*

- Interdisciplinary Teaching/Planning Units
- Development of two teacher teams in 5th/6th grade
- Planning to include learning packets
- Heterogeneous Grouping
- Parallel Block Scheduling

*What have been the most promising results of your curricular changes?*

Important in improving learning and instruction

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

- Common planning periods
- Tuesday faculty meeting time
- After school time

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

Jacqueline Haigler      Gloria Hubbard  
Ida Haywood              Caroline Gadson  
Belinda Myers            Betty Murray  
Jerry McRoy

*What have you learned enough about to share with other schools?*

- The Change Process
- Interdisciplinary Teaming
- Cooperative Learning

*What would you like to learn more about from other schools?*

- Whole Language
- Parallel Block Scheduling
- Exemplary Middle School Concepts

## WOODLAND HEIGHTS ELEMENTARY

### Integrated

*How would you describe the curricular focus of your school's restructuring effort?*

Will lead to a curricular focus:

- Vision development
- Team development
- Participatory decision making

*What plans do you have to change the way teachers teach and students learn in your school?*

- We seem to be focusing toward "hands on" delivery systems and Cooperative Learning
- Curricular focus will be on developing problem solving abilities in all content areas (i.e.—higher level thinking skills)

*What curricular changes have you accomplished to date?*

- Partial integration of "Box it—Bag it," "Math Your Way," SUCCESS, "Hands On" science, Cooperative Learning, Fitness and skills oriented P.E.

*What have been the most promising results of your curricular changes?*

All curricular changes have shown promise and will be expanded.

*How has your school created time for teachers to consider, establish, and implement your curricular changes?*

Some, but not to the extent we would like.

*List the name(s) of teachers in your school considered to be expert in the curricular changes that you have undertaken.*

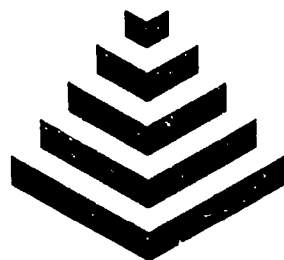
Lynn Burgess  
Peggy Thigpen  
Jenny Williams  
Don Conner  
Don Young

*What have you learned enough about to share with other schools?*

Our P.E. program breaks the mold of elementary P.E. programs and was selected as a model program.

*What would you like to learn more about from other schools?*

How other schools have dealt with obstacles in the change process—especially top-down.



IV.  
Restructuring  
in Progress:  
Lessons from the Field



*Drs. Berry and Ginsberg are teachers and education researchers at the University of South Carolina in Columbia. During the 1991-92 school year, they conducted case studies of three South Carolina schools—one elementary, one middle, and one high school—where teachers and principals are engaged in restructuring. All three schools are members of the Associate Schools network of the South Carolina Center for the Advancement of Teaching and School Leadership.*

*Berry and Ginsberg's findings or "lessons" are summarized in this article. The complete case studies are available from the Center. For the purposes of the study, the names of the schools have been changed.*

## INTRODUCTION

School restructuring is about transforming teaching and learning—rethinking rules, roles, and responsibilities in order for students to become increasingly active learners and knowledge producers.

Curriculum reform must be at the core of restructuring. But changing materials and strategies is not enough. It is also necessary to improve governance, teacher professionalism, parental involvement, and community interaction with the school (including the integration of human services).

Observers and historians of educational change and school reform have proposed that curricular fads come and go because we have never paid enough attention to the infrastructure that supports and sustains particular reforms. For example, Seymour Sarason notes that the failure of new math in the 1960s was *not* the story of a bad idea or inept practitioners. The story instead was one of the failure of policymakers and administrators to alter the "programmatic regularities" of a school system and the power and authority relationships necessary for rethinking and redoing the existing system.

This kind of development is not surprising given the longstanding tradition of separating the work of those who *create* school reform and those who *do* school reform. Michael Fullan's recent work on school change reveals that policymakers spend "three times" the amount of effort on enacting reform than on planning its initial implementation. Susan Rosenholtz (1989) has described schools in the process of improvement as being in one of three stages: (1) stuck, (2) between, and (3) moving. In "moving" schools, there is a learning-enriched environment for staff and stu-

# RESTRUCTURING IN PROGRESS: TEN LESSONS FROM THE FIELD

By Barnett Berry and Rick Ginsberg  
University of South Carolina

***Curricular fads come and go because we have never paid enough attention to the infrastructure that supports and sustains particular reforms.***

dents, a higher sense of shared purpose, extraordinary commitment to teacher collaboration, and a norm of continuous improvement.

The term *restructuring* is so broadly applied today that almost every practicing educator will suggest that his or her school is somehow involved in it. Of course, very few reform proposals actually tinker with the true *structure* of schools as we know it, but instead (borrowing a metaphor used by Michael Katz), they treat the existing structure as a box whose walls remain intact while only the ingredients within are rearranged.

A number of definitions of restructuring have been proposed. We believe that what is really happening across the educational landscape is not an altering of the structure of schools, but instead simply a "*re-responsibility-ing*" within the known contexts, with more power being shifted closer to the technical core—the classrooms and schools. Thus, although the term *restructuring* is somewhat misleading, we define this *re-responsibility-ing* as a process where there is a rethinking of roles and responsibilities underway so that students increasingly become active learners and knowledge producers.

Despite the skepticism of some restructuring critics, or the very powerful argument that more fundamental societal change is needed to really transform American education—as Jonathan Kozol proposes in his 1991 book *Savage Inequalities*—we have found that in some schools, restructuring as we define it is beginning to materialize. Using Rosenholtz's terminology, these schools are "moving."

To better understand the dynamics of school restructuring in South Carolina, the SC Center for the Advancement of Teaching and School Leadership sponsored the development of case studies of three schools within its Associate Schools network. These restructuring sites—each involved in different aspects and at different stages of school change—teach us important lessons.

Sands Elementary School is engaged in participatory decision making, alternative assessment, early intervention, reading recovery, after-school and summer programming, heterogeneous grouping, team teaching—all fueled by an expanding technological emphasis. Fosters Middle School is engaged in teaming and flexible scheduling (along the lines suggested by the *Turning Points* agenda of the Carnegie Council on Adolescent Development), integrated curriculum development, cooperative learning, participatory decisionmaking, and experimentation with lead teachers. Dana Point High School is engaged in shared governance and an expanded, flexible schedule designed to accommodate new course offerings.

***We believe that what is really happening across the educational landscape is not an altering of the structure of schools, but instead simply a "re-responsibility-ing"***

Some of the lessons from the considerable efforts of these schools are painful reminders of lessons we might have learned from earlier, often poignant studies of school improvement efforts. Other lessons appear to be unique to this particular era of school reform. What follows is a brief description of ten key lessons that can be drawn from current restructuring initiatives in South Carolina. (Please see the section "How We Did This Study" at the end of this article for information about the ways in which we came to learn these lessons.)

### LESSONS FOR BOTH PRACTICE AND POLICY

It is very difficult to capture in a snapshot the dynamic process of restructuring. Restructuring is most likely to take place in energetic schools staffed by spirited, bright, and committed educators. Such was the case in the three schools where we did our work. When we examine the content, process, and initial outcomes of restructuring, we must delve deeply into a school's culture and all its complex histories and relationships. To do the job thoroughly takes time—far more than the days allotted for this project. Our conclusions should be considered in that light.

Successful restructuring emerges from a blend of influences. As Ann Lieberman and Lynne Miller (1990) note, these influences must be:

present at the same time and over time . . . [For restructuring to take hold] . . . leadership, a shared mission, school goals, necessary resources, the promotion of collegiality, and the provision of professional growth opportunities for teachers must emerge simultaneously and for an extended period.

Each of the schools in our study has been involved in an incredible array of restructuring efforts. In such situations, schools can slip into a mindset that school reform is one more project to be completed. To avoid the "project mentality," there must be a focus on the continuous improvement of curriculum through altering the relationships between teachers and administrators, and between teachers and students. The organizational structure of Sands Elementary School lent itself to this focus on the continuous improvement of curriculum far more so than did the middle and high school.

It should be no surprise that the organizational patterns associated with different levels of schooling have a profound effect on a school's initial capacity to restructure. In the less hierarchical organization of the elementary school, teachers were more likely to communicate effectively about curricula

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**Elementary schools are . . . most likely to see the teaching of students as the first priority . . . (and) may move more rapidly through the initial stages of restructuring.**

matters, less likely to focus primarily on covering subject matter, and most likely to see *the teaching of students* as the first priority. It follows that elementary schools may move more rapidly through the initial stages of restructuring. To successfully restructure, schools at all levels must ultimately shift the focus to the learner.

As one result of our struggle to get a fix on these schools and their herculean efforts to transform practice, we offer the following ten lessons for both policy and practice.

#### **Lesson 1: High Expectations for All Students . . . But There is Much More**

At the core of successful restructuring are the deeply held beliefs *and* actions by teachers and administrators that *all* students can and will learn to be active learners and knowledge producers.

In Sands Elementary School, where successful restructuring was most apparent, there is clear evidence of trust between teacher and student. Teachers challenge students to achieve personal fulfillment, and they make students believe this goal can be accomplished. This philosophy— not a remediation cycle— undergirds the school's approach to education. The teachers have integrated so-called different ability groups to mitigate academic vulnerabilities. They have worked to include different cultures throughout the school curriculum.

The staff has spent more than a decade creating this atmosphere out of its own unique philosophy and its willingness to embrace this moral dimension to schooling. This is not easy when many policies—e.g., state and district gifted and talented directives (and resources)—provide opportunities to segregate students by so-called ability levels. The staff has consciously chosen to group its identified gifted and talented students in the least blatant way to lessen the negative effects of labeling. They have also worked to ensure that all students have opportunities to move into the program. All students receive a rich and challenging curriculum. Teachers expect a great deal from their students, and the students and parents know it.

These beliefs are not easily developed and sustained— especially in settings where the emphasis is on covering content more than on assuring mastery. At Dana Point High School, teachers questioned the feasibility of teaching “practical” or general students during 90-minute class periods every other day, rather than traditional 45 minutes every day. In part, the teachers questioned this approach because they do not believe general track students are capable of being

**All students receive a rich and challenging curriculum. Teachers expect a great deal from their students, and the students and parents know it.**

responsible for their own learning. Such attitudes can be changed through demonstration and practice, but considerable effort is required.

But there is more to this concept of high expectations. At Sands Elementary School, teachers—with the leadership of the principal—have transformed high expectations for students into high expectations for parents, administrators, and perhaps most significantly, for themselves. These high expectations are manifested in several ways—from increased parental attendance at school functions to the dramatic numbers of parents in other attendance zones who want their children admitted. Most recently, the faculty's high expectations resulted in the resignation of a teacher who could not meet the school's standard of performance.

There is ample reason to believe that all schools, principals, and teachers can create this kind of "total quality" atmosphere, if state and district officials do not stand in their way. Even so, the work is not easy. As one high school teacher told us: "I think it's a very slow process. I think that we are still timid about criticism. Sometimes, we don't say things that we would really like to say. . ."

## **Lesson 2: Teacher Empowerment is Not Enough**

Behind the concept of *teacher empowerment* lies the implication that teacher authority must be delegated and teacher roles and responsibilities must be defined from afar. This concept is not sufficiently powerful for successful restructuring to take place. Instead—as lessons from the cases revealed—successful restructuring will ultimately require *teacher power*, borne out of the commitment to children and their families. By *teacher power*, we mean the capacity of key teachers to establish and enforce norms of excellence and then spread those norms like a contagion throughout the school culture.

The development and spread of teacher power takes time, teacher discretion, and a robust belief in teacher knowledge and proficiency. As Myrna Cooper (1988) has proposed, the roots of teacher power are not within status or control mechanisms, but derive from "the quality and depth of practice and the values of the professional." The rewards for teacher power emerge from the nature and composition of practice, and not the reverse.

Indeed, this is what has been transpiring at Sands Elementary School. Over a decade ago, a small but critical mass of teachers began to exert their influence regarding the nature of instructional leadership in their school. Their displeasure with their then autocratic principal was apparent

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***By teacher power, we mean the capacity of key teachers to establish and enforce norms of excellence and then spread those norms like a contagion throughout the school culture.***

***Clearly, teacher power can emerge most robustly when principals themselves are risk takers—and principals are most likely to take risks when they have district office support.***

in the holiday gift they chose for him—a t-shirt emblazoned on the front with "Every School Needs A Dynamic, Visionary Leader," and on the back with "If You Can Find One, Let Us Know!"

Today, with the support of two successive progressive principals, these teachers are transforming curriculum, creating new performance assessments, developing alternative programming, teaching other teachers, and much more. Most importantly, teachers believe they are not near their capacity to enact change. They are finding new ways to support and define each other's work. Some are "cocky." Others exude the self-confidence of the experts they have become.

Clearly, teacher power can emerge most robustly when principals themselves are risk takers—and principals are most likely to take risks when they have district office support. With the teachers' expanded roles, the elementary principal has redefined her role, becoming what Phil Schlechty has visualized as a "leader of leaders." The teachers define the principal's instructional leadership as something like a "traffic engineer" who "channels teachers in the right direction so they do not collide."

### **Lesson 3: More "De-Isolation" of Teachers and Teaching**

As a part of the effort to create teacher power, more opportunities must be made to "de-isolate" teachers and teaching. With the assistance of the South Carolina Center for the Advancement of Teaching and School Leadership—and the time that grant money has purchased—the three schools are breaking up teacher isolation and the longstanding "cellular structure" of the school organization (Lortie, 1975).

Teachers are learning from each other in planning sessions and from teachers in other schools during workshops. But they are still not learning enough. Restructuring will take place more rapidly where teachers not only learn from each other during workshops, but where they work in teams to critique and reflect on their own classroom teaching.

Even in these learning-enriched restructuring sites, most teachers have struggled to find the time to do the curriculum planning and professional development necessary to reshape their schools. They long for greater collegiality and for more observations and critiques of practice. At Dana Point High School, one teacher felt that the building layout had a lot to do with teachers not knowing one another very well. "You can go months without seeing someone." While most of Dana Point High School's faculty would have described themselves as "close knit," Dana Point's restructuring efforts revealed that they were not close enough.

***Even in these learning-enriched restructuring sites, most teachers have struggled to find the time to do the curriculum planning and professional development necessary to reshape their schools. They long for greater collegiality and for more observations and critiques of practice.***

The increased de-isolation of teaching must be integrated into the routine work of teachers. It must be linked with the successes of those who take part, and it must be associated with the necessary transformation of the school and class schedules (Little, 1988). By recognizing these linkages, the school organization learns that teachers are *not* replaceable parts in a bureaucratic machine. Teachers begin to be viewed both as individuals with talent to engage students in learning, and as members of professional teams whose collective intelligence far exceeds each individual intelligence. This view can change a school by transforming it into what Peter Senge calls a "learning organization."

#### Lesson 4: Create the Learning Organization . . . And Share the Vision

If policymakers want students to be knowledge producers and group problem solvers, then new structures must be created that allow teachers to function in these same kinds of roles. Current testing and assessment practices fail to promote knowledge production and collaborative problem solving among students. In similar fashion, uninspired college teaching and assessment, the overly simplistic National Teachers Examinations, and unidimensional teacher evaluation systems like the APT produce teachers who are likely to "paint by the numbers."

Sands Elementary School provides a clear lesson not only about the power of individual learning but about the creation of the learning organization—and how it drives a restructuring effort. Senge describes the five disciplines of the learning organization: (1) using "systems thinking" to see how the parts are connected to the whole; (2) drawing on personal mastery to inspire change; (3) building shared visions; (4) creating mental models of the future; and (5) exploiting team learning. The heart of Sands Elementary School's efforts to learn can be found in the teachers' (and administrators') belief that they are in charge of their own destiny.

These teachers know they can have a positive impact on the education of *all* children. They do not define the problems their children bring to school as obstacles. Instead, they accept these problems as challenges to be overcome—and as opportunities to apply their expertise and experience. Teachers design their own professional development, teach each other, visit other sites, read and discuss literature, debate what works best, and brag about and celebrate successes. Perhaps this summary best captures the learning organization that has developed at Sands Elementary School:

***If policymakers want students to be knowledge producers and group problem solvers, then new structures must be created that allow teachers to function in these same kinds of roles.***

The story of this school is certainly about a shift in culture—an underlying belief system amongst the principal and teachers that moved from “Oh, woe is us for all the difficult students we have to teach . . . if only we had better students” to “all kids can learn” to “we are so damn good that all kids will learn, think, and do!”

Why do these teachers have such self-confidence—and how did they create their learning organization? The factors are complex and interrelated, but one important ingredient became apparent during the course of the site visits. The teachers at Sands Elementary have, over time, developed a willingness to speak publicly about their professional knowledge and insight—both among themselves and to a larger public. Such willingness is still uncommon among teachers, who operate in a culture that has not traditionally encouraged intellectual discourse. This penchant of Sands’ teachers to present themselves as experts in practice has solidified the school as a learning organization and helps explain their ongoing thirst for new knowledge.

In an attempt to understand the learning organization of restructuring schools, it is clear that there is a grave need to go beyond

The proven and powerful concept of “teachers teaching teachers” has an important place in school restructuring. One of the most effective applications of the concept in South Carolina is the Writing Improvement Network, which embodies the basic principles of the Bay Area Writing Project. But successful restructuring requires schools to move beyond the idea of “teachers teaching teachers” to the broader concept of “schools teaching schools.” The South Carolina Center for the Advancement of Teaching and School Leadership began its work in 1990 by consciously promoting divergent thinking and acting amongst practitioners. The next stage in the Center’s evolution is to serve as a broker, supporting schools that have learned how to learn *as organizations* to begin teaching other schools *as organizations* (not just individuals) how to learn and restructure.

Of course, adequate conditions rarely exist for a learning culture to be effectively implemented in a school. In many cases, opportunities for adult learning are overwhelmed by a multitude of critically important events. Dana Point High School found itself in this situation. In the midst of their efforts to restructure, Dana Point teachers faced the prospect of losing their school due to declining enrollment. Budget woes resulted in personnel cuts, and districtwide decisions went unexplained. Faculty members were concerned for their own employment. Teacher morale was at a low ebb—yet school change required enthusiasm, commitment, and

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relentless energy. Reform efforts depend on teacher power, knowledge and learning, but Dana Point's teachers felt like they knew little and could control even less.

### **Lesson 5: Sustaining the Learning Organization Requires Teacher Involvement In Personnel Selection**

Principal and teacher turnover has been a longstanding impediment to school change (Fullan, 1990). Without staff stability, many well-conceived reform efforts of the past lost momentum before key aspects were institutionalized. Ultimately, the efforts withered away. Today's complex school reform agenda—creating a "thinking" curriculum, developing performance assessments, integrating human services, etc.—requires considerable continuity among people, ideas, and actions. It involves more than just specific expertise. It demands a collective expertise as well.

The case studies reveal that the maintenance of the learning organization (and restructuring in general) will be more successful when teachers are selected because they fit into a team of teachers (or grade level) and bring important academic and affective qualities to a school.

Administrators must look beyond the paper credentials of individual teachers when vacancies arise. Teachers in restructuring schools must be active—formally or, at the very least, informally—in the selection of their peers. The same can be said for the selection of a new principal. Such involvement assures that a coherent culture for restructuring is maintained and any loss of professional talent is mitigated.

New staff at Sands Elementary School described the intensity of their interviews and the scrutiny they received at the school level ("the most difficult we ever went through") before they were selected. When the school's previous principal departed to open a new school, a group of teachers took action to assure that the assistant principal took his place. As one district administrator noted, "She had so much support we could not pick another principal even if you had the premier expert."

In their effort to explain Sands Elementary School's success, teachers spoke to the power of continuous support—to the importance of maintaining a clear set of values that have guided the school through years of restructuring efforts. Without question, a restructuring culture cannot continue to evolve when teachers do not have significant power (either formal or informal) in personnel selection.

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## Lesson 6: Promises and Pitfalls of Reforming Teacher Leadership and Professional Development

Despite the significant increase in resources devoted to reforming teacher leadership and professional development in the three sites we studied, many perils are present and much more work needs to be done.

Compared to most other schools, the opportunities for teacher leadership and professional development at these sites have been abundant and very helpful to their restructuring efforts. Yet, some teachers still have difficulty resolving the tension between their prime directive to teach children and the essential need to work with other adults to improve practice. Many teachers are having difficulty overcoming the image that they are "not supposed to leave their classrooms."

Also, while opportunities for professional development have been abundant, they have not always been focused. The very exhaustive list of 1991-92 professional development workshops attended by Fosters Middle School teachers were "all over the map," and it was difficult to discern a clear agenda for change.

Despite the often-stated belief (and actions) of administrators that teachers should be active curriculum designers, teachers say they need more support and training to be successful. The middle and high school teachers told us they were not ready to teach in large blocks of time, nor were they comfortable enough teaching heterogenous classes (even though some have already experienced success). Teachers acknowledge that they have long been trained and socialized to respond to programs developed by outside experts. Even in the face of their own successes, they sometimes distrust their own products. Few opportunities exist for teachers to learn *curriculum leadership*—either through pre-service or in-service. Teachers have learned much from sources outside the school, but there has not been sufficient learning from each other.

In this regard, *lead teachers* could be a catalyst for providing new connections and understandings for teachers. First, however, lead teachers must have opportunities to learn *how to lead*—and their peers need opportunities to learn *how to be led*. The restructuring plan for Fosters Middle School depends heavily on lead teachers. But many teachers do not perceive that the lead teachers have yet been the catalyst for curriculum change imagined in the design—the kind of change that might include the development of model lessons and interdisciplinary units, communicating one's own subject matter to peers, and the like. Insufficient planning and communication has led to cynicism and misunderstanding.

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The research on creating lead teachers indicates that they "can be legitimated by their peers if the working environment provides frequent opportunities for cooperation and interaction between lead teachers and their teams" (Berry and Ginsberg, 1990). Unfortunately, a current lack of understanding and consensual meaning have led to the perception of the position of lead teacher as a privilege for a few (Devaney, 1987), or the reinvention of departmental chairs who tend to fulfill more traditional managerial (or even clerical) roles, not transformational roles.

### Lesson 7: Time is Critical

The lack of time may be the most critical barrier in schools' restructuring efforts. Research on school change points to the pivotal variable of teacher time. (Fullan, 1991; Fullan and Miles, 1992). In other nations, teachers split their time about equally between teaching children and performing other critical tasks—planning, conferring with parents, tutoring and advising students, and pursuing their own professional development.

School and district administrators must actively stress the critical importance of teachers working together during the school day. In a recent survey of urban high schools engaged in significant school improvement, Karen Seashore-Louis and Matt Miles found that the typical principal spent 70 days a year (32 percent of the available time) managing change, and the typical teacher spent 23 days a year (13 percent) making change happen in the classroom.

Our three case study sites have created extra non-instructional time, primarily through the use of grant monies. But there is an expressed need and demand for much more. While there has been considerable collaboration among teams of teachers and administrators, many have yet to find sufficient time to plan for curriculum reform. In some cases, too much teacher planning time is still swallowed by the mundane and the minutia. Some schools have finally discovered how to create valuable time for teachers to plan together, but they have not found adequate opportunities for curricular planning. These schools are omitting a crucial piece of the change process.

In some cases, teachers do not feel they can keep on learning and transforming practice without additional time. Without all the teacher volunteer time in the summer and late into the evening, most schools' successes would not be so visible and dramatic. Three years ago at Sands Elementary School, a group of five first grade teachers devoted about 2,500 hours (without compensation) to transforming

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their language arts curriculum. Some teachers recognized they were providing their school community with a kind of year-round school—without appropriate resources. At Fosters Middle School, one teacher asserted:

The major barrier will be not enough staff development time . . . It won't be the fault of anybody . . . We have written a grant to provide compensated time for teachers to be trained—and so we can buy subs to free up teachers . . . We have a limited time to work together . . . Even so, we work a lot over the summer and before school starts, but it is not enough . . . I don't know of any other real barriers—but I think you need to come back next year and ask us these same questions . . . we don't have the time to read and study.

At Dana Point High School, where participatory decisionmaking and flexible scheduling initiatives have only been in place for one full year, restructuring must still be considered in its infancy. Already, different teaching approaches, de-tracking, alternative assessment practices, and other reforms are being discussed or individually attempted. Keeping up with the content of proposed changes is difficult while continuing to provide a quality, traditional education for 150 students a day.

Much like a new business which must be prepared for several years of financial losses before any profit may be actualized, restructuring efforts must be prepared to weather stormy times before full implementation and success may become reality.

For the most part, state and district policies and remuneration systems do not recognize nor reward (adequately) non-instructional uses of teacher time. Policymakers and the public will benefit from the heroic measures and extraordinary performances underway in many currently restructuring schools. But, as Richard Elmore and his associates caution us, restructuring must also be about transforming the organization so that more ordinary people can do the extraordinary work of schooling. In America, there are about 88,000 schools in 15,000 school districts that employ about 2.5 million teachers. Restructuring cannot take place in all these sites solely on the backs of heroes. As Fullan and Miles asserted:

Change demands additional resources for training, for substitutes, for new materials, for new space, and above all, time. Change is "resource hungry" because of what it represents—developing solutions to complex problems, learning new skills, arriving at new insights, all carried out in a social setting already overloaded with demands. Such serious personal and collective developments necessarily demand resources.

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## Lesson 8: Money Makes a Difference

Closely related to the time issue is money. Schools need opportunities to reflect on current practice, assimilate new knowledge, and create new conceptions of teaching and learning. Money buys time away from children—time to hone professional skills and generate the teacher power needed to restructure.

The Center for School Leadership has been a catalyst for leveraging change, but its \$600,000 annual budget can only be stretched so far before its programs lose their effectiveness. Although the Center continues to expand its service to schools, it will never be able to directly serve more than a portion of the state's 1000+ schools.

The three schools in this case study might be likened to sweepstakes winners. They have competed successfully for state-funded innovation grants and earned incentive awards because their students have performed well on state tests. Other schools are not so fortunate. And even those schools that have enjoyed success are dependent on what can fairly be described as "soft money" that could vanish quickly.

Resources are important to create change, but securing funding is not enough. Knowing what to do with available resources is critical and having a principal who uses those resources to promote the use of *teacher power* is even more critical.

## Lesson 9: School District Support Is Essential . . . But Many Constraints Remain

School restructuring can be sustained only when the school's life support system—in this case, the school district—is also involved in the process of change. Schools can change only so much without the active support of their districts. Our case studies revealed how important this external assistance can be. Sites were most successful when central office administrators supported risk-taking by school administrators and gave schools the flexibility to make their own decisions about professional development.

In each of our cases, central offices "allowed" school initiatives to influence the district's own restructuring efforts. Dana Point High School's efforts influenced its district's site-based management model. Fosters Middle School's efforts influenced the district's approach to an interdisciplinary curriculum. Sands Elementary School influenced its district's approach to technology, authentic assessment, and early prevention of school failure. Additionally, Sands Elementary School teachers have been major players in

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disseminating new ideas across their school district.

The Fosters Middle School case study revealed a most supportive school district—one that was clearly in sync with the school's restructuring efforts. This past year, the district—which we will call Reunion School District—developed a restructuring guide for schools that includes these guiding principles: equity, accountability for excellence, shared decision-making, innovation, research-based knowledge, 80-percent faculty commitments required for major change, and celebration. The Reunion District describes its own responsibilities as: technical assistance, advice and support, initiating ideas, trouble-shooting with state and district authorities, providing research, and supporting flexibility.

Schools in Reunion School District must submit proposals to the superintendent when they seek to depart from local or state policies, regulations, or practice. The superintendent must review and approve these major changes. This methodical approach reflects a systemwide need to mitigate any negative fallout from major restructuring decisions (for example, changes in scheduling have a significant impact on other schools, and the district must monitor change to avoid unanticipated problems). The district considers how changes may affect the system as a whole and confers with other schools that may be affected.

Reunion School District has begun to realign its system in support of its vision of quality, innovation, and caring. It publicizes curricular innovations across its schools with a newspaper circulated widely to educators and the community. Typical stories have featured a high school with a community service elective, the development of family education centers, and district initiatives to integrate education and human service program. The district's symbolic organizational chart shows students at the top, followed by teachers and then principals. Only 4 percent of the district's budget is spent at the central office level, indicating considerable commitment to get resources closer to students.

Reunion School District supports change (and teachers) through "very open communications" across roles within the district and throughout the community. For example, two years ago the district began inviting a principal and teacher from each school to make a presentation on the status of their change efforts to the school board and their colleagues districtwide. This process has "energized other schools to do things they would not ordinarily do."

Additionally, Reunion School District is working in earnest with the Center for School Leadership to explore and implement the Total Quality Management approach. The Center sponsored an out-of-state consultant to work with the

district (and several others nearby). This experience—which involved superintendents, principals, local businesses, and college faculty (from two- and four-year institutions)—has led to a districtwide thrust to create “accountability for results.” The district has marketed to its community that the “educational focus (must) shift from competitive, individualistic instructional methods to cooperative interdependence with shared leadership and shared responsibility for group members.”

Despite these powerful supports for site-based restructuring (supports that few schools receive), numerous constraints remain in the Reunion School District. The school board—despite its visionary actions over the last several years—seeks to ensure that all schools look alike (in the name of fairness). In doing so, the district may lessen the potential impact of restructuring efforts, which should create a host of different initiatives requiring different curriculum implementation strategies, resource allocations, class schedules, school calendars, and so forth.

Additionally, while most Reunion School District policies are supportive of innovation, some traditions and longstanding procedures and protocols act as a drag on change. There are sufficient dollars for every student to have a grammar book, but few dollars are available so that teachers can immerse students in real literature. Similarly, efforts to keep teacher-student ratios low in certain high-profile (and ability-grouped) classes can prevent teachers from learning to teach more effectively in heterogeneous classes. District policies which prevent the teaching of co-ed sex education classes wreak incredible havoc on the school’s teaming approach, creating unmanageable scheduling and class size imbalances.

The connections are not always clear among the middle school’s creation of interdisciplinary units, the district’s curriculum reform initiatives, and the State Department of Education’s efforts to enact Curriculum Frameworks. In some cases, teachers are asked to follow state and district guidelines. In other cases, they are asked to ignore them. Some teachers consider the curriculum to be locked in; others believe it to be fluid. And, finally, the current teacher evaluation system is at best an add-on and has very little to do with the restructuring effort. These and other firmly held canons of “good district policy” must be challenged for restructuring to be effective.

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## Lesson 10: State Testing and Accountability Policies Still Loom Large

Teachers—even in the innovative and inspiring settings found in these case studies—still plan and teach with their attention firmly fixed on discrete learning skill objectives. Specified by the statewide accountability and incentive systems, these testing objectives focus on year-to-year schoolwide aggregated gain scores. While the status of “deregulation” liberates winning schools—such as our case study sites—from paperwork and provides honorific status, it does not necessarily emancipate them from the lockstep teaching and learning believed to be consistent with the current basic skills testing programs.

Teachers still teach to the skills assessed on the state’s high stakes spring testing program. These teachers must heed a reward structure that has generated considerable dollars (almost \$110,000 for Sands Elementary School over the last six years)—dollars that provide fuel for reform efforts.

One teacher at Fosters Middle School described the state testing program as “an ever-hanging cloud.” The energy of teachers is often directed away from their growing excitement about interdisciplinary units by their concern about skills objectives. Confusion and frustration abound. In science, curricular expectations differ markedly between the state’s two testing systems—one criterion-referenced and the other norm-referenced. The school’s emphasis on testing has led to the separation of reading and language arts instruction—further fragmenting and “overstuffing” the curriculum.

The basic skills tests used in the state’s school incentive program are not bad examinations—they are just badly used. The nation (and the states) have yet to design an appropriate large-scale student assessment system that reflects and sustains a thinking curriculum. Experts in assessment and school reform—such as Grant Wiggins, Linda Darling-Hammond, and George Madeus—have long argued that such a system (like the one proposed in the current debate over national testing) cannot be done—at least not given the dollars that we as a society have been willing to commit to public education. But, without reforming the testing and accountability system, these schools may have difficulty getting to the next level of curriculum reform (and restructuring).

What is most disconcerting is that if these schools—high-capacity ones filled with powerful teachers, forward thinking administrators, and an energetic and devoted support staff—are overly focused on the tests, then what of the numerous schools in South Carolina with less capacity? By *low-capacity schools*, we mean schools that have yet to develop

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a learning culture ready for change. A recent study of school reform in South Carolina (Ginsberg and Berry, 1990) revealed the devastating impact of standardized testing on teaching and teachers—with teachers claiming that they are compelled to teach to the test and in doing so are “being made into machine(s).” Without an appropriate learning culture, schools will be limited and constrained by the state’s testing and accountability system.

Large scale accountability systems should not rely on single instruments (no matter how authentic the instrument or test is). As Ted Sizer asserted in *Horace’s School*, there needs to be “a number of competing instruments, ones that can lessen the likelihood of a monopolistic assessment bureaucracy erecting an unstormable bastion for itself.” Instead, Sizer proposes, there might be educational audits of opportunities for students to learn, samples of students’ work, and annual reports to the community. While the form used by schools may be the same across an educational system, the substance may be as different as there are numbers of schools. As Sizer so eloquently notes, “We must learn to value variety and see it as the basis for a richer rather than a thinner standard.”

Linda Darling-Hammond and Carol Ascher have called for an accountability system that reveals “how much individual students are learning and how well schools are serving them.” This means student outcomes must not be divorced from school context. According to Jeannie Oakes, accountability systems that account for school context include indicators that tell us to what extent students have *access to knowledge* (e.g., teacher qualifications, course offerings, grouping practices, etc.) and a *press for achievement* (academic expectations, quality and type of homework, requirements, etc.). The indicators also tell us something about *teaching conditions* (salaries, work load, collegial work, etc.).

Our case studies—and the examination of the content, process, and initial outcomes of restructuring—provide considerable support for the accountability framework developed by Darling-Hammond and Ascher (1990) and Oakes (1989). From the cases, we can identify not only highly aggregated test scores but several other indicators that deserve to be a part of this new accountability system:

- The number of families living out of the school attendance zone who have requested that their children attend the school.
- Continuing affirmation from external sources (e.g., Palmetto’s Finest, *Redbook’s* America’s Best Schools Project, etc.).

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***A new school accountability system might include measurements of the level of consensus among parents, administrators, teachers, and students on the mission of the school.***

***A new school accountability system might include measurements of the opportunities for teachers to develop their own professional development experiences.***

- Positive feedback from other schools, including the high number of visitations and the selection of the school as a training site.
- Positive feedback from parents and students.
- PTA attendance and fundraising.
- Significant recognition of faculty members (e.g., one teacher being named as the only elementary school teacher in the nation to sit on a national curriculum and assessment committee in science).
- High level of consensus among parents, administrators, teachers, and students on the mission of the school.
- Increasing numbers of students who make significant advancement; e.g., the number who enter the school as "not ready," and end up in the school's gifted and talented program, and the number who score in 10th percentile on a national norm-referenced test one year and in the 40th percentile the next year.
- Growing opportunities for all students to be exposed to a rich curriculum similar to the one developed for gifted and talented students.
- Increasing opportunities for students to work collaboratively on engaging tasks, blurring the lines of distinction between the curricular and the extracurricular.
- A student council (even at the elementary level) that makes significant decisions and makes a clear difference in the school.
- Increasing uses of test data and research literature to make decisions.
- Decreasing reliance on textbooks to make curricular decisions.
- Decreasing amount of instructional time spent on reviewing skills.
- Increasing opportunities for teachers to develop their own professional development experiences.
- Increasing requests for the school's teachers to provide professional development experiences for other teachers across the district and state.
- Increasing opportunities for teachers to collaboratively plan, observe each other teach, critique performance, and reflect on best practice.

Evolving conceptions of teacher professionalism on the part of teachers and administrators alike.

These are some of the indicators that help capture the progress to date at the case study sites. Similar indicators may serve as important starting points for a new accountability framework for South Carolina schools and teachers.

**Lesson 10: Restructuring is not "Throwing the Baby Out With the Bathwater"— but it is "Restructuring . . . ing . . . ing . . . ing"**

The process of restructuring a school is very much like the process of human learning. As David Cohen has suggested, teachers (like anyone else) "cannot simply cast off old ideas and practices like a shabby coat, and slip on something new...the past is their path to the future." Some sort of mixed practice appears to be healthy for school change (and an indicator of emerging teacher professionalism). No single outside agent, however powerful, can say to a group of teacher professionals that one approach (e.g., whole language) is best.

Instead, teacher professionals must work together to decide what is best from the "old" and "new" curricula for their particular students. This amalgamation will produce some confusion and ambiguity—more reason for practitioners to have additional time to reflect on what they do and how they do it. Restructuring must be a more organic process—with each component of change cultivated by those who *do* the reform.

Restructuring is not handed down and replicated from site to site. Restructuring is a continuous work in progress. "Moving" schools accept—even embrace—the reality that restructuring is on-going. These schools move rapidly forward in part because teachers and administrators "do *not* believe they have arrived."

In "moving" schools like Sands Elementary, one never hears practitioners use the word "restructured." It just is not in their lexicon. These practitioners recognize collectively that they must keep changing so their children will succeed as viable, independent learners who can make a future for themselves.

***Restructuring is not handed down and replicated from site to site. Restructuring is a continuous work in progress . . . . Schools move rapidly forward in part because teachers and administrators "do not believe they have arrived."***

## HOW WE DID THIS STUDY

In conducting the three case studies (an elementary, middle, and high school), an outline of questions to be pursued was developed on the basis of previous work on school change, as well as research protocols developed by the National Center for Restructuring Education, Schools and Teaching and the Education Commission of the States.

The focus of the case studies was on the content, process, and initial outcomes of restructuring. Site visits to each of the three schools (and districts) were conducted by two researchers. Interviews were conducted with district administrators (including the superintendent), the principal (more than once), other site administrators, approximately one-fourth of the teachers (both those "more involved" and "less involved" in change), small groups of students, and parent leaders (School Improvement Council, PTA, etc.).

During the course of the site visits (5-7 days for each school), documents were collected (e.g., mission statements, grant applications, and student work products) and observations were recorded regarding the learning culture of the school. In addition, a schoolwide survey of teacher working conditions, administered by the Center for School Leadership in 1991 and 1992, was analyzed for each of the three schools.

Data were sorted and categorized in order to uncover patterns and themes that reveal—in a snapshot—an accurate characterization of change at a particular point in time (Spring 1992). Two researchers were involved in data collection and analysis, which allowed for checks for bias and independent development of competing explanations. While there was no overt attempt to compare the impact of restructuring in the three schools, analytical procedures included the cross-case comparisons necessary for generating broader understandings. All cases were reviewed by each school's faculty.

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V.  
Resources for Change

Schools that are serious about change need to develop a professional library where teachers and administrators can look for data, ideas, confirmations, alternatives—and for the hard-won truths of educators in other schools, districts, and states who are making the same journey.

Even schools with little money to invest can assemble a useful basic school change or 'restructuring' library. When making inquiries about purchasing books, subscribing to periodicals, or joining associations, be sure to indicate that your school is involved in rethinking its mission and is seeking useful professional material to help in that effort. If you are short of funds, don't be shy about saying so. Many groups and organizations will consider giving restructuring schools discounts or free materials.

The following list is far from comprehensive, but each entry is worth your time and money. The list includes both national and South Carolina-oriented material.

#### GENERAL EDUCATION PERIODICALS

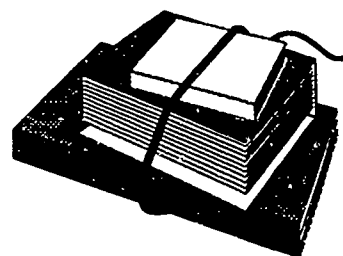
*Education Week* — The most comprehensive, best-reported education weekly newspaper in the United States. If you read *Education Week* every week, you would join an elite group of the best informed educators in the profession. Unfortunately, few of us have time to read it all. But it's indexed every six months—peruse *Education Week* for a few minutes each week and keep back issues on hand for later research.

*Education Week*: \$60 a year (40 issues), Editorial Projects in Education, Suite 250, 4301 Connecticut Avenue, N.W., Washington, DC 20008. (202) 364-4114.

*Teacher Magazine* — Published by Editorial Projects in Education, the same non-profit group that produces *Education Week*, *Teacher* magazine is equally outstanding. The monthly publication, printed in a tabloid style, summarizes the trends first identified in *Education Week* and features "big stories" on topics of interest to teachers. A "must read" issue: May/June 1992 with its special 25-page "Teacher's Guide to School Reform."

*Teacher Magazine*: \$18 annual subscription (9 issues), Editorial Projects in Education, Suite 250, 4301 Connecticut Avenue, N.W., Washington, DC 20008. (202) 364-4114. Back issues \$3.50.

## BUILDING A SCHOOL CHANGE LIBRARY FOR YOUR SCHOOL





**Daily Report Card: The National Update on America's Education Goals** — This daily summary of news and developments related to the six national education goals is a good quick read that keeps subscribers on top of education developments. Stories are limited to 2-3 paragraphs and frequently include addresses and phone numbers for more information. Published with foundation support, the *Daily Report Card* is available free on-line. Arrangements can also be made to receive DRC through the mail.

*Daily Report Card*: free by modem/mail, American Political Network, 282 N. Washington Street, Falls Church, VA 22046. (703) 237-5130. Call for bulletin board password. Modem (703) 237-5148.

**KAPPAN**—Phi Delta KAPPAN has the largest circulation of any education magazine in the country and provides a mix of policy/issue-oriented articles and more scholarly research material. And great cartoons. A must for any school interested in professional practice.

*Phi Delta KAPPAN*: \$30 annual subscription (10 issues), Phi Delta Kappa, P.O. Box 789, Bloomington, In 47402. Back issues \$3.50.

**Educational Leadership** — Published monthly by the Association for Supervision and Curriculum Development, *Educational Leadership* features a theme in every issue, with many articles written by practitioners. A recent theme issue, "Transforming Leadership," included articles by classroom teachers on how to make restructuring happen and how to establish self-governance in a elementary school, as well as profiles of three principals who have helped transform their schools. The September 1992 theme: "Building a Community for Learning."

*Educational Leadership*: A comprehensive ASCD membership (\$73) includes 10 issues of the magazine, plus subscriptions to *Update & Curriculum Update* newsletters, the ASCD Yearbook, and four new books. Annual subscription only (10 issues), \$32. ASCD, 1250 N. Pitt Street, Alexandria, VA 22314-1403. (703) 549-9110.

**R&D Preview** — Subtitled "A Preview of the Best Emerging Educational R&D Outcomes," this publication of the Council for Educational Development and Research lives up to its claim. Each monthly issue includes a pair of two-page summaries of important new education research, plus twelve one-column reviews of important new school reform literature—including how to purchase. The Council serves as a clearinghouse for the federally funded regional educational laboratories. Write and ask to be put on the mailing list.

**R&D Preview:** No charge. Council for Educational Development and Research, Suite 601, 2000 L Street, N.W., Washington, DC 20036. (202) 233-1593.

**QUEST** — *Quest: South Carolina's Education Newspaper* is prepared by the staff of the State Department of Education and printed by Multimedia Publishing in Greenville. *Quest*, which is published monthly during the school year and distributed free to schools, includes the latest developments at the state level, plus news of school change efforts in local districts. QUEST editors work with an advisory board of educators to plan the newspaper's content.

**QUEST:** Free school distribution; \$10 a year for mail subscription. Quest Subscription, P. O. Box 1688, Greenville, SC 29602. Inquiries should be directed to State Department of Education Information Office. (803) 734-8500.

### BASIC DATA

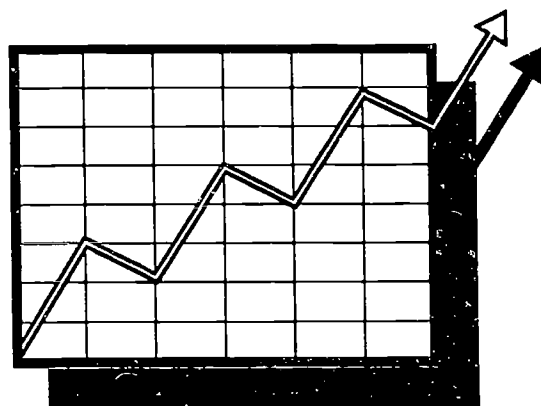
*Any school or group of professional educators with an interest in grant-writing or long-range planning needs an educational data base. These references represent a very good library of basic data.*

**Rankings (series)** — An essential book of facts and statistics published each year by the South Carolina Department of Education. It includes everything from 10-year trends in racial enrollment by district, to rankings of district spending for instruction, administration, etc. District profiles based on the data are also available.

1992 *Rankings* (1991 data): \$7.00 from Education Information Services, State Department of Education, 1205 Rutledge Building, Columbia 29201. (803) 734-8261. For \$10 prepaid, the data can be obtained in DOS ASCII on 5.25" or 3.5" disks. Also available in public libraries.

**Trends** — While *Rankings* concentrates on comparisons among school districts, *Trends* presents state summary information and district data that isn't easily put in rank order. Good charts on the state education budget; information about the characteristics of the teaching force by race, gender, etc.; a listing of school districts with superintendents, and a school district map. Also: number of children on free and reduced lunch (by district); dropout data; comparative district sizes; test scores; high school graduates who enter college, workforce (by district) and much more.

**Trends:** To inquire about the cost of the latest edition of *Trends*, contact the Education Information Services, State Department of Education, 1205 Rutledge Building, Columbia 29201.



***The Condition of Education (series)*** — This U.S. Department of Education publication is published annually and includes national trend data on a wide variety of topics, from student performance on the National Assessment of Educational Progress to teacher perceptions of disruptive student behavior. Some trend data covers 40 years, but current data usually runs a year or two behind. A few state-by-state tables on spending, graduation requirements, etc.

*The Condition of Education:* To find out the current price and how to order, call the public information division of the Office of Educational Research and Improvement, 1-800-424-1616.

***Youth Indicators: Trends in the Well-Being of American Youth (series)*** — Also published by the U.S. Department of Education, *Youth Indicators* is a rich source of information about young people in America, including the demographics of the family, youth employment and finances, health, behavior, and attitudes. Among the most interesting tables: high school seniors' activities, volunteer work, arrests, pregnancy, abortion & births, attitudes compared with parents' views, and values.

*Youth Indicators:* To find out the current price and how to order, call the public information division of the Office of Educational Research and Improvement, 1-800-424-1616.

***Educational Benchmarks (series)*** — The Southern Regional Education Board began publishing this biennial series in 1990 to measure progress toward regional goals in K-12 and higher education. The report includes tables with comparative data about the 15 states in the SREB region. The report also discusses each of 12 regional education goals and describes how incomplete data collection at the state level can hamper measurements of progress.

*Educational Benchmarks:* Single copies \$10 from SREB, 592 Tenth Street, N.W., Atlanta, GA 30318. Call 404-875-9211 for a complete SREB publications list.

***Rankings of the States (series)*** — One of the most widely used reference books in education, *Rankings of the States* is published each fall by the National Education Association. It contains estimated and final data in charts that rank the states and DC on a 1-51 scale. The book contains more than 100 tables covering population, enrollment, faculty, general financial resources, governmental revenue, school revenue, government expenditures, and school expenditures.

*Rankings of the States:* Order from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516; call 800-229-4200 for pricing.

**Status of the American Public School Teacher (series)** — An excellent source of in-depth information about teachers in America, including professional preparation, teaching experience, staffing patterns, teaching assignments (pupils, hours), instructional resources, professional development, attitudes toward profession, economic status, personal life, and community and civic life.

*Status of the American Public School Teacher:* Order from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516; call 800-229-4200 for pricing.

**State Education Indicators (series)** — Published annually by the Council of Chief State School Officers. The report's 24 tables include state-by-state data in areas that often are not covered by other reports, including poverty and minority student populations; students at-risk; private school enrollment; alternative teacher certification; teacher education requirements; and state accountability systems.

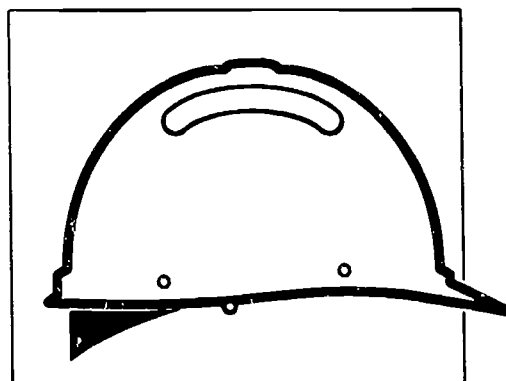
*State Education Indicators:* To obtain a copy, call 202-408-5505 or write for more information to CCSSO, One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431.

### RESTRUCTURING: THE BIG PICTURE

*In the last few years, many books about school restructuring have been published. Here are a few of the most useful and insightful. Most are available through full-service bookstores; a few must be ordered directly.*

**Comprehensive School Improvement (1992)** — published by the Southeastern Vision for Education (SERVE). 95 pp., no charge to schools. SERVE Florida, 345 S. Magnolia Drive, Suite D-23, Tallahassee, FL 32301-2950. (904) 922-2300.

This useful manual about school change was originally developed for use in the Florida schools and extensively revised for distribution throughout the Southeast and the nation. The book offers ideas on how to begin and sustain the process of school improvement from establishing clear goals, high expectations, and a focused program of instruction through order and discipline, parent/community involvement, and careful and continuous evaluation. Section II presents a step-by-step procedure to initiate and implement a school improvement plan. While *Comprehensive School Improvement* does not offer the last word on every phase of restructuring, it's a good starting place.



***Kindle the Spark: An Action Guide for Schools Committed to the Success of Every Child* (1992)**—by Leslie F. Hergert, Janet M. Phlegar and Mala E. Pérez-Sellés. 125 pages, \$15 plus \$2 shipping. The Regional Laboratory for Educational Improvement of the Northeast and Islands., 300 Brickstone Square, Suite 900, Andover, MA 01810.

Based on three years of working with schools to better serve students at risk, the guide covers all stages of change: getting started, exploring options, preparing for change, making change, and continuing to change.

For each stage of change, *Kindle the Spark* discusses key tasks for schools, many centered around four change components: classroom practice, policies and structures, student support strategies, and family and community involvement. Each stage is illustrated with examples of activities or program teachers can use.

***Transforming America's Schools: An Administrators' Call to Action* (1992)**—by John A. Murphy and Jeffry Schiller. 320 pp., \$24.95 from Open Court Publishing Company, 315 Fifth Street, Peru, Illinois 61354, (800) 892-6831. ISBN 0-8126-9203-9.

*Transforming America's Schools* is a practical manual describing "how to turn underperforming, inadequate schools into first-class centers of learning." John Murphy became superintendent of the Charlotte-Mecklenburg Schools in 1991; Jeffry Schiller is his assistant superintendent for planning and research. Murphy gained attention in the school reform movement during seven years as a highly innovative superintendent in Prince George's County, Maryland. Murphy and Schiller helped develop plans for "The Modern Red Schoolhouse," one of eleven designs selected by the New American Schools Development Corporation for development.

This book is full of practical, how-to information that will help administrators, principals, and teachers think through issues as diverse as "facing up to high standards for all" and "modular and modified block scheduling." Chapters include: "Changing Roles in the Transformational Process," "Setting the Stage with Effective Policies and Practices," "Pieces of the Puzzle: The Elements of School Improvement," "Transforming the Content and Delivery of Curriculum," "Tools for Diagnosis, Prescription, and Accountability," and "Rewarding Excellence: Evaluating Staff and Recognizing Exemplary Performance."

***Horace's School: Redesigning the American High School* (1992)** — by Theodore R.Sizer. 238 pp., \$19.95 from Houghton-Mifflin Company, 215 Park Avenue South, New York, New York 10003. ISBN 0-395-57230-4.

*Horace's School* is the sequel to Ted Sizer's education reform classic *Horace's Compromise*, which described the educational "double bind" that Horace Smith, a veteran English teacher at Franklin High School, found himself in. By exploring the daily life of the fictitious Horace, Sizer revealed the conflicting goals and messages typical in America's high schools that present roadblocks to excellence. In this 1992 sequel, Horace has become chair of the Committee on Redesign at Franklin, an inner suburban high school of 1350 students. Drawing on his experiences as director of the nation's largest school reform network, the Coalition of Essential Schools, Sizer describes the struggles of a typical high school faculty as they explore the possibilities of improvement through redesign.

High schools interested in reform will find this an excellent book to read and analyze together in a "book club" format. The book includes ideas for several student "exhibitions" that would require students to demonstrate mastery of several subjects—and would require faculty to think hard about the best way to prepare students to be successful.

***Schools for the Twenty-First Century* (1990)** — by Philip C. Schlechty. 164 pp., about \$20 from Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104. ISBN 1-55542-208-X.

Phil Schlechty has served as a change agent and gadfly in a number of settings, most recently in Louisville, KY, where he established a professional development school for teachers, and as president of the Center for Leadership in School Reform. He is a popular speaker on the subject of school reform and *Schools for the Twenty-First Century* presents Schlechty's "adaptable framework" for helping education leaders (among whom he numbers superintendents, teachers, principals, school board members, legislators, community leaders, etc.) identify where change is needed in order to make schools more useful and responsive.

Schlechty is an advocate of teacher leadership; at the same time, he argues that without a strong superintendent, school districts cannot achieve the momentum needed to improve. (Strong leaders are not authoritarian, he says—weak leaders are.) As Schlechty notes, the book does not present a recipe for school improvement; "rather it is designed to provide... some ideas and 'ingredients' that may be useful in inventing recipes to satisfy local tastes."



#### **OTHER BOOKS OF PARTICULAR INTEREST:**

*Building a Professional Culture in Schools* (1988) — edited by Ann Lieberman, 252 pp., about \$15 from Teachers College Press, Columbia University, New York, NY 10027. ISBN 0-8077-2900-0. The Teachers College Press is a leading publisher of school reform literature; write and ask for a catalog.

Thoughtful essays about transforming the school culture from one where teachers see themselves primarily as production workers to one where they function as professionals.

*Trouble in Paradise: Teacher Conflicts in Shared Decision Making* (1990) — by Carol H. Weiss, Joseph Cambone, and Alexander Wyeth. 26 pp., \$4 from The National Center for Educational Leadership, Harvard Graduate School of Education, 444 Gutman Library, 6 Appian Way, Cambridge, MA 02138. Make checks payable to Harvard University.

Participatory decision-making permanently changes a school's culture and divisions can arise between activists and non-activists, especially if the activists are younger teachers who have not been part of the school's informal leadership structure. The researchers' insights can help schools work through such problems.

*Restructuring America's Schools* (1989) — by Anne Lewis, 248 pp., about \$10 from the American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9900. (703) 528-0700 for prices and catalog.

Written in a very readable style by one of America's best education writers. Frank discussion of the politics and other tensions that affect school reform efforts. A chapter entitled "The Voices of Teachers" examines teacher perspectives on school reform.

*Gaining Ground: The Highs and Lows of Urban Middle School Reform 1989-1991* (1991) — by Anne Lewis, 125 pp., free from the Edna McConnell Clark Foundation, 250 Park Avenue, New York, NY 10017. (212) 986-7050.

Another readable book by Anne Lewis on the lessons learned by five school districts (Baltimore, Louisville, Milwaukee, Oakland, San Diego) working to reform their middle schools. Admirably frank in its analysis of why things don't always work. Includes good resource appendix for middle schools.

***The Copernican Plan: Restructuring the American High School* (1989)** — by Joseph M. Carroll, 104 pp., about \$10 from The Regional Laboratory for Educational Improvement of the Northeast and Islands., 300 Brickstone Square, Suite 900, Andover, MA 01810. (508) 470-0098 for prices and catalog.

A provocative plan by a Massachusetts superintendent who describes a method to decrease average class size, increase course offerings, reduce the total student load for teachers by 60-80 percent; provide students with regularly scheduled seminars dealing with complex issues; increase student mastery—all at little extra cost.

### NETWORKING

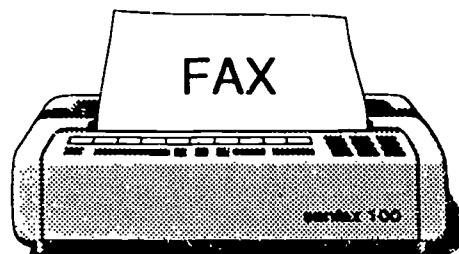
***A Resource Guide to Innovative Practices*** — The first publication of the South Carolina Department of Education's "Network for Systematic Change," this guide is aimed at "gathering and disseminating information on innovative educational and organizational practices." Over time, information in the book will be expanded and refined into a "data bank of best practice."

The first edition includes schools currently involved in innovative practices, as identified by Department of Education staff, as well as a description of statewide reform initiatives and the schools involved.

***A Resource Guide to Innovative Practices:*** To obtain a copy of the latest edition of this publication, contact the Office of Technical Assistance, State Department of Education, 808 Rutledge Building, 1429 Senate Street, Columbia, SC 29201. (803) 734-8355.

***Directory of South Carolina Schools (annual)*** — One of the best reference books for educators and schools who want to plug into the state education network. Lists (with phone numbers) all schools and districts, principals and administrators, all state department of education staff by office, with titles and phone numbers. Also lists all schools in the state alphabetically, cross-indexed to districts. In the back of the book is a valuable directory of "Education-Related Institutions and Organizations" that will get you in touch with associations, centers, councils, and other special interest groups.

***South Carolina School Directory:*** The 1992-93 edition is \$8.00 from the Educational Data Center, 1208 Rutledge Building, 1429 Senate St., Columbia 29201. Also available on disk in DOS ASCII format for about \$30. Call (803) 734-8261.





## NATIONAL CENTER FOR RESTRUCTURING

The Center on Organization and Restructuring of Schools is a federally funded education center specializing in research and support for restructuring schools. The Center is studying issues of authentic achievement, equity, teacher empowerment, reflective dialogue, and accountability. Schools interested in restructuring issues can receive the Center's regular report series *Issues in restructuring schools* and obtain a copy of the 1992 *Bibliography on School Restructuring*.

The Center is also seeking public schools that are carrying out "comprehensive restructuring" that would be willing to join the Center's group of research sites. To qualify as a research site, schools must substantially meet a two-page list of school restructuring criteria developed by the Center. To obtain the criteria, a nomination form, or to request to be added to the Center's mailing list, call or write the Center on Organization and Restructuring of Schools, 1025 W. Johnson Street, Room 659, University of Wisconsin, Madison, WI 53706. (608) 263-7575.

*'When schools work on restructuring, they tend to make changes in four general areas: student experiences, the professional lives of teachers, school governance, and collaboration between schools and community. Our survey. . . indicates that few can boast comprehensive restructuring across all four themes.'*

From *Brief to Policymakers*, "Estimating the Extent of School Restructuring," Center on Organization and Restructuring of Schools, Fall 1992.

## The Center for School Leadership's Selected Bibliography on Restructuring

If you have trouble locating the articles listed here, contact the Center.

*Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference.* Barth, Roland, S. San Francisco: Jossey-Bass, 1990.

"School Restructuring for Improved Learning by All Students, Particularly Those At Risk of School Failure" in *Concerns* (XXIX). Council of Chief State School Officers Resource Center on Educational Equity, Jan. 1990.

*Politics, Markets & America's Schools.* John Chubb and Terry Moe. Washington: Brookings, 1990.

*State Actions to Restructure Schools: First Steps.* Jane David. Washington, DC: National Governors' Association, 1990.

*Leadership is an Art.* Max DePree. New York: Dell, 1989.

*Learning to Lead: Dynamics of the High School Principalship.* Gordon Donaldson. New York: Greenwood Press, 1991.

"Restructuring the Educational System," by Patricia Cloud Duttweiler, in *Insights* (13) Austin, Texas: Southwest Educational Development Laboratory, 1989.

*Educational Leadership*, April 1990: whole issue.

"The Key to Improving Schools," by William Glasser in *Phi Delta Kappan*, May 1987, 656-662.

*The Ecology of School Renewal.* John Goodlad, ed. Chicago: University of Chicago Press, 1987.

"Restructuring the Faculty Meeting," by Barbara Gottesman and James O. Jennings, *Palmetto Administrator*, Spring 1990, 10-13.

*School Restructuring: A Practitioner's Guide.* John F. Hansen and Elaine Liftin. Swampscott: Watersun, 1991.

"A Beginning Look at the What and How of Restructuring," by Glen Harvey and David P. Crandall, Augusta: Maine State Department of Education, 1988.

"Today's Curriculum-How Appropriate Will It Be in Year 2000?" by Harold Hodgkinson, *NASSP Bulletin*, 1987, 71(498), 2-7.

*Winning the Brain Race: A Bold Plan to Make our Schools Competitive.* David T. Kearns and Denis P. Doyle. San Francisco: ICS Press, 1988.

*Developing Leaders for Restructuring Schools.* Rich McDonald and Charles Mojowski. Washington: US Department of Education, 1991.

*Schools for the 21st Century: Leadership Imperatives for Educational Reform.* Phillip C. Schlechty. San Francisco: Jossey-Bass, 1990. (See description in "Building a Professional Library")

*The Fifth Discipline: Mastering the Five Practices of a Learning Organization.* Peter M. Senge. New York: Doubleday, 1990.

*Value-Added Leadership: How to Get Extraordinary Performance in Schools.* T. J. Sergiovanni. New York: Harcourt Brace Jovanovich, 1990.

*Horace's Compromise: the Dilemma of the American High School.* TheodoreSizer. Boston: Houghton-Mifflin, 1984. (See description of *Horace's School* in "Building a Professional Library")

"Why Restructuring Alone Won't Improve Teaching," by Richard Elmore, *Educational Leadership*, April 1992.

The federal government supports 10 regional education laboratories in the United States. Each laboratory offers technical assistance to states and schools within its region and supports research that will promote school improvement.

## SERVE

South Carolina is supported by SERVE, the Southeastern Regional Vision for Education, with headquarters in Greensboro, NC, toll free 800-755-3277. SERVE also assists schools in Alabama, Florida, Georgia, Mississippi, and North Carolina.

SERVE offers several important services:

**Research**—SERVE will research issues of interest to teachers and schools involved in restructuring. The research can include an annotated bibliography, the full text of a relevant journal article, the full text or microfiche of an ERIC document, and a list of resource persons with topical expertise. Allow about two weeks for turn-around. To take advantage of this free service, contact SERVE's Florida office: 345 South Magnolia, Suite D-23, Tallahassee, FL 32301-2950. (904) 487-6245. Toll free 800-352-3747. Fax: 904-488-6319.

**On-Line Services**—Schools with modems can join SERVE's electronic bulletin board and take advantage of special interest discussion groups, bibliographical resources, etc. The annual subscription fee is \$25 for individuals and schools. For more information, contact SERVE's Georgia office at 41 Marietta Street, NW, Suite 1000, Atlanta, GA 30303. (404) 659-3204 or try the toll-free number 800-352-3747.

**Preschool-to-School Transition Program**—SERVE is developing a network of preschools and elementary schools to provide technical assistance and improve linkages between preschool and elementary educators. For more information, contact Nancy Livesay, program director, 345 South Magnolia, Suite D-23, Tallahassee, FL 32301-2950. (904) 922-2300.

**SERVE Publications**—SERVE publishes *Hot Topics* books and bulletins designed to promote school change and improvement. For example: *Sharing Success in the Southeast: Math, Science, and Computer Education* describes dozens of

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successful programs in the region identified as either "programs of excellence," "quality programs," or "promising programs and practices."

SERVE also acts as the Southeastern clearinghouse for all publications produced by regional laboratories. For a complete list of available publications, contact SERVE's Florida office at the address and phone above.

Recent and upcoming SERVE *Hot Topics* publications include:

- *Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom*
- *Comprehensive School Improvement*
- *Increasing Parent and Community Involvement in Early Childhood Education*
- *Learning By Serving: Service Learning and Other School-Based Community Service Programs*
- *Outcome-Based Education*
- *Preventing Student Drug Use and Violence*
- *Problem-Centered Learning in Mathematics and Science*
- *Schools for the 21st Century: New Roles for Teachers & Principals*
- *Using Technology to Restructure Teaching and Learning*

#### Other Regional Laboratories

Each of these regional labs produces research and "how-to" information of particular interest to schools involved in the process of change. If you would like to establish contact with any of these labs, send a postcard to get a publications catalog and asked to be placed on the permanent mailing list.

- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 900, Andover, MA 01810
- Research for Better Schools, 444 N. Third St., Philadelphia, PA 19123
- Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325
- Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701

- Mid-Continent Regional Educational Laboratory, 2550 S. Parker Rd., Suite 500, Aurora, CO 80014
- North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521
- Northwest Regional Educational Laboratory, 101 SW. Main St., Suite 500, Portland, OR 97204
- Far West Laboratory for Educational Research and Development, 730 Harrison St., San Francisco, CA 94107

# HELP FROM THE U. S. DEPARTMENT OF EDUCATION

## How to Get General Information and Assistance

The U.S. Department of Education's Office for Educational Research and Improvement is the best source of information about school improvement within the DOE. To find out who you need to talk to about specific topics, contact the OERI information office at 1-800-424-1616 or (202) 219-1513.

## National Research Topics

The Office of Educational Research and Improvement supports school reform research projects on 12 different topics. Here are the topics, the research contractors, at the name and phone number of an OERI contact who can tell you more about the research:

### School-to-work transition

Academy for Educational Development  
Washington, DC  
OERI contact: Nevzer Stacey, (202) 219-2243

### Students at risk

American Institutes for Research  
Palo Alto, CA  
OERI contact: Harold Himmelfarb, (202) 219-2031

### Early childhood education

National Association of State Boards of Education  
Alexandria, VA  
OERI contact: Bob Thomas, (202) 219-1925

### Professionalism of teachers and other school personnel

The NETWORK, Inc.  
Andover, MA  
OERI contact: Joyce Murphy, (202) 219-2207

### Student assessment

Pelavin Associates, Inc.  
Washington, DC  
OERI contact: Dave Sweet, (202) 219-1748

### Uses of time

Policy Studies Associates, Inc.  
Washington, DC  
OERI contact: Ron Anson, (202) 219-2214

Parent and community involvement  
RMC Research Corporation  
Denver, CO  
OERI contact: Ollie Moles, (202) 219-2211

Systemic reform  
Rutgers University  
New Brunswick, NJ  
OERI contact: Jim Fox, (202) 219-2234

Technology in education  
SRI International  
Menlo Park, CA  
OERI contact: Ram Singh, (202) 219-2025

Student diversity  
University of California  
Santa Cruz, CA  
OERI contact: Rene Gonzalez, (202) 219-2220

Curriculum reform  
University of Colorado  
Boulder, CO  
OERI contact: Judy Segal, (202) 219-2040

School-based management  
University of Southern California  
Los Angeles, CA  
OERI contact: Sue Klein, (202) 219-2038

### Using ERIC

ERIC is the Educational Resources Information Center, a nationwide information service designed to make education literature readily accessible. The ERIC database includes about 735,000 abstracts of documents and journal articles—as well as curriculum materials, papers, conference proceedings, etc.

You can use ERIC at about 3,000 locations around the world. Most university, state, and large city or county libraries offer access to ERIC through microfiche, CD-ROM, and/or on-line services. If you find abstracts of interest, you can order the complete text of most documents on microfiche or paper from the ERIC Document Reproduction Service.

Teachers and schools can also submit materials to ERIC for inclusion in the database by sending them to the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305.

# ERIC!

For more information about how to use ERIC, call ACCESS ERIC at 1-800-873-3742. To get a free subscription to the very useful tri-annual ERIC Review, write ACCESS ERIC at 1600 Research Boulevard, Rockville, MD 20850 or call the number above and asked to receive this 30+ page magazine.

### **ERIC Clearinghouses**

The ERIC system includes 16 subject-specific clearinghouses. Educators who are researching specific topics can write directly to one of these clearinghouses and receive a list of abstracts tailored to their research needs. The clearinghouses include:

#### **ERIC Clearinghouse on Adult, Career, and Vocational Education**

Ohio State University  
National Center for Research in Vocational Education  
1960 Kenny Road  
Columbus, OH 43210  
(614) 486-3655  
(800) 848-4815

#### **ERIC Clearinghouse on Counseling and Personnel Services**

University of Michigan  
School of Education, Room 2108  
610 East University Street  
Ann Arbor, MI 48109  
(313) 764-9492

#### **ERIC Clearinghouse on Educational Management**

University of Oregon  
1787 Agate Street  
Eugene, OR 97403-5207  
(503) 346-5043

#### **ERIC Clearinghouse on Elementary and Early Childhood Education**

University of Illinois  
College of Education  
805 West Pennsylvania Avenue  
Urbana, IL 61801-4897  
(217) 333-1386



**ERIC Clearinghouse on Handicapped and Gifted Children**

Council for Exceptional Children  
1920 Association Drive  
Reston, VA 22091  
(703) 620-3660

**ERIC Clearinghouse on Higher Education**

George Washington University  
One Dupont Circle, N.W.  
Suite 630  
Washington, DC 20036  
(202) 296-2597

**ERIC Clearinghouse on Information Resources**

Syracuse University  
School of Education  
Huntington Hall, Room 030  
150 Marshall Street  
Syracuse, NY 13244  
(315) 443-3640

**ERIC Clearinghouse for Junior Colleges**

University of California at Los Angeles  
Mathematical Sciences Building  
Room 8118  
405 Hilgard Avenue  
Los Angeles, CA 90024  
(213) 825-3931

**ERIC Clearinghouse on Languages and Linguistics**

Center for Applied Linguistics  
1118 22nd Street, N.W.  
Washington, DC 20037  
(202) 429-9551

**ERIC Clearinghouse on Reading and Communication Skills**

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Smith Research Center, Suite 150  
Bloomington, IN 47408-2698  
(812) 855-5847

**ERIC Clearinghouse on Rural Education and Small Schools**

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1031 Quarrier Street  
P. O. Box 1348  
Charleston, WV 25325  
(800) 624-9120 (Outside WV)  
(800) 344-6646 (In WV)

**ERIC Clearinghouse for Science, Mathematics, and Environmental Education**

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1200 Chambers Road  
Room 310  
Columbus, OH 43212  
(614) 292-6717

**ERIC Clearinghouse for Social Studies/Social Science Education**

Indiana University  
Social Studies Development Center  
2805 East 10th Street  
Bloomington, In 47405  
(812) 855-3838

**ERIC Clearinghouse on Teacher Education**

American Association of Colleges for Teacher Education  
One Dupont Circle, N.W.  
Suite 610  
Washington, DC 20036  
(202) 293-2450

**ERIC Clearinghouse on Tests, Measurement, and Evaluation**

American Institutes for Research (AIR)  
Washington Research Center  
1055 Thomas Jefferson St., N.W.  
Washington, DC 20007  
(202) 342-5060

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Columbia University  
Institute for Urban and Minority Education  
Main Hall, Room 300, Box 40  
525 W. 120th Street  
New York, NY 10027  
(212) 678-3433

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APPENDIX

Associate Schools  
1990-1992

&

Partner Schools  
1992-93

Each school in the Center for School Leadership's Associate Schools network has prepared a brief summary statement of its activities, plans, dreams, etc. (Each school was also surveyed in mid-1992 and asked to describe its curriculum reform initiatives. The results of these inquiries are included in Section III for those schools that responded.)

Not all schools provided the same level of information. For more details about the change work of these schools, please contact the Center or the schools directly.

**Aiken High (9-12)**

(Aiken)Principal:  
211 Rutland Drive  
Aiken, S. C. 29801  
641-2500

Bill Gassman  
Contact: Annie L. Hawkins  
IHE Partner: USC-Columbia

*Business Partners:* Domino's Pizza, All-State Insurance, Hardee's, Eejay's, Flowers Paint and Body Shop, The Letter Shop, Bi-Lo, Mr. Gatti's Pizza, No. 10 Downing Street, Aiken Department of Public Safety

Restructuring is giving Aiken High School a new face. Meeting homeroom only when a need surfaces directs more time toward instruction. Cooperative learning and the relating of subject matter to real-life interdisciplinary problems stimulates classroom enthusiasm. To promote greater flexibility with curriculum offerings, we are exploring the possibility of moving to a seven-period day. We are also looking at the possibility of flexible scheduling in which the length of periods will vary from day to day. Our focus on restructuring continues to propel Aiken High forward.

**Baker's Chapel Elementary (1-5)**

(Greenville)  
200 Old Piedmont Hwy.  
Greenville, S. C. 29611  
299-8320

Principal: Nancy Farnsworth  
Contact: Yvonne Waters  
IHE Partner: Lander U.

Development of a school governance model and re-vamping of curriculum are key elements in Baker's plan. They will help transform the learning system for students who must be prepared for 21st century. An integrated curriculum to eliminate fragmentation, inclusion of higher order thinking skills, hands-on science, performance based assessment, and expansion of the Extended Day School pilot program are part of their efforts.

## THE CENTER'S ASSOCIATE SCHOOLS

**Bells Elementary (K-5)**

(Colleton)  
Rt. 1, Box 610  
Ruffin, S. C. 29475  
866-2417

Principal: Cathy Bell  
Contact: Manda Jenkins  
IHE Partner: USC-Salk.

Whole language, cooperative learning, and flexible library scheduling are strands being addressed at Bells Elementary. The faculty is undergoing a self-study based on the following Total Quality Education (TQE) aspects: (1) internal customers, (2) continuous improvement, (3) empowerment of staff, and (4) decision making based on data. Authentic assessment is also being addressed through portfolio grading in science.

**Bethel-Hanberry Elementary (K-3)**

(Richland 2)  
P. O. Box 20  
Blythewood, S. C. 29016  
754-3419

Principal: Sam Fuller  
Contact: Virginia Lacey  
IHE Partner: USC

Bethel-Hanberry will restructure to combine two faculties with shared vision and changing roles for administrators and teachers. The focus is new curricula in parallel block scheduling to incorporate the arts with core curriculum.

**Brockington Elementary (K-4)**

(Florence)  
401 North Brockington  
Timmons ville, S.C. 29161  
346-4038

Principal: Isaiah Echols  
Contact: Barbara Fields  
IHE Partner: Francis Marion

Shared decision making among administrators, faculty, and coordinators will be used to develop a mission for improves instructional delivery. Systematic planning involving all teachers will be the focus of intensive staff development.

**Brookdale Middle (5-8)**

(Orangeburg 5)  
394 Brookdale Drive  
Orangeburg, S. C. 29115  
534-9652

Principal: Charlie Spell  
Contact: Hallie Campbell  
District: Myrtle McDaniel  
IHE Partner: South Carolina  
State University

Brookdale Middle School reorganized at the fifth grade level. Teaming and Interdisciplinary Units were developed. The reorganization was a big success and made a positive

difference. For 1992-93, we plan to restructure at the sixth grade level and develop teams throughout the school.

**Brushy Creek Elementary (K-5)**

(Greenville)

1344 Brushy Creek Road

Taylor, S. C. 29687

292-7705

Principal: Geraldine Martin

Contact: Lynn Nolan

IHE Partner: Furman U.

Dr. Jim Parish &

Dr. Doris Blazer

*Business Partner:* Fluor Daniel International

"Back to the Basics" has been superseded by a "Forward to the Future" transformation at Brushy Creek Elementary. Students and teachers will be actively involved in the development of curriculum and methods of instruction that more effectively address learning styles of students. The catalyst for change will be the development of a school governance model that has total involvement from all involved in the education process. Research of successful trends, visitations to other successful restructuring sites, and the development of a cooperative plan with Furman University will lead to the development of a vision and implementation plans.

**Cainhoy Elementary (K-6)**

(Berkeley)

HCR65 Box 238

Huger, S. C. 29450

336-3228

Principal: Eliz. Goldiner

Contact: Jeri Holmes

IHE Partner: South Carolina

State University

*Business Partner:* Amoco Chemical Company

We have visited other schools and teachers within our own building. We have shared ideas, taken risks with new teaching ideas and are learning to work in groups. We hope to begin our first year of a schoolwide Chapter One program.

**Camden Middle (6-8)**

(Kershaw)

1000 Chestnut Ferry Road

Camden, S. C. 29020

432-4124

Principal: Henry Baggett

Contact: Vickie Gadecki

IHE Partner: Coker College

Selected as a 12 Schools Project, Camden Middle School has placed emphasis on developing alternative methods of student performance assessment through the use of inter-

disciplinary thematic units. The entire faculty has trained in cooperative learning and has been involved in a variety of staff development opportunities. The daily schedule has been restructured to eliminate pull-out programs, to increase student participation in related arts and enrichment and to provide additional physical education time throughout the entire year.

**Cannons Elementary (K-6)**

(Spartanburg 3)  
1315 Old Converse Road  
Spartanburg, S. C. 29302  
579-8020

Principal: Donna Lipscomb  
Contact: Pamela Elliott  
IHE Partner: USC- Spartbrg  
Dr. Karen Robertson

The clock is ticking! The 21st century is near! Cannons Elementary is meeting the challenge of preparing students to be confident, self-assured and productive citizens. By continually providing a network of support services, the faculty is committed to school renewal by seeking alternative teaching techniques, examining the curriculum and fostering an environment of success. Strategies Enriching Esteem and Developing Success (SEEDS) is a total school-community project dedicated to preparing children for a life of learning.

**Carolina Elementary (K-6)**

(Darlington)  
719 W. Carolina Avenue  
Hartsville, S. C. 29550  
383-3112

Principal: Allen McCutchen  
Contact: Maria Prozzi  
IHE Partner: Coker College

The school's deregulated status will be used as the team employs shared decision making to prepare faculty for the change process. Site visits and carefully planned changes in instructional delivery will begin an outcomes-based math program.

**Cedar Grove Elementary (K-4)**

(Anderson 1)  
901 Highway 20  
Williamston, S. C. 29697  
847-7358

Principal: Brenda Ellison  
Contact: Becky Owens  
IHE Partner: Erskine College

They will concentrate efforts on a staff training component in cooperation with Milliken. A school governance component, a cooperative learning component, and a whole language component utilizing technology will also characterize the plan at Cedar Grove.

**Centerville Elementary**

(Anderson 5)  
1529 Whitehall Road  
Anderson, SC 29621  
260-5100 or 224-5282

Principal: Judy Faulkenberry  
Contact: Myrna Lee  
IHE Partner: Furman U.

Centerville Elementary School is "Shooting for the STARS: Students Taking Advantage of Responsibility Successfully!" Building on a knowledge base considerably enhanced by opportunities provided by the Center for School Leadership, teachers and students are benefiting from involved learning techniques. Cooperative learning activities are going on at several grade levels. Whole language instruction is rapidly becoming the focus of the school. Computer assisted instruction is now available for Grades 2-5. Three Reading Recovery teachers work with First Grade reading students. Site-based management has been established through a CORE group of representative from each grade level and special area staff.

**Central High (9-12)**

(Chesterfield)  
P. O. Box 37  
Pageland, S. C. 29728  
672-6115

Principal: Charles Patteson  
Contact: Paula Kirkley  
IHE Partner: Clemson U.

Using shared decision making, Central High has developed a comprehensive plan to implement a flexible schedule, interdisciplinary curriculum, and technology use. Student assessment procedures have been changed and the staff is in the midst of restructuring how student progress is monitored and maintained.

Our college partner at Clemson is Dr. Mike Richardson. Because of the use of the entire faculty in restructuring and our involvement in AMERICA 2000 planning (which involves a broad based group) we do not have a business partner or use a "restructuring" steering group. You could list the Chamber of Commerce as business partner since they are supporting the AMERICA 2000 group. Linda Tucher, who was on the original group for the Center, continues to work with us and is chairman of the AMERICA 2000 group. We have several business partners involved with the school, probably the strongest is SCNB.



**Chapin Middle (6-8)**

(Lexington 5)  
1130 Old Lexington Hwy.  
Chapin, S. C. 29036  
345-1466

Principal: Lee Bollman  
Contact: Polly LaRosa  
IHE Partner: USC-Columbia

Although Chapin Middle School is a brand new school (we opened in August of 1991) we have been able to accomplish a great deal in a few short months. We have two teams of teachers at each grade level, with students randomly assigned to units. Students are then grouped heterogeneously for some classes and homogeneously for others. A nine-period day includes five periods for core courses, two periods for a variety of exploratory classes, one period for advisor/advisee activities and one period for lunch. We also offer a wide range of activities including interscholastic and intramural athletics, drama, etc. At Chapin Middle we place an equal emphasis in the development of the child as a person and the child as a student.

**Clark Middle (5-8)**

(Orangeburg5)  
919 Bennet Avenue  
Orangeburg, S. C. 29115  
531-2200

Principal: Dr. Charles Gadsen  
Contact: Ida Haywood  
District: Myrtle McDaniel  
IHE Partner: South Carolina  
State University

Faculty, staff, and students at William J. Clark Middle School practice their school's motto, "We strive for excellence." In striving to reach our goals, the teaming community has developed through the effective use of organizational strategies, interdisciplinary teaming, school within a school practices, and instructional sharing. Together Everyone Achieves Much More!

**Conway Middle (6-8)**

(Horry)  
1104 Elm Street  
Conway, S. C. 29526  
248-2279

Principal: Dr. G. A. Stefanides  
Contact: Wayne Nobles  
IHE Partner USC-Coastal

This school involves all staff members in participatory management, peer coaching, and cooperative learning. Student expectations are extremely high and focus on involvement in all facets of learning. Families have been instituted and technology abounds as interdisciplinary work is done in the basics by all. Authentic assessment and innovative measures are utilized to create an atmosphere where Palmetto's Finest learn to learn.

**Cowpens Jr. High (7-9)**

(Spartanburg 3)  
P.O. Box 70  
Cowpens, S. C. 29330  
463-3310 (phone)  
463-3315 (fax)

Principal: Harvey Dailey  
Contact: Ginger Cox  
HE Partner: Converse

**Raiders' Action Program:** We implemented an advisory program teaming certified personnel with all CJHS students. We held institutes about school-based management based on the Invitational Learning theory involving all CJHS staff members. We are initiating transition from junior high to middle school organization within the next two years. Converse College is providing a middle school course to help CJHS faculty members prepare for the change. Rap with the Red Raiders at CJHS!

**Dacusville Junior High (7-9)**

(Pickens)  
2671 Earls Bridge Road  
Easley, S. C. 29640  
859-7429

Principal: Ronny Hall  
Contact: Ellen Smith  
IHE Partner: Furman U.  
Dr. Shirley Ritter

*Business Partner:* J. C. Bradford & Co.

You are invited to see the changes which have resulted from restructuring—a goal statement, an involved faculty, off-campus visits, cooperative learning, career programs and faculty committees. Next year the restructuring efforts will be concentrated on developing a unique approach to Tech Prep and the development of a school within a school. Dacusville Junior High School....the place to be!

**Daisy Elementary (PreK-5)**

(Horry)  
2801 Red Bluff Road  
Loris, S. C. 29569  
756-5136

Principal: Carolyn Chestnut  
Contact: June Moorhead  
IHE Partner: USC-Coastal

Daisy will combine resources of the faculty, parents, community, business, and their Coastal Carolina partner to achieve significant learner outcomes for every student. Leadership roles will be redefined. Teachers will be empowered through decision making teams. Revamping of curriculum and using a variety of teaching methodologies will help them realize their goal of success for every child. Parents as Partners, Skills for Growing, and Parallel Block Scheduling will be utilized in their plan.

**DuBose Middle (6-8)**  
(Dorchester 2)  
1000 DuBose School Road  
Summerville, S. C. 29483  
875-7012

Principal: Jack Griffing  
Contact: Melanie Reynolds  
IHE Partner: Charleston  
Southern University

Family-like teams of students and teachers have been successfully implemented, producing academic excellence and social harmony in a child-centered environment. Cooperative learning, interdisciplinary units, team planning, participatory decision making, advisement, and advanced technology in the classroom are just some of the evidence of progress at DuBose. As we continue to implement the middle school concept based on *Turning Points*, our present participatory decision making model will be expanded and more technology will be utilized.

**Estill Middle (5-8)**  
(Hampton 2)  
P. O. Box 817  
Estill, S. C. 29918  
625-2658

Principal: Jacqueline Hopkins  
Contact: Dennis Thompson  
IHE Partner: South Carolina  
State University

Plans for Estill's innovations reflect current research on middle school and will be lead by recommendations from *Turning Points*. These recommendations include a schoolwide advisor-advisee program; flexibility in scheduling; and interdisciplinary teams that will facilitate a more effective, comprehensive, and motivational program for students. Training for leadership teams and staff development teams will be established.

**Fennell Elementary (PreK-8)**  
(Beaufort)  
P. O. Box 427  
Yemassee, S. C. 29945  
589-2032

Principal: Daniel Harley  
Contact: Robbie White  
IHE Partner: USC-Salk.

Fennell is implementing ECRI, a comprehensive language arts program involving outcome based and integrated instruction that uses many of the restructuring strands; for example, flexible scheduling, cooperative learning, tutoring, staff development, parental involvement, and continuous progress. The teachers have been experimenting with teaming and next year plan to meet twice monthly in grade level and subject area teams. We are also excited about our computer lab with an emphasis this year on keyboarding in the

1st through 8th grades and then moving next year into word processing for school newsletters and communicating with students worldwide using KidsNet-92. Our students' achievement and their self-esteem have increased substantially with the realization that all of our students, regardless of their environment, can successfully master reading skills at 100% and go on to become productive citizens.

**Fort Mill Elementary (3-5)**

(York 4)

P. O. Box 1179

Fort Mill, S. C. 29716-1179

547-7546

Principal: Chuck Epps

Contact: Betty Boyd

IHE Partner: Winthrop U.

John Reynolds/Don Leuder

*Business Partner:* Rock Hill National Bank

FMES's vision states that each child should be afforded an opportunity to strive for his or her potential; and that learning should be fun. In this regard, FMES implemented an exciting literature based approach to language arts instruction this year through the SUCCESS reading and writing program. Suddenly, learning to read has become fun to our students. Also, an environment supportive of teamwork was evident through the use of a school-based participatory management model. During the next two years, FMES will concentrate on the use of alternative forms of student assessment and the development of interdisciplinary, thematic units of instruction.

**Fort Mill High (9-12)**

(York 4)

P.O. Box 310

Fort Mill, S. C. 29715

548-1900

Principal: Terry Holliday

Contact: Norma Settlemyre

IHE Partner: Winthrop U.

Dr. Ray Dockery

*Business Partner:* NationsBank

All Fort Mill High School ever had to do to become a true "Showcase for the Possible" was to improve communication. 1991-92 was the first year of the new communication model giving teachers direct decision making power in student activities, student management, curriculum, instruction and budget. Peppered with students, parents and community support through the School Improvement Council, FMHS is COOKING!!!

**Fort Mill Middle (6-8)**  
(York 4)  
513 Banks Street  
Fort Mill, S. C. 29715  
547-5553

Principal: Julia Gregory  
Contact: Linda Finley  
IHE: Winthrop University

Fort Mill Middle will utilize a total team approach to meet the needs of the whole child through the program Project Care (children are everything). They will explore ways to encourage learning and teaching holistically through integrated curriculum, cooperative learning, technology, flexible scheduling, and the use of portfolios as a measure of student success.

**Gilbert Elementary (PreK-6)**  
(Lexington 1)  
P. O. Box 336  
Gilbert, S. C. 29054  
892-2168

Principal: Dr. Jack Fudger  
Contact: Ruth J. Rish  
IHE Partner: USC-Columbia  
Dr. Jean Norman

*Business Partner:* Chamber of Commerce

How do educators effectively involve all the varied publics in a school's operation? Communication and involvement in decision making are the key. Gilbert Elementary's School Improvement Council and the entire school faculty are organized in six clusters—based on effective schools research—to brainstorm, plan, and implement educational blueprints designed to provide the best education for our children.

**Hammond Hill Elementary (K-5)**  
(Aiken)  
901 W. Woodlawn Ave.  
N. Augusta, S. C. 29841  
442-6170

Principal: Ms. Frances Bell  
Contact: Julie Gazda  
IHE Partner: USC

"Model School," is a project whose aim is to implement a Model School as a pilot site for reorganizing the school environment to maximize learning. Components of this project include an interdisciplinary approach to instruction, collaborative decision making, infusion of the arts, accommodation of learning modalities, critical thinking and problem solving skills, facilitation, and the use of technology to enhance the learning process.

**Howard Middle (5-8)**  
(Orangeburg 5)  
1255 Belleville Road  
Orangeburg, S. C. 29115  
534-5470

Principal: Thomasina Benson  
Contact: Bettie W. Hicks  
District: Myrtle McDaniel  
IHE: South Carolina  
State University

Teachers are teaming at the fifth and sixth grades for a more collaborative approach to teaching. A more participatory approach to curriculum and instruction involves parents, teachers, and students self-esteem and decreased behavior problems are being nurtured to fruition in our advisor/advisee program.

**Irmo Middle - Campus R (7-8)**  
(Lexington 5)  
6051 Westcott Rd  
Columbia, S. C. 29212  
732-8200  
Fax: 732-8208

Principle: Phyllis Pendarvis  
Contact: Mac Westmoreland  
IHE Partner: USC-Columbia

We're pumping up for change! The most significant change is that two-thirds of our student body will be new to the school. They enter under our new mission statement characterized by "Success and excellence for all." Our expanded and improved exploratory program offers 14 new courses as elective options for our students. Special education teachers team with regular education teachers to provide a bridge for students in the mainstream. Interdisciplinary units of study link learning. Field trips expand the walls of the school; through modems we access the world. Every child has a home team, a real family of support: cooperative learning, study buddies, community service projects, team celebrations—all form that foundation to nurture habits of the mind and habits of the heart. Campus R: The "You're Invited" School.

**Johnson Middle (5-8)**  
(Florence 4)  
112 S. Kershaw Street  
Timmons ville, S. C. 29161  
346-4041

Principal: Earline McClary  
IHE Partner: Francis Marion

Shared decision making among administrators, faculty, and coordinators will be used to develop a mission for improved instructional delivery. Systematic planning involving all teachers will be the focus of intensive staff development.

**Jonesville Elementary (4K-6)**

(Union)

514 Alman Street  
Jonesville, S. C. 29353  
674-5518

Principal: Mike Cassels  
Contact: Rita Robinson  
IHE Partner: Winthrop U.  
Dr. Glen Walter

*Business Partner: Uniblend*

All faculty will learn to use participatory decision making. The current delivery system for instruction will be revised to use new groupings, classroom management, and cooperative learning

**Joseph Keels Elementary (K-5)**

(Richland 2)

7500 Springcrest Drive  
Columbia, S. C. 29223  
736-8754

Principal: Shirley Henderson  
Contact: Shirley Henderson  
IHE Partner: USC- Columbia  
Aretha Pigford

*Business Partner: Jostens Learning Corp.*

A good school has become a great school through restructuring. Joseph Keels Elementary is in the forefront and has increased student learning through the use of technology, cooperative learning, heterogeneous grouping, early intervention, performance tasks and alternative assessment, parent involvement, after school program, creative scheduling, staff development—all through participatory decision making.

**Kensington Elementary (K-5)**

(Georgetown)

86 Kensington Blvd.  
Georgetown, S. C. 29440  
(phone)546-8511  
(fax)546-0605

Principal: Capers Johnston  
Contact: Mrs. Brooks High  
IHE Partner: Charleston  
Southern University  
Dr. Pat Bowers

*Business Partner: International Paper Co.*

A blend of cooperative learning, literature-based instruction, telecommunications, integrated units of study, emphasis on learner-based instruction, and parallel block scheduling with extension classes make learning fun at Kensington for both children and adults. In addition, shared decision making continues to allow us to fulfil our motto: "TOGETHER WE CAN BUILD A FUTURE!"

**League Middle (6-8)**  
(Greenville)  
125 Twin Lake Road  
Greenville, S. C. 29609  
292-7688

Principal: Sandra Watkins  
Contact: Terry Roper  
IHE Partner: Furman U.

League Middle School has restructured the school governance to site-based decision making. Teaming has been instituted along with cooperative learning, interdisciplinary curriculum units, the advisor/advisee program and extensive staff development. An after school program (Student Success) has been instituted with great success. A strategic plan has been devised based on the *Turning Points* document.

**Lemira Elementary (P-5)**  
(Sumter 17)  
Fulton Street  
Sumter, S. C. 29150  
775-0658

Principal: E. W. Baker  
Contact: Anita Kieslich  
IHE Partners:  
Francis Marion University  
Clemson University

*Business Partner:* Follin Travel

REAL (Restructuring Everyone At Lemira) is an educational collaboration of parents, students, faculty, higher education, community and business. Phase I focused on investigation of successful programs and implemented enrichment classes using parents and businesses. Phase II is involved with direct collaboration of businesses and parents. A computer lab, utilizing parents and businesses as volunteers, has been created; a day care center for parent volunteers is being formed; family math has given parents and children shared math experiences. Using the Good Morning Lemira Show to broadcast events and student recognition and implementing effective instructional strategies will reform Lemira into a successful school.

**J. L. Mann High (9-12)**  
(Greenville)  
61 Isbell Lane  
Greenville, S. C. 29607  
281-1150

Principal: Fred Crawford  
Contact: Pam Rouse  
IHE Partner: Furman U.

Through the process of shared decision making at J. L. Mann High School, a new climate and culture for change has been created this year. The most visible transformation has been implementation of an alternative schedule which provides flexibility for instruction and options for every student.



Our eight period/alternating day schedule could not have become a reality without the commitment of the instructional staff and stakeholders to become customers oriented as we examine the changing roles, rules, and relationships in our school.

**Marshall Elementary (K-4)**

(Orangeburg 5)  
1441 Marshall, NE

Orangeburg, S. C. 29115  
534-7865

Principal: Gerald E. Runager  
Contact: Nancy Young  
IHE Partner: South Carolina  
State University

*Business Partner:* Orangeburg National Bank

Cooperative Learning (STL) and technology are alive and well at Marshall School. We now launch into the Interdisciplinary Approach to teaching, authentic assessment and flexible scheduling for the new year. If you are interested in the cutting edge, top of the trend restructuring initiatives, come on down for a visit!

**McCants Middle**

(Anderson 5)  
105 South Fant St.

Anderson, S. C. 29624  
260-5145

Principal: Melvin Poore  
Contact: Dr. Van Roe  
IHE Partner: Clemson U.

The major focus of the McCants restructuring team is changing the instructional delivery system to an interdisciplinary approach in curriculum planning. Cooperative learning for adolescents' metacognition will be implemented. Shared governance will be the structure for change.

**McCormick Elementary School (K-4)**

(McCormick)  
615 Clayton

McCormick, S. C. 29835  
465-2292

Principal: Jessie Curtis  
Contact: Katy Stirling  
IHE Partner: Lander  
Dr. Joann Boyd

*Business Partner:* Monsanto/Milliken

Cooperative Teaching is the focus of this joint restructuring with all three of the district's schools. All faculty will be trained in participatory decision making. The three school teams will revise curriculum and share lesson plans.

**McCormick High School (9-12)**

(McCormick) Principal: George Yeldell  
516 Mims Drive Contact: Sandra Calliham  
McCormick, S. C. 29835 IHE Partner: Lander  
465-2253

Cooperative Teaching is the focus of this joint restructuring with all three of the district's schools. All faculty will be trained in participatory decision making. The three school teams will revise curriculum and share lesson plans.

**McCormick Middle School (5-8)**

(McCormick) Principal: Jim Nolan  
801 Carolina Street Contact: Sandra Calliham  
McCormick, S. C. 29835 IHE Partner: Lander  
465-2243

Cooperative Teaching is the focus of this joint restructuring with all three of the district's schools. All faculty will be trained in participatory decision making. The three school teams will revise curriculum and share lesson plans.

**McDuffie High School & Career Center (9-12)**

(Anderson 5) Principal: Jacky Stamps  
1225 S. McDuffie Street Contact: Ann Clark  
Anderson, S. C. 29624 IHE Partner: Clemson U.  
260-5160

*Business Partner:* BASF Corporation

McDuffie is a vocational magnet high school which is restructuring its curriculum and scheduling and changing attitudes. Teachers and students share decision making and plan staff development. The focus is on expanding cooperative learning, participatory decision making, leadership development of teachers and students, and technology. Restructuring is daring to do what's best for students and teachers and we're daring! So far we've upgraded our ninth grade math offerings, participated in team building at the Clemson Outdoor Lab, set up a school within a school for ninth graders, and next year we plan to implement block scheduling in academics.

**Mid-Carolina High School (9-12)**

(Newberry)

Route 3

Prosperity, S. C. 29127

364-2134

Principal: George Kinard

Contact: Brenda Stuck

IHE Partner: Newberry

Dr. Catherine Richard

*Business Partner:* Midlands National Bank

Teaching *Study Skills Across the Curriculum* will be a targeted goal for the 1992-93 school year at Mid-Carolina High School, a third-round associate school. This teaching strategy will not only involve all students, but will also bring teachers together in a common effort to which all teachers are committed. This effort will allow teachers to practice the change process, the most vital part of restructuring.

**Mid-Carolina Junior High (7-8)**

(Newberry)

Route 3, Highway 76

Prosperity, S. C. 29127

364-3634

Principal: Clarence Chick

Contact: Julie Chibbaro

IHE Partner: Newberry

Dr. Catherine Richard

Who said the middle is not the place to be? At Mid-Carolina Middle School, that's where the magic is found! Teaming; advisor/advisee; flexible scheduling; and participatory decision making—all cast a delightful spell upon the students, faculty and staff, parents and community. The enchantment continues as Mid-Carolina Middle School prepares for its third year of restructuring and innovation by adding a school-wide motivational project of bewitching design.

**Morningside Middle (6-8)**

(Charleston)

1999 Singley Lane

N. Charleston, SC 29406

745-7122 or 571-6792

Principal: Barbara Cohn

Contact: Sherry Odum

IHE Partner: Charleston

Southern University

Dr. Don Clerico

"Restructuring - A Plan for Success," involves changing the school environment from impersonal to intimate; highly structured to flexible; and fact-giving to skill development in problem solving. A school-based information system will be established to strengthen the capacity for successful implementation of innovations. Project plans also include the development of a school-within-a-school program, active parental involvement, and innovations reducing the percentage of student dropouts.

**Lonnie B. Nelson Elementary (K-5)**

(Richland 2)  
225 N. Brickyard Rd.  
Columbia, S. C. 29223  
736-8730

Principal: Charlene Herring  
Contact: Martha Tucker  
IHE Partner: USC  
Dr. Heidi Mills

*Business Partner:* First Union National Bank

Restructuring at Lonnie B. Nelson has been a shimmering mosaic of knowledgeable teachers and active learners. We have taken giant steps in professionalism and shared decision making. We are challenging ourselves to revise learning in terms of integrated curriculum, cooperative learning groups, thinking skills, whole language and alternative assessment. We are dedicated and committed to becoming and remaining a true "community of learners."

**Nichols Elementary (K-4)**

(Mullins [Marion 2])  
P. O. Box 209  
Nichols, S. C. 29581  
464-3737

Principal: Judith Pace  
Contact: Nedra Powell  
IHE Partner: USC-Coastal  
Dr. Mary Leiter

Nichols Elementary School is a small, rural school serving students in kindergarten through fourth grade. Teachers have worked to reorganize grades one and two into continuous progress clusters called Foundation Classes that better suit the needs of children six to eight than traditional classroom organizations. In these classes, teachers have the same student for two or three years depending on the individual student's need. Parents, students, and teachers enjoy the advantage of having an extended time to develop relationships. Experienced learners help novices extend their conceptual base by working together. Teachers have collaborated to further employ techniques compatible with a whole language philosophy and moved toward mathematics instruction that reflect the developmental needs of young people.

**North Augusta Middle (6-8)**

(Aiken)  
725 Old Edgefield Rd.  
North Augusta, S. C. 29841  
442-6200

Principal: Franklin Hyers  
Contact: Angela Burkhalter  
IHE Partner: USC  
Dr. Rick Ginsberg

The NAMS Team is a reality in restructuring! Teacher teams collaborate daily in shared decision making, conference and plan for students, and support each other in their professional endeavors. Student teams meet their advisor-

advisee and interdisciplinary programs daily. Parents and businesses team with the staff to provide extended learning opportunities. The School Improvement Council is actively working to increase parent involvement. Increased use of technologies, improving advisor-advisee, and integrating content are current initiatives. NAMS is proud to be an Incentive Award recipient, deregulated, and an Associate School.

**Nursery Road Elementary (K-6)**

(Lexington 5)  
6706 Nursery Road  
Columbia, S. C. 29212  
732-8475

Principal: Dr. Mary Kennerly  
Contact: Claire Thompson  
IHE Partner: Francis Marion  
Dr. Wayne Pruitt

*Business Partner: Modern Office Machines*

A responsive environment for learning, teacher empowerment and parent education provide the foundation for synchronizing our school structure with the needs of our students. Collaborative planning and innovative strategies allow us to prepare them for the global community of the 21st century. A new report card, critical and creative thinking skills, cooperative learning, becoming a Professional Development School, use of peer tutors, and an after-school program are some of the changes that are helping Nursery Road School reach its goals.

**Oakbrook Middle (6-8)**

(Dorchester 2)  
4704 Old Fort Road  
Ladson, S. C. 29456  
873-9750

Principal: Garland Crump  
Contact: Diane Barnes  
IHE Partner: Coker College

Oakbrook Middle School continues to enjoy great success in its restructuring efforts. Implementing the Middle School Concept has brought about some very positive results. We will continue to strengthen our efforts in participatory decision making. We are constantly improving in the areas of interdisciplinary instruction, cooperative learning, and the utilization of technology.

**Pelham Road Elementary (K-5)**

(Greenville)  
All Star Way  
Greenville, S. C. 29615  
281-1234

Principal: Pat Borenstein  
Contact: Carole Phillips  
IHE Partner: Furman U.

Shared governance will be used to create a climate for change and to elevate the professionalism of teachers. Teams will investigate multi-age grouping, cooperative learning, and curriculum integration.

**Pendleton Junior High (7-8)**

(Anderson 4) Principal: Joyce Beckett  
902 East Queen Street Contact: Linda Swindt  
Pendleton, S. C. 29670 IHE Partner: Clemson U.  
646-8030

*Business Partner:* Michelin; Lisa Snead

New life is emerging from the ashes of the old educational way at PJHS. Budgeting, scheduling, teaming, and goal setting—all have been tackled with fervor through participatory decision making. Next year's emphasis—more effective teaming, cooperative learning and interdisciplinary units. We're on a roll!! Changes are translating into good education for our kids.

**Pleasant Grove Elementary (PreK-2)**

(Marion 3) Principal: Willie Sue Best  
Route 1, Box 403 Contact: Esther Richardson  
Mullins, S. C. 29574 IHE Partner: Francis Marion  
423-0990 Dr. Tom Sills

The school-based management team has developed several programs to enhance reading. The most popular are DEAR (Drop Everything and Read) and "After the Bell." Both programs have changed the school climate as well as the community relations. One of the next year's projects will be the "Student Radio Reader." We are looking forward to an interesting and productive year.

**Rains-Centenary Elementary (3-6)**

(Marion 3) Principal: Dr. Don Butler  
Rt 1 Box 413-A Contact: Victoria Belin  
Mullins, SC 29574 IHE Partner: Francis Marion  
423-4920 Dr. Tom Sills

Cooperative Learning! Participatory Management! Sound Good? Please read on.

Cooperative Learning is a process that reinforces the idea that critical thinking, problem solving, and creativity is enhanced when these skills take place in a group. This process, supported by participatory management, provides

fundamental elements for a Win-Win environment. These systems are in place at Rains-Centenary Elementary School. Also, we have a restructured and extended day program (3:30-6:00) to take formal classes and activities beyond the bell.

**Ravenel Elementary (1-5)**  
(Oconee)  
1700 Davis Creek Rd.  
Seneca, SC 29678  
885-5026

Principal: Cathy Watson  
Contact: Sybil Sevic  
IHE Partner: Furman U.

The school-wide implementation of cooperative learning with both students and the faculty and a staff shared governance model has created a school climate at Ravenel where teamwork dictates the learning process. Our "Challenge" program involves all students and a host of parent and community volunteers in a weekly activity period where emphasis is on increasing higher level thinking skills, problem solving, and developing social skills. While providing worthwhile growth for students, the "Challenge" program also enables grade level teachers the opportunity to meet as collegial support groups for team planning and unit development. An emphasis on and integration of the Fine Arts into other curriculum areas along with the phase-in of a whole language/literature-based approach to reading round out the restructuring efforts which have become an integral part of Ravenel.

**Six Mile Elementary (K-6)**  
(Pickens)  
526 North Main Street  
Six Mile, S. C. 29682  
868-2352

Principal: Glenn Turner  
Contact: Nancy Gordon  
IHE Partner: Clemson U.

Six Mile intends to create an atmosphere of collaboration and participation in restructuring their school to meet the needs of all students. Their goals include increasing opportunities available to students; developing a sense of community ownership of the school and its programs; and increasing community involvement in the school; increasing faculty moral and total involvement of the faculty in school decision making.

**Socastee High (9-12)**

(Horry)

4900 Socastee Blvd.

Myrtle Beach, S. C. 29575

293-2513

Principal: Myra C. Bryan

Contact: David Beaty

IHE Partner: USC-Coastal

Socastee High School has in place site-based decision making teams to address literally every aspect of traditional secondary education. A ninth grade School-Within-A-School, restructured social studies and science curriculum, and six faculty teams are in place currently. In 1992-93, Socastee High School will implement a total "choice" system of course selection rather than "leveling;" block scheduling; and changes in homework and grading practices. Helping parents, students, and teachers adjust to change and be vital players in productive restructuring is the focus of staff development, parenting workshops, and student forums.

**South Aiken High (9-12)**

(Aiken)

232 E. Pinelog Rd.

Aiken, S. C. 29803

641-2600

Principal: James Dawsey

Contact: Marion Gary

IHE Partner: USC

The restructuring teams will use shared decision making to provide flexible scheduling in an extended school day. Before and after school remediation and enrichment classes will be offered in collaboration with Aiken High.

**South Fant Elementary (1-5)**

(Anderson 5)

1700 South Fant Street

Anderson, S. C. 29624

260-5200

Principal: Mr. Jason Rucker

Contact: Gary Bruhjell

IHE Partner: Clemson U.

Restructuring efforts at South Fant are causing students, teachers, parents and the whole community to do a backstroke regarding their views of public education. Through funds provided by the Center for School Leadership and a TARGET 2000 grant, the scene at South Fant has changed drastically.

These changes include the use of interdisciplinary units, continuous progress, computer assisted instruction, cooperative learning, multi-age grouping, and Reading Recovery techniques. An after school dropout prevention program called KISS (Kids in School to Stay) offers students an



opportunity to get additional help with assignments and to extend learning beyond the classroom. A case worker helps to develop parenting skills and a group of local professionals has committed itself to assisting with instruction and developmental skills. These factors along with a newly remodeled attractive physical plant has given the term "school" a whole new meaning to the South Fant family.

**Southside Elementary (3 & 4))**

(Chester)  
72 Bypass  
Chester, S. C. 29706  
377-4641

Principal: Martha Taylor  
Contact: Teresa Mann  
IHE Partner: Winthrop U.  
Dr. Ray Dockery

As an Associate School with the Center For School Leadership, Southside Elementary School has made tremendous strides toward becoming a model school. Cooperative learning, team teaching, creative scheduling, faculty development, shared decision making and site-based management are now aspects of the continuing development this school has undertaken.

**Southside High School (9-12)**

(Greenville)  
100 Blassingame Road  
Greenville, S. C. 29605  
299-8393

Principal: Judy Davis  
Contact: Deborah Tate  
IHE Partner: Clemson U.  
Dr. Jack Flannigan

Gone! Going! Going! Southside's *gone* global! Southside's *going* high-tech! Southside's *going* forward! With the only International Baccalaureate and International Studies programs in the state already in place, we've become an Associate School. The result so far? We've adopted a brand new A/B Flex schedule for 1993-94. In the works for 1992-93? More participatory decision making, interdisciplinary teaching, more business and college partnerships, and site-based management. Sure, real change is real hard. But, we've *gone* ahead; we're *going* to restructure; and we're *going* to be ready for the 21st century.

**Southside Middle School (7 & 8)**

(Florence 1)  
200 East Howe Springs Rd.  
Florence, S. C. 29505-5008  
664-8467

Principal: Patricia Slice  
Contact: Susan Rae  
IHE Partner: Francis Marion  
Dr. Jeff Lee

Using shared decision making, the students, teachers, and administrators at Southside Middle School have taken

the first great leap in restructuring. Staying with a student-centered and success-oriented approach, our restructuring will include: teaming, flexible scheduling, and an enthusiastic advisor/advisee program. We have added innovative approaches in the use of telecommunications, teaching methods, and parent/community involvement.

**St. Andrew's Parish High School (9-12)**

(Charleston)

721 Wappoo Road

Charleston, S. C. 29407

763-1533

Principal: Robert Olson

Contact: Laura Moody

IHE Partner: College of  
Charleston

Dr. Eve Coleman

Teachers and students at Saint Andrew's Parish High School are proving that the world is their oyster. They are using three different telecommunications software programs to link St. Andrew's to the rest of the world. The students have participated in the Kids-Net '92 program on Cufan, have researched on-line using Dialog, and are helping to publish a global newspaper with students from Ontario, Canada to Tokyo, Japan. They are proving that if the world is an oyster, then telecommunications is their knife.

**Swansea High (9-12)**

(Lexington 4)

500 East First Street

Swansea, S. C. 29160

568-3881

Principal: Larry Rabon

Contact: Sandra Sarvis

IHE Partner: USC-Columbia

Teachers will use participatory decision making to develop a vision for new curriculum, cooperative teaching, and actual assessment. Cooperative learning and interdisciplinary approaches will be used.

**Terrell's Bay High (7-12)**

(Marion 3)

P. O. Box 335

Centenary, S. C. 29519

362-0011

Principal: Charles McFaddin

Contact: Annie Mae Hunt

IHE Partner: Francis Marion

Dr. Tom Sills

*Business Partner:* Marion National Bank

Participatory decision making teams are developing an integrated curriculum and implementing new methodologies of teaching. Continued analysis of community, business, and parent needs incorporated with proven methods from other restructured schools will be used to improve the educational system at Terrell's Bay High.

**Timmonsville High School (9-12)**

(Florence 4)

Market Street Extension

Timmonsville, SC 29161

346-4046

Principal: Marion Newman

Contact: Marion Newman

IHE Partner: Francis Marion

Timmonsville High School is venturing on the cutting edge of educational reform in an effort to inculcate equity and excellence for all its students. Restructuring initiatives implemented or about to be initiated include: participatory decision making, site-based management, cooperative learning, curriculum revisions, de-tracking, and advisor/advisee.

**Luther Vaughan Elementary (CD-6)**

(Cherokee)

192 Vaughan Road

Gaffney, S. C. 29340

489-2424

Principal: Dr. Lucious Jones

Contact: Jane Harmon

IHE Partner: USC - Spartbrg

Cooperative Learning is alive and well; whole language flourishes; forgoing enthusiastic Vaughan Students.

**Webber Elementary (K-8)**

(Richland 1)

140 Webber School Rd.

Eastover, SC 29044

353-8771

Principal: Lilly H. White

Contact: Tanya Smith

IHE Partners: Benedict

"Interdisciplinary Curriculum Supported by Technology" emphasizes an interdisciplinary approach to teaching and encourages team teaching. This project focuses on active student learning, integration of curriculum, community involvement and building of a knowledge and experience base through attendance at workshops and on-site school visits.

**Woodland Heights Elementary (K-5)**

(Spartanburg 6)

1216 Reidville Road

Spartanburg, S. C. 29301

576-0506

Principal: Bob Pettis

Contact: Mary Hightower

IHE Partner: USC - Spartbrg

Business: Piggly Wiggly

School at Woodland Heights will not be "business as usual" in the 21st century. Utilizing teacher leadership as the catalyst for change, our teachers are exploring new avenues for the delivery and structure of our educational program. Team building, site visitations to exemplary schools, and participatory decision making will revitalize our staff and aid them in formulating a school vision that will guide the preparation of our students for working and living in the next century.

In November 1992, the Center for School Leadership expanded its school restructuring network by adding "Partner Schools." Each Partner School forms an alliance with an Associate School to pursue similar curriculum restructuring. They visit and at times plan joint staff development. "Each one teach one" is the motto of the expanded network. (IHE = Institution of Higher Education; AS = Associate School.)

## THE CENTER'S PARTNER SCHOOLS

### **Berea High**

Greenville County School District

515 Berea Drive

Greenville, SC 29611

294-4200

Principal: Harold Batson  
Contact: Linda Merriam and Brenda Benton  
IHE Partner: Furman University  
Judy Lehr  
Business Partner: Capco, Inc.  
AS Partner: Socastee High

### **Blenheim Middle**

Marlboro County School District

PO Box 8

Blenheim, SC 29516

528-3202

Principal: Cheryl Charpia  
Contact: Mike Kenney  
IHE Partner: Coker College  
John Foster  
Business Partner: Oak River Mills  
AS Partner: Carolina Elementary

### **Brown's Ferry Elementary**

Georgetown County School District

Rt.4, Box 700

Georgetown, SC 29440

527-1325

Principal: Marthena Grate Morant  
Contact: Marthena Grate Morant  
IHE Partner: USC-Coastal  
Virginia Stanley  
Business Partner: Morant & Morant, Attorneys  
AS Partner: Kensington Elementary

**Crosswell Elementary**  
Pickens County School District  
161 School Road  
Easley, SC 29640  
855-8160

Principal: Henry Hunt  
Contact: Henry Hunt  
IHE Partner: Furman University  
Herb Tyler  
Business Partner: Duke Power Company  
AS Partner: Dacusville Junior High

**East Greer Elementary**  
Greenville County School District  
200 Morgan Street  
Greer, SC 29651  
848-2351

Principal: Carol Sherron  
Contact: Carol Sherron  
IHE Partner: Converse College  
Martha Lovett  
Business Partner: Ratterree-James, Inc.  
AS Partner: Pelham Road Elementary

**Fort Mill Primary**  
York School District Four  
110 Munn Road  
Fort Mill, SC 29715  
548-4677

Principal: Molly Coggins  
Contact: Molly Coggins  
IHE Partner: Winthrop University  
Ray Dockery  
Business Partner: Rotary Club of Fort Mill  
AS Partner: Fort Mill Elementary

**Greenville Street Elementary**  
Abbeville County School District  
600 Greenville Street  
Abbeville, SC 29620

Principal: Robert McClinton  
Contact: Debbie Hite  
IHE Partner: Erskine College  
James Gettys  
Business Partner: Banker  
AS Partner: South Fant Elementary

**Laing Middle**

Charleston County School District  
2213 Highway 17 North  
Mount Pleasant, SC 29464  
849-2809

Principal: Walter Pusey  
Contact: Walter Pusey  
IHE Partner: The Citadel  
Terry Siskind  
Business Partner: Town of Mount Pleasant  
AS Partner: Morningside Middle

**Lakeview Middle**

Greenville County School District  
3810 Old Buncombe Road  
Greenville, SC 29609  
294-4353

Principal: Brenda Gilliam-Humbert  
Contact: Rhonda Fulmer  
IHE Partner: Furman University  
Judy Lehr  
Business Partner: Henkel Corporation  
AS Partner: Dacusville Junior High

**Marrington Middle**

Berkeley County School District  
109 Gearing Street  
Goose Creek, SC 29445  
572-0313

Principal: Leonard Turner  
Contact: Alan Wilson  
IHE Partner: College of Charleston  
Edward Lawton  
Business Partner: Naval Weapons Station  
AS Partner: Oakbrook Middle

**McClellanville Middle**

Charleston County School District  
711 Pinckney Street  
McClellanville, SC 29458  
887-3232

Principal: Diane Ricciardi  
Contact: Diane Ricciardi  
IHE Partner: The Citadel  
Terry Siskind  
Business Partner: WCIV-TV4  
AS Partner: Morningside Middle

**Mellinchamp Middle**  
Orangeburg School District Five  
305 Murray Road  
Orangeburg, SC 29115  
534-8044

Principal: Lora Fogle  
Contact: Lora Fogle  
IHE Partner: SC State University  
Walter Childs  
Business Partner: Burger King  
AS Partner: Marshall Elementary

**Moultrie Middle**  
Charleston County School District  
645 Coleman Boulevard  
Mount Pleasant, SC 29464  
849-2819

Principal: Michael Cox  
Contact: Michael Cox  
IHE Partner: The Citadel  
Terry Siskind  
Business Partner: Town of Mount Pleasant  
AS Partner: Morningside Middle

**Myrtle Beach Middle**  
Horry County School District  
3301 Oak Street  
Myrtle Beach, SC 29577  
448-3932

Principal: C.E. Bolton  
Contact: C.E. Bolton  
IHE Partner: USC-Coastal  
Mary Leiter  
Business Partner: A&I, Incorporated  
AS Partner: Socastee High

**North Myrtle Beach Middle**  
Horry County School District  
655 Highway 90  
Little River, SC 29566  
249-2954

Principal: Mike Blanton  
Contact: Johnny Calder  
IHE Partner: USC-Coastal  
Gilbert Hunt and Jack Cundift  
Business Partner: Kroger  
AS Partner: St. Andrews High

**Newberry Middle**

Newberry County School District

1329 Nance Street

Newberry, SC 29108

321-2640

Principal: Robert Heath  
Contact: Jane Crawford  
IHE Partner: Newberry College  
James Wilhide  
Business Partner: Louis Rich Company  
AS Partner: Irmo Middle-Campus R

**Northwest Middle**

Greenville County School District

1606 Greer Highway

Travelers Rest, SC 29690-9293

834-6434

Principal: J.T. James  
Contact: Cynthia Blankin  
IHE Partner: Furman University  
Zach Kelehear  
Business Partner: Milliken, Enterprise Finishing  
AS Partner: Southside High

**Pacolet Elementary**

Spartanburg School District Three

PO Box 99

Pacolet, SC 29372

474-4060

Principal: Richard Wheeler  
Contact: Richard Wheeler  
IHE Partner: USC-Spartanburg  
Judith Prince  
Business Partner: Vulcan Materials Company  
AS Partner: Cannons Elementary

**Pontiac Elementary**

Richland School District Two

500 Spears Church Road

Elgin, SC 29045

699-2700

Principal: Richard Inabinet  
Contact: Beth Elliott  
IHE Partner: USC-Columbia  
Chris Ebert  
AS Partner: Keels Elementary



**Sampit Elementary**

Georgetown County School District  
Route 1, Box 242  
Georgetown, SC 29440  
527-4411

Principal: Maudest Rhue-Scott  
Contact: Maudest Rhue-Scott  
IHE Partner: USC-Coastal  
Mary Leiter  
Business Partner: Morant & Morant, Attorneys at Law  
AS Partner: Kensington Elementary

**Sims Middle**

Union County School District  
Route 3, Sims Drive  
Union, SC 29379  
429-1755

Principal: Thomas Sinclair  
Contact: Thomas Sinclair  
IHE Partner: Winthrop University  
John Sanders and Patrice Gist  
Business Partner: U.S. Army  
AS Partner: Fort Mill Middle

**Slater-Marietta Elementary**

Greenville County School District  
601 Slater Road  
Marietta, SC 29661  
836-3219

Principal: Janet Welch  
Contact: Janet Welch  
IHE Partner: Furman University  
Carol Nogy  
Business Partner: Slater Human Services  
AS Partner: Pelham Road Elementary

**Southwood Middle**

Anderson School District Five  
1110 Southwood Street  
Anderson, SC 29624  
260-5205

Principal: Patricia Seawright  
Contact: Patricia Seawright  
IHE Partner: Clemson University  
Don Fuhr  
Business Partner: Owens Corning  
AS Partner: McCants Middle

**St. James Middle**

Horry County School District  
9775 St. James Road  
Surfside Beach, SC 29575  
650-5543

Principal: Wendell Shealy  
Contact: Wendell Shealy  
IHE Partner: USC-Coastal  
Dennis Wiseman  
Business Partner: Jones Intercable Incorporated  
AS Partner: Socastee High

**Stone Elementary**

Greenville County School District  
412 Wilton Street  
Greenville, SC 29609  
241-3257

Principal: Dwight Hettinger  
Contact: Dwight Hettinger  
IHE Partner: Lander University  
Joann Boyd  
Business Partner: Piedmont Olsen Hensley, Inc.  
AS Partner: Baker's Chapel Elementary

**Timrod Elementary**

Florence School District One  
Route 1, Box 196  
Florence, SC 20506  
664-8454

Principal: Linda Huggins  
Contact: Linda Huggins  
IHE Partner: Francis Marion University  
James Potterfield  
Business Partner: E.I. Dupont, DeNemours and Co.  
AS Partner: Gilbert Elementary

**Travelers Rest Elementary**

Greenville County School District  
200 Hawkins Road  
Travelers Rest, SC 29690  
834-6424

Principal: Reba Wilkins  
Contact: Reba Wilkins  
IHE Partner: Furman University  
Lesley Quast-Wheatley  
Business Partner: City of Travelers Rest  
AS Partner: Brushy Creek Elementary

**Travelers Rest High**  
Greenville County School District  
115 Wilhelm Winter Street  
Travelers Rest, SC 29690  
834-6464

Principal: Randall Dozier  
Contact: Harvey Choplin  
IHE Partner: Furman University  
Bing Somers  
Business Partner: Milliken Company  
AS Partner: J.L. Mann High

**Westminster Elementary**  
Oconee County School District  
206 Hamilton Drive  
Westminster, SC 29693  
647-3057

Principal: Kathy Whitmire  
Contact: Kathy Whitmire  
IHE Partner: Furman University  
Herb Tyler  
Business Partner: U.S. Engine Valve Corporation  
AS Partner: Ravenel Elementary

**White Knoll Elementary**  
Lexington School District Two  
132 White Knoll Way  
West Columbia, SC 29170  
957-7700

Principal: Darrell Barringer  
Contact: Dianne Cain  
IHE Partner: USC-Columbia  
Amy Donnelly  
Business Partner: Traditions Press, Inc.  
AS Partner: Gilbert Elementary

**Whittemore Park Middle**  
Horry County School District  
1808 Rhue Street  
Conway, SC 29526  
248-2233

Principal: Marjorie McIver  
Contact: Marjorie McIver  
IHE Partner: USC-Coastal  
Dennis Wiseman  
Business Partner: Conway Ford  
AS Partner: Conway Middle

**Williams Middle**

Florence School District One  
1119 North Irby Street  
Florence, SC 29501  
661-8162

Principal: Larry Jackson  
Contact: Larry Jackson  
IHE Partner: Francis Marion University  
Wayne Pruitt  
Business Partner: Sarah Lee Hoisery  
AS Partner: Conway Middle

**Wren High**

Anderson School District One  
905 Wren School Road  
Piedmont, SC 29673  
232-4842

Principal: James P. Johnson  
Contact: James P. Johnson  
IHE Partner: Central Wesleyan College  
Hal Robbins  
Business Partner: NCR Corporation  
AS Partner: J.L. Mann High

## RESTRUCTURING GUIDE READER RESPONSE FORM

Please return this form to us so that we can make the Fall 1993 edition of *Changing South Carolina's Schools* more comprehensive to meet your needs for restructuring.

Keep these parts because they were the most useful:

These parts were not useful to me:

Please add information on:

Please add information about my school or restructuring effort in your next edition. The complete information is attached.

**Deadline: June 30, 1993**

Return to: Dr. Barbara Gottesman  
Center for School Leadership  
142 Withers - Winthrop  
Rock Hill, SC 29733  
1-800-768-2875                      fax / 803-323-2494