A GLIMMER OF HOPE, MAYBE!

Two items which indicate a growing awareness of the need for giving higher priorities to supervision and curriculum development might be of interest to you.

In the spring of 1974 SIR's did a Needs Assessment Inventory of their membership. The results of that inventory showed the following items being the top ten needs of the members:

1. Personnel evaluation.
2. Curriculum.
3. Staff Development (In-service).
4. Pupil evaluation.
5. Community involvement.
6. Instructional methods.
8. Instructional materials.
9. Discipline.

See Nov. 1974, Slants publication for the complete report.

The second item was the direction which the National ASCD board of directors gave to the ASCD staff to "work out a policy for involving curriculum specialists in the negotiations process". Of course we've all seen too many of the energies and resources of education become the political footballs of the negotiation process, and seen the difficult working relationships which have resulted from it.

These two items may indicate the beginning of the realization that the main business of the schools and school people is education and instruction. Let's hope so for its past time for that to occur.

The Editor
AFFIRMATIVE ACTION IN WASHINGTON SCHOOL DISTRICTS

by Warren H. Burton

Director, Equal Education Opportunities
Superintendent of Public Instruction

Recent legislation and court decisions mandate the establishment of Affirmative Action Programs and adherence to equal employment practices. As a result of Title VII of the Civil Rights Act of 1964, the Equal Employment Opportunity Act of 1972, and ensuing court decision, school districts and other employers must be concerned about how to translate this directive into a viable Affirmative Action program.

Major concern focuses upon:

1) How to identify and correct disparities in employment patterns by intensive recruitment, valid selection and assignment procedures, and meaningful career mobility programs.

2) How to establish employment practices and personnel systems conducive to maintaining both equal employment and an efficient, effective, and productive school district work force.

One may ask questions as to how this has come about. Recently, a colleague of mine fervently told me in an agitated manner that affirmative action does not belong in the schools. Of course I disagreed with his position and attempted to explain mine as paraphrased below.

Recognizing that the decade from 1960 to 1970 was a period of social agitation and change, all American institutions, including the schools, were subjected to scaring and, often, devastating criticism, struggles for control and proposals for reform.
The nation was forced to confront the challenge of just how far it would go in implementing equal opportunity for all. The two fronts causing this confrontation were the civil rights movement at the community and neighborhood levels and the Federal government epitomized by the conceptual frameworks of the “New Frontier” and the “Great Society” at the national level.

Although quite complex, this period of social turmoil began many years ago and was characterized by the increasing industrialization and urbanization of America. It should be mentioned that although urbanization was a worldwide phenomenon, particularly in the westernized countries during and after World War II, the American version was quite unique. Here Blacks who had remained largely in the South after their emancipation, moved to northern and western cities in search of fulfillment of the “American Dream”: a better life with better economic status and improved living conditions.

These demographic, social and economic changes in American life helped create a greater gap between the ideals and the realities of American life. This phenomenon is well documented in Gunnar Myrdal’s classic titled: The American Dilemma.

This dilemma, then became the theater of activity by many civil rights advocates, groups and organizations such as the NAACP and the National Urban League. After many years of struggle and few victories, the nation was stunned by the U. S. Supreme Court’s 1954 Brown vs. Topeka Board of Education decision in 1954. This decision required Americans to reorder their priorities in treating one another, equally beginning in the schools.

I submit, therefore, that the schools are and must be on the forefront of social change as well as educational change. The schools must take the leadership in demonstrating that democracy can work for the benefit of all citizens as well as reflecting the various facets of the “American culture”.

Schools must initiate reform as well as respond to these challenges. A key factor in whether a school or any institution is likely to be responsive to the needs and desires of its total clientele is to be found in the composition of its instructional staff, administrative staff and board.
Recognizing that there is no guarantee that policy makers from any group can or will act considerably as an advocate and defender of the interests for that group, one may be suspicious of schools and institutions claiming to serve minorities who are not represented at the highest administrative levels.

The presence of teachers and administrators who are minority group members should not be restricted to schools which enroll large numbers of minority students. Their presence is essential, ethically and educationally, in all schools. It is recognized that they do serve as effective success models for those students who may be exposed to few other professionals from their own ethnic group.

However, apart from these considerations is the obligation and duty required by laws that school districts take affirmative steps to recruit, promote and train minority group members and women to all positions where deficiencies exist.

Perhaps the most severe challenges to developing effective Affirmative Action Programs in Washington State school districts are the continuing dependence upon annual special levies and the decline in school enrollments. Both of these situations have a bearing upon the “qualitative and quantitative needs” of potential school district employers.

Despite these challenges and others, it should be quite clear that we in the education profession must make every effort so that every pupil enrolled in the public schools has immediate access to a qualified staff reflecting the principles, goals, and objectives of affirmative action in employment.

Thank you for your leadership and cooperation in making this happen.
3. CAREER EDUCATION - This proposal may well place somewhat less emphasis on career education than would proposals by other persons. However, this field would take its place alongside other important areas of study and all students would be provided opportunities for study and discussion of the work ethic and occupational alternatives before beginning work-study experiences. Curriculum development in the area should begin by careful analysis of the school's purposes in preparing youth for the work world, especially with regard to the contributions to be made by industry and those by the school district.

4. CULTURAL STUDIES - The curriculum would utilize subjects such as art, music, speech, ethnic studies, and the humanities to focus on the agreed upon concepts, understandings, and skills that are to be sought and that are best learned through the arts. This unified approach would place heavy emphasis on multicultural education as the vehicle for creating an understanding of cultural pluralism as one of the major goals of our society.

5. SOCIETAL STUDIES - This cluster would provide the basis for a broad citizenship education designed to improve the participation and coping skills of youth. A needs assessment process which may, for example, reveal that the community ranks citizenship fourth on a listing of goals has some initial value. Yet, such knowledge is quickly seen to have only limited value for the curriculum leader. Starting points in curriculum construction would be identification of important instructional goals related to such issues as governance, resources scarcity, population, environment, interglobal dependency, the U. S. economy, poverty, and stereotyping. Such subjects as history, science, math, government, sociology, and economics would be used to deliver a unified instructional program that would help students understand the values and the social policies that are implicit in these issues. Traditional subjects would continue to be used in each cluster, but toward the purposes established for each area rather than as separate subjects in themselves.
In summary Dr. Cawelti commented: There can be little optimism for a “tinkering approach” in changing the curriculum. Yet fundamentally I believe that student, teacher, and patron support can be obtained for the revisions implied by the five curriculum clusters proposed here. One is hard pressed to justify proposals for less education or for turning large numbers of students out into the community before they are equipped with better skills and understanding of the institutions in the community than our schools now provide.

Footnote: The complete report by Dr. Cawelti can be found in the 1974 ASCD publication entitled Vitalizing the High School - A Curriculum Critique of Major Reform Proposals.

Marty Wilson: As Summarized by Dick Usitalo

Can schools survive? With this as a focus, Marty Wilson, former commentator of television’s award-winning “School-House” program, proceeded to outline some ways in which schools could better market their product. She likened schools to the private sector in that schools, too, must be sensitive to the wants of the consumer.

After fifteen years of visiting schools, chatting with students, teachers and parents, Marty observed that school people need to reaffirm their belief that schools are created to meet the needs of students. The community determines the goals which schools should be attempting to achieve. The schools have a responsibility to meet these goals.

Schools should continually seek to improve, but improvement does not mean “change for change’s sake”. Parents want better schools but they must be involved in the planning and reshaping process. “You have to bring them along,” Marty advises.
Finally, Marty states, “taxes are going up by leaps-and-bounds. We must be certain that we are getting the most out of our tax dollar.” Schools must better tell the story of “What’s going on in the schoolhouse”. This must be on-going, not just at special levy time. If schools will plan their programs with the goals of the community in mind and if they will make regular progress reports, schools will survive.

Dr. John Goodlad: As Summarized by Louise McKinney

In his speech, “Curriculum Change and the Local School”, Dr. Goodlad could easily have created some discomfort among members of his audience, or in any audience of educators, too many of whom are more committed to a particular curriculum model or idea than to genuine educational change.

He spoke of “fools”, two kinds, of this world, those who believe that what is new is better; others who believe that only the old is good. He spoke of educators and the system of education as being unable to give integrated acceptance to the good of the old and the new, describing the problem of curriculum change and reform as being the retention of that which is good while improving that which would or could be better.

Provocative was the truth that there is rarely promulgated a new idea of curriculum reform and educational change, education being described as going through cycles of excess which are not cycles at all but rather circles that return us to where we began. Dr. Goodlad, however, values excess as essential to progress but challenged his listeners to retain enough of good from each excess to add to the good of a new excess and admonished us lest we throw stones at the old, advising that nothing changes but the appearance of change.

Dr. Goodlad cited key figures in educational reform and change, commented on some of the changes that have and will run the circle and spoke of the strengths and weaknesses of those changes. Mentioned were:
1. 1920's - Behavioral objectives

2. 1930's - Activity movement; core curriculum

3. 1940's - State-wide curriculum guides

4. 1950's - Discipline centered curricula

5. World War II - Educational or linear R and D

6. 1970's - Curriculum integration; the integrated day; the open classroom; P.P.B.S.; performance contracting and accountability.

All will or have been dug up and buried. All have or have not, will or will not account for change in accordance with the ability of their creators to get them off the drawing board, as it were, and into the local school, for John Goodlad counts as the "largest organic unit for educational change" the individual school.

He calls for a process of inner change and inner reconstruction that gives teachers in an individual building the authority to make decisions and establish alternatives.

Pointing out the solution as not being outside the school, he challenged us to reconstruct school settings so that they become more satisfying and productive for those in the settings. He challenged us to build our own Waldens as best we can, not, however, the Waldens of Thoreau, for our Waldens, he says, cannot be isolated. They must link up with society.
EDUCATOR OF THE YEAR -- MISS MARGARET TULLY

The WSASCD Educator of the Year Award was presented to Miss Margaret Tully, Principal of the Hamblen Elementary School in Spokane at the State Conference held February 13 and 14. Miss Tully has held numerous leadership positions in elementary principals' organizations, has been a leader in ladies' educational honoraries, and has received recognition for her contributions from both of these groups. Her recognition by WSASCD was in terms of her long and distinguished service to children, in the positions she has held, and in terms of the leadership she has shown in establishing a Personalized Learning Program at Hamblen Elementary School which utilizes a differentiated staffing pattern.

Miss Tully joins Bill Lothspiech of Vancouver as the second WSASCD Educator of the Year. She represents in every way the professional standards of knowledge, dedication and leadership which is to characterize our Educator of the Year recipient.

Our hats are off to Miss Tully!

Announcement No. 1

Dr. Donald Hair, Assistant Superintendent for Curriculum and Instruction in the State Superintendent's Office has been appointed to the National Nominating Committee of ASCD.

Announcement No. 2

The WSASCD publication, Conflict and Context, is published quarterly by the organization. Articles are included on a solicitation basis, however, it is the feeling of the Board of Directors that WSASCD members should be invited to submit articles. So you're invited. We must, however, reserve the right to edit as required by space in the publication. Send the articles to:
The next publication date is October 15, so articles must be in by October 1.

WASHINGTON IN-SERVICE EDUCATION FUND

What has the Washington In-Service Education Fund done for me lately?

PLENTY! If educators are to continue to meet public demands for a greater accountability, every step must be taken to continue programs that encourage professional growth and development.

That’s where the Washington In-Service Education Fund comes in. We provide financial support for practical, down-to-earth workshops and conferences, aimed at keeping you up-to-date in the rapidly changing profession of education.

“HOW DOES THE FUND WORK?”

Teachers throughout the state attend conferences and workshops in many regions of the state that are funded through the Washington In-Service Education Fund.

The Washington In-Service Education Fund is presently managed by a board of trustees elected from its membership. Since its inception in 1964, the fund has provided more than $170,000 in financial support for regionally organized workshops and conferences.

Each year the In-Service Committee, through cooperation with the state office, offers two state-wide in-service days on the second Friday of October and the third Friday of March.
A new wrinkle this year is a concept called "Cluster Programming of In-Service Days." And here's how it works: An ISD Curriculum Coordinator and school district instructional supervisor will hopefully cooperate in surveying classroom teachers in each ISD to find out their preferences in programming for the two In-Service days. Then, the program offerings on the In-Service days should reflect the preferences indicated in the poll. Furthermore, we plan to start this program in the fall.

Most school districts release teachers to attend regional and state professional meetings.

In fact, about 180 school districts, which comprise 3/4 of the state's student enrollment, participated last year in In-Service workshops and conferences. Our goal is 100% participation by all school districts.

But to provide this excellent opportunity for professional growth we need financial support. As a result, school districts are asked to contribute one dollar ($1.00) for each certificated employee to the Washington In-Service Education Fund.

"NOW, HERE ARE THREE THINGS YOU CAN DO FOR YOUR PROFESSION OF EDUCATION!"

First, participate in the workshops and conferences.

Next, if your school district does not actively participate in the In-Service program, urge their participation.

Finally, if workshops or conferences are not offered in your area of expertise or interest, and you'd like to start one; or you just wish information on existing programs, please write us. Direct queries to: Dr. Murray A. Taylor, Washington In-Service Education Fund, 200 East Union Avenue, Olympia, Washington 98501.