PART III, MATHEMATICS-READING (6 minutes) - Students read three story problems and solve in No. 1 a division operation, in No. 2 a subtraction-division operation, and in No. 3 a borrowing-subtraction operation.

PART IV, MATHEMATICS-COMPUTATION (12 minutes) - Students solve eleven computation problems including addition, subtraction, multiplication, and division involving whole numbers, fractions, decimals, and including one problem in percentage.

PART V, READING COMPREHENSION (26 minutes) - Students read three very short stories to test comprehension, recall, and recognition.

The Basic Tasks:

1. Fill out forms and/or take the appropriate tests if required, such as driver’s license and job application.
2. Count money and make change.
3. Compute total wages and verify pay check.
4. Read simple directions for operating appliances and assembling simple forms.
5. Follow simple food preparation instructions.
6. Read advertisements such as want ads, food ads.
7. Read product labels, danger signs - know a survival vocabulary: exit, poison, men, women, police.
8. Compare prices for food, housing, and clothing.
9. Read newspaper headlines, sub heads, and leads.
10. Know how to use a newspaper to locate information; know how to read schedules, time tables, simple charts, and road maps.
11. Write a simple business and informal letter.
12. Use basic units of English and metric measure.
13. Use a telephone directory for general and emergency purposes.
15. Use a dictionary for such tasks as checking and correcting spelling.
16. Follow oral directions to perform a simple task.

Tom Sheehan
Minimum Competencies Assurance Program
Seattle Public Schools

GIFTED CHILDREN: THE REAL KEY IS PARENT INVOLVEMENT

Plan a program that meets the real needs of children, a program that parents want for their children, and a program that needs parent help to be successful - then watch out! You will have enthusiasm, parent involvement, and happy, productive children.

Parent involvement and support of a new program is vital to its success. The Oak Harbor School District has begun a state funded program for 108 gifted children (3% of its K-6 enrollment). With only two staff members directly involved, parent involvement has not only been the key to our positive start, but the essence of survival.

Be honest and specific in explaining why you need parents help and cooperation. In our gifted programs we used parents to meet needs in the following areas: A co-teacher for every gifted class; speciality teaching; telephone chairperson to establish and be responsible for instant communications; an organizer for parent meetings; an organizer for a local chapter of the Northwest Gifted Child Association; parents to plan and organize car pools; field trip organizers; parents to co-brainstorm curriculum ideas and provide the unique viewpoint of the gifted child’s needs; parents to do clerical work and help in the screening and identification process.  

continued on page 7
EDUCATION '85 - FOCUS

A Report on a Conference About the Future

Edward Lindaman, President, Whitworth College, Spokane, Washington, reminded the forty-five participants that while the goals of education have to be idealistic, the means for achieving those goals must be realistic. He stressed that education plays a vital role in the transformation of society. Schools must prepare today's students for 1985, -- it should not be assumed that 1985 will be a projection of 1975.

Harold Shane, a prominent futurist, has attempted to synthesize the perceptions of some of the foremost futurists. He envisions that:

1. We are moving to a post-affluent world -- one in which the middle class will see a decline in their standard of living.

2. We are moving towards a demarketization era -- one where thrift will be encouraged rather than consumption.

3. We are moving towards a more disciplined society -- one which stresses a greater group morality; one whose members think of themselves as "users" rather than "consumers." Emphasis will be placed upon doing more with less.

4. We are moving towards correcting the inequities that exist between the "haves" and the "have nots," -- a situation coupled with an exponential population increase which will place heavy demand on the necessities of life -- food, clothing, and shelter, etc.

Many social decisions face society. Shall we:

... control the evolution of technology?
... attempt to meet the needs of the human subsets of society?
... implement a careful devolution (slow down) of society?
... render a new set of procedures to maintain order in our political, economic and social institutions?
... attempt to maximize the benefits of mass media and minimize the adverse effects?
... relinquish certain factors of our "good life" and, if so, in what order?

In order to deal with these and other problems, Lindaman stressed that the major "Educational Futures" would be:

... a shift to problem-centered education. (Study a discipline through looking at a problem)
... an emphasis on transdisciplinary education. (A discipline's impact with other disciplines)
... an emphasis on health and biology. (Brain and body work together)
... a sensitivity to the cultures of the world. (A need to develop a sense of humanity)
... an interconnection of ethics and technology. (Technology's eg. TV effect on society)
... an emphasis on citizen participation and volunteerism. (Teach the role of volunteerism)
... an emphasis on the skills necessary to "survive." (The new word for this is "satisfice" -- a combination of satisfied and suffice)

H. G. Wells has said, "Education is in a race between survival and catastrophe." If we make it, we will become a mankind with a heightened consciousness. Schools have been a mirror of what is going on. The next several decades can be viewed as a "period of opportunity" for schools -- one where education, as well as other people services, is doing more with less.

Richard Usitalo
December, 1975
RESEARCH BASED CONSIDERATION FOR SCHOOL DISTRICT ELECTIONS

Each year, school districts in many parts of our nation ask patrons for maintenance and operation funds through special levy elections. This tendency has been growing since the end of World War II. In the past several years, however, the schools have come up against increasing opposition as inflation and higher living costs have eaten into relatively smaller pay checks. The result has been more special levy failures with the conflict and ill feelings which are aroused when school programs are reduced and educators dismissed.

It appears as if the public is saying to the public school boards and administrators that more funds are not going to be forthcoming. If this is the case, then it behooves educators to examine what positive steps can be taken to insure at least a continuation of the present level of support for their schools. A publication of the National Center for Educational Communications, entitled School-Community Relations Research for School Board Members* offers some sound advice. The excerpts which follow are paraphrased from this booklet. (*The complete publication may be ordered from the U. S. Department of Health, Education, and Welfare --- DHEW Publication No. (OE) 72-9.) Those responsible for "directing" election activities in their school districts would be encouraged to consider how this information might be helpful in their school districts.

Persons who have lived in the school district only a short time are least likely to talk about schools.

Schools should identify persons who are highly interested in school affairs and supply them with information about the schools.

Discussions of school affairs among men are most likely to center on school costs, administration, building needs, curriculum, and sports.

In discussions of school affairs among women, the most often discussed topics were students and special programs or events.

The first message a person accepts about an event or issue has the most influence on his opinions.

In public statements, school people should place emphasis on what can be accomplished and how it can be achieved rather than dwelling on problems and difficulties.

Participation develops stronger commitment of emotions and values.

A majority of groups favors the use of citizen's committees to advise the board of education.

Informal communication about schools is greater among women than among men.

Voters depend primarily on newspapers and conversations with friends for information about the schools.

Voter turnout or election results are not influenced by intensive information campaigns. Increased information does not influence more voters to vote in bond elections or to vote "yes."

The strongest influence in school issues is individuals of very similar social status.

Effort should be made in school systems to acquaint the public with board members and the superintendent in order to create a 'climate of faith.'

The public expects the board of education to keep it informed not only of what the board is doing, but of what is happening in the schools.

Community leaders generally place heavy emphasis on intellectual training as opposed to the social, ethical, or practical aims of education.
Nonsupport usually results from the presence of conditions which are associated with conflict and lack of understanding.

If school news is not received regularly by those who have favorable attitudes toward the schools, their attitudes become less favorable.

Specific messages should be directed toward opinion leaders in the community and their opinions should be solicited.

Efforts should be made to assess the attitudes and feelings of the people in the school community and to determine what their informational needs are.

Voter turnout is greater where issues are defeated.

Letters to editors are related to unfavorable votes.

Open public meetings and general “talking up” of the issues are helpful in passing school issues.

Speakers at civic clubs, student presentations, clergy support, house-to-house canvasses, and telephone committees do not effect election results.

The teacher is the most important public relations contact that the schools have.

Support of schools is much more likely among citizens who are members of formal groups such as the PTA, social clubs, and church organizations.

Robert H. Williams, Editor

A WORD ON ACHIEVEMENT TEST SCORES DECLINE

New Ways, a publication of the Kettering Foundation, in the fall issue reports on a conference held to shed light on the drop in national achievement test scores.

“Following the presentation sessions, participants sought to identify and catalog the possible and likely causes for declining achievement test scores. These items were included in the list:

Changing views of parents and youth on what is worth learning.

An increasing variety of activities that compete with the school for the attention of children and youth.

A proliferation of new learning programs and a growing problem of matching tests with new program objectives.

Among other factors cited were social permissiveness, high absenteeism in some schools, and increased demands on schools for administrative services and reduced time for academic services.”

New Ways / Fall, 1975
Charles F. Kettering Foundation
A Participants View of a Practitioner’s Workshop

The primary purpose of the Moxee team, which attended the practitioner’s workshop was to work to increase the probability of developing a positive atmosphere and attitude for both students and faculty of Moxee Elementary School. The team consisted of Elmer Leonard, assistant superintendent; Susie Wickboldt, teacher; Ken Clark, teacher; and Lynn Sterns, principal.

Prior to the workshop our team met on a number of occasions to establish goals and objectives essential to developing a more positive atmosphere and attitude within our school. Though these planning sessions we developed the following objectives to concentrate on at the workshop:

1. Specifically identify the problem areas within our school.
2. Decide on a systematic approach to work toward the solution of these problems.
3. Identify the tasks to be accomplished and assign responsibilities for completion to individual team members.

Arriving at the workshop with these objectives we met our resource facilitator Ernie Fendell. Ernie’s function was to provide us with general expertise, call in specific resource people to help us with specific objectives and to help us coordinate, communicate and achieve our goals. He did an outstanding job of fulfilling these functions and helped guide us to our ultimate goal.

Several specific resource people who helped us must be mentioned. Jim Shelton gave a very detailed and concise presentation on school climate and provided materials to develop a model to measure school climate. Jim spent many hours working with us in our overall plan development.

Tom Champoux’s presentation on self-image related the basic fact that before a positive atmosphere could be achieved in our school our staff’s individual self image must improve. His presentation provided us with numerous ideas and concepts on how to work with and improve self image.

Roberta LaCoste provided us with continual support, encouragement and energy to help us achieve our objectives. She was responsible for much of the success we enjoyed in our experiences at the practitioner’s workshop.

Our focus was to develop a positive attitude and atmosphere in our school to move toward a better educational climate. We decided to focus our efforts on the school staff first and the carry over help facilitate an improved self-image of the pupils.

The first step we approached was to clarify the objectives of our team project. We also developed and organized the system to attack the areas needing improvement.

We chose the S-T-P plan which we entitled; Symptoms Target Proposals. The symptoms are the areas needing improvement, the target is where we want to be when we achieve our success and the proposals are the actual steps we will use to achieve success.

After returning from our conference at Providence Heights we immediately began to make plans for implementing the program put together during our conference. We decided to use our principal as our facilitator and two of our team members as resource people for our staff. Our central office person will be our liaison between our building and the central office. We met with the entire teaching staff and presented an over-view of our plans and the techniques we would use. We used this session as an orientation for the staff and to acquaint them with the project and our desired goals.

At our second meeting we used the 1-3-6 Plan for developing a list of the areas of concern our staff wanted to work on. The staff came up with a final list of 22 areas of concern. We then had each individual staff member vote on the ten items they considered most vital and prioritize them from 1 to 10. The co-ordinating team of Mrs. Wickboldt, Mr. Clark and Mr. Sterns then compiled the results of this prioritizing.
Following are the results of the prioritizing of the areas we need to improve about our school. The top ten items are given and were the ones chosen to work on.

1. 115 votes -- Trust between administration and faculty--within faculty--and faculty and students--students and administration.
2. 110 votes -- Bring in portables so we can have: 1) Teacher's room, 2) Special ed. room, 3) Reading room, 4) Art room.
3. 90 votes -- Physical plant improvement.
4. 85 votes -- Develop ways of making school program more co-ordinated between grade levels.
5. 81 votes -- Improve system of receiving and ordering supplies.
6. 76 votes -- Invoice teachers and students in planning, decision making and evaluation. More involvement of staff in responsibility of total school operation.
7. 75 votes -- Time out for level get-togethers and exchange of ideas.
8. 72 votes -- Criticize only with suggestions.
9. 65 votes -- Lower teacher-student ratio.
10. 61 votes -- Need to learn more about the importance of positive self image for staff students.

The staff chose to concentrate on the first five areas and hopefully come up with solutions to these problems. We worked on these five areas for approximately five months and felt we had made some great strides forward in solving or improving these areas. Our biggest areas of success were in areas 1 and 5 where we have completely changed the attitudes, atmosphere and systems in these areas. We combined areas 2 and 3 and have made strong improvements. We have done some foundation work in area number 4 and hopefully will continue to work on this area this year.

We feel very positive about the results that our staff has obtained to date in areas that was of concern to our staff. We fully believe that the Practitioner's Workshop and the materials, ideas, and resource people made available for us are mainly responsible for our success. We strongly urge other districts to try and take advantage of the opportunity of attending the next workshop.

Lynn Sterns, Principal
Moxee Elementary School
Moxee City, Washington

continued from page 2

It is important to assign responsibility for the clearly defined task. Allow parents to involve other parents and carry out that area of responsibility in their own way.

Use parents to their best capacity. When parents are asked to help at the first parent meeting, be frank in telling them your needs and allow them to indicate their particular interest and how they wish to be used.

Be appreciative of parent help and don't waste their time when their particular responsibility has been completed. The beauty of parent involvement is that parents support what they have worked for and they learn how to help their own child by learning about other children. Parents are still our best friends and most effective tool in public relations.

Sara Jean Bentley
Challenge Teacher Gifted Program
Oak Harbor Schools
Oak Harbor, Washington
The total registration package is $40. This includes registration for both days, Friday lunch and dinner; Saturday continental breakfast, lunch, coffee, tea. If you are a member of WASASCOC, deduct $10.00 for a cost of $30.00. Registration by February 1st.

14. 1976
MOTOR INN (SPOKANE, WASH.) FEBRUARY 13-
CURRICULUM DEVELOPMENT AND SUPERVISON &
STATE ASSOC. FOR SUPERVISIOM &
WASHINGTON, STATE ASSOC. FOR SUPERVISION &
EDUCATIONAL SERVICE DISTRICT 101
East 117 Boone Avenue
SPOKANE, WASHINGTON 99202