Creating New School Cultures: Alternative Uses of Time

The use of time and space in schools: Applying the seven S framework
Walter H. Gmelch

Magnets, satellites, and networks: Exploring the future
Robert Bunge

Night vision: Creating a culture for success
Gail McBride

Gig Harbor high school schedule: A three period day
Jan Reeder

Models and variables of time
Maryann E. Johnson

All students can learn: Variable time and fixed learning
John McGregor

1995 WSASCD Annual Conference
Joyce McGlaston

Gaining time in a middle school schedule
Ron Wilkinson

Arts education: Covering more in time and space
Susan Goodrich

Modified school calendar: A process of exploration
Sandra M. Owen

Educational reform through strategic planning: Addressing time issues
Carole Bowers

The restructured high school: The highs and the lows
Jack Ernst and Harry Vankiatis

Book Review: School Cultures
Margaret Grogan

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The use of time and space in schools: Applying the seven S framework

Through the 1980’s school reforms have spilled across the country’s 15,000 school districts. As a result, we have seen more students taking “academic” courses, higher test scores in basic skills, and more students going to college. However, reform is not a one time fix. The Fall 1994 and Spring 95 issues of Curriculum in Context are focused on the school reform movement’s changes in the use of time and space. The current issue primarily focuses on the changes in the use of time; the Spring issue will address how schools have altered their use of space.

Over the years many changes have occurred in how we organize or govern our schools and the type of curriculum delivery system we provide. Larry Cuban, former teacher, superintendent, and current professor at Stanford University recounts that we have vacillated between centralized forms of school governance (with the latest movement toward site based management) and curriculum has shifted from “one size fits all” 101 years ago to the comprehensive high schools of today. The question we need to ask is how these changes alter the course of teaching practices and student achievement.

The reasons why some schools are more successful than others may be in their approach toward reform. From the corporate sector a 7-S analytical framework has been developed, consisting of three hard S’s (strategy, structure, and systems) and four soft S’s (staff, style, skills, and superordinate goals). Differences in student achievement levels cannot necessarily be explained by analyzing different use of time or space or even the hard S’s versus the soft S’s. The change comes from managing the entire educational enterprise, a systemic change considering all seven S’s.

For instance, reform primarily has focused on the hard S’s of schools: the strategy or school’s mission or course of action; structure in terms of organizational design or governance method; systems referring to the curriculum content or method by which knowledge is communicated. At times we have created changes in the hard S’s analogous to tidal waves at the top of the sea of schools, having little impact on the floor of the ocean, fathoms under the surface turbulence, where teaching-learning occurs.

In order for systemic change to occur in education, we need to pay attention to managing the soft S’s as well — the impact on the staff, the style critical to managing change, the skills necessary to implement the change, and the shared values influencing the culture of schools.

Can American school reform take advantage of and balance the hard and soft S’s? Two different movements have laid the foundation for applying the balance of hard and soft S’s to our high schools. On the one hand, the organizational development (OD) movement has focused attention on the techniques for enhancing group effectiveness, empowerment, personal growth, and group leadership. Scholars and practitioners have reinforced critical soft S practices such as site-based management, student centered teaching, teacher empowerment, principle conflict resolution, and team building. Yet, the OD movement has not provided the precise skills for effectively addressing the measurement and accountability issues in education. As a partial answer to this dilemma, the total quality management (TQM) movement has provided precise measurement, problem-solving techniques to begin to address the accountability critics. What seems to be needed is a blend of the best OD and TQM techniques.

In other terms, educational reform in schools must pay close attention not only to writing mission statements, reorganizing the structure, and developing new communication systems, but blending and paying attention to the faculty needs, leadership styles, new team skills required, and the shared values of the school.

While one may not believe this is all possible in schools, review the following scenarios of how reform occurred in schools throughout Washington State. In the end, you will be convinced by the evidence that paying attention to the 7-S’s provides an excellent framework to build your educational reform.
Magnets, satellites, and networks: Exploring the future

ROBERT BUNGE

In the spring of 1994, an Alternative Scheduling Task Force composed of teachers, students, classified employees, and community members met several times to discuss possible futures for Mount Vernon School District. As a result of these discussions, the advantages of two very different models for Mount Vernon High School’s future are being weighed. One model is more of the same: a bigger school, more portables, and an eventual second high school. The other model relies on images from our technological society to suggest new forms of school organization: magnets, satellites, and networks. Possibly, Mount Vernon High School’s second century will be very different from its first. Yet is the community ready to support such profound changes? This question must be asked against the backdrop of a wider pattern of transformations affecting Mount Vernon and its schools.

THREE CHALLENGES

For the Mount Vernon School District, the need to re-examine time and space in schools flows from three interlocking sets of challenges and changes. Growth management is the first challenge. Accommodating social diversity is the second challenge. Technological transformation identifies the third challenge.

The first challenge is growth management. The student population of Mount Vernon has grown at a rate of over 8% for several years. These high growth rates are projected to continue through at least the end of the century. Such growth implies changes in school facilities, such as new construction, additional portables, or more intensive use of existing spaces.

A second challenge is accommodating social diversity. Mount Vernon’s increase in total population has been accompanied by a dramatic shift in the composition of its demographic structure. Once a somewhat isolated smaller city in the midst of a rural county, Mount Vernon has grown into a quasi-suburban retail and residential center on the busy I-5 corridor. Meeting the needs of this increasingly mobile, complex, and diverse community requires a fresh look at school mission and organization.

The third challenge arises from a fundamental social trend: the transformation of our economy by technology. Gone are the days when Mount Vernon students could look forward to secure careers in fishing, farming, and forestry. Preparing students for information age employment in areas such as software design or genetic engineering requires even more fundamental reconsideration of how we use time, space, and all of our educational resources. These changes are familiar throughout our state. For Mount Vernon, the convergence of all these trends, all at once, in the space of a few short years, has given us both the need and the opportunity to consider dramatic new possibilities for organizing instruction.

THE CONTEXT FOR CHANGE

Until now Mount Vernon High School has been able to view the change process with some detachment. For several decades, its student population averaged between 1100 and 1300 in a facility well equipped for this many students. However, in September 1993 about 1500 students were enrolled. Projections for September 1994 are for over 1600 students. This trend will continue and accelerate for the rest of the decade and into the next century. By the year 2000, an estimated 2200 students will need to be served by the current facility. Beyond this, within 15 years, local planners project the doubling of Mount Vernon School District’s total student population.

Such explosive growth has impacted all Mount Vernon schools. In 1993, LaVenture Middle School grew to the point where portables could no longer be added. Crowding in the core facility had become so intense that students literally could not find space to walk through the halls. In the face of such pressures, LaVenture went to a double-shift schedule for 1993-94. Eighth graders attended in the morning; seventh graders in the afternoon. The LaVenture double-shift had ripple effects throughout the district with respect to transportation and other scheduling issues. The double-shift schedule generated its share of initial stress and controversy, yet by mid-year staff, students, and parents had made the adjustment and grown to appreciate the newly available spaces and educational opportunities provided by the double-shift. The details of LaVenture’s story can be saved for another time. For Mount Vernon High School, though, the LaVenture experience presented an object lesson. Growth does not have to be managed only through portables or new con-
"PREPARING STUDENTS FOR INFORMATION AGE EMPLOYMENT IN AREAS SUCH AS SOFTWARE DESIGN OR GENETIC ENGINEERING REQUIRES EVEN MORE FUNDAMENTAL RECONSIDERATION OF HOW WE USE TIME, SPACE AND ALL OF OUR EDUCATIONAL RESOURCES"

struction. Time and space can be used in innovative ways.

Another object lesson was provided by Mount Vernon voters in 1992-93. Three times school construction bond issues were presented. Three times they won a majority. Three times they failed, gaining between 54% and 57% percent approval, just short of the 60% required for passage.

Statewide trends did not suggest Mount Vernon’s fiscal constraints as unique. The bonds failed in the year before Initiative 601 passed. With timber sales declining, state capital construction funding was in short supply everywhere. Unlike during the Baby Boom decades, it does not appear certain that today’s schools can manage growth simply by building. No high school bonds were on the Mount Vernon ballots in 1992-93, yet faculty at Mount Vernon High School took these elections as an omen. A doubling of Mount Vernon’s high school age population does not necessarily mean there will be a second high school. By state capacity formulas, Mount Vernon already needs at least one new elementary school and a new middle school. But the voters have not yet approved them. How can we count on bond passage for a second high school, when the price tag for this school would surely be even higher? The lesson becomes clear. Perhaps time and space must be used in innovative ways, for new space may be a long time in coming.

EMERGING POSSIBILITIES

In the wake of the bond failures of 1992-93, the Alternative Scheduling Task Force began by specifically examining the possibilities for year-round schooling at all grade levels. At the high school, this might take the form of two, three, or four tracks alternating use of the campus. Vacations for each track would be staggered throughout the year. On the surface, this option appears daunting. The logistics of running a comprehensive high school activity schedule, as well as the problems inherent in running specialized courses in areas such as music and foreign languages, make multi-track systems difficult to consider for the high school level.

We next discussed the possibility of opening a night high school, with New Century High School in the North Thurston School District being our initial model. At New Century, historically, about 200 students have been served on a second shift after the regular school day. As a night high school, New Century has a separate identity from the schools with which it has shared spaces (Timberline and River Ridge High Schools). It has its own staff, its own activities, and its own administration. This model is still under discussion for Mount Vernon.

We quickly projected, however, that a 200 student night high school would only accommodate our growth needs for about one or two years. So we began to stretch our thinking in new directions. A general observation was that our students have extremely varied lives and schedules. Some function best in the morning, some at night. Students work at all hours of the day. Running Start, Co-op Work Experience, and other off-campus programming gives us the feel at times of a commuter

“WE THEN WONDERED IF PERHAPS SPECIALIZED MAGNET PROGRAMS MIGHT NOT BE LOCATED AWAY FROM THE EXISTING CAMPUS. SUCH PROGRAMS MIGHT INCLUDE A TECHNOLOGY CENTER. A PERFORMING ARTS CENTER, A CREDIT RETRIEVAL PROGRAM OR ANY OTHER PROGRAM CALLING FOR SPECIALIZED FACILITIES AND CURRICULUM”
school. Our thought was, why not reinforce this trend? Why not run the high school like a day and night educational service center with a maximum of personal flexibility in scheduling? The term "magnet" implies choice. We would need to develop educational programming that would draw students, by choice, to study at unusual hours. We continue to examine magnet options in order to determine if sufficient demand exists for this type of programming.

Looking a few years ahead, it appears that even night high school or magnet second shifts on our existing campus would simply delay the inevitable transition to new locations. Our current campus is crowded at 1600 students. Our parking lot is full, our cafeteria is pressed and our classrooms are fully occupied. There is little room for expansion on our current site. Yet expansion to new locations need not necessarily involve the construction of a second comprehensive high school. If universities in our state can have branch campuses, why not high schools? Having considered magnet programs as a possibility, we then wondered if perhaps specialized magnet programs might not be located away from the existing campus. Such programs might include a technology center, a performing arts center, a credit retrieval program or any other program calling for specialized facilities, and curriculum. Under this model, Mount Vernon High School would remain the only comprehensive high school in the district. Growth would occur in satellite facilities, each of which would exist to serve a defined segment of the student population with specialized schedules and programs.

The image of satellite programs built around a central core facility suggested the schematic of a hub and spokes computer network. This may, indeed, become a literal description of how such a family of educational programs might come to communicate with one another. Data such as attendance, grades, transcripts, discipline records, and student schedules might be available online throughout the district. Students might travel from location to location in complex and idiosyncratic patterns, yet credits accumulated through performance assessments might follow the students like account balances flow from a major bank to all of its automatic teller machines. Students might begin their high school careers at the comprehensive central location, and then commute out to smaller, more specialized satellite programs to complete their junior and senior years.

QUESTIONS WORTH ASKING

By making magnet programs into satellites, and by putting the satellites into a network, several advantages would be achieved. First, the existing comprehensive high school could continue operating on its existing schedule (unlike year-round multi-track plans). Students would have new choices regarding the time and location of studies. Specialized programs could be developed, with facilities, equipment, and scale of operations tailored to fit each special area of study. Yet the advent of networking makes it technically possible to keep the whole system flowing together through up-to-the-minute electronic communications and data retrieval.

Will Mount Vernon build a second comprehensive high school? Or will the community and its school district venture forth toward an unknown future of magnets, satellites and networks? Such questions are at least worth asking if Mount Vernon Schools are going to truly serve the children of tomorrow.

Mr. Robert Bunge is Assistant Principal of Mount Vernon High School, Mount Vernon School District
Night vision: Creating a culture for success

GAIL McBRIDE

When the school buses pull away, marking the end of school for the 1,200 students at the day high school—the school night is just beginning for the 225 students of New Century High School. New Century’s school activities begins at 2:30 PM and ends at 8:40 PM with an early release on Friday. The fully accredited evening high school, without athletics, offers a college preparatory, school-to-work curriculum, emphasizing technology, and critical thinking.

The North Thurston School District opened New Century five years ago to address educational challenges facing comprehensive high schools, such as: changing demographics, the growing rigor of demands being placed on the entry level work force, and the all-encompassing role technology plays in business and industry. For the first four years the school was housed in Timberline High School while the new educational park was in the planning stages. The new campus, shared with River Ridge High School, was designed to facilitate two separate schools using the same resources during different time frames. With some additional office space and its four house design, the campus provides an ideal setting for a small school with a unique time schedule.

Today, entering the sixth year of operation, the school’s purposes are understood by the wider community. New Century is viewed as an excellent academic high school, that focuses on learning, values individuality, and has a positive safe school climate. The school’s award winning teachers are recognized for employing a variety of instructional strategies to help every student master a rigorous academic curriculum. Selected as a School for the 21st Century in 1991, the school recently has won awards for restructuring, innovation, and effective schools. In 1993, New Century was recognized as a Presidential Blue Ribbon School of Excellence.

Students who attend this “public school of choice” experience a tremendous amount of success. Graduation follow-up studies indicate 64% of the students go on to college and 31% secure promising job placements after graduation. This figure becomes even more significant in light of data indicating that 25% of the students qualify for free or reduced lunch. Many of these students had never imagined college as a part of their future before transferring to New Century.

Much of the success students experience at New Century can be attributed to the school culture created through innovative use of space and time. The night time schedule and the double use of a facility have created a culture that encourages and nurtures risk taking, collegiality, shared decision making, and involvement of the community in the school.

A New School Community

Although the reasons students give for attending New Century are as diverse as the school population some common perceptions about the school’s culture emerge. For many students this school without athletics is a refuge from pep rallies, pompoms, and the surrounding social systems that pervade many traditional high schools—social systems that in many subtle ways may be detrimental to the

“IN THE SMALL SCHOOL COMMUNITY THAT HAS BEEN CREATED BY USING A LARGE SPACE DIFFERENTLY, STUDENTS FEEL THEY ARE VIEWED AS INDIVIDUALS”

“MUCH OF THE SUCCESS NEW CENTURY HAS EXPERIENCED CAN BE ATTRIBUTED TO THE SCHOOL CULTURE CREATED THROUGH INNOVATIVE USE OF SPACE AND TIME”
academic success of some students. These feelings are captured in comments by students, such as: “You don’t have to be a ‘preppy’ to be somebody at this school.” “Here I worry more about my homework than my hair.” “You can be smart here and not be called a nerd.”

In the small school community that has been created by using a large space differently, students feel they are viewed as individuals, as they say, “Not as a number.” Student leadership and genuine participation in shared decision-making is honored and nurtured. Students help hire staff, evaluate curriculum, and develop school goals and policies.

Students also believe they get their fair share of attention and resources in this small school. For some students—those students who might fall through the cracks at a large high school—the extra use of computers and small school climate translates into academic success and personal empowerment. Whereas even in the best technologically equipped high schools, the sheer numbers of students limit individual use of computers, at New Century each student has personal access to a computer every period. Classes such as computer fine arts, journalism, science, creative writing, and foreign languages can be taught in classrooms equipped with networked computers.

**SUCCESS THROUGH CHANGE**

Dr. Pamela Day, site visitor for the US Department of Education, Blue Ribbon Schools Competition commented on the culture of success she observed:

While in a day time comprehensive high school one might judge the school success by accomplishments for academic competitions, sports, and other traditional intrinsic means, New Century’s success is seen on every student’s face throughout the school. Although academic teams at New Century compete very well with neighboring schools...success at New Century is measured by the daily individual accomplishments and improvements by each student. Through classroom observations, students appear comfortable in asking questions and demonstrate a sense of contentment about who they are and their purpose in school. These students are experiencing success; they feel successful; and they are successful.
For parents, the innovative time schedule has provided for more opportunities for involvement in the school. The evening hours allow for participation without interference with work schedules. Parents often attend assemblies, guest lectures, participate in Learning Community Projects, and volunteer in the classrooms.

Students are comfortable with and appreciate parent participation. A typical open house at our school will draw over 300 parents and family members—impressive numbers for a school of only 225 students.

The evening hours, coupled with one of the school’s primary goals of linking the curriculum to the work world has opened up the school to community and business involvement. Innovative Learning Community Projects group business partners, a teacher and 20 students together in blocks of time throughout the year to explore the connections between the world of work, the skills necessary to be successful in the 21st century, and a curriculum area.

Last year alone, 75 business and community partners worked directly with our students and staff through these projects, providing excellent adult role models, mentoring, and job shadowing opportunities for students.

Furthermore, the skills of teachers grow rapidly as they work side by side with business leaders and colleagues developing and implementing curriculum for Learning Community Projects. Visitors, parent volunteers, and peers are frequently seen in “open door” classrooms and teachers often practice their craft in view of others as they work with students during field studies in a variety of community workplaces.

Finally, the teachers at New Century successfully change time and space regularly as needed to help students learn. One stellar example was an all school study skills workshop that involved all staff, including secretaries, counselor, and principal, over a two day period. Another was a week long writing workshop where the entire school was divided into four seminars, while interdisciplinary teams of teachers taught essay writing skills.

This innovative environment allows teachers and staff the freedom and empowerment to take risks, participate in genuine shared decision making with colleagues, community and students. A dynamic learning environment has been created to meet the needs of the students. It may be that if a school can have very different hours, and operate without athletics then the door is open wide for many different ways of going about the business of teaching and learning.

**THE SKILLS OF TEACHERS GROW RAPIDLY AS THEY WORK SIDE BY SIDE WITH BUSINESS LEADERS AND COLLEAGUES**

**ONE VISION**

As schools and communities continue to face the growing challenges to educate all of our young people for the 21st century, New Century High School’s Night Vision with its innovative use of time and space may offer some promising possibilities—possibilities of creating schools of choice and academic options within the public school system which truly reflect the shared goals and desires of the students, parents and communities we serve.

Ms. Gail McBride is Principal at New Century High School, North Thurston School District
Two years ago, Gig Harbor High School altered its daily schedule by adopting a three period day. Before implementing intended changes, staff were provided extensive in-service training. After implementation staff received three days of training in cooperative learning and three days of training for other active involvement strategies. Also, early release days have been used to prepare teachers for additional instructional techniques needed for effectively using the 100 minute periods. Thus far, the re-structuring efforts have increased our ability to achieve a positive learning environment. The following article outlines some of the changes that have been implemented at Gig Harbor High School.

**The Schedule Change**

A student's schedule consists of six 100 minute period classes. Class periods one, three, and five meet on one day while periods two, four, and six meet the next day. This alternation between the six classes occurs throughout the year. Students earn 0.5 credit per class each semester. Further, we have added a 30 minute block of time between the first two periods of each day to allow for team advising and/or sustained silent reading. The schedule change has allowed and is conducive to instructional strategies recognized as effective: integrated curriculum, advisory program, sustained silent reading, and service learning.

We have used a team advisory program for the past five years. Teams previously met once a week for 30 minutes. Time for this program was gained from shortening each day's class periods. The seventh period of the day was the time when student teams gathered. Believing in this program, the staff determined that team advisory program needed a better place in the school schedule.

Students now report to their advisor after each first period. Each certificated staff member including counselors, librarians, and administrators, have a team of 16 to 20 students whom they advise. One of the advisory team periods is used for formal instruction. The curriculum of the team advisory program includes counseling, reviewing report cards, discussing assemblies, student government reports, and some social skills activities. The other remaining period(s), one or two depending upon the week, are used for studying, school assemblies, class meetings, and/or club meetings. During the study time students may sign out of their own team to meet with another teacher.

Sustained silent reading (SSR) follows second period. Students stay with their second period teacher to read. They may read any appropriate material, although the English Department encourages the reading of novels. Doing homework is not allowed.

On Friday's schedule the 30 minute block in the morning is not included. Instead the three blocks meet in a row and students are dismissed 30 minutes early to provide teachers team planning time. Teachers, also have a planning period every other day. Teachers find that they are able to accomplish much more in this longer planning time than in shorter periods that occur everyday.

At Gig Harbor High School there are two lunch periods. Half of the teachers have a split-block for lunch, with a full 50 minutes before and after lunch.

Several high schools, with schedules similar to Gig Harbor's, have kept one day a week where all classes meet. One benefit is that all classes meet three times in the week. However, it is the opinion of our staff that an established, consistent routine is more beneficial for student learning. Especially for our at-risk learners such
‘speed up’ days, even once a week, can be difficult.

**SCHEDULE CHANGE OUTCOMES**

The three period day has been very successful. Students, teachers, and parents all report very positive responses. In surveys at the end of the first year 95% of teachers gave it the highest rating, 83% of students, and 82% of parents reported satisfaction with the new schedule. At the end of our second year 84% of the students continued to rate the schedule very positively. In addition, staff have seen improvement in students’ grades, attendance, and discipline. On a more subjective note, both teachers and students report more time for individual student-teacher contact, more focused learning, and the opportunity for students to become more actively involved in learning.

Also critical, has been the finding that the three period day allowed for the implementation of much of our restructuring agenda. In addition to improving our advisory program and adding sustained silent reading, this schedule permitted us to integrate our English and social studies classes, increase our service learning program, and emphasize real life applications in our classes. All of our juniors are in an integrated American literature—United States history block. This class of 50-55 students meets every day and is taught by two teachers. Some of our ninth graders are in ninth grade English—Social Studies blocks. These students also meet each day. With both subjects taught by the same teacher, class sizes are held to 25-30 students.

Gig Harbor High School has had a service learning program for many years. Students do service as part of their class activities. More of these activities can actually be done in classes as a result of the longer instructional blocks. Much of the service is done at an adjacent elementary school. Science students develop and teach science lessons and art students do art projects with the elementary students. Other projects occur after school hours, but can be developed and planned during the long class period.

Further, our staff has established outcomes for students and developed a portfolio assessment plan to check on student achievement of these outcomes. The long blocks allow for instructional strategies that result in products that serve as indicators of student achievement. We plan to have students collect these projects in a portfolio to be examined before they graduate. The advisory teachers maintain the portfolios and help students monitor their achievements. Thus, success is emphasized and recognized.

In addition, this past fall, staff focused on the real world applications of learning. Course objectives were designed to encourage instructional activities relevant to the workplace. Teachers used SLIG grant days to visit work sites. They then revamped classroom activities to more directly prepare students for employment areas.

All of these innovative strategies require long instructional blocks. The value of the longer block is recognized. Even for early release days when each of the three classes scheduled for that day meet for 55 minutes, teachers regularly remark about how difficult “short” periods are. However, some math teachers struggle with ways to effectively use the long blocks and instrumental music requires major changes in delivery. These challenges aside, it is important to note that none of the teachers in either of these areas want to return to the old schedule.

**NO GOING BACK**

There are several keys to the success of this schedule at Gig Harbor High School. We had specific issues that needed to be addressed. We designed the high school schedule to respond to these issues. A well-developed consensus decision making process was adopted. This allowed those with concerns to agree to try to make it work for those who had major needs for the change. We engaged in ongoing training on how to effectively use the long instructional block. The revised daily schedule at Gig Harbor High School complemented a major restructuring of our program resulting in an improved teaching and learning environment.

Ms. Jan Reeder is Principal at Gig Harbor High School, Peninsula School District

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**GIG HARBOR HIGH SCHOOL CLASS SCHEDULE**

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Models and variables of time

MARYANN E. JOHNSON

Historically, high schools have divided their instructional day into six or seven periods of equal length. Each period was concluded by the ear-piercing sound of a shrill bell, which jolted everyone into action. The teacher’s behavior was often calling out the next day’s assignment, while the behavior of students seemed more like a stampede reflex to the hallway.

Scenarios and behaviors such as above have influenced the educational reform movement. Primarily, educators have been asked to rethink and analyze the way schools allocate and use time. The use of time in schools has been found to greatly impact the school’s ability to achieve its educational mission. Berliner and Casanova (1993) argue that student achievement is associated with not only the quality of time but the length of time that students are provided in learning the material. Further, researchers are generally in agreement that the most powerful variables of student achievement that is under the control of teachers is the time given to learning. Therefore, the issue of time usage is important to educators and students.

During the 1992-93 school year, as part of the reform process in South Kitsap High School, a study of the use of time was conducted. The Time Restructuring Committee investigated several models during the year. Additionally, time-based variables related to student achievement were identified. The models and variables acted as guides for the school’s improvement plan.

THREE MAJOR MODELS FOR RESTRUCTURING TIME

Three major models were identified through a review of the literature on the restructuring of time at the high school level; the Copernican Plan, the four-period day, and the Dalton Laboratory Plan. Each model places a different emphasis on the use of time in schools.

The Copernican Plan (Carroll, 1990) centers around the idea of “macroclasses” of differing lengths. Classes range from 70 minutes per class period to 226 minutes. The emphasis in the plan is on the integration of subject matter through seminars. Student learning is enhanced as less fragmentation of subject matter occurs since students take fewer courses at any given time.

The second major plan is known as the four-period day. Wossen High School, in Colorado Springs, Colorado is credited with the development of such a plan (Coley, 1993). This model divides the day into four, 90 minute periods. Some specialty courses such as band, choir, and yearbook meet daily during specified quarters. Departments are encouraged to explore the expanded opportunities for interdisciplinary teaching, cooperative teaching, teacher exchanges, and heterogeneous grouping.

The use of time in schools has been found to greatly impact the school’s ability to achieve its educational mission.

FIVE TIME-BASED VARIABLES

Five time-based variables relating to student achievement are reported by Berliner and Casanova (1993). These five variables are:
1. Subject matter time.
2. Time within a subject matter.
3. Time-on-task.
4. Transition time.
5. Successful time.

Educators need to pay particular attention to these variables as reform efforts attend to the issue of time.

Allocation of time to subject matter, the first variable, addresses the number and length of periods allocated to different subject matter areas. Researchers have found wide discrepancies in the amount of time individual classroom teachers spend teaching a given subject area. It is not uncommon for one teacher to spend as few as 16 minutes on a subject area per day, while another teacher spends 50 to 60 minutes more on that same subject each and every day. When such discrepancies occur, similar academic results should not be expected from the students of the different classes.

The second variable, allocation of time within a subject matter area, is equally important to consider. Every teacher decides how much time should be spent on the content areas within a subject matter area. One teacher may spend many hours teaching fractions, while another teacher may not “get to” the unit on fractions. Student achievement is largely determined by the opportunity to learn the particular content area so this variable is vital to student success.

Time-on-task, the third variable, addresses how much children are paying attention to the tasks at hand. Berliner and
Casanova (1993) state that “in the typical class, students will attend to what they are supposed to about 70 percent of the time” (pg. 29). The differences in student achievement were linked to the time students attended to instruction.

The fourth variable, transition time, refers to the time it takes students to begin a new period or a new subject as well as the time lost when students are putting their things away or getting ready to leave. No learning is expected at such times, so transition time should be kept to a minimum. Some teachers have learned to make smooth transitions with very little time expended and their skills can be studied and emulated.

The final variable is successful time. Young children, especially, need lots of success and students of any age are more likely to succeed when they are engaged in meaningful activities which lead to positive results.

Attention to the five time-based variables should help formulate activities which lead to improved student achievement through better time management. When educators think about the limited time allocated to accomplish student learning, we know we must capitalize on the time we have available to do the job.

**The Improvement Plan**

Once the Time Restructuring Committee had identified the three models and the five time-based variables a self study was conducted. Several important goals and objectives for the study were recognized and derived from the review of the models and variables.

One important goal involved reviewing the structure of the school day and analyzing how students could maximize their time. Research was reviewed, visitations were conducted, and everyone at the high school participated in the process. A survey was administered in the spring. Results of the survey showed the staff wanted to implement “extended periods” in the fall of 1994. Several teachers piloted the plan successfully in the spring to pave the way for full implementation.

The school board approved the plan and will review the progress as it is implemented in the fall. The goal of the school board, like that of the high school staff, is to evaluate the effects of the change and continually strive to further student achievement in a positive school environment.

**Summary**

It is clear that students achieve better in areas where they have spent the most productive time. Decisions about the use of time must be consciously directed toward the instructional goals of schools.

Simply adding school hours or days does not address the concerns regarding student achievement. Educators must look at the issues of efficiency and achievement of goals within the time available. We need to make the most of the time we already have. The demands are great and can only begin to be realized when we capitalize on the time available to us. However, Schmoker and Wilson (1993) clearly state, “It is doubtful that time for productive interaction in schools will occur without some modification of conventional scheduling arrangements” (pg. 149). The focus in this article has primarily revolved around time for students. The issue of time for teachers to meet for planning and sharing sessions is another vital matter.

Dr. Maryanne Johnson is Assistant Superintendent of Curriculum/Instruction, South Kitsap School District.

**REFERENCES**


All students can learn: Variable time and fixed learning

JOHN MCGREGOR

For educators there cannot be a more powerful and promising philosophical concept than that of all students learning well. The evidence is so overwhelming and compelling, that there can no longer be any legitimate debate about this idea's validity. Yet, even with the mounting evidence, there continues to be schools where only some of the students learn well. To accept and meet the challenges that accompany a school environment where all students can learn, several fundamental truths and core beliefs need to become part of how schools do business. Yes, all students can learn, but not all on the same day or all in the same way. If schools accept this kind of culture and belief, then it becomes clear that for the many students who learn differently and at different rates, the current school model is deficient.

The current model possesses an archaic approach to the use of time. If we continue to allow students to learn in fixed amounts of time, results will always be inequitable and inadequate. Reliance on the bell curve as a standard for learners performance cannot hide the impotency in the variability of student learning outcomes. As educators let us flip this ideology and make learning fixed and time variable. All students can learn well if schools are willing to change how resources are expended. And, there is not a resource in the school more strategic than time.

**VARIABLE TIME AND INSTRUCTION**

Over the past six years, Ritzville School District has manipulated time in a variety of ways that helped us get to our goal of all students learning well. In order to use time more effectively and efficiently, we had to consider a number of related activities that have affected the use of school time for students and staff. Most of these developments are not unique to our school.

In order for the staff to ensure that all students learn, we modified our instructional practice in several fundamental ways (see box). We have tried to confine our instruction to these, few important practices.

A second way of using time differently is to have teachers begin to team and theme together. One of the most important things we have done is to allow team teaching at grade level in the elementary school. We also provide the elementary teachers about 90 minutes, twice a week, for common planning time by using various specialists during that class period.

**FIXED LEARNING AND STUDENTS**

For the students, we believe that we have provided them significantly more opportunities to learn. Students are provided with a 35 minute period at the end of each day in which they can see any teacher. We shortened class periods during the day in order to get the 35 minutes. Students re-
1. We embrace the concept that “less is more.” That is, we believe it is better to determine specifically what students need to learn. Less content is covered, but it is covered more effectively.

2. We endeavor to “teach what we test, and test what we teach.”

3. We inform students precisely about our expectations and define student responsibilities prior to beginning instructional units.

4. We model for students, as much as possible, the processes and strategies of learning.

5. We prepare students prior to giving assessments and tests. Continually checking students’ understanding is key in this process.

6. We do not grade homework. We check the homework, but we believe homework is independent practice and not an assessment.

7. We provide students a second chance to pass every assessment at 80% minimum accuracy. However, students must qualify for the second test by showing the teacher they have significantly learned what they did not learn the first time.

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"THE CURRENT MODEL POSSESSES AN ARCHAIC APPROACH TO THE USE OF TIME. IF WE CONTINUE TO ALLOW STUDENTS TO LEARN IN FIXED AMOUNTS OF TIME, RESULTS WILL ALWAYS BE INEQUITABLE AND INADEQUATE"

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previous quarter in order to qualify for a semester grade.

Finally, we have made some changes in our math sequence for the high school students. Students who find algebra difficult are allowed to take two years of math to complete a full year of algebra. We have found that many students can complete the two years of algebra over four years. Changing time requirements while receiving credit has helped many students complete the math component of their high school education.

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"ALL STUDENTS CAN LEARN WELL IF SCHOOLS ARE WILLING TO CHANGE HOW RESOURCES ARE EXPENDED. AND, THERE IS NOT A RESOURCE IN THE SCHOOL MORE STRATEGIC THAN TIME"

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not need to see a teacher work on homework. Use of this block of time provides a way of ensuring the students spend at least 35 minutes a day on their homework. Further, we use this as the only time in the day for class meeting, club meetings, and pep-assemblies. Thus, less interruptions of class instructional time occur.

Additionally, the very last day for students to complete unsatisfactory work is the last day of the quarter. Students who have completed all of their work for the quarter do not attend school the last day of the quarter. This allows our students who need to get work completed to have an opportunity to work with the teachers that they need to see. Any student who does not complete the required work at the end of the quarter receives an “F” for the quarter, and likewise for the semester. However, students may pass the second quarter but they will have to retake the

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CONCLUSION

Being willing to manipulate the conditions of time in our school is important to furthering the primary educational mission of our school; all students learning well. The Ritzville School District will continue to search for better ways of using time in the teaching and learning environment. While some critics may claim that the teaching ceiling has been lowered, greater evidence supports the view of a raising of the learning floor. For example, in any given quarter at the high school 90 percent of all of our students pass every exam and complete every assignments at an 80 percent minimum. Clearly, schools must be courageous and creative in manipulating time if the goal is to ensure that all students learn well.

Mr. John McGregor is Superintendent, Ritzville School District

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SUCCESSFUL SCHOOLS: What Works

1995 WSASCD ANNUAL CONFERENCE

February 2~4
SeaTac Red Lion
Seattle

WASHINGTON STATE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
The 1995 WSASCD Conference Committee would like to take this opportunity to invite you to this coming year’s conference “Successful Schools: What Works!” The global intent of this year’s theme is to bring together educational leaders to discuss what is working in education today, and what educational pathways are being taken toward successful tomorrows.

The 1995 conference will offer inspiration and practicality. We hope this will be a time to come together to learn, lead, and imagine!

**KEYNOTE**

Keynote speaker, Professor Michaly Csikszentmihalyi, is the highly acclaimed author of *Flow: The Psychology of Optimal Experience*, which has sold more than 125,000 copies and has been translated into ten languages. Professor Csikszentmihalyi has researched the state of mind called flow for 30 years. According to his writings, flow is when an individual is so fully absorbed in an activity that it becomes almost automatic: the mind loses the sense of time and experiences great feelings of satisfaction and self-esteem.

Michaly Csikszentmihalyi (pronounced CHIk-sent-me-high-ee) is professor and former chair of the Department of Psychology at the University of Chicago. During the last 30 years, Professor Csikszentmihalyi has written or co-authored more than 150 scholarly articles and ten books. His work has influenced organizations and institutions such as Xerox, Apple, the Smithsonian Institution, and the World Economic Forum.

**MICHAEL FULLAN**

Dr. Fullan is Dean of the Faculty of Education, University of Toronto and Professor in Sociology in Education. He is the author of *Change Focuses: Probing the Depths of Educational Reform*. In a recent Distinguished Lecture he called for a radical departure in the thinking of what change is and how it can be carried out. The imperative, he said, is to forge a link between moral purpose (making a difference in the lives of students) and being a change agent so that systematic change evolves from control or strategic plans.

Dr. Fullan notes it is not possible to orchestrate systematic change from above; successful change in organizations begins with the individual instead of top-down mandates.

In June 1990, Dr. Fullan was recognized as the first recipient of the Canadian Association of Teachers Educators Award for Excellence for “outstanding contribution to his profession and to teacher education,” and was seen as a “researcher scholar practitioner of the highest calibre” by that organization.

In addition, there will be exciting and thought-provoking keynote speakers including Alan November, whose area of expertise include revolutionizing the classroom through technology, Rudy Crue, Superintendent of Tacoma Public Schools and Pamela Bullard, author of *Making School Reform Happen*.

**CRITICAL ISSUES**

The purpose of the institute will be to examine new ideas, influence policy debates, and represent all sides of an issue. The focus for 1995 will be *state reforms*. Kentucky, Wisconsin, and Arizona representatives will give an account of their efforts. Discussion will include high standards and early childhood education, interagency services, public support for reform, and holding educators accountable for student performance. A town hall meeting, conducted by Derrick Mills, will conclude the institute and provide an opportunity to discuss the issues with Washington State reform representatives.

**ACTION LABS**

This year’s conference action labs will feature the following educational leaders: Derek Mills’ topic will be systems and processes for change; Alan November and Cheryl Lenke will discuss technology in the classroom/instructional strategies. Pat Waisley representing the Coalition of Essential Schools, will specifically focus on effective secondary schools; Louise McKinney will speak on the topic of educating the underachiever; Terry Bergeson and members of the Commission on Student Learning will address the commission’s task, its goals, progress to date and the impact on the state, districts, and individual schools. Mary Vanderpoppin, Diane Anderson, and Sondra Meier’s topic will be alternative assessment.

Remember poodle skirts, saddle shoes, and chino pants? If you do the 50’s were a part of your life or you are a “Nick At Nite” fan. Either way, you will be able to re-live some of those great times at our sock hop, with live band music on Friday night. Join old and new friends for substantial hors d’oeuvres and “strolling” down memory lane.

The 1995 WSASCD Conference Committee is looking forward to greeting you during “Successful Schools: What Works!” on February 2, 3, and 4 at the SeaTac Red Lion in Seattle.

Ms. Joyce McGlaston, WSASCD Conference Chair is Coordinator of the Quest Program, Lake Washington School District
Gaining time in a middle school schedule

RON WILKINSON

“N"o! I don’t have a minute!” reads a button worn by a principal colleague in Walla Walla. Unfortunately that short little message quite effectively sums up the feelings of many teachers and administrators across educational levels. Interruptions, pushes, tugs, and requests for attention come from every direction and various audiences. The demands to teach more to an increasingly diverse and disparately prepared population of students haunts each classroom. How many teachers and administrators have gone home at the end of the day with the sigh, “If I only had a little more time.”

The staff members at Pioneer Middle School in Walla Walla have not found a way to slow the rotation of the globe and assure 65 minutes in each hour, but are utilizing some organizational strategies to gain in-class time with students. The systems of inter-disciplinary teaming and block-of-time scheduling are addressed often in middle school literature but are harder to find in practice. Implementation of the strategies has required new ways of thinking for teachers and the results have been positive.

TOWARDS A MORE EFFECTIVE PRACTICE

When Pioneer switched from a seventh through ninth grade junior high to a sixth through eighth grade middle school in the fall of 1990, the plan included organizing for core instruction with interdisciplinary teams of three or four teachers. The concept of empowering the teams to organize instruction within blocks of time greater than one period in length was intended. In reality, when implementation came, most teams struggled greatly with shifting away from the period to period style that was familiar. Ironically, even some of the teachers who transferred to Pioneer from elementary buildings as part of the reorganization seemed to take on the persona of a “secondary” teacher and assumed that the bells signified the end of a period. Instruction stopped and students received a break.

As Pioneer begins its fifth year as a middle school, considerable progress has been made with the implementation of new concepts. The intricacies of trying to do everything desired in a middle school schedule for 760 students has prevented totally “pure” blocks in some cases. However, the idea of empowering teachers in teams to organize their students, resources, and time in more effective ways for delivery is a reality throughout the building. Administrators, teachers, secretaries, students, and parents are learning new ways of viewing scheduling, locating students, and teaching.

AT FIRST GLANCE

To view Pioneer’s printed bell schedule, an observer would see nothing that appeared significantly different than the old junior high schedule. The schedule includes a 50 minute first period, six periods of 46 minutes, and a 21 minute advisory period. Lunch is 30 minutes long and a four minute passing time separates each period. The concept of blocking only becomes visible when one sees the schedule blueprint, which outlines where blocks occur for each grade.

The schedule blueprint incorporates blocks for the sixth grade including five periods in which teams are responsible for teaching the five core subjects of science, social studies, language arts, reading literature and math. The seventh and eighth grade blocks include three periods in which teams are responsible for science, social studies, and language arts. For the first three years students were scheduled by the office personnel to the individual classes with a team of teachers. It was implied that the team could reassign students as they chose, however, only in isolated incidents did that occur. Now students are assigned to a block with the team. Team members must make the decisions on organization of the students and the instruction within the block.

Of course block-of-time scheduling can occur without the team structure. Most elementary teachers are very familiar with organizing their instruction around blocks of time. Their day is broken into blocks of time between the start of school and morning recess, then between recess and lunch, then lunch and the end of school. Physical education, music, library, and other programs may also set the parameters to blocks. The blocks tend to vary in length. The teachers determine which parts of their instructional program fit best within the blocks available.
The period by period schedule was a high school creation and was emulated during the move to junior high schools throughout the United States. Although it may be an efficient way to organize large numbers of students and teachers during the day, no research has shown it to be the most effective way to organize teaching and promote learning. The interdisciplinary team concept has been most closely associated with the middle school movement, although it appears in use at all levels of schooling.

**MULTIPLIED EFFECTIVENESS**

The use of interdisciplinary teaming in conjunction with block-of-time scheduling takes advantage of two organizational strategies in a way which multiplies the effectiveness of each. Pioneer has found four distinct advantages with teaming and the use of block-of-time scheduling. First, teachers are empowered to organize themselves, their students, and their instruction within a block of time in a manner that most effectively meets the needs of the students. The team has the authority to move students around within their block of time to take advantage of labs and other resources. Second, support to students is provided by a group of teachers planning carefully to meet both the academic and social needs of a smaller group of students. Third, peer support evolves. A very effective built-in support structure for new or beginning teachers is created as a group of teachers who are working closely to plan instruction and strategies, deal with students with unique or challenging needs. Finally, instructional integration occurs. A key strategy in moving students to application of content with higher order thinking skills, is supported significantly by the team structure. Distinct content lines tend to disappear as lessons and assignments assume new relationships and meaning.

Besides these advantages Pioneer has identified an increased effectiveness in use of time through the use of block-of-time scheduling and teaming. Many of these benefits are directly related to the previously mentioned advantages.

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**“TEAM MEMBERS ORGANIZE IN WAYS THAT ENABLE THEM TO TAKE ADVANTAGE OF THEIR PERSONAL AREAS OF EXPERTISE AND TO OPTIMIZE USE OF FACILITIES”**

First, where the bell schedule calls for four minutes passing time between classes, the teams do not have to allow that much time for transitions. Even when those transitions include changing rooms, the rooms are in close proximity so the shifts can occur in a matter of seconds rather than minutes. Nearly eight minutes are gained within a three period block. Students are allowed to use the restrooms as needed which prevents large crowds and long delays. Second, many teams block and/or integrate subjects. Since instruction flows naturally from one lesson to the other there is much less time lost with starts and stops which normally occur when students move from class to class and begin distinctly different subjects and lessons. Third, particularly with lab type classes, teachers had often complained about the time lost with set-ups. With the opportunity of arranging the schedule to have students for a longer period of time, teachers have found that a class is generally able to complete the lab, draw conclusions, review, and begin write-ups without needing to stop and begin again the next day. An added advantage is that with two or three groups scheduled to do the same lab over two or three days, teachers have found it much easier to arrange for an absent student to reschedule to do the lab with another group. Finally, when an activity takes longer than originally planned or the need for immediate re-teaching is identified, teams are able to rearrange their schedules to accommodate these needs. Since the team members have the students for a block of time they do not need to affect other teachers or programs. Such impromptu schedule changes allow for more effective teaching and long term time savings.

Besides these benefits to the teaching and learning process, administrative simplification is achieved since much of the responsibility for assigning students to particular classes or groups is assumed by the team. If re-grouping is needed the
team makes the changes and simply notifies the office of the update to the student's schedule.

Perhaps one of the most significant factors apparent when observing Pioneer's teams is that no two teams are organized in exactly the same manner. The team members organize in ways that enable them to take advantage of their personal areas of expertise and to optimize use of facilities. They organize for integrating instruction in ways to maximize the natural relationships that occur in the curriculum. It would probably be an understatement to say that the varied structures that occur from team to team appear quite confusing to a newcomer or casual observer.

Pioneer currently has five teams of two teachers who teach the sixth grade core subjects and two core teams for seventh and eighth grade. One seventh grade team has two members and the other has three while both eighth grade teams include three teachers. Each seventh and eighth grade team serves a morning and an afternoon block of students. Primarily due to changing student numbers and changes in staff members the configuration of teams has changed some each year. Reconfiguration has also occurred as the staff learned from experiencing strategies which were more effective than others.

**EXAMPLES**

A sample of how one seventh grade team at Pioneer has organized is included in Visual #1. When reviewing this sample, the reader will notice that the team has developed three different schedules to use as needed. To make it less confusing, the students on this team report to the same core teacher each day at the beginning of block. Normally the team will use their Regular Day schedule on Mondays and Fridays and the Science Lab schedule on Tuesdays, Wednesdays and Thursdays. Likewise the team may choose to not meet for reading and to simply follow the building's bell schedule on certain days.

Pioneer's other seventh grade team has two teachers to teach the three curricular areas during those same blocks of time.

The students in each block on this team are organized into two groups. However, the daily configuration is not as set as the first team. Many days the teachers exchange groups halfway through the block. For some activities the full group of students are in one room with both teachers. For others the students may stay with one teacher for the full two and a half hours of the block, then be with the other teacher the next day. Language arts is the common denominator in their integrated curriculum. One person is more of a social studies specialist and the other more of a science specialist. Language arts instruction is carefully integrated into each and instruction is carefully planned to tie all of the subject areas together.

**CONCLUSION**

The gains from teaming and block-of-time scheduling do not present a new panacea for all educators. They do not miraculously add minutes to the day. They do present some exciting opportunities to allow teachers to take charge of their time to teach. They also help students to experience education and to learn in time structures which more closely align with the world outside of school. Perhaps the most exciting aspect is that they provide another tool for teachers to do a more effective job. Teachers at Pioneer Middle School in Walla Walla are meeting the needs of students better with the addition of these tools.

Mr. Ron Wilkinson is Principal at Pioneer Middle School, Walla Walla School District.
Arts education: Covering more in time and space

SUSAN GOODRICH

The current state climate for school reform clearly includes and, in fact dictates, inclusion of drama, dance, music, and the visual arts in the school curriculum. Such a mandate is included in the Essential Academic Learning Requirements. Most districts already have music and the visual arts embodied somehow. However, a paradigm shift is needed for the merging and development of drama and dance into the curriculum.

Under the current paradigm, phrases such as the following are heard often by arts educators:

"We'd really like to have more theatre but we can't afford an auditorium."

"All of our budget is committed to textbooks and other supplies."

"It's impossible to fit something else into the already crowded curriculum."

"I'm not sure parents (school boards, communities, etc.) would approve of taking time away from other subjects for the arts."

And the list goes on. The following article discusses an emerging and new perspective of arts education. Issues of space and time in schools are key elements for the inclusion of all arts into the school curriculum.

Production Versus Performance

Currently, the word "performance," when associated with the arts, tends to really put folks off and inherently creates concerns about space and time as well as giving rise to a host of other anxieties. When will we practice? Where can we have this? What if it isn't good enough? Hold on just one minute! We're talking about performance of tasks which demonstrate understanding and application which might eventually and only under certain circumstances become that school play or dance recital.

So... the first task in implementing arts education becomes giving ourselves permission to throw out production stereotypes and begin to explore ways in which theatre, dance, music or the visual performances can enliven and complement the existing curriculum. Simultaneously, educational systems must be able to count upon increased flexibility, especially where time is concerned. Admittedly, those who deliver to students will most likely find themselves in need of additional training or expertise. Happily this is available from any combination of resources whether it be current arts educators or artists in the community. Let's first address a few current solutions and activities and then move to a partial list of even more exciting possibilities.

Some Proven Solutions

Most teachers are fairly comfortable with using role playing to portray historical events, stories, or pieces of literature. Similarly, studying various cultures is often enhanced by inclusion of their drama, dance, music, and visual arts in lessons. These seemingly obvious activities become more manageable and valuable if a cadre of instructors cooperate in developing learning units which include several academic learning requirements and bridge various academic disciplines.

My best guess would be that the majority of districts will also readily recognize the need to move into the arts community for some expertise in achieving the Essential Academic Learning Requirements.

Utilization of such expertise will necessitate some changes in how educators design schedules in order to accommodate these new teaching partners. Longer blocks of time or alteration of the beginning and ending of the school day, as well as transportation to alternate spaces is certainly indicated. Most arts educators can attest to the benefits of longer class periods such as those at Vashon Island High School, Vashon Island School District. Further, Foster Senior High School, South Central School District provides academic credit to students meeting at an alternate time for their acting class. Many performing arts educators agree that participation in musical, theatre, and dance productions should be awarded academic...
credit appropriate to the time involved and skills mastered. Further, several Washington high schools have classes offering a variety of academic areas at different times.

Additionally, corporations and other businesses run on shifts; why not schools? Scheduling might get trickier for younger students, but keep in mind those parents who voluntarily and agreeably juggle schedules for softball, piano, and dance lessons.

Upheavals in scheduling and alteration of attitudes in a system which has traditionally tended to be quite static in terms of time limits means cooperation from all parents and staff from the outset in planning and a continuing willingness to be flexible during implementation. In other words, we must transform ourselves from the static, standardized limitations which inhibit Barbie and Ken dolls and become multi-hued Gumbies.

**SOME NEW OPPORTUNITIES**

Ultimate progression of all the arts into the curriculum necessitates even more radical shifts by districts into a new realm of possibilities. The good news is that the legislation and direction of the Commission on Student Learning in terms of setting performance standards and providing funding for expanded training and flexible local decisions means that most barriers can be circumvented. Perhaps, the more difficult news is that entire communities must not only buy into the arts as essential, but also invest the time, personnel, and funding necessary for achieving those standards. In plain terms, this means intense teacher training to move arts education into the daily curriculum in ways which maintain the integrity of the disciplines of theatre, dance, music, and the visual arts, while also formulating relevant and meaningful learning tasks in conjunction with other academic disciplines which students may translate into their living and working futures.

**QUESTIONS ANSWERED ABOUT ARTS EDUCATION INCLUSION**

Yes, it takes careful planning. Yes, it can be done in your existing place. Yes, it does require some training. Yes, students are engaged and retention is excellent. Yes, it is a risk. Does it require more time? Not if one considers the significantly higher number of educational goals reached. Yes, it does lend itself to performance assessment. Yes, it improves critical thinking and problem solving skills. Yes, every student should be experiencing arts as part of the regular curriculum.

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“IN A SOCIETY BOMBARDED WITH VISUAL IMAGES, NO ONE COULD ARGUE FOR LONG AGAINST THE VALUE OF USING VISUAL/SPATIAL TECHNIQUES TO MASTER ANY NUMBER OF CONCEPTS”

**YES, IT TAKES CAREFUL PLANNING. YES, IT CAN BE DONE IN YOUR EXISTING PLACE”**

**SOME OTHER IMPLICATIONS**

The movement to arts education involves far-reaching implications. Children learn their ABC’s through music. Mathematics manipulatives have been proven effective, so, taking that a step further, why not use movement and student’s own bodies to kinesthetically master multiples? Yes, there are people doing just that. In a society bombarded with visual images, no one could argue for long against the value of using visual/spatial techniques to master any number of concepts. Sounds like Multiple Intelligences Theory?

**CONCLUSION**

The bottom line for educators at all levels and in all capacities means opening our minds to the opportunities of using arts skills to help achieve all the other Essential Academic Learnings. There is enough time, the world is our space, no one but ourselves is telling us we can’t do it. All this means adjustments in how money is allocated and requires more than a little nudging of legislators, the Commission on Student Learning, administrators, and parents. In the end I believe we’re up to the challenge.

Ms. Susan Goodrich, President, Washington Alliance for Theatre Education is a Teacher at Central Valley High School, Central Valley School District

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**REFERENCES**


Modified school calendar: A process of exploration

SANDRA M. OWEN

Often participants at time management seminars are asked the question, "How much time in a day do you have to do what you must do?" Responses from group members usually range from 20 minutes to 2 hours. Of course, the right answer is 24 hours. Everyone has 24 hours to accomplish what needs to be done. It's what we choose to do in that time we're given and not the amount of time itself that is important. Or to put it another way, as seen on a local reader board, "It is not how much time you spend, it's what you do with it."

"TIME IS A MOST VALUABLE RESOURCE, BUT ALSO A MOST NECESSARY RESOURCE IF WE ARE INDEED TO ACHIEVE TRUE REFORM"

In the report of the National Education Commission on Time and Learning, Prisoners of Time, the issue of time as an age-old concern is addressed. Within the exploration of time the Commission members realized that a report published a century ago was still painfully relevant to their inquiry. In 1899, U.S. Commissioner of Education, William T. Harris, argued in his annual report that it was a great mistake to abandon the custom of keeping urban schools open nearly the entire year. Harris went on to compare the difference in the amount of work accomplished between the German and French schools and the American schools as being due to the

1990-91 SCHOOL YEAR
During the 1990-91 school year, a strategic planning process was initiated in Pullman School District. A traditional process was followed with the exception of spending an entire school year on developing the district mission and belief statements. This exception was deliberate because of the importance of the mission and beliefs as related to any further planning. The stage had been set for these planning activities when Doug Nelson, Superintendent of the Pullman School District, asked the question "What do we want our class-

1991-92 SCHOOL YEAR
In the Fall of the 1991-92 school year, a 26 member Strategic Planning Team comprised of students, teachers, parents, community members, classified employees, administrators, and board members identified parameters, objectives, and strategies for the Pullman School District strategic plan: Pullman Vision 2000: Planning Our Future. During the remainder of the school year, Action Teams worked to establish specific objectives for each strategy. One of the strategies, "We will explore flexible scheduling and alternative programs," has as one of its objectives, "Explore Year Round Education (YRE) in the Pullman School District for possible implementation."

"THE ISSUE OF TIME CANNOT BE IGNORED, WHETHER WE ARE ADDRESSING THE USE OF A STUDENT'S TIME OR THE TIME TO DETERMINE WHAT CONSTITUTES AN APPROPRIATE PUBLIC EDUCATION FOR ALL STUDENTS"
1992-93 SCHOOL YEAR

A Modified School Calendar Steering Committee composed of classified staff, community members, central office administrators, building administrators, and teachers was formed to implement the grant activities. As part of the grant process, a network was established of the seven districts awarded the grants (Federal Way, Yakima, Pasco, Selah, Pullman, Oak Harbor, and Edmonds). Sherrelle J. Walker, Assistant Superintendent of Federal Way School District, facilitated the group. We met several times during the school year to exchange information, provide updates, and compile information for OSPI, the State Board of Education, and the State Legislature.

A summary of activities illustrates the time commitment of the Pullman School District to the exploration of modified school calendars: Soliciting of community/district participation; Developing a library of resource materials for community and district dissemination; Attending seminars addressing the topic of Year-Round Education; Conducting a telephone survey of Pullman regarding Year-Round Education; Contacting local agencies to solicit interest. Further focus groups composed of representatives from various community constituents (WSU College of Education, Child Care Resources, Pullman School District Staff/Students, Pullman Transportation, Families, Pullman School Facilities Personnel, and Businesses) were established. Representatives were asked to react to the following:

1. Indicate the implications that a modified school calendar would have on this focus group.
2. Indicate anticipated financial considerations as related to a modified school calendar.
3. Other comments/other concerns. (This was not intended to be a scientific survey but rather an opportunity to assess the pulse of the community as related to the concept of a modified school calendar as well as provide another opportunity to provide additional educational information as related to modified school calendar).

In general, the responses indicated a complete range from "It's possible" to "It won't happen here." All focus groups determined that they would be affected by a modified school calendar; most conceded that adjustments would need to be made if such a calendar were developed; and indication of their level of participation with the school district was varied. The question of cost was a factor which each representative raised.

At the final meeting of the Modified School Calendar Steering Committee, the following was decided:
1. Modified school calendar is not something which should be mandated.
2. Pullman School District should not consider multi-track programs as this would not enhance our goals of strengthening the educational program nor of reducing student and staff burnout.
3. There needs to be both district and community support for whatever calendar is designed for the Pullman School District.
4. There will be increased costs associated with a modified school calendar for the Pullman School District due to the need for air conditioning, possible intersession activities, possible child care arrangements, increase in staffing costs, and possible increase in maintenance and transportation costs.

1993-94 SCHOOL YEAR

The Modified School Calendar Steering Committee approach to the issue of a modified calendar was to follow the lead of activities which naturally occurred. Knowing how emotional the issue of calendar change is within a community, the approach was to allow initial change to occur through the traditional system. The role of the Modified School Calendar Steering Committee thus became one of follower. The Pullman Education Association presented its membership with both traditional and modified school calendars. There was not a clear majority of the membership which supported the modi-
"The exploration of time is only a part of our total strategic plan. Identifying core curriculum; implementing the district technology plan; and developing appropriate assessment strategies are all being addressed within the strategic planning process."

The results from study and implementation of the above elements of the plan will continue to address the issue of time. The issue of time cannot be ignored, whether we are addressing the use of a student's time or the time to determine what constitutes an appropriate public education for all students. The issue of time is not going away.

We are serving students in public education. When addressing time in the context of reform, it may be advisable to first decide what the students' needs are and then allocate the time to meet these needs. When something meets a need, it usually happens. This seems to be a common sense approach to the discussion of time. However, the emotional impact of changing the traditional use of time for students makes modifying a school calendar difficult to achieve.

As with the National Education Commission on Time and Learning, the Pullman School District's strategic planning process focuses on students—their needs, and their learning. Time is but one part of our planning process. As indicated in the Commission's report, "American students will have their best chance at success when they are no longer serving time, but when time is serving them." Time is a most valuable resource, but also a most necessary resource if we are indeed to achieve true reform.

Dr. Sandra Owen is Assistant Superintendent, Pullman School District.

Curriculum in Context

The Editorial Committee seeks articles and letters that provide perspectives, research, and useful information about problems of and ways to improve the teaching/learning process. Manuscripts should be sent to Dr. Walter Gmelch, Washington State University, Pullman, WA 99164-2136. Phone 509-335-9117. Fax 509-335-7977.
Educational reform: Addressing time issues to work collaboratively

CAROLE BOWERS

Evergreen Middle School in concert with the Everett School District is committed to creating an effective organization that is accountable for student learning through a participatory system. In accordance with the district strategic plan, every school is developing ways to collaboratively work to create an improved learning environment. Our site-based decision making process nurtures this collaborative effort and maximizes quality decisions. At Evergreen Middle School we have decided through our site planning process that issues of TIME were extremely important. As a result of our site planning process Evergreen Middle School staff now have an extended planning time within the normal work day. Teachers have from 3 to 12 weeks of double planning periods and all staff have 8 to 10 days of early release for professional development. These times are being used to develop extensive regular and alternative programs to enhance the learning environment at Evergreen Middle School.

BOUNDARIES AND PARAMETERS

The mission of the Everett School District is, “To ensure every student can thrive as a responsible citizen in a changing world by providing stimulating learning environments in partnership with the highest quality staff, caring parents, and supportive community members.” The Evergreen strategic plan states, “We will identify and implement ways to restructure and reallocate time, space, and resources to meet the learning needs of students and staff.” The mission of Evergreen Middle School is, “To create an environment that promotes academic excellence, responsible citizenship and positive interpersonal relationships in a changing world by combining strengths, resources, and problem-solving abilities of the community, staff, parents, and students.” Each concept in these statements necessitates the need for staff to have time to work collaboratively for establishment of a changed learning environment.

The Everett School District Strategic Plan has boundaries within which we must operate. Evergreen Middle School Site Plan also has parameters which act in concert with the district’s strategic plan. Parameters may be either external or internal. External constraints are evidenced in Federal or State laws, rules and regulations. Internal limits are seen in local policies, procedures, negotiated agreements, and strategic planning statements. These boundaries may change over time or may be challenged; but, they may not be ignored or violated. Our district and school parameters apply to all that occurs at Evergreen. We have recognized how critical the time issues are and have developed specific boundaries for use in the area of time. These expectations are standards by which members of the Evergreen Middle School staff and students, either individually or within work groups, conduct their business and learning.

CHANGES

We are working together to develop a “new” and “improved” educational environment for everyone at Evergreen Middle School. Our vision is, “Success for

As a learning organization Evergreen Middle School ensures and acknowledges time issues through the following:

1. Development of new programs, curriculum, strategies, and materials that will reflect and respect the time needed to create and enhance the changed learning environment.

2. Acquisition of collaborative skills needed by all participants will reflect and respect the time needed to learn and practice these skills.

3. Involvement of students, staff, parents, and community members will reflect the time needed for these stakeholders to meet and work together.

4. Utilizations of all of our procedures (to include, but not limited to, interviewing, training, staff development, and student learning) will reflect time, as defined in this document.
Every Student.” Almost everyone recognizes the need for drastic change and at the same time realizes the time and energy that will be needed to accomplish this challenging task. Through our strategic plan and action plan activities, this has become a documented area for improvement. We have accomplished the following changes so far:

1. Block scheduling - Offers longer periods of time for student learning and additional planning time for staff to flexibly regroup students and work individually or together for planning improved academic activities for their students. Teachers who teach block classes have an additional 3 to 12 weeks of double planning periods.

2. Banking time - Lengthening the academic day offers staff periods of extended time for collaborative planning. This also offers staff time to collaborate with our community, parents, and students to increase the learning opportunities and support the drastic changes happening at Evergreen Middle School. We lengthened our academic day by block scheduling and have decreased interruptions and reduced time out of class during the normal school day. Through this schedule, we have earned 8 to 10 days of early release time for collaborative planning.

3. Grants - Increased financial and professional support for training have enhanced our collaborative and teaming skills. Much of our grant resources buy staff time and consultants for teaching teaming skills. Improved learning experiences for our students has been a primary outcome of such expenditures.

**CONCLUSION**

Evergreen Middle School is just beginning to address the issue of TIME as a barrier to educational reform. By addressing our time barrier, we are able to develop opportunities to create programs that we feel are necessary for our students to advance academically. Some of these programs that we are developing are: Micro-Society, Conflict Mediation, Integration of math, science, language arts, reading and social studies, peer tutoring, etc. We are beginning to look at and act differently and have found improvement in the following areas: attendance is up, failure rate has “dropped dramatically,” and discipline problems are down.

We, at Evergreen Middle School, believe that the issue of time is our responsibility. We strongly support the belief that we begin from within to develop a win-win situation that will eventually create a synergistic state because we know that our power comes from our learning to work together. We feel that the time we learn to team is probably one of the most valuable uses of our time. By finding the time to work together we continue to develop our belief that “the whole is greater than the parts.” Together we feel that creating a schedule for the staff to have more time to work collaboratively, we are doing what is most important. We are drastically reforming our school program to better meet the needs of our students.

The Evergreen Middle School staff acknowledges the following expectations as standards for addressing issues of time:

1. Evergreen Middle School will establish structures that support and recognize the need for both individual and collaborative activities. Structures must address, but are not limited to, the following:
   a. equity in the distribution of time as a resource to all staff.
   b. accountability for time resources.
   c. clarity in processes and procedures regarding time resources.

2. Evergreen Middle School will clearly communicate to all staff and community these structures for supporting and responding to time issues.

3. Evergreen Middle School will establish guidelines that assure representative participation in decision-making processes concerning time issues.

4. Evergreen Middle School will establish procedures for periodic and systematic evaluation of itself in the area of time issues.

5. Evergreen Middle School will reduce interruptions to increase productive academic learning time.

6. Evergreen Middle School will understand the importance of time in relationship to improving learning.

Ms. Carole Bowers is Principal at Evergreen Middle School, Everett School District
The restructured high school: The highs and the lows

JACK ERNST AND HARRY VANIKIOTIS

Across the country, restructuring is touted as the vehicle for ushering needed changes affecting student performance in the 21st century. Although there has been a great deal of time, money, and human enterprise directed at the restructuring effort, meaningful changes to the high school curriculum have been slow to come (Goodlad, 1984). The following outlines the Riverview School District's experience in restructuring a comprehensive high school.

The Riverview School District is one of the fastest growing districts in King County, enrolling approximately 2,800 students, K-12. Located in east King County, 40 miles from Seattle, the Riverview School District encompasses the communities of Carnation and Duvall and portions of unincorporated King County. Cedarcrest High School, serving students in grades 9-12, is located on 40 acres in Duvall, overlooking the Cascade Mountains.

THE CEDARCREST PLAN

Built as a state-of-the-art facility, Cedarcrest High School employs the most current technologies and enjoys a unique three-period block schedule, allowing students and teachers the quality time to develop and implement more in-depth learning. All students are required to complete a portfolio of written work. In addition, seniors, as a graduation requirement, must complete a Senior Project as a cumulative activity using the knowledge gained in their 12 years of school experience.

The Cedarcrest Plan is based on the growing consensus among educators that the high school experience should focus on mastery of subjects, provide meaningful interaction between teachers and students, and require the integration and demonstration of the knowledge and skills acquired by students (Williams, 1993).

The Cedarcrest Plan approaches these goals in a number of ways. The first, and most important, is to configure the school day so that students and teachers can focus efficiently on learning. At Cedarcrest High School, students take three subjects at a time. Classes are 100 minutes long. A semester's work is done in nine weeks. Teachers work with only two or three groups of students per day. The superficiality and distraction characteristics of the traditional school schedule are replaced by depth and focus.

The second way in which Cedarcrest High School approaches these goals is to provide every student with a daily period, lasting 45 minutes, devoted to study, academic and career planning, and some student activities. The advisory period, as it is called, is supervised by a faculty advisor who serves as advocate for a group of approximately two dozen students, mixed evenly in ages, throughout the four years of high school.

The third way in which Cedarcrest High School approaches these goals is to require that students demonstrate their learning. Included are academic standards which are on the cutting edge of educational theory (Sizer, 1984). Besides earning the required credits for graduation, students at Cedarcrest develop portfolios of their achievements, pass minimum competency examinations in English and mathematics, pass uniform final examinations in science and social studies, complete a senior project and present it to representatives of the school and community, and meet standards of social cooperation and responsibility.
DEVELOPMENTAL HISTORY

The Cedarcrest plan gained initial support among staff in the spring of 1991, during the educational specifications development stage for Cedarcrest High School. Principal Harry Vanikiotis had heard from other administrators about a new way to organize the school day that had a profound, positive impact on student and staff morale and achievement.

The high school site-based team applied for and received a grant to attend a "Practitioners' Workshop" during November, 1991. At this workshop, new Superintendent Dr. Jack Ernst, staff members Rick Kinsley and Richard Ward, along with Principal Vanikiotis, developed elements of the Cedarcrest Plan. This plan was shared with the entire certificated and classified staff. Copies of various works by Sizer, Carroll, and others were also shared with staff. Over the next three months, a series of staff and department head meetings were held to discuss, review and revise the Cedarcrest Plan. A final draft copy was submitted to staff and district administration in February, 1992. In March, the department heads presented the Cedarcrest Plan to the school board. The school board responded with a series of questions. Answers to these questions and a series of discussion sessions were held in April, 1992, at which time the Riverview School Board voted to "accept in principle" the Cedarcrest Plan.

The board asked the high school core team to set up a series of meetings with school staffs and PTSA groups, as well as open community meetings. Some of these meetings were held in the spring of 1992; others occurred during fall and winter of the 1992-93 school year. Three open community meetings were held; one at a district elementary and two at the high school. A final community meeting was held in January, 1993, in cooperation with the Riverview 2000 community committee. The purpose of this meeting was to clarify issues and address concerns. These meetings and the resultant plan revisions, although frustrating and difficult for all parties, served to clarify plan elements.

Certified and classified employees also made major contributions to this plan. More than a thousand hours were spent in discussions, visiting other schools who had adopted a "block schedule format," holding meetings (including subcommittee work), reading, writing, and preparing the draft of the Cedarcrest Plan.

This schedule reduces the students’ passing times to three per day. The lunch period combined with the advisory period constitutes a period of 85 minutes during which formal instruction is not taking place in credit subjects; this period provides flexibility for students to communicate with their teachers while the teachers are relatively more available than during periods one, two, or three. Band and choral groups, as well as small academic study groups, also meet during these time blocks.

IN-DEPTH FOCUS

One of the unique components of the Cedarcrest program is the specific macroscheduling used. Some schools have experimented with class periods as long as four hours. Schools have adopted schedules meeting for periods of 75-120 minutes. A recently popular mode in the State of Washington has been using a four-period day, of 90 minute periods. The Cedarcrest Plan uses three 100 minute periods for credit classes with one 45 minute period for study and advising (See Table 1).

This schedule cuts in half the number of courses the students face each day. It reduces teaching loads from 125-140 students per day, approximately, to 50-80 students per day. Nevertheless, the schedule provides the same amount of instructional time per credit that a conventional,
six-period schedule provides, and it also provides in-school time for study. It is interesting to note that the financial costs of a traditional six-period schedule and the Cedarcrest Plan are comparable, whereas a four-period day is a more expensive venture for schools moving from a six-period day.

The Cedarcrest schedule divides the school year into four nine-week terms. Some courses are one term long, and others are two terms long. Preliminary results of macroscheduling around the country indicate that students learn as well, and in most cases better, when they take fewer classes and have more time in each class. Longer periods permit sustained, coherent lessons, and greater depth of understanding. Faculty and students alike report preference for macroscheduling once they have tried it, and most oppose returning to the traditional schedule (Carroll, 1990).

Other advantages of macroscheduling, and specifically of the Cedarcrest Plan, are the halving of textbook costs in required subjects (since only half the students must take required courses at any one time). Also, the possibility of repeating failed courses during the same year, and the completion of two-year sequences (e.g., math or foreign languages) in one year, open to seniors (See Table 2).

POSITIVES AND NEGATIVES

From a historical developmental view, it's too early to tell specifically what the ultimate outcome of this project might be. Preliminary indications show, however, that a number of issues can arise:

1. Teacher planning time issues must be addressed. Currently, teachers receive a 100 minute planning period on alternate semesters. At this point, it is not clear as to whether or not this will be a positive or negative in the Cedarcrest Plan.

2. Absenteeism on the part of students was significantly reduced in the first year. Teacher absenteeism on a per full time equivalent (FTE) has been reduced significantly when compared to the previous traditional school program (See Table 3). If one assumes that time relates to performance, enhanced performance should follow for this data alone.

3. There does not appear to be any significant change in academic performance. Students report more positive feelings about school and their ability to complete tasks on schedule, especially those lower achieving students.

4. The program has been accepted adequately by the community and, as such, warrants further support and encouragement.

5. Staff cohesion and support continues to be high, and students appear to enjoy flexibility provided.

6. Music elective problems have occurred. Whether these are problems that can be resolved through delivery and planning or through schedule adjustments, remains to be seen.

7. Teaming opportunities abound. Drama, art, and technology have worked well together.

8. A new American Experience class, combining literature, history, and writing, will be offered as a 200 minute block in the Fall 1994-95.

SUMMARY

In summary, the experiment with the Cedarcrest Plan has been a positive to the community. There have been highs and lows, and there needs to be significant adjustment and support to the project as the project continues. At first glance, the program appears to be worthwhile and holds significant potential for growth in the future. Current plans include studies of school climate, student performance assessment, and continued study of attendance and staff program support.

Dr. Jack Ernst is Superintendent, Riverview School District

Mr. Harry Vanikoh is Principal at Cedarcrest High School, Riverview School District

REFERENCES


“Waldorf School is spatially and temporally unique in its attention to natural rhythms and rituals” (p. 200)

“In contrast, St Catherine’s firmly embraces an achievement oriented and intellectually based form of schooling ... the essence of our modern and fast-paced technological world” (p.200).

In recent efforts to bring about significant change in the public schools, thoughtful educators are no longer concerned with adjustments to the system that can be labelled tinkering.

With imagination all educators can design class schedules and school buildings in a variety of creative ways.

Do efforts at school restructuring include a critical eye to detect institutional values inherent even in the often taken-for-granted physical surroundings?


This review focuses on a chapter on time and space in Mary Henry’s book on school cultures. Henry discusses some fascinating aspects of the way schools parcel up time and allocate space. To illustrate this Henry chose two private schools in a mid-Atlantic state, Waldorf School and St. Catherine’s, whose philosophical beliefs about education differ greatly. Her ethnography gives school administrators valuable insights into the meaning of time and space in schools. Indeed Henry’s in-depth study of the two very different kinds of schools suggests that with imagination all educators can design class schedules and school buildings in a variety of creative ways.

Henry discovered opposing concepts of time in force in her two sample schools. She identifies them as kairos time and chronos time. Waldorf School approaches time from an organic perspective (kairos) and St. Catherine’s from a mechanical (chronos) one. A cyclical approach to the schedule in Waldorf School clearly demonstrates this difference. For the first two hours every day students study the main lesson. The content of this lesson alternates every few weeks also in a cyclic fashion. In place of the bells that ring 17 times a day at St. Catherine’s, there is a slow transition from one learning experience to another during the day at Waldorf School.

Vivid description of a faculty meeting in both settings further illustrates the point. At Waldorf School “the school’s policy on decision making by faculty demonstrates a commitment to people over efficiency” (p. 179). Respect for teachers’ rights to a voice in all school affairs promotes an atmosphere of truly shared decision making. Noone “leads” the meeting. Therefore, although meetings can be lengthy they are not time consuming in the conventional sense. There is not the negative idea of time being “eaten up”. Instead, human concerns are placed at the forefront. The emphasis is on group bonding and reflective discussion. Faculty meetings are opportunities for genuine social interaction. Families are present; yet, the business gets done.

At St. Catherine’s faculty meetings, on the other hand, the focus is more on the efficient use of time. Henry observes that
in that school “people work constantly to keep up with the time and to use it to change and master the environment” (p. 178). Faculty meetings thus embody a commitment to moving through the items on the agenda swiftly. The meeting is directed in a more conventional manner by the administrator in charge. While the headmaster provides opportunities for some discussion it is clear that a pressure to conclude the business is felt. Teachers demonstrate their desires to be elsewhere by marking papers and making phone calls during the meeting.

Similarly different are the contrasting concepts of space that Henry noted at the schools. Even the locations of the schools themselves signify each institution’s prevailing beliefs about the physical world. Waldorf School holds class in wooden cabins in the forest while St. Catherine’s has a modern campus situated on the outskirts of town. Henry argues that Waldorf School’s setting is suggestive of “country life” and St. Catherine’s of “wealth and prestige” (p. 187). In the Waldorf School “village” there are no fences to close off the natural environment. Students must also make a trek through the woods, rain or snow to reach the school. Then, the school buildings, both inside and out, convey different senses of space.

Waldorf School, for instance, utilizes a “soft” architecture. This reflects their concern with providing a nurturing atmosphere particularly in the early grades. It is achieved by avoiding symmetry and “hard” right angles. Circularly placed, the school buildings also have rooms where the corners have been rounded with muslin curtains. Ideally, classrooms at Waldorf School are connected to each other mirroring the interconnectedness of nature. But nature’s harshness also intrudes. Henry describes the absence of air conditioning and heating at Waldorf School in stark contrast to comfortable facilities at St. Catherine’s.

Henry’s main message is that although both schools incorporate aspects of the opposing notion of time and space, tendencies toward one or the other clearly dominate. Therefore, the kinds of social relationships that characterize each of the institutions are very unalike. A child at Waldorf School who remains with the same teacher for the first 8 years obviously experiences school differently from a child at St. Catherine’s who moves from one specialist teacher to another as he or she progresses through the system.

One approach can be seen as fundamentally child centered, driven by a child’s natural development. The other reflects a more “scientific” orientation towards the student. Education at St. Catherine’s means equipping children with skills and knowledge to succeed in a world that attempts to exert a certain amount of control over its physical environment. Conceptions of the self, others and the world itself clearly emanate from the overriding principles which govern the way the school works.

Henry’s question seems to be: to what extent do we as educators perceive the effect on the whole school community that such fundamental orientations have? Do efforts at school restructuring include a critical eye to detect institutional values inherent even in the often taken-for-granted physical surroundings? She offers us her keen perception that the use of time and space in a school reflects deep seated beliefs about individuals and their social relationships. If we care about school reform we cannot afford to disregard these insights into school cultures. To restructure effectively, educators must consider the meanings of their decisions to frame time and utilize space. They also must be able to step back and imagine temporal and spatial alternatives to the way things are currently done.

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