1991


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1991

INNOVATIONS IN PRACTICE

NOVA UNIVERSITY
THE NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS
INNOVATIONS IN PRACTICE

1991

The National Ed.D. Program for Educational Leaders

Volume V
July 1991
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PROGRAM DIRECTOR'S CORNER

by Lloyd DuVall

This edition of Innovations in Practice plays a key role in making the two-directional vision of Janus operational. Through this publication we can see our record of applied research and obtain some sense of its potential impact on American education. This is a record of which we are justifiably proud.

Lecturers have told me on many occasions that they gain insight into issues of the future through their participant contacts much earlier and much more accurately than from any other source. Also, through the problem selection process for the MARP, our participants are identifying the emerging problems in the schools. Thus, Innovations in Practice provides a unique catalog of those issues that we will be facing in the future.

I commend Innovations in Practice to you as both a retrospective and a prospective view of American education.

THE NEWEST FACULTY MEMBER

Dr. Thrisha Shiver joined the Program Office faculty in October 1990. She serves as an instructor in Practicum Research and as an AEP and MARP advisor. Dr. Shiver is also the editor of The Feedback Loop, the quarterly newsletter for Educational Leaders Program.

Dr. Shiver brought to Nova, from Washington, DC, an extensive background in vocational education, with an emphasis in special education and at-risk youth. Her positions in the District of Columbia Public Schools included Coordinator of School-Based Management and Assistant to the State Director for Vocational/Technical Education.

She has worked in the areas of alternative education and teenage pregnancy. She was a Vocational Specialist in the Dade County Public Schools.

Dr. Shiver received her Ph.D. in Vocational Education from The Pennsylvania State University following her pre-doctoral studies at Florida International and Howard Universities. She has also taught graduate courses at both Pennsylvania State and Florida International Universities.

GRADUATE CONTINUING PROGRAM PARTICIPATION ALTERNATIVES

by David Flight

In January, we surveyed 100, randomly selected, Educational Leaders graduates, asking them to think with us about ways in which we at the Program Office might assist them in initiating and maintaining opportunities for continuing professional involvement with each other and with the University. I have long thought that, if
given a chance, those of us who have
benefitted from participation in the
"Proven Alternative" would be supportive
of innovative options to keep in touch with
each other and to tap into University and
our own resources for purposes of
professional growth and personal
satisfaction.

While the survey response was not
overwhelming, though respectable as
survey returns go, about 30%, the quality
and comprehensiveness of ideas shared
was outstanding. High on the list of
suggestions was the development of a
series of regional meetings featuring
prominent speakers addressing current
educational issues. Several grads
expressed willingness to serve on regional
planning/advisory groups for program
development purposes.

Also substantially supported was the
issuance of regularly updated, Ed. Leaders
alumni directories and lists of completed
practicums/MARPs. Special sessions at
Summer Institutes targeting alumni
interests were recommended, if our annual
summer gatherings are to attract
graduates’ participation. Several
respondents suggested that scheduling
alumni presentations at Institutes would
permit school system funding of trips to
Institute sites.

The idea of serving as mentors or
providers of other resources to active
cluster members appealed to some
respondents; a few reported some such
involvement at present. Assistance in
marketing the program and in serving as
cluster coordinator were also mentioned in
the responses.

If a few highly tentative conclusions from
the pilot data may be warranted, they are
that multiple programming in an expanded
alumni agenda will be an important
approach; that graduates’ participation in
planning will be volunteered by some, both
regionally and nationally; and that
involvement at local, regional, and national
levels will be supported by various
subgroups of the total membership.

We have been fortunate in becoming the
beneficiaries of the MARP being planned
by Mary Mizell, Programs in Higher
Education participant and Nova University
High School Principal. Mary will
undertake some sophisticated data-
gathering among Ed. Leaders graduates,
carrying our modest sampling procedure to
a thorough, research-based level replete
with findings, conclusions, and
recommendations. If we have your correct
address, you should be hearing from Mary
in the next few months. We hope you will
provide initial support in offering ideas
and expressing needs.
The National Ed.D. Educational Leaders Program's School Improvement Award was instituted in 1980 and its presentation has since become an annual event. This distinguished honor is given in recognition of outstanding achievement in serving the educational needs of children, accomplished during the previous year through a practicum designed and executed in satisfaction of degree requirements.

Beginning with the 1986 presentation, this award has been named the Kathleen Cooper Wright School Improvement Award in recognition of Kathleen's practicum work with Educational Leader Program participants. Nominees are chosen by the practicum staff from the practicums completed during the course of the year on the basis of the quality of the project design, quality of reporting, and the educational and social significance of the work. The initial nominees are those practicums that most effectively reflect the goals of the program's practicum components and whose approach to the resolution of educational problems, verifiable benefits, and impact upon educational practice warrant dissemination.

Determining Finalists

Practicum staff use a structured instrument that provides weighted numerical ratings for planning, execution reporting and educational and social significance of the practicum. Each nominee's final report is evaluated by at least three members of the practicum staff. Ratings are averaged to determine finalists.

Selecting the Recipient

A third evaluation to select the recipient of the award is conducted by an outside panel that has no direct association with the program. Members of this panel are chosen to provide national perspectives and professional viewpoints to ensure the validity of the award decision.

This year, for the first time, finalists' documents will be available on microfiche, through the Nova University Information Retrieval Service. In addition, finalists' practicums will be submitted to an ERIC Clearinghouse for dissemination, will be added to each cluster library, and abstracts will be included in Outstanding Educational Improvement Projects published by the Center for the Advancement of Education, Nova University.

AWARD WINNERS

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>1980</td>
<td>Walter Scott</td>
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<tr>
<td>1981</td>
<td>Arthur Iacuzio</td>
</tr>
<tr>
<td>1982</td>
<td>Corrine Piatt</td>
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<tr>
<td>1983</td>
<td>Ralph Morgan</td>
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<tr>
<td>1984</td>
<td>Robert Saddler</td>
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<tr>
<td>1985</td>
<td>Jerry Wiseman</td>
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<tr>
<td>1986</td>
<td>Dorris Fassino</td>
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<tr>
<td>1987</td>
<td>Robert Censullo</td>
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<tr>
<td>1988</td>
<td>Mable Brooks</td>
</tr>
<tr>
<td>1989</td>
<td>Ellen Clarke &amp; Daniel Cobb</td>
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<tr>
<td>1990</td>
<td>Pamela Jackson</td>
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</table>
Developing and Implementing a Shared Decision-Making Model for School Improvement Consistent with the Climate of a Rural School System (Richmond II-C)

This report describes a shared decision-making model for school improvement which is consistent with characteristics of a rural environment. Originally, informal interviews documented a discrepancy in perceptions about roles, change, and shared decision-making planning. A survey administered in mid-October 1988 produced data about knowledge and attitudes toward shared decision-making planning, the elements of shared decision-making that principals and teachers see in their roles, and the differences between the two groups.

Analysis of the probable cause factors revealed that teachers felt left out of the decision-making process. Additionally, teachers and principals expressed opinion differences in the degree of "desired" and "actual" decision-making participation of teachers in various aspects of the total school program. Besides the discrepancy in the degree of involvement, respondents indicated an extreme degree of difference in knowledge about shared decision making. The solution strategies included implementing team-management concepts, restructuring roles, providing training in the shared decision-making process, taking charge of change, and securing time for shared decision-making activities.

As a result of this practicum, teachers have become actively engaged in decision making. Knowledge levels of decision making have increased for all sub-groups (teachers, principals and central office administrators). The gap has narrowed between perception differences of administrators and teachers in the degree of "desired" and "actual" participation of teachers in various aspects of the total school program. Using the Quality Circles approach, teachers identified and solved grade-level problems. Moreover, the process served as a means of setting annual goals and grade-level goals to improve student achievement.

Advisor: Dr. Gloria Kuchinskas
Finalists

Wanda T. Boyd, *Can We Improve Communication About Pupil Progress? (Columbia II)*

This document describes a plan for an application of pupil progress information to an alternative assessment program in first and second grade mathematics. Pupil progress information was employed to increase parent understanding of mathematics goals and objectives, to increase teacher use of pupil progress information to adjust instruction, and to increase pupil achievement in meeting program goals and objectives.

To identify the problem, a questionnaire was distributed to randomly selected first and second grade parents and to all first and second grade teachers to assess serviceability of the marking and reporting procedures. Survey results revealed that there were differing perceptions about the effectiveness of pupil progress information sent and received. Probable causes of the problem were: (a) multiple functions of pupil progress information, (b) traditional constraints and resistance to change, and (c) overdependence on textbooks and published instructional materials.

Solution strategies included the use of change and communication models, (i.e., Concern-Based Adoption Model (CBAM), Quality Circles (QCs), Consensus-building strategies, and a Change/Communication Model to implement the Grades One and Two Assessment program for mathematics). A process model was adapted that could be replicated to achieve similar outcomes in other curriculum areas or grade levels.

Goals of this project were in concert with improved communication strategies: (a) at least 80% of parents would understand the mathematics goals that first and second graders were expected to attain; (b) at least 70% of teachers would adjust instructional strategies to ensure that students would reach intended goals; (c) 80% of students would achieve at least 80% of the goals for mathematics instruction in first and second grade; and (d) supplements would be developed to increase parents' understanding of how to help their child.

Advisor: Dr. Charles Achilles

Barbara E. Bush, *Developing and Implementing A Comprehensive Training Program Which Supports the School-Based Management/Shared-Decision Making Program of the St. Lucie County School District (Miami II)*

This report describes the process used to develop and implement a training program which supported the School-Based Management/Shared-Decision Making (SBM/SDM) efforts of the St. Lucie County School District. Areas of need addressed included the development of a method to restructure decision-making authority enabling broader participation of employees at the school level and the training of School Council Members to assist them in the execution of their duties.

The system established a Restructuring Task Force (RTF) charged with the
development of a SBM/SDM plan. A component of this plan was the selection of SBM/SDM council members at each pilot site. The plan required that council members design a school plan that was consistent with identified guidelines or parameters. The plan would be submitted to the Zone Administrator and RTF for their approval.

To increase the effectiveness of council members' knowledge in areas related to restructuring, a comprehensive training program was developed. It provided various leadership components and opportunities for RTF and school council members to visit other school sites engaged in restructuring and to attend State meetings and seminars addressing these issues.

As a result of practicum intervention, the RTF developed a District SBM/SDM plan and a comprehensive training program. The level of knowledge of Council Members increased from 53% at the initial survey administration to 100% following the second administration. All Council Members received training which prepared them for their immediate responsibilities. In addition, two SBM/SDM schools will be opened in August, 1991.

Advisor: Dr. Charles Faires

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Henry O. Hollimon, Jr., Improving Kindergarten Achievement Via "Hands-On" Teaching: A Developmental Approach (Richmond II-B)

This report describes a program to improve the achievement of the kindergarten students at the primary school in Charles City County. The instructional program was structured and academic in nature. Developmental, hands-on instructional procedures needed for kindergarten-age children were not being used. School administrators supported the situation in order to have the children reading by the time they entered first grade. All of the kindergarten teachers were not endorsed in kindergarten or early childhood education and no inservice teacher training specific to the instructional needs of that grade had been provided by the school division. The results were students scoring below the state average on standardized tests and approximately 50% of the students being placed in the Chapter I remedial-reading program in the first grade.

Research indicated that the possible causes of the kindergarten students' low achievement were a lack of adequate teacher training, the use of inappropriate teaching strategies, and the lack of support from the school's administrator for a developmentally appropriate kindergarten program. The literature indicated that student performance would improve if the teachers received training in kindergarten education and if hands-on instruction was practiced with the students.

An inservice training program for kindergarten and first grade teachers and school administrators was implemented. As a result, the kindergarten teachers changed their teaching strategies to provide hands-on learning opportunities for their students. Administrators gained a better understanding of the children's instructional needs and began to support
and encourage a developmental focus for the kindergarten curriculum.

An analysis of the standardized test data and other information regarding the kindergarten program was conducted to assess the impact of the project on the students’ achievement levels. The analysis revealed that achievement scores in all subject areas improved. Also, the proportion of first grade students referred to the Chapter I Program decreased to 22%.

Advisor: Dr. David Flight

John A. Waldron, Community-Based Instruction as a School Program That Will Enable Developmentally Disabled Persons to Benefit from Instruction (Wilmington V)

This report describes a program designed to improve the educational experiences of developmentally disabled pupils who attend the Kaplan School in Rockland County, New York. These students demonstrated inconsistency in their ability in the areas of interpersonal relations, listening, self-confidence, responsible behaviors, and adaptive behaviors.

Probable causes of the problem were identified as pupil assignment to a segregated facility, a lack of access to non-handicapped persons, lessons that were partially based on normal infant-developmental stages, and phases for pupils who will be expected to behave like non-handicapped adults in the post-high school environment. A review of the literature and school-community action research was conducted to evaluate the problem and to suggest possible solutions. Community-based instruction was determined to be the most viable intervention.

The practicum objectives were to improve between April 1989 and December 1991, the five pre-vocational skills noted above of 90 pupils to above 75% of the time to prepare students for life in the post-high school environment. In each skill area, the practicum endeavor prompted pupil skill accomplishment but, overall, the expected level of performance was not achieved. In the writer’s opinion, this was due to the newness of the program and the severe retardation levels of the students. Nevertheless, the writer was encouraged by the results. The mean time-on-task behavior for the five practicum variables was 77%.

Advisor: Dr. Ronald Newell
NEWS HIGHLIGHTS

Awards

Merik R. Aaron has received the National Science Supervisors Association award as the Outstanding Science Supervisor in the United States on March 27, 1991 at the Hyatt Regency Hotel in Houston, Texas. (New Haven II, CT)

Jeanette R. Beckwith was named 1990 Outstanding Business Woman of the Heart of Carolina by the American Business Women's Association. (Raleigh, NC)

Marilyn T. Brown was recognized by the District of Columbia Public Schools Officers Incentive Award Program for Outstanding Contributions in the category of innovative programs and practices. (Washington, DC)

Herb Crawford has received the Pennsylvania Science Teachers Association 1990 Principal of the Year Leadership Award in Science Education. (South Park III, PA)

Michael F. Intrieri has received a Certificate of Appreciation from the Stamford Board of Education for successful recruitment of students to the University of Connecticut, the Distinguished Service to Education Professors Award from the Stamford Education Association, and a Recognition of Excellence from the University of Connecticut. (Springfield, MA)

Eugene M. Karol Superintendent, Calvert County Schools, MD has received the Maryland Superintendent of the Year Award for 1990 and was also honored for his school-district leadership in the field of technology innovations by the American Association of School Administrators. AASA has produced a 38-minute video tape which tells the story of the transformation of this district into a lighthouse district which is available to administrators nationwide who wish to learn about the district's experiences. (Washington, DC)

Margaret T. Lee has received a grant for the Greensville County Public Schools for $97,023 from the U.S. Department of Education, Family School Partnership Program which will be used to implement a mobile Parent Resource Center to train parents as tutors to work with their children in the home. (Emporia, VA)

Francis X. Lucash was nominated for the Distinguished Service Award as Elementary Principal 1989-1990 by the New Jersey Principals and Supervisors Association. (Bucks County, PA)

Harry Miale was presented The Distinguished Principal Award by the Principal's Academy of Western Pennsylvania. (South Park III, PA)

Victor L. Rossetti was named State Superintendent of the Year by the Wisconsin Association of School District Administrators. (Indiana I-D, IN)

Gordon A. Sutton was presented the 1990 Conservation Educator of the Year Award
at the 43rd Joint Annual Conference of the Pennsylvania Association of Conservation Districts and the State Conservation Commission in Carlise, PA. (Williamsport III, PA)

Thomas G. Vitale has received the 1990 Washington Commissioner's Principal Achievement Award for Outstanding Leadership. (Callahan, GA)

Presentations

Herb Crawford, "Strategies for Changing Your Principal from 'Wimp' to a Science Hero", "The Impossible Dream--Dreamers to Doers" and "Operation Physics" to groups in cities throughout the United States, 1990. (South Park III, PA)

Ira Finkel, "Synergistic Relationship Between Critical and Creative Thinking and "Critical Thinking and Our Culturalized Abuse of the Environment" at the annual conference on Critical Thinking at Montclair State College Critical Thinking Institute, and "Reestablishing Ecological Wholeness" to the Middle Atlantic States Philosophy of Education Society at Rutgers University. (Old Westbury, CT)

Neil Macy, "Due Process and Teacher Termination", Gatlinburg, TN, June 1990 and "Freedom of Speech and Academic Freedom" to the Educational Leaders program Summer Institute, Phoenix, AZ, July 1990. (Hartford, CN)

Dolores O'Donoghue, "Practice Strategies to Help Administrators Integrate Technology Into the Curriculum" at the Association of California School Administrators 20th Annual Conference, Anaheim, CA, March 1991. (San Francisco Bay Area II, CA)

Al Sterling, "Mutual Benefits to Participants in School-Business Partnership Programs and Other Critical Issues in Partnership Programs" on a two-week speaking tour in Southwest England as a guest of Parliament; and "School-Business Partnership Programs: Using Problem-Solving Techniques to Meet Program-Management Challenges" to the National Association for Partners in Education Symposium, Alexandria, VA, November 1990. (Chicago IV, IL)

David F. Taylor, "Computer Application and Implementation for School Administration" presented at the Indiana Association of College Admissions Counselors state meeting in Indianapolis, September 1990. (Indiana I-C, IN)

Publications


Donna R. Connell, STAGES (Sequential Tasks to Assist the Growth of English Spelling), K-8 approved for purchase by the California State Department of Education 1990. (Fairfield, CA)
Elizabeth Faulkner, "Experiences With Dyslexics in the Cayman Islands - A Model For Educators" published in International Council for the Education of Visually Handicapped. (Jacksonville, FL)


Thomas G. Vitale, "Olympic Weeks" published in Social Education, February 1989. (Callahan, GA)


Position Changes

Fred Bechard, to Superintendent of Schools, SAD 57 District, Waterboro, ME (Maine)

Robert E. Burke, to Executive Director, Learning Initiatives International, Inc., Atlanta, GA (Pinellas, FL)

Lester Butts, to Superintendent of Schools, Atlanta, GA (Atlanta II, GA)

Andrew S. Carrano, to Superintendent of Schools, Westerly School District, Westerly, RI (New Haven, CT)

Lowell R. Carter, to Superintendent of the Santa Clara Unified School District, Santa Clara, CA (Atlanta, GA)

Gerald S. Clockedile, to Superintendent of Schools, Administrative District 3, Waterville, ME (Boston III, MA)

Patricia M. Coles, to Reading Consultant, New Milford Public Schools, New Milford, CT (Wilmington V-AA, DE)

Larry T. Curry, to Superintendent, Carrizo School CISD, Carrizo Springs, TX (Dallas IV, TX)

Alan J. Ferner, to Superintendent of Schools, Northern Burlington County Regional School District, Columbus, NJ (Wilmington IV, DE)

Ira Finkel, to Secondary Education Coordinator and Associate Professor of Graduate Education Studies at Dowling College, Oakdale, NY (Old Westbury, CN)

Victor Herbert, to Superintendent of Schools, Phoenix, AZ (Springfield III, MA)
Clifton A. Houghton, Jr., to Antioch Township Assessor, Lake County, IL (Waukegan III, IL)

Hytolia R. James, to Adjunct Professor, Teacher Preparation Division, and Academic Advisor for students in the Prospective Teacher Educator Certification Program at Drexel University, Philadelphia, PA (Philadelphia, PA)

James A. Johnston, to Superintendent, Carlynton School District, Carnegie, PA (Dover, DE)

William B. Keene, to Special Assistant to the Dean of the College of Education, University of Delaware (Delaware)

Clifford M. Keeser, to Assistant Superintendent for Administration, Monteville Township Public Schools, NJ (Wilmington III, DE)

Sharon W. Keesley, to Associate Superintendent for Instructional Services, Edgefield County School District, Edgefield, SC (Columbia, SC)

John M. Kirby, to Superintendent, Dillon School District 3, Latton, SC (Myrtle Beach, SC)

Francis X. Lucash, to District Administrator for Curriculum and Personnel, Cranford Public Schools, Cranford, NJ (Bucks County, PA)

Edward McDonnell, to Dean of Community Education, Camden County College, Blackwood, NJ (Wilmington III, DE)

Diane R. Major, to Educational and Professional Consultant with Major, Meeham and Associates, Miami, FL and Nassau, Bahamas (Miami I, FL)

Carl Mandell, to Principal, Noah Webster Elementary School, Hartford Public Schools, Hartford, CT (Springfield II, MA)

Danny R. P. Michaud, to Principal, Schenck High School, East Millinocket, ME (Maine, ME)

Joseph Pace, to State Board of Independent Post-Secondary Vocational, Technical, Trade and Business Schools, Tallahassee, FL (Dade/Broward, FL)

Jo S. Reynolds, to Principal, Wellington Landings Middle School in Wellington, FL (Gainesville II, FL)

Carol H. Saylor, to Superintendent of Schools, Fairfield School District, Fairfield, PA (Williamsport III, PA)

James Sheerin, to Assistant Superintendent of Schools, Hackettstown, NJ (Wilmington IV, DE)

Robert E. Sherman, to Superintendent of Schools, Round Lake Area Schools, Round Lake, IL (Waukegan III, IL)

Clyde T. Smith, to Principal, Iron Station Elementary School, Lincoln County System, Lincoln, NC (Lincolnton, NC)

Franklin Smith, to Superintendent, District of Columbia Public Schools, Washington, DC (Henrico II, VA)
James L. Spartz, to Deputy State Superintendent for Public Instruction for Administration and Deputy Secretary for the Delaware State Board of Education. (Dover, DE)

Donald C. Stephenson, to Director of Personnel, Camden County School District, Kingsland, GA (Central Florida II, FL)

E. P. Tangman, to Director of Post-Secondary Administrative Services, New Mexico State Department of Education, Santa Fe, NM (Washington, DC)

Ronald J. Valenti, to Secretary of Education and Christian Formation, the Archdiocese of Baltimore. (Trenton, NJ)

Thomas G. Vitale, to Principal, Ft. Stevens Elementary, Yelm Community Schools, Yelm, WA (Callahan, FL)

William C. Weeks, to Principal, Aragon Middle School, Fountain, CO (Colorado Springs, CO)

State Positions

William R. Capps, appointed to the Board of Directors of the North Carolina Centers for Public Policy Research, elected to the Board of Directors of the North Carolina Association of School Administrators (Emporia, VA)

Dennis R. Dildy, elected President of the Deaf-Blind, Multihandicapped Association of Texas; also appointed to the University of Texas, Austin, Affiliated Technical Assistance Program (Dallas IV-D, TX)

Dhyan Lal, appointed to the State Superintendent's Advisory Council on Asian-Pacific Islander Affairs (Los Angeles, CA)

Martin Ney, named President of the New Jersey Association of School Administrators (Wilmington II, DE)

Patricia Raney, appointed to the California State Curriculum and Instructional Leaders Committee of ACSA (San Francisco Bay Area, CA)

Donald E. Stephenson, elected to the Advisory Board of the South Eastern Georgia Mental Health Association (Central Florida II, FL)

Gordon A. Sutton, appointed to the Statewide Steering Committee of the Commonwealth Elementary Science Teaching Alliance for 1991 (Williamsport III, PA)

Special Projects

Stephen M. Raucher's Major Applied Research Project "Implementing an Employee-Based Management-Efficiency Program" was used as the basis for a management efficiency study of the Prince Georges County School System, MD, 1990. (Potomac III-A, VA)
Retirements

Joseph Acosta, from the San Joaquin County school system, now serving on the Board of Trustees for San Joaquin Delta College in Stockton, CA. (Fairfield, CA)

Leonard F. Duckworth, from the Texas Public Schools after 34 years of service. (Austin, TX)

Thomas E. Rudolph, from the Atlanta Public School System, Atlanta, GA after 40 years of service. (Jacksonville IV, FL)

John T. Spathas, from the Portland Public Schools, Portland, OR after 31 years of service. (Portland, OR)

DISSEMINATION THROUGH NETWORKING

The following is a listing of practicums completed by participants who graduated between May 1990 and May 1991.

If you are interested in obtaining further information about any of the practicums listed below, please contact the graduate who completed the practicum. These documents are not available through the Educational Leaders program.

ADMINISTRATION

Developing and Implementing a Shared Decision-Making Model for School Improvement Consistent with the Climate of a Rural School

Doris Faye Evans Dunn (Richmond II-C)
116 Pinewood Avenue
Rocky Mount, NC 27804

Developing and Implementing a Shared Decision-Making Model for School Improvement Consistent with the Climate of Easing Problems of Beginning Middle and High School Teachers Through a Teacher Induction and Mentoring Program

Angela L. Raines (Macon)
PO Box 1199
Sandersville, GA 31082
Designing and Implementing a Development Program at Roanoke Valley Christian School
Philip H. Graybeal (Richmond II-B)
4454 Windsor Court
Roanoke, VA 24019

Implementing an Effective School Model in the Pembroke School District 259 to Improve Reading and Mathematics Skills
Billy J. Mitchell (Indiana I-C)
PO Box AA
Hopkins Park, IN 60944

The Development of Procedures for Adopted Policies in the Governance Manual of the Camden County Educational Services Commission
Anthony R. Sorce (Wilmington V)
5 Kenton Avenue
Marlton, NJ 08053

Can We Improve Communication About Pupil Progress?
Wanda Tucker Boyd (Columbia II)
Route 6, Box 628
Albermarle, NC 28001

Improving the Science Curriculum K-12
Gordon A. Sutton (Williamsport III)
23084 Springcreek Road
Titusville, PA 16354

Developing and Implementing a Differentiated Pay Plan for Certified Personnel Employed by the Union County School System
Jerry W. Thomas (Columbia II)
PO Box 142-Lowery Drive
Wingate, NC 28174

Developing and Implementing a Clinical Supervision Plan Through a Collaborative Effort of Teachers and Administrators in the Carbon Lehigh Intermediate Unit
Anthony Moleski, Jr. (Wilmington V)
Route 2, Box 94
Slatington, PA 18080

Developing and Implementing a Plan to Improve the Integration of Curriculum in the Elementary Schools
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Improving the Effectiveness of the Service Delivery of the Outpatient Program in the Creative Resource Center, Inc. Through Quality Orientation, Staff Training, Continuing Education and Staff Monitoring.
Charles D. Wallin (Colorado Springs)
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Monte Vista, CO 81144
Operational vs. Theoretical Religious Education in the Private Christian School

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Maintaining a Positive School Climate, Teacher Morale and Motivation, and Supportive School-Community Relationships Throughout a High School Renovation

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Reduction of Absenteeism Among Support Staff

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Strategic Planning for the 1990’s at Colorado School for the Deaf and Blind

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The Development and Implementation of an Induction Program for Beginning Teachers Including Use of Mentor Teachers

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Warren, PA 16365

The Organization and Establishment of a Foundation for Fairfield Community High School District #225

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Using a Mental Health Support System to Reduce the Attrition Rate of Teachers of Severely Emotionally Disturbed and Emotionally Handicapped Students in Lee County Schools

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ELEMENTARY

Student Behavior

Improving Student Discipline Through a Classroom Management System

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The Development and Implementation of a Program to Reduce Discipline Problems on the School Buses at Chadbourn Primary School

Maudie Mae Davis (Myrtle Beach II)
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Student Achievement

Developing and Implementing a Plan to Improve the Science Achievement of Students in Kindergarten Through the Fifth Grade at Western Union School

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Improving Language Skills at the Harker-Wylie Elementary School Through the Science Content Area

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Improving Kindergarten Achievement Via "Hands-On" Teaching: A Developmental Approach

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A Project Designed to Teach Higher Order Thinking Skills to Kindergarten Through Fifth Grade Students by Expanding the Teaching Enrichment Activities to Minorities (TEAM) Procedures

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Improving the Achievement of Fifth and Sixth Grade Students on the California Achievement Test by Implementing a Homework Policy, Increasing Parental Involvement, and Improving Teaching Techniques

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Raising Student Scores on the Iowa Test of Basic Skills Through the Development and Implementation of a Parent-School Cooperative Program

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Using Critical Thinking Skills to Improve Achievement: An Inservice and Instruction Program

Dolores L. Higgins (Wilmington V)
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Wilmington, DE 19806
A Volunteer Tutoring Program for Hazard School

Robert H. Wiese (Boston IV/Seekonk)
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North Providence, RI 12911

Development and Implementation of a Speech and Language Preschool Within an Elementary School to Reduce the Constraint of Developmental Lag on School Progress

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Extending the Continuum of Programs Available to Three, Four, and Five-Year Old, Language-Impaired Children in the Westerly School Department Through the Development of an Alternative Delivery System

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Improvement of Higher Level Critical Thinking Skills

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Improving Critical Thinking Skills in Grades Four and Five

Carolyn Hille Baechtle (Wilmington V)
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Improving a Five-Year Decline in Kindergarten Readiness Scores in a Small Rural Maine Community of Rising Affluence: Family Intervention Strategies to Increase the Effectiveness of Parents in Preparing Children for Kindergarten

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Improving Math Performance in the Classroom of Chapter I Third, Fourth, and Fifth Grade Students Through In-Class Consultant Model Intervention

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Improving Mathematics Performance Through a Program of Parental Involvement

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Improving Self-Image and Coping Skills in Gifted and Talented Students in Grade Four

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Improving the Social Studies Skills of Fair Bluff Elementary School Students

Jimmy Turbeville (Myrtle Beach II)
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Improving Student Reading Performance in the Primary Grades

Paul Joseph Maggioncalda (Wilmington V)
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Improving Mathematics Skills of Kindergarten, Second, and Third Grade Students Through Parent Participation and Involvement

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Improving the Math Scores of Fifth Graders at Chadbourn Elementary School

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Improving Writing Achievement Scores in Bradley Primary School Students

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Raising California Achievement Test Math Scores of Fifth Grade Students at San Carlos Park Elementary School

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The Development and Implementation of a Program to Improve the Writing Skills of Third and Fourth Grade Students

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Improving Student Performance on the Fifth Grade Florida Science Basic Skills Test Through a Hands-On Laboratory Activities Instructional Program in the Classroom

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The Impact of Program Modifications in the First Grade Program to Address Developmental Delays

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Special Education

Development and Implementation of a Community-Based Educational Program for Trainable Mentally Handicapped Students in the Least Restrictive Environment

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Camden-Wyoming, DE 19934
Modifying Unacceptable Behaviors in Public School Students Enrolled in Special Education Programs

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Designing and Implementing a Special Education Sexual/Self-Protection Curriculum

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The Development and Implementation of an Integration Plan for Special Education Students in the Least Restrictive Environment

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MIDDLE SCHOOL

Student Behavior

Development and Implementation of a Successful Program to Reduce the Number of Discipline Referrals in Southside Middle School

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The Use of Cooperative Learning Strategies to Improve Achievement and Self-Esteem Levels Among a Group of Middle School Perceptually Impaired Students

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Using Critical Thinking to Improve Achievement: An Inservice and Instructional Program for New Castle Middle School

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Gathering Data for Improvement of the Woods Middle School Dropout Prevention Program

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Improving Incoming Seventh Grade Students’ Performance and Attitude Through Better Counseling

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Retaining Students with Two Years or Less of Enrollment Through a Semester Orientation Program

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Development and Implementation of a Successful Program to Reduce the Number of Discipline Referrals in Southside Middle School

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Improving Middle School Student Achievement on the California Achievement Test Through Curriculum Intervention, Test-Wiseness Coaching, and Vocabulary Development Programs

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Student Achievement

A Comprehensive Program for a Successful Transition from Seventh Grade Centers to Junior High School

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Increasing Homework Completion Among Seventh Grade Students

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An Alternative Model to Retention for Junior High School Students

Ronald Joe Wynn (Colorado Springs)
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The Design and Implementation of a Plan to Decrease Student Failure by Increasing the Enrollment in a Volunteer Outreach Tutorial Program

Frances W. Moore (Potomac III)
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SECONDARY

Development of Project Pass: An Integrated Systems Approach to Improving the Level of Achievement and Quality of Instruction for Seventh Grade Students at Francis C. Hammond Junior High School

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Increasing Homework Completion Among Seventh Grade Students

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A Dropout Prevention Program for Students Entering a Full-Time Vocational and Technical High School

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Decreasing the Dropout Rate of Ninth Graders at Thomas Jefferson High School Through Involvement of Parents, Community, Teachers, and Administrators

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Development and Implementation of a Communications and Attendance Incentive Program to Reduce Female Adolescent Absenteeism

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Reducing Substance Abuse Problems Among Students at Western Boone Junior-Senior High School

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The Improvement of Substance Abuse Counseling Services in a High School Including a Cooperative Elementary School Component

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The Revision and Implementation of a Student Attendance Policy for Fairfield Community High School

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Student Achievement

Increasing Tenth Grade Students' Scores on the Math Portion of the Florida State Student Assessment Test, Part 2

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Utilizing Integrative Approaches to Increase Academic Efficacy in At-Risk Learners

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The Development and Implementation of a Program To Increase Academic Skills of ABE and GED Students at Washington Highland Community School After 300 Hours of Computer-Assisted Instruction

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Washington, DC 20012
Raising Standardized Test Scores for Ninth, Tenth, and Eleventh Grade Students at Pine Forge Academy

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The Design and Implementation of a Program to Increase Parent and Community Involvement in the Student Activities Program at Thomas Jefferson High School

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