

1995

## GTEP Focus on Change Vol 4 1995

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Volume 4  
**focus**

1995

**on**  
**CHANGe**

*Educators inspire school improvement*

**NOVA**  
**SOUTHEASTERN**  
UNIVERSITY

Graduate  
Teacher  
Education  
Program



# **1995 Alumni Honors Award Projects**

**a monograph by**

***Joan Horn Mathis, EdD  
Director of Field Experiences***

**and**

***Vesna Ostertag, EdD  
Professor of Educational Research***

## **Graduate Teacher Education Program**

## ***Mission Statement***

*Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.*

*Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404/679-4500) to award bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.*

## *Dedication*

This issue of *FOCUS on Change* is dedicated to the memory of **Wendell G. Williams**, a 1995 graduate of the Nova Southeastern University (NSU) Graduate Teacher Education Program (GTEP). Williams, of Clearwater, Florida, had been drama director and an instructor at Seminole Senior High School.

In recognition of his outstanding efforts as an educator, *The Wendell G. Williams Fine Arts Scholarship* has been established in Clearwater by Dr. Naomi Williams. The scholarship provides an annual \$1000 prize to a student who would "DARE TO BE GREAT." NSU has chosen this dedication to recognize Williams' contributions to the education profession and as a way of honoring his commitment to the young people of Seminole Senior High School. He will be remembered as a talented and energetic educator who touched the hearts and lives of those who knew him.





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## *Teachers' Impact on Schools*

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The impetus for change in schools comes from such sources as the federal government, local and state departments of education, business, and communities. Unfortunately, the change process often excludes teachers and ignores their special talents to improve educational settings. School improvement research indicates that teachers are the key to bringing about positive change in many aspects of education. We affirm the role of teachers as change agents and recognize the impact of their efforts upon the local schools at our many sites.



Nova Southeastern University (NSU) has in its mission the goal to disseminate teachers' school improvement projects through publications such as this one as well through the national dissemination network, the Educational Resources Information Center (ERIC), currently housing more than 1200 practica completed by NSU students. Practica reviewed in this volume are stored by the NSU Einstein Library Distance Library Service. By adapting these projects, you may be able to solve the unique problems of your own educational setting.

*Richard Goldman, PhD*  
*Dean, Fischler Center*  
*for the Advancement of Education*



## *The GTEP Program*

Among the qualities that the Graduate Teacher Education Program (GTEP) hopes to instill in its graduate students are:

- the ability to base classroom practice on current professional literature,
- a proactive approach toward identifying needs and problems in a school setting, and
- the use of systematic problem-solving and evaluation processes to address educational problems.



More than 1,000 GTEP practicum internships are completed every year. Those affected by each intervention range from a few exceptional education students to multiple classrooms or an entire school program. The nature of these interventions is illustrated by the outstanding school improvement projects in this volume. Supporting our students as they make a difference in the schools is one of the most gratifying tasks of the faculty and administration of the GTEP Program.

*Johanne Peck, PhD*  
*Director*  
*GTEP Programs*



## ***GTEP Students Effect Change***

Educators in schools across the nation are concerned about the need for changes in American education. We continually search for ways to provide quality basic education for everyone, to redesign school programs, to meet emergent needs of society, and to train teachers in the most recent instructional methodologies. Likewise, educators working in business and industry are striving to provide effective employee training and to establish programs that ensure corporate success.



The projects presented in this publication were selected as examples of excellence in practice during the 1994-95 academic year. The outstanding projects were selected by GTEP program faculty from a collection of more than 200 distinguished practica. Originators of these projects, now NSU graduates, were recipients of the 1995 Alumni Honors Award for outstanding projects. Cash prizes were awarded to two graduates whose projects were rated superior by the GTEP faculty.

Changes effected by these graduates, as well as those implemented by many others, have resulted in long-term impact on the target groups, and in many cases upon the careers of their originators. I wish to congratulate all of our graduates who have made progress toward improvements in education.

***Joan Horn Mathis, EdD***  
***Director of Field Experiences***



## *The Practicum Internship*

The Practicum Internship is an action research project that each Graduate Teacher Education Program (GTEP) student is required to implement in order to complete the master's or educational specialist degree. The purpose of a practicum is to provide a unique solution to a significant education-based problem related to a student's major.

The practicum involves the student in a collaborative effort with a practicum advisor, a local mentor, and other professionals in the internship setting. GTEP students design strategies to solve problems or address issues that need improvement in the classroom, in school practice, or in other appropriate settings.

The reader should keep in mind that each project described here was unique at the practicum site and had a significant impact not only upon the target group and upon the environment where it took place, but also on the professional growth and development of the GTEP graduates who implemented the projects. Every project in this publication has been recommended for inclusion in the ERIC databank. It is our pleasure to present them in this volume.



***Vesna Ostertag, EdD***  
***Professor of Educational Research***



# *Achievement*

## *Information Literacy Skills*

**Michael W. Coleman**, an English teacher at Hialeah High School in Hialeah, Florida, was concerned with poor skills of his twelfth grade students in managing information retrieval. The target group for the project consisted of 105 students including those in English for Speakers of Other Languages (ESL) and Limited English Proficiency (LEP) classes.

Using ideas suggested by Irby (1993), Coleman implemented strategies that involved collaborative learning, solving real-world problems, and publishing reports in a student publication. In the 1994 program, *Using Collaborative Learning to Teach Information Literacy Skills to Twelfth Grade English Students*, Coleman used mixed-level groups of four. Each group was responsible for publishing a newsletter. Another project objective was for each student to produce a publisher's box. These objectives were accomplished by more than 97% of the target group. The target group's publications were distributed to members of the class for peer evaluation, self-evaluation, and journal-entry



evaluation. By the end of implementation, most students improved their attitudes toward using electronic information retrieval systems.

An abbreviated form of the project was used in some summer school classes. Several other teachers have adapted the project for their curricula. Coleman has been selected to attend conferences and workshops to present his project. He is exploring the Internet to find ways to incorporate cyberspace activities to further enhance the project. The report has been accepted for listing in the ERIC database.

***Advisor: Dr. Nancy Teger***  
Fort Lauderdale



## ***Communications for Retarded Adults***

***Robyn J. Collom*** implemented the 1994 project, *Increasing Communication Ability of Students with Mental Retardation and Dual Sensory Impairments*, at the Hardee Association for Retarded Citizens in Zolfo Springs, Florida. The target group consisted of six severely retarded adults who attended a day training center.

Collom developed an intervention based on Murray-Branch, Udavari-Solner, and Bailey's (1991) concept of an augmentive communication system. Additionally, recommendations of Griffith, Robinson, and Panagos (1983)

that iconic signs representing familiar concepts be incorporated into communication strategies with the severely retarded contributed to the success of the project. A textured communication symbol system was mounted on a portable board. Members of the target group learned to associate a symbol card with a reinforcing referent. Requests for four different items in two environments were introduced. The target group members were able to use the textured symbol system to make choices among multiple items, such as foods, beverages, and leisure activities.

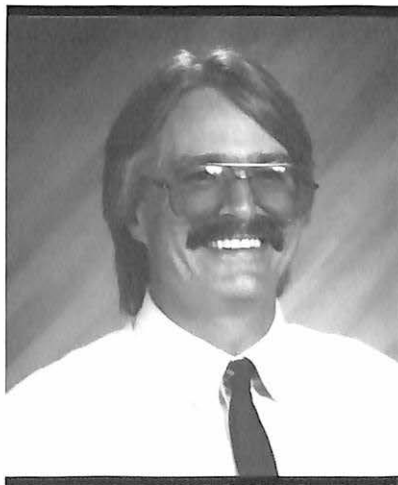
By the end of 12 weeks, participants achieved overwhelming success on 12 items, transferring the system to new settings on their own.

*Advisor: Dr. Linda McPheron*  
Bradenton



### *Integrated Curriculum*

At Ironwood High School in Glendale, Arizona, teacher ***Curtis Gentry*** addressed the problem of low levels of student understanding, appreciation, and success with studying economics. A target group of 38 students was



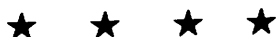
established for the 1994 project, *Applying Mathematics Through the Study of Economics: An Integrated Curriculum Project for Twelfth Grade Economics Students*.

Gentry strengthened the economics program by writing a unit that integrated math, economics, and critical thinking, as suggested by the works of Ennis (1993). Students devoted the majority of their time to evaluating the capitalist economy using supply, demand, and pricing concepts, and showing them in graph form. Students also learned major economic terms and incorporated mathematical computations into solving economic problems. Test results showed great improvement in applying math skills and in developing analytical thinking. Students reported recognition of an appreciation for the interrelatedness of math and economics. They felt able to use these concepts and skills in other subjects.

The district is currently updating the economics curriculum guide based on this project. The school publicity committee has published information about the project and a review of comments was included in the district newsletter.

Gentry is considering continuation of his education at the doctoral level.

***Advisor: Dr. Robert McClaren***  
Phoenix



## *Comprehension Deficiency Remediation*

As a volunteer teacher at Laurel Oaks Hospital in Orlando, Florida, **Marice Ann Piquette** helped to establish a site for future practicum implementors. The target population for her 1994 practicum, *A Multi-Modal Approach to Remediating Main-Idea Comprehension Deficiencies in Behavior-Disordered Students*, was a group of six students, ages 13-18, who were performing significantly below grade level in reading. All were classified as belonging to dysfunctional families and as having social or emotional disorders.



Strategies included a metacognitive paraphrasing technique, computer-assisted instruction, and journals with visual displays for use with high-interest, low-level reading material. As suggested by Brigham and Snyder (1986), students were motivated by the opportunity to choose their reading environment.

Parts of this project have been used to develop a teaching strategies manual for the current staff and faculty. A copy of the practicum report is located in the Teacher Resource Room at Laurel Oaks. The report has been accepted for listing by the ERIC database.

Piquette is currently a varying exceptionalities teacher at West Orange High School Ninth Grade Center in Orlando, Florida. She is involved in planning an inservice workshop on understanding the effects of specific learning disabilities upon learning and behaviors.

*Advisor: Dr. Frances Cuddy*  
Orlando



## *Home Writing Program*

Twenty-two second grade students at Idylwild



Elementary School in Gainesville, Florida, were the target of *Donna T. Sides'* 1994 project, *Designing a Home Writing Program to Increase Second Graders' Writing Skills Through Parental Involvement*. The project was accomplished by supplying a writing suitcase for home use adapted from Smith's (1990) work on parent encouragement.

The suitcase contained thematic story starter cards, a parent guideline page, a time and comment card, and various writing and art materials. The

suitcase was made available to students on a check-out basis. Resulting scores showed a 19% increase in writing ability, a 15% increase in parental interest, and a 13% increase in student interest. Recommendations were to use the program over a longer period of time. The success of this program led to plans for school-wide implementation. The final report has been accepted for listing in the ERIC database.



Idylwild Elementary School recently received recognition in *The Gainesville Sun* for the results of "Florida Writes!" test. Students at this school defied the odds and scored above the district and state averages.

Sides plans to seek certification in educational leadership and would like to become a "technology trainer." She plans to work with another teacher on a grant for teaching students and parents to communicate through FIRN and Internet.

**Advisor: Dr. John Rawls**  
Gainesville



## *Cognition With Pre-School Mentally Handicapped*



### *Teacher Maria T. Soto*

developed and implemented a program in Miami, Florida, to help mentally handicapped preschoolers increase their cognitive abilities through the use of computer-based and manipulative instruction at the Children's Resource Fund—Association for Retarded Citizens in 1994.

### *Objectives for the project, Exceptional Education Practicum to Increase*

*Cognition Skills with Pre-School Mentally Handicapped Students Through Computer-Based Instruction and Manipulatives*, proposed increases including progress in cognitive skills by at least four months, increases in social-emotional levels, and self-esteem. The target group consisted of four Down Syndrome children (14-37 months of age) who had developmental delays of 8-18 months.

Strategies were based on the work of Robinson (1986), who successfully used computer-aided instruction for 12 month-old handicapped children. Suggestions by Schmidt, Weinstein, Niemic, and Walberg (1986), who recommended heavy use of interactive materials for this age group, were also used. All objectives in the areas of cognitive, social-

emotional growth and self-esteem were met. The program is still in use in an adapted version. The final report has been accepted for listing in the ERIC database.

Soto has relocated to Arcola Lake Elementary School in Dade County where she is teaching third grade. Current plans are to create an inclusion program for academically advanced elementary children with educable mentally handicapped (EMH) students to improve cognitive, social-emotional development, and self esteem. Soto has enrolled in a doctoral degree program in special education.

*Advisor: Dr. Joseph Sedlak*  
Miami



### *Emergent Reading Skills*

*Mary A. Toliver*,  
teacher of emotionally  
handicapped (EH) students at  
Harbor City Elementary  
School in Melbourne, Florida,  
was concerned about the low  
skill levels of entering first  
grade students.

In the 1994 project,  
*Increasing Emergent Reading*



*Skills for First Grade Students Through a Peer Action Program*, the objectives were related to recognition of basic concepts about print, decoding, and self-correcting. Toliver named the program Paired Early Action Reading Literacy (PEARL). Strategies included two or more cueing systems shown to the group at four modeling sessions. Students participated in paired reading (Topping, 1989), used a response journal (Bode, 1989), and completed computer exercises (Daiute, 1989). A comprehensive literature program was also used in the classroom. All program objectives were met with the target group improving dramatically in all areas.

This work has been shared with Toliver's fellow teachers and continues to be used in the classroom. The final report has been accepted for listing in the ERIC database. Toliver is now teaching a multiage K/1 class and teaching to students with a broader range of abilities. Future plans are to further her education in preparation for teaching at the college level and to write more articles based on the needs of the children she is teaching.

*Advisor: Dr. Patricia Shelton*  
Melbourne



# *Leadership*

## *Employer/Student Mentors*

Instructor and employment coordinator *Mary Cragar* designed a professional development program for instructors at the Polk Community College in Lakeland, Florida, for her Educational Specialist practicum. The project was based on concerns that poor performance and low grade point averages caused students in the Diversified Cooperative Training (DCT) program to become potential dropouts. The 1994 project was entitled *Reducing the High School DCT Cooperative Education Dropout Rate Through an Employer/Student Mentor Program and At-risk Teams*. It was expanded to involve both the community and the students.



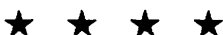
Sixteen students were identified as potential dropouts by the full-service school team. To reverse this trend, Grubb's recommendation (1993) to integrate academic and vocational education was considered appropriate. The full-service school teams functioned as at-risk teams in monitoring grades and

attendance. The solution strategy included community leaders and employers as mentors (Bishop, 1988). One hundred percent of the target students completed the DCT training, increasing the completion rate by 50%, Grades improved by 5%, and 37.5% improved their attendance rates by 100%.

As a result of this project, the college continues the use of several mentors. High schools in the district and across the state have instituted the plan, as well. So far, Cragar has given five presentations about the project at state conferences and meetings. Articles related to the project have been published in *The Kappan* (1994, December) and in *The Florida Vocational News* (1994, November/December). The final report has been accepted for listing in the ERIC database.

Cragar has received two grants for a new project on reducing violence in the schools. She is considering entering a doctoral program at NSU.

***Linda Mallinson***  
Orlando



## *Media Center Volunteers*

**Martha H. Hasty** was one of the two winners of the superior award for her project, *The Establishment of a High School Media Center Volunteer Program as a Solution to Media Center Staff Shortage*. At St. Augustine High School in St. Augustine, Florida, Hasty's 1995 project produced a drastic change in the on-going use of the media center, where she was a media specialist. With school

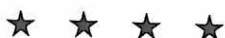
enrollment fluctuating around 2,000 students, the media center needed more staff and volunteers to maintain a high-service program.



Three target groups were involved: current adult volunteers (one), teachers on required duty (seven), and student after-school volunteers (nine). Strategies included establishing procedures and guidelines for recruiting and training volunteers with careful matching between volunteer needs and program needs, and continuing recognition and rewards. An orientation meeting was held for prospective volunteers to sign up for specific periods of assistance and to indicate their special skills, knowledge, and concerns, as suggested by Dale (1992). McHenry (1988) contributed ideas on maintaining volunteer records and interest.

A 20% increase in the number of tasks completed by volunteers was projected. Results showed an increase in the number of adult volunteers to 14 and an increase in volunteer tasks from 684 the first week to 3,548 during the final week. The program will be continued at the school.

*Advisor: Dr. Virginia Sharpe*  
Daytona Beach



### *Discipline-Based Art Education*



The research project conducted in 1994 by ***Deborah A. Herbert***, *The Development and Implementation of a Discipline-Based Art Education (DBAE) Staff Development Program for Elementary Art Teachers*, took place at Seven Buildings Elementary School in Sarasota, Florida. Herbert functioned as consultant and

expert for this project at the school.

The problem was that there were seven elementary art teachers who did not have pre- or postgraduate training in DBAE, which had been written and adopted by the district for grades K-12. The project included an original instructional video, teachers participation in inservice training, and classroom practice with DBAE. Strong communication ties with the principal modeled after Leithwood's 1990 study were included. Wilson's institute format (1992) was adapted to an in-depth one-day inservice that fit more closely with the theory and the style of the state institute.

Teachers were required to teach an original DBAE lesson to their students while being observed. Results show that of the 22 teacher and student behaviors rated, 13 standards were improved by 43% or more. The unexpected change was a 72% increase in positive student behavior in the classroom.

In the aftermath, several participating teachers went on to increase their skills in DBAE and in teaming efforts at their sites. Herbert is expanding her services to other school districts offering consulting, training, and on-line services related to art education.

***Advisor: Dr. Linda McPheron***  
Bradenton



## *Administrative Team Effectiveness*

**Mary B. Hosack**, a mathematics teacher, initiated an inservice program in 1994 for improvement of staff communication at East Lake High School in Tarpon Springs, Florida. The project, *Improving Communication Skills Among High School Assistant Principals to Increase Administrative Team Effectiveness*, focused on forming the consensus of two groups regarding school discipline. A series of discipline scenarios, as suggested by the work of Wakefield (1984), were presented for role play and evaluation by the administrative team and the faculty. Assistant principals also studied communication styles through the use of a program entitled *Superior Team Membership* (Kinlaw, 1990). The final report has been accepted for listing in the ERIC database.



The results showed increases in efficiency, friendliness, and professionalism, which had positive effects on the entire faculty and the student body. Hosack's application for the district's targeted selection process has been reviewed and accepted. Her new roles after completing the project include: member of the district's High School Curriculum Committee, Curriculum/Orientation Fair Coordinator, ESOL trainer, and

Pro-Ed Facilitator at the school. Hosack also was given the responsibility of developing the master schedule for this year's summer school program.

*Advisor: Dr. Joseph Acotto*  
Tampa



## *Discipline and Truancy*

*Patricia M. Lyons*, a resource teacher and one of two deans of students at the Sebring Middle School in Sebring, Florida, conducted a 1994 project for reducing referrals, *Reducing Discipline and Truancy Referrals of Middle School At-Risk Minority Students*. The project was developed for 30 at-risk minority students to ease the burden of in-school suspension and to avoid out-of-school suspension measures.



The model program included mentors and counselors along with employment and academic incentives to modify behaviors at a voluntary Saturday school. The curriculum,

*Self-Esteem Through Culture Leads to Academic Excellence (SETCLAE)* written by Vann and Kunjufu (1993) was used. A Youth Development Committee, similar to Wager's (1993) Climate Committee, was created. Parents, along with staff members working with those students, were required to attend the Friday hearing if their child received a referral.

Results showed that: discipline referrals declined by 21 %, self-esteem was raised by 50%, and there were no truancy referrals. The SETCLAE curriculum is being used school wide, and Saturday School was continued. Lyons is now an assistant principal in a district elementary school.

*Advisor: Dr. Linda Mallinson*  
Orlando



# *Program Development*

## *Prejudice Reduction*

Discovery Middle School in Orlando, Florida, was the setting for *Christopher Bernier's* 1995 project, *Multicultural Education: Raising Cultural Awareness and Reducing Prejudice Among a Middle School Population*. Bernier, the dean of students and the Cultural Awareness advisor, noted that the ratio of ethnic groups among the students did not reflect the reality of the outside world. Additionally, the principal of the high school where the majority of the Discovery students continued their education reported experiencing many problems with the students' inability to adjust to the cultural plurality of the high school.

The practicum established a multicultural curriculum to raise the cultural understanding of 1,500 sixth, seventh, and eighth grade students. Cultural understanding and prejudice reduction techniques were implemented over a 12-week period. As part of the project, 50 students were selected to become members of a Cultural Awareness Group. The club provided a climate in which students were empowered to create change. The group produced two plays focusing on the cultural relationships and prejudices specific to the school setting.



The project was inspired by the works of Adams, Pardo, and Schniedewind (1992) who implemented a successful multicultural curriculum without the presence of a significant number of minority students. Within this program, faculty instructing the targeted students had to be aware of the dimensions of multicultural education as defined by Banks (1990).

Upon the completion of the project, many staff members began incorporating multiculturalism into their own curricula. Results gathered from data showed a 40% reduction in prejudice and a 44% increase in cultural understanding. Students were better supported in their efforts to report offending racial remarks and slurs to teachers.

The practicum was accepted by Orange County's Professional Resource Center and for listing in the ERIC database. Bernier was asked to take part in the targeted selection process for assistant principals. His future plans are to write an article concerning the necessity of risk-taking by educational leaders in order to facilitate change among faculty and students.

*Advisor: Dr. Larry Payne*  
Orlando



## *Multimedia Choreography*

*Irma Griffin's* 1994 project at Coronado High School in Scottsdale, Arizona, *Utilizing Computer and Multimedia Technology in Generating Choreography for the Advanced Dance Student at the High School Level*, was a unique opportunity to combine computers and dance. As fine arts chairperson, Griffin wanted to enhance the dance program by creating a technology-based choreography curriculum. Software used included the **Premiere 4.0** and **Action 1.0.4** programs by Macromedia.



Theories of Burton and Lane (1989) related to the common content, the similar learning process, and the expressive learning products of computer technology and the fine arts led to the pilot program. Factors associated with the use of computers, such as students taking control of their own learning, drawing designs that stimulate other visual images, and developing progressively were combined to encourage the development of problem-solving skills, logical thinking, and spatial visualization skills.

The target group consisted of six advanced dance students who participated in the creation of a database of dance movements using video and still photography. Students combined desktop publishing, videos of dance techniques,

music, and computer-generated graphics into a multimedia choreographic presentation for the pilot program.

Sessions were held in the dance studio, the computer lab, the television studio, and the regular classroom. Dance styles represented in the dance database included ballet, jazz, hip-hop, and acrobatic dance. Students decided which representation of movements to use after filming each other. Tapes were edited and then texts were written and recorded on disks. Students digitalized tapes to video, working in groups of two. Viewing of the final video presentation was available after 14 weeks of development.

Results showed all participants in agreement with the notion of computer technology as a viable medium for learning in the dance curriculum. The database for continued



use was smaller than planned because of the limitations of the available computer memory.

Griffin has received inquiries from dance teachers outside the district regarding the process. She continues her interest in

creating an affordable computer program for creating choreography at the high school level.

*Advisor: Dr. Robert McClarin*  
Phoenix



## *Interdisciplinary Communication*

*Teacher Anita Jorgensen*, created the 1994 project, *Development and Implementation of a Multifaceted At-Risk Program to Improve On-Task Performance and Interdisciplinary Communication*, for students at Ramblewood Middle School in Coral Springs, Florida. The program goals were to help students achieve academic success. Interdisciplinary communication and cooperation among staff members were enhanced by unified objectives and meetings. Twenty-two eighth grade students were targeted for the project along with three eighth grade teachers, the support specialist, the peer counselor, and the eighth grade administrator.

Strategies of Spiller and Vesey (1994) regarding the use of unified staff efforts to maintain open lines of communication within a mainstream framework were applied. Larrivee and Bourque (1991) multifaceted approach

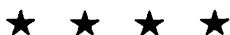


for at-risk students was also considered. The support specialist met with the targeted students weekly. Teachers unified their policies on discipline, attendance, and assignments. Small group teacher meetings for reviewing student progress became weekly events. All facets of each student's needs were discussed.

Although attendance did not increase during the project, significant increases were gained in homework completion, student attitudes toward school, and use of daily/weekly progress reports. There was a 71 % increase in clarification of goals and objectives. There was 100 % agreement among teachers that requirements for students to exit the at-risk program should remain in place. Jorgensen recommended that the teachers continue to unify their policies for further improvement and continued consistency. The team continues to use the project and is pleased with its ongoing success. Additional faculty members continue to use the project in an adapted form.

Since completing the master's degree, Jorgensen has had two appointments as language arts chairperson while remaining team leader and teacher of English. One of Jorgensen's professional goals is to obtain a position as a secondary school assistant principal.

*Advisor: Dr. Dale Kadlecek*  
Fort Lauderdale



## *Artists as Teachers*

**Margaret Medina** developed the 1995 project, *Artists as Teachers: Helping Artists Become Effective Instructors in a Secondary School*, at the Palm Beach County School of the Arts in West Palm Beach, Florida. As a faculty member, Medina was aware that the administration did not have any means of ensuring that incoming artists for the Artists-in-Residence Program were effective instructors for middle and high school students. Administration, faculty, students, and the artists, themselves, were dissatisfied and frustrated with their low levels of success in working with groups of more than 10 students. Survey results showed that the Artists-in-Residence (A/Rs) had extensive professional credentials, but needed training and on-going assistance in understanding young adolescents in a school setting. Difficulties occurred especially in the areas of discipline, classroom management, daily responsibilities of classroom teaching, and parent conferences.



Recommendations Grossman (1989), Slavin (1987), and Youngblood (1989) in the areas of learning to teach,

cooperative learning, and middle level staff development were essential to Medina's program development.

A total of 22 A/Rs were asked to participate in the program. Implementation included staff development workshops that addressed in-house procedures, cooperative learning, and classroom management skills. These were followed by individualized sessions and classroom observations, in cooperation with the deans of instruction.

Documented interviews with administrators indicated overall positive results, particularly regarding classroom management. The resulting manual and portions of the project remained in use during the 1994-95 school year. Future training sessions, according to Medina, should include monthly meetings for A/Rs with the supervising assistant principal, and a half-day instructional session on early adolescent learning characteristics.

Medina was a recipient of one of the two Superior Honors Awards. She also was invited to present the findings of this project at the Network of Performing and Visual Arts Schools conference held in March 1995, in Boston, Massachusetts. She is currently the curriculum specialist for the Center for Creative Education, which runs a project designed for artists and teachers to create joint teaching strategies.

*Advisor: Dr. Lynne McGee*  
West Palm Beach



## *Multiple Intelligences Application*

**Billie Miller**, a program specialist for the Broward County School District Office of Dropout Prevention, created a staff development project at the North Broward School in 1995. The project was called *Dropout Prevention: A Project to Increase Faculty Application of the Multiple Intelligences in Preparation and Delivery of Lessons to Students in Grades One Through Eight*. Staff development addressed the need for teachers to incorporate instructional strategies for a minimum of four different intelligences into each academic lesson, thus providing a greater number of students with opportunities to increase their academic achievement.

Teachers participated in an inservice workshop based on Kornhaber and Gardner's (1993) theory of seven intelligences that can be called upon in different ways. Activities for preparation of lesson plans utilized Lazear's approaches explained in **Seven Ways of Knowing** and **Seven Ways of Teaching** (1991). Observations of the lessons and assistance for teachers was provided by Miller.



Success of the project was affirmed by results indicating that 86% of the students increased in awareness of their multiple intelligences, and 90% of the teachers used

differentiated teaching strategies. Miller recommends inservice training on the topic to teachers of at-risk students. Adding information on alternative forms of assessment also was recommended.

**Advisor: Dr. Dale Kadlec**  
Fort Lauderdale



## ***Magnet School Recruiting***

Lead teacher ***Katheryn L. Roberts*** conducted the project, *Improving Student Recruitment Strategies in an Inner City Visual/ Performing Arts Magnet Program*, at Charles Drew Middle School/Center for the Arts in Miami, Florida.

The bases for this 1995 staff team project were the identified need to recruit a more racially balanced magnet



school student population from the feeder schools and the six talent teachers' requests to become more substantially involved in recruitment. Surveys with the district magnet office, the talent office, and in the school helped to determine ways to expand, enhance, and adjust the program.

After considering the investigations of Thacker

(1992a, 1992b) on "white flight" and magnet schools, and with input from lead teachers' meetings, a new plan emerged. Solution strategies included visiting feeder schools, providing media coverage of the magnet school programs, creating a marketing video, developing posters with students' photos, and organizing special PTA performances at three schools.

There was increased talent teacher involvement, and increased visitations to prospective students. Local auditions at the feeder schools contributed to the potential students' turnout. Evening performances generated strong interest in enrollment. Calls to Spanish-speaking parents of feeder school students in their native language to announce the events contributed to the program's success. An improved 1995-96 recruiting schedule and a tentative 1996-97 recruitment calendar of events were created through collaboration with professionals at the school.

Results were that 254 non-Black students requested applications and 53 non-Black students filed applications. By the end of the 12-week period, 26 non-Black students had auditioned, were accepted, and enrolled for the following school year. More than 50 other students were scheduled to receive auditions before the end of the school year.



Roberts is currently employed by the Palm Beach County School District where she holds an administrative position at Roosevelt Middle Magnet School (MAST).

*Advisor: Dr. Joan Horn Mathis*  
Fort Lauderdale



## *Social/Emotional Awareness*

**Brenda Susla**, a guidance counselor at Pinewood Elementary School in Stuart, Florida, provided the project, *Social/Emotional Awareness Program for Learning Disabled Students*, in partial response to the needs of fourth and fifth



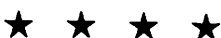
grade students for social awareness, coping, organizing, problem-solving, and self-evaluation. The target group of 16 students named the 1994 program **Project POWER**, an acronym for **Pupils' Over-Whelming Esteem Rise**. The work of Juvonen, Keogh and Ratekin (1992) on social skills intervention, and Hayes and Fors (1990) on enhancing,

rather than teaching, self-esteem heavily influenced the project. Activities were designed to provide successful experiences based on learning styles. Computer Assisted Instruction (CAI) was used in combination with teacher-made games, creative projects, and activity sheets from a teacher-made packet for an average of nine hours per week.

Results were that 13 out of 16 targeted students showed an increase in self-concept, and 14 students improved in their social skills. A few remained the same, or showed a decrease in skills. To strengthen the program, Susla strongly recommends inservice for teachers on learning styles in combination with CAI to be used in regular and special education, including gifted programs.

FDLRS in Martin County presented the program at the State Technology Conference and the State Conference for Exceptional Student Educators in 1994-95. The program has been distributed to requesting educators throughout the state for a minimal fee. The final report has been accepted for listing in the ERIC database. Susla has moved to a larger school, Palm City Elementary School in Palm City, Florida where she is a school counselor.

*Advisor: Dr. Beth Gessner*  
West Palm Beach



## *Behavior Management*



***Elizabeth G. Thedy***, a teacher at Johnson Junior High School, Melbourne, Florida, titled her 1994 project, *Increasing Teacher Confidence Levels in Dealing with Extremely Disruptive Behaviors in the Classroom*. Thedy used quality circle techniques for the staff development project to encourage the use of ideas introduced by Tauber (1989) that alternate teaching

methods encourage students to participate actively in the education process. Albert's cooperative discipline strategies (1990) provided a positive relationship among students, parents, teachers, and administrators. The program, called "Creating Opportunities for Positive Environment" (COPE), consisted of nine basic components derived from research, including authentic assessment and active-response hands-on lessons. Four of the 12 science teachers were selected for the project based on low levels of confidence measured during the needs assessment.

Participating faculty members exceeded expected growth in all objectives. Several other teachers continued to use portions of the strategies. Brevard County has adopted a hands-on science curriculum that has been enhanced by the classroom management techniques used in this project.

Thedy recommends using this project to build faculty success in the middle school or high school settings. Thedy remains concerned with the training of teachers in classroom management, especially those who are having difficulty with special techniques. Future plans for Thedy include doctoral studies.

*Advisor: Dr. E. Whitehead*  
Melbourne



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