

B P E X

THE BIRMINGHAM PLAN FOR EXCELLENCE

WHERE WE ARE: TWO YEARS LATER

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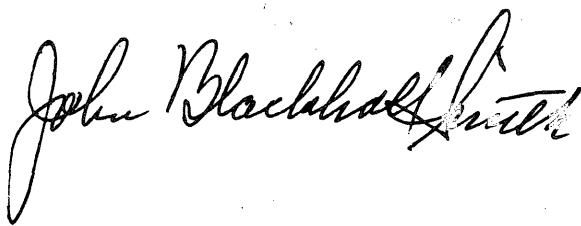
## THE GOAL OF THE BIRMINGHAM PLAN

The task of our schools has not basically changed in the last quarter of a century. Today we are pledged to prepare every student to the fullest of his potential, so that every phase of his life will be meaningful. What has changed is the means of accomplishing this goal.

Knowledge increases at a jet rate, and society in every aspect moves directly to meet the multitude of changes. Subject content and teaching techniques of a decade ago are no longer adequate. More of the same "maintaining standards" of previous years - will not do. Needed are efficient and effective approaches to curriculum, as well as creative and imaginative methods for instruction and grouping. A very rapidly moving world requires an educational program to prepare its citizens for the solution of the problems of the space age.

It is realistic to assume that any school system will be substantially upgraded as it incorporates and develops many of the new practices and programs that have proved successful in scores of schools scattered throughout this country. Bringing as many of these as is possible into a school organization will create a spirit and surge toward the goal of excellence in educational programs and offerings.

The Birmingham Plan has this as its objective. The plan proposes to put into practice, as soon as possible, those techniques and approaches that hold high promise for educating the individual student more effectively and efficiently. Stated in another manner, the Birmingham Plan intends to close the time lag between the reporting of sound research and practice and its utilization.



## HOW DO YOU PURSUE EXCELLENCE IN SCHOOLS?

One answer is the Birmingham Plan. It is a system-wide, five year "growth and development," program geared to improve the quality of the instructional program in all areas and at all grade levels - "tailoring the program to meet the needs and abilities, and interests of each individual student."

Specifically, the purpose is to explore all areas that hold promise for the achievement of excellence - to investigate, develop and implement teaching techniques, curriculum content, and technological devices - that may emerge from within or without the system, which have potential for the improvement of the Birmingham Public Schools.

The plan encompasses the idea of soliciting suggestions from teachers and administrators as well as keeping an educational "ear to the ground" for nationally recognized means of bettering the learning process for all students.

A Steering Committee appointed by and chaired by Dr. John Blackhall Smith meets twice a month. The committee's responsibilities are to suggest and consider ways of implementing new programs, to present their own ideas and those of teachers, and to develop and to evaluate programs which could have a vital impact on improving the quality of instruction.

Some of the professional staff will also investigate and develop new or improved teaching methods. Within five years, it is expected that about 25% of the professional staff will be employed the equivalent of a full calendar year in such work.

## BACKGROUND

Exploding enrollments - a problem common to many communities throughout the country faced the Birmingham Board of Education in the fall of 1963. At the same time it was realized that Birmingham students would be inadequately prepared for their future if the instructional program was simply "maintained." Board members vigorously expressed a desire to further develop and improve educational offerings.

The question was, "Would the school district's citizens be willing to pay additional money to support a specific plan to improve the quality of, what were already considered to be, good schools?" Based on past experience, the attitude of the community indicated that it was interested in, and would financially support superior schools.

In June, 1964, the community approved an increase in operating money (millage) specifically to improve the educational program through the Birmingham Plan and, in addition, to meet costs of rising enrollments and to support career salaries for superior teachers.

## EVALUATION

An evaluation of any educational program, new or old, is an on-going process. To make an evaluation or assessment encompasses that which can be tangibly measured, i.e. testing for student performance and achievement. It also involves the not-so-easily assessed objectives such as the student's attitude, his ability to think critically to express himself clearly (speaking, writing), to work independently.

Each BPex proposal that is submitted to the Steering Committee is studied to determine if it will offer a better way of reaching and teaching the individual student, and if it is practical to expand the program to include other Birmingham schools.

Every proposed project makes provisions for evaluation. Most commonly these include the comparison of standardized objective test scores, administered on a before-and-after basis. These are often contrasted with scores earned by comparable students not involved in the project. In some instances, where objectives or goals are difficult to measure, the project includes the design of specialized instruments, such as attitude inventories.

A number of factors need to be taken into consideration in expanding pilot programs such as time and personnel involvements, and commitment of funds and resources.

The future of any project will be determined when it has been in operation long enough to evaluate its impact and effectiveness on the student and the teacher.

#### INVOLVEMENT: WHO AND WHAT?

The programs and projects currently underway, and those to follow, will involve as many of the professional staff as possible. Everyone may volunteer for participation. Selection of personnel for pilot programs follows established criteria. They are based primarily on the teacher's interest, his availability and his talents as determined by the needs of the specific program.

Updating and improving the curriculum has traditionally been an after school activity. Obviously after a full day of teaching, a teacher is not at his best.

Under the Birmingham Plan, curriculum committees will continue to identify needs and problems. However, the time-consuming tasks of intensive evaluation and detailed development will be done primarily during the summer by committees of teachers. They will receive added remuneration for these services.

#### WHERE WE ARE: TWO YEARS LATER

Throughout the country, school districts pursuing the educational road to excellence are successfully doing new things in order to reach and to teach the individual student. Teachers and administrators here in Birmingham are adapting some of these successful programs - some, related to curriculum, others to teaching techniques. One or two new programs, however, are "original" e.g. Spelling.

The time to develop and organize these new programs, and the employment of teachers beyond the regular school year to do the job are made financially possible under BPex - the Birmingham Plan for Excellence. About 1.2% of the operating budget is earmarked for what business and industry would consider research and development money.

Of the 21 current and planned programs, most have been suggested by teachers and administrators. Three programs - Elementary Guidance, Academically Able and Team Teaching - were suggested by Superintendent Dr. John Blackhall Smith.

During the summer of 1965 and 1966, 139 and 148 teachers respectively, have worked on BPex programs. Many of the committees continue to work throughout the school year.

#### ACADEMICALLY ABLE

Suggested by: Dr. John Blackhall Smith, Superintendent.

Academically-Able Committee Members 1965-66, 1966-67: Ted Cunio, psychologist, chairman; Frank Alcala, counselor, Barnum; Fred Schubel, counselor, Covington; Sam Tassio, counselor, Berkshire; Miss Pat Kenneally, counselor, Derby; Mrs. Judy Schneider, teacher, Evergreen; Mrs. Lenore Nelson, teacher, Midvale; Miss Jane Ward, teacher, Barnum; Miss Jill Gerson, teacher, Meadow Lake; Mrs. Virginia Dow, counselor, Groves; Mrs. Daisy Janke, teacher, Pierce; Robert Lyle, teacher, Pierce.

This program is designed to identify early and to challenge the gifted student in keeping with his interests, needs, and abilities. It provides the talented student with the opportunity to explore in depth his special areas of interests. He works independently under the guidance and supervision of the Academically Able teacher.

#### PILOT PROGRAM

1965-66

An academically-able learning center has been established in Westchester Elementary School for about 93 elementary gifted fifth grade students selected from throughout the district. The children attended two-half-days per week.

In evaluating the first year of the program (students, teachers, parents), it is evident that these children were able to maintain their regular academic work and scholastic average. Parents have indicated that there have been a number of positive changes which they have noticed.

1966-67

About 203 students will participate in the program. A second Center will be established at Midvale Elementary School, with a total of four Academically Able teachers (two at each center).

The program will be expanded to (1) the sixth graders who were in the 1965-66 program (as fifth graders) and (2) adding selected fifth graders during 1966-67. Plans call for an expansion in 1967-68 to include the fourth grade.

## ART APPRECIATION

Suggested by: Miss Ruth Zuelke, Art Coordinator  
Committee: Richard Dexter, Covington; Miss Carolyn Switzer, Derby; Miss Mary Lou Manor, elementary associate art teacher; Mrs. Carole Jordan, elementary associate art teacher; Howard Machette, elementary associate art teacher

The main focus is on providing elementary classroom teachers with additional ways to include art appreciation within all subjects.

A 500-page "Teacher Guide to Art Appreciation" has been developed by five art teachers, working under the direction of the art coordinator. The guide is now available in each elementary school building. Books, films, filmstrips, resource persons within the Birmingham community are also listed for identification and utilization by teachers. During 1965-66, about 60 demonstration lessons were presented to classroom teachers and students. In-service demonstration programs are planned to provide assistance for all teacher. This project is a resource aid for other Birmingham Plan projects.

A number of art teachers are planning and working with teachers in other BPex projects e.g. Flexible Scheduling at Seaholm, Team Teaching at Evergreen, Meadow Lake and Valley Woods.

## CREATIVE DRAMATICS

Suggested by: Mrs. Evelyn Samanen, teacher, Derby; Dutch Vander Woude, teacher, Groves.  
Committee: Richard Massingill, Principal, Baldwin; Mrs. Evelyn Samanen, teacher, Derby; Mrs. Virginia Nelson, teacher, Pierce; Dutch Vander Woude, teacher, Groves; Jack Staron, teacher, Covington.

The purpose of developing a K-12 Creative Dramatics Program is to offer in-service training to help the classroom teacher provide each child with experiences to sharpen his listening and speaking skills, and to encourage him in self-expression and creativity.

A series of workshops was held in the fall of 1965. Twenty-seven teachers 11 elementary, 2 junior high, 1 senior high - attended the 10 workshop sessions. Consultant and workshop director was Mrs. Virginia Michalak, Assistant Professor of Speech and Dramatics, Eastern Michigan University.

### PILOT PROGRAM 1965-66

Two Creative Dramatics demonstrations were given in classrooms in all grade levels in fifteen elementary schools. Eleven elementary principals, 218 elementary teachers and five librarians observed the demonstrations. About 896 children were involved in creative dramatic experiences.

Evaluation by the workshop participants, building principals and classroom teacher was very positive. This technique, indicated that there was some evidence of change in their students' attitude, and were less self conscious and more creative. A number of teachers indicated an interest in learning more about the creative dramatics techniques.

1966-67

A series of Saturday workshops will be offered to all teachers. The committee plans to develop a K-12 Creative Dramatics Program which can be integrated within all subject areas at all grade levels. It is hoped that the program would eventually be directed by a creative dramatics specialist on a part-time or full time basis.

## ELEMENTARY GUIDANCE

Suggested by: Dr. John Blackhall Smith, Superintendent  
Committee: Dr. George Hallock, Director of Pupil Services, chairman; Miss Marjorie Tate, Principal, Quarton; Miss Nancy Austin, elementary counselor; Peter Branoff, psychologist, Richard Mette, social worker; Miss Patricia Kenneally, counselor, Derby; Miss Mary Buick, teacher, Torry; Mrs. Julie Handy, teacher, Franklin

This program focuses on the developmental aspects of counseling (learning and behavioral patterns) for all students to help them make the maximum use of their abilities.

### PILOT PROGRAM 1965-66

Three elementary counselors serviced four buildings. One counselor was assigned to two buildings: (Walnut Lake, Franklin) one, to each of the other two buildings (Torry, Quarton). About 2,000 children were involved.

An evaluation of the program was made at the end of the year with a sample of teachers, principals, parents and students. Almost all indicated enthusiasm for the program and recommended expansion as fast as possible.

1966-67

Three elementary counselors will continue to serve the four schools. The program will be expanded to include a fourth counselor who will serve Adams Elementary School.

The Birmingham Program is similar to the successful Baltimore, Maryland which began on a pilot basis in eight elementary schools. As finances permitted, the Baltimore program in 1960 included 22 elementary counselors in 26 schools.

In Michigan, there are twenty three pilot programs throughout the state.

## FLEXIBLE SCHEDULING

Suggested by: Ross Wagner, Principal, Seaholm; assisted by Roy Vannette, Principal, Barnum; Mrs. Joan Kennedy, teacher, Groves; Mrs. Barbara Herron, former teacher, Berkshire

Committee: Robert Ford, Principal, Derby, chairman; Mrs. Katherine Blunt; Ross Wagner; Miss Joan Kennedy, teacher, Groves; Richard Moran, teacher, Covington; Thomas Horan, Assistant Principal, Berkshire

Individual 1965-66 programs suggested by the following teachers:

Barnum: Richard Moran, Miss Mary Lou Watson

Berkshire: Thomas Horan, William Rutenberg, Kenneth Chard

Derby: David Voydanoff, Mrs. Margaret Decker, Norman Juchno, William Schmidt, Willard White, Thomas Murray, Walter Rogowski, Ned Spencer

Seaholm: Mrs. Katherine Blunt

Consultants: Dr. Eugene Howard, Principal, Ridgewood High School, Norridge, Illinois and Roger Kampschroer, Principal, Dubuque High School, Dubuque, Iowa

In 1956, the National Association of Secondary School Principals (NASSP) established a Commission on the "Experimental Study of the Utilization of the Staff in the Secondary School". Dr. J. Lloyd Trump served for four and one half years as Director of the Commission that sponsored the studies. Dr. Trump was Associate Secretary of NASSP and Professor of Education at the University of Illinois. The commission sponsored, worked with, and studied the results of pilot programs in 100 junior and senior high schools throughout the United States. Financial support came from the Fund for the Advancement of Education and the Ford Foundation. Some of the first Flexible Scheduling programs were instituted in public schools in Evanston, Illinois; Newton, Massachusetts; Jefferson City, Colorado; San Diego, California; the University of Chicago Laboratory School; Melbourne, Florida; and throughout school districts in the states of Illinois and Utah.

One of the outstanding schools in which all subject matter is inter-related on the flexible scheduling basis is the Ridgewood High School in Norridge, Illinois, which opened in September, 1960. It was the first school in the United States to have a computer-based modular schedule for a team teaching high school. This was done through the facilities at Stanford University in California. Ridgewood High, which enrolled its first students in September, 1960, is a school designed - both architecturally and organizationally - to embody many NASSP Commission recommendations as speedily as its new building and program permitted. In this respect, it is unique among the present staff utilization projects.

The story of these projects and the development of guidelines for improving secondary education may be found in a book by Dr. Trump and Dorsey Baynham, "Focus on Change - Guide to Better Schools" published in 1961 by Rand McNally and Company.

In 1963, Dr. Robert N. Bush, Professor of Education, and Dwight W. Allen, Assistant Professor of Education, Stanford University, reported on flexible scheduling programs in the May, 1963, Bulletin of the NASSP. The programs featured were in school systems in the following cities: Harbor Beach, Michigan; Norridge, Illinois; Anaheim, California; Decatur, Illinois; Rockville, Maryland; Caldwell, New Jersey; Glen View, Illinois; Tacoma, Washington; Stanwood, Washington; Euclid, Ohio; Brookville, Kansas; Evadale, Texas; Chapin, South Carolina; Cleveland, Ohio; Covina, California; Champagne, Illinois; Sisseton, South Dakota; Newton, Massachusetts.

At the present time in Michigan, Holland, Troy and Novi school systems have flexible scheduling programs.

Flexible programing or scheduling involves at least two teachers or a team of teachers, and the flexible use of class time. Like other BPex Projects, the objective is to reach and to teach each individual student. The student has an opportunity to learn from a number of teachers who are specialists in their respective fields. At the same time, the program capitalizes on the strengths and interests of the teachers.

Individualizing learning involves using a variety of teaching techniques which the teachers feel are effective ways to motivate students. These techniques may include the one-to-one teacher-student relationship, such as independent study and tutorial assistance; small group seminars and discussion sessions; and the large group presentations, followed by small group discussions..

Teachers share a joint responsibility in diagnosing their students learning problems and planning the educational program to meet the individual student's needs, interests and abilities. Students can learn how to work more independently under the direction and guidance of a teacher. The overall goal is to help him assume the responsibility for his own learning. This gradual preparation for independent learning, e.g., long range assignments, research projects, source themes, is of special importance to the student who plans to go on to college.

By using small modules of time, e.g., 20 minutes, in lieu of the traditional class period, teachers have flexibility in scheduling. Examples would be a science lecture followed by a lab experience perhaps twice a week, or a teacher presentation to the group as a whole, followed by small discussion sessions.

The combination of a team of teachers, supported by multi-materials and flexible scheduling makes it more possible to meet the students' individual needs and to provide integrated learning experiences for all students.

### PILOT PROGRAM Senior High

Seaholm High School, three-year program which began 1965-66. 150 - 10th, 11th, 12th grade students;



1966-67 - students who were in the program last year and 50 new 10th graders.

Teaching Staff, 1966-67: Edward Taras; chairman. Social Studies - Robert Maxfield, George Miller, Edward Taras; English - Mrs. Katherine Blunt, Edward Behrendt, Jay Horschak.

Resource Teachers: art - Edward Cavanary; music - Steven Jones; humanities - Miss Ruth Edberg; English - Mrs. Mary Campbell; history - Robert Richards; drama - Richard Bagg; librarian - Curtis Lather.

In this program the student's learning experiences focus on the humanities approach which include the areas of English, social studies, drama, music and art. Six teachers (three-English, three-social studies) are permanently assigned to the team. Other teachers who devote part of their time in the program represent the areas of mathematics, science, dramatics, art and music. The librarian assists the team in securing materials and arranging for audio visual and other equipment.

In addition to teaching, each teacher is a counselor responsible for 25 students who are assigned to the program.

The student sees the inter-relationship between the subjects, looking at the economic, political, social and cultural progress of people and countries. He learns to relate historical knowledge with present day events and problems. He sees, the many facets which make up man's growth and development.

The student is encouraged to work independently under the teacher's supervision. The student must assume responsibility for his own learning.

#### EVALUATION

The critical analysis of the program by the students indicated that they had a great deal of interest in what was covered during the first year. The majority indicated that they wanted to continue in the program. Only fifteen chose not to continue.

The main criticism was the problem of operating a flexible program in a traditionally scheduled building. A more effective method of scheduling the program this year - to provide greater flexibility for both students and teachers - was developed by teachers this summer.

#### PILOT PROGRAMS

Junior High  
1965-66

7th grade - science/mathematics - Berkshire - 26 students.

7th grade - all sections science/study period scheduled consecutively, - Derby - large group and small group instruction, independent study, laboratory experiences - 325 students.

7th grade - English/social studies - Barnum Junior High - 50 students.

8th grade - American Studies - Derby. Thematic approach emphasizing the background necessary for understanding current problems - 270 students.

9th grade - general science/algebra I, - Derby - consecutive periods, flexibly scheduled - 120 students.

9th grade - science/algebra - Berkshire - 56 students.

1966-67

8th grade - American Studies - Derby - 340 students.

9th grade - science/mathematics - Berkshire - 50 students.

All 7th, 8th, 9th graders - Covington Junior High - about 1125.

Flexible scheduling and team teaching encompassing the areas of English, social studies, mathematics, and science. This year, all other subjects will be traditionally scheduled.

#### FOREIGN LANGUAGE

Suggested by: Foreign Language Department (extending language at elementary level was recommended by the foreign language subcommittee of the Citizens Curriculum Study)

Committee: Mrs. Louise Couture, Coordinator of Foreign Language, chairman; George Cooch, FL department head, Seaholm; Mrs. Karen Dunlop, teacher, Groves; Mrs. Jean Pierce, teacher, Derby; Mrs. Nancy Horchuk, Berkshire; Cliff Cramer, Barnum; Mrs. Tina Kne, Fles (foreign language elementary school); Mrs. Jean Sharrard, assistant to principal, Groves; Mrs. Mildred McKeene, counselor, Seaholm; Fred Schubel, counselor, Covington.

The system-wide Foreign Language Program will be extended to the fourth grade this year.

The primary goals of foreign language study in the Birmingham schools is to help the student develop the four skills of communication: listening, speaking, reading and writing. In addition, students develop an understanding of linguistic concepts, the understanding of the foreign culture, and an appreciation of the literature.

The long range sequence which is provided enables the more advanced students to become more proficient in speaking, reading, and writing and to increase their knowledge of culture.

The materials which have been developed and written for the elementary program have been based upon the interests and maturity of the children. These include units on art, music, arithmetic, science and social studies. Teacher's guides and tests are written. In-service workshops for all Foreign Language teachers are held during the school year.

The learner, using the conversational approach, gradually increases his vocabulary and ability to speak the language. This year all fourth graders will have 20 minutes of conversational French daily.

New advanced French and Spanish courses at the senior high level were planned and developed under BPex. The courses were included in the regular curriculum for the 1965-66 school year. The courses focus on the literature, culture and civilization of the respective countries: French Va, and Spanish Va Civilization; French Vb and Spanish Vb Literature.

#### EVALUATION

The program is evaluated periodically at all levels by the foreign language teachers and the coordinator. When students enter college, they are given proficiency tests. As a result of the examination, college credit is given.

1965-66

All elementary studies in fifth grade had 20 minutes of French daily. About 1,265 students were involved.

New Advanced Courses offered: French Va, Vb; Spanish Va, Vb. About 75 students were involved.

1966-67

1966-67

All fourth graders will have 20 minutes of French daily. About 366 students will be involved.

1967-68

All third graders will have 20 minutes of French daily.

#### INTRAMURAL PROGRAM

Suggested by: Physical Education Department  
Committee: Frank Whitney, Coordinator of Physical Education, Intramurals, Athletics, Recreation, chairman; Carl Pendracki, Assistant Coordinator

All intramural supervisors are automatically members of the committee.

This year-round program, which is in addition to varsity athletics, is currently being re-organized. All activities are open to boys and girls, grades 5 through 12. The program will continue to be expanded at all grade levels. During 1965-66, about 2,600 students were involved.

In order to staff additional activities, the program is open to any Birmingham teacher who may qualify to teach a particular sport. About one-half of the intramural activities are taught by regular classroom teachers at the elementary level. Units are being developed in all sports areas. Most activities are held after school. The long range plan calls for continued expansion of the program, to include evenings and Saturdays, as staff becomes available and as funds permit.

#### INTRODUCTORY PHYSICAL SCIENCE (IPS)

Suggested by: Thomas D. Given, Science Coordinator  
Science Steering Committee: Thomas D. Given, chairman; Mrs. Ann Sumara, teacher, Beverly; Daly MacGrayne, department chairman, Barnum; James Bedor, department chairman, Seaholm; Mrs. Gertrude Green, Principal, Franklin; Charles Lundy, Principal, Groves; Bernard Maslanik, Coordinator Special Services

This pilot testing program developed by Educational Services Inc., is a laboratory course encompassing present day science education theory. It is currently being adapted to fit the needs of Birmingham students with the possibility of replacing our present 9th grade course. It will be integrated with the total science program, kindergarten through twelfth grade.

During the summer of 1966, the three teachers, who will be teaching the pilot courses, participated in Summer Institutes, sponsored by The National Science Foundation specifically designed to train I.P.S. teachers. During the school year, the science coordinator and teachers will participate in follow-up workshops at Eastern Michigan University, for the purposes of continuing evaluation of the program.

#### PILOT PROGRAM

1966-67

Selected 9th grade sections - Barnum, Berkshire,

#### LIBRARY STUDY-SURVEY

Suggested by: Birmingham School Librarians  
Committee: Dr. Henry Corbacho, chairman; all Birmingham School Librarians

A library committee completed a study and evaluation of the system-wide services and facilities. The basic recommendation is that to support the planned curriculum improvements it will be necessary to provide increased services, materials, and personnel.

The recommendations for improving the library program were reviewed and approved by the Steering Committee. They are being implemented through the regular operating budget according to priorities established by the Library Committee.

#### MATH/INDEPENDENT STUDY

Suggested by: Arthur Kersjes, teacher and department chairman, Groves High School  
Committee: Mrs. Lynn Garrett, teacher, Groves; Arthur Kersjes; Peter Drees, Mathematics Coordinator

This is a course designed to provide the student with in-depth study of Algebra II. The student assumes the responsibility for his own learning, conducts his own research, and works independently under the direction and supervision of the teacher.

In preparation for developing the course, a topic analysis of library resources was compiled in the summer of 1965. The purpose was to determine what resources were available for enriching mathematics instruction, and which were appropriate for student research projects.

During the summer of 1966, two mathematics teachers have developed units and structured materials based upon the bibliographies which were compiled the preceding summer. The bibliographies have been organized in order of difficulty, so that when a student has completed a unit he will also have completed an in-depth study of the material. Students will meet with the teacher to work out areas of difficulty and to be tested.

The course will be evaluated to determine how well the students achieved the objectives.

#### **PILOT PROGRAM**

1966-67

One class, Groves High School, 17 students.

#### **LONG RANGE**

Based on the evaluation, the program may be expanded to include other areas of mathematics.

#### **MODERN LOGIC**

Suggested by: Mrs. Fay Boak, teacher, Groves.

Committee: To be established. Mrs. Boak, chairman.

An Introduction to Modern Logic, a one semester elective course for high school students, is being developed this summer. The course is designed to help each student improve his spoken and written communication skills, to think critically, to reason analytically, and to apply the rules of logic to problem-solving. Specifically through the introductory study of logic rules, the student applies these rules in analyzing the form of a sentence to determine its meaning. He studies and learns that the form of an argument determines its validity. A teachers' syllabus and course outline are being developed.

The teacher who is planning the course is working in consultation with Dr. Jack Pittl and Dr. Fred Brengleman, Fresno State University.

The evaluation plan includes interviews with students, counselors, parents and the student's other teachers. Standardized tests (abstract and verbal reasoning) will be used to assess the effectiveness of the new course. Another teacher, who is developing the mathematics/independent pilot course this summer, is including, as part of his program, a study of the same forms of logical argument used to support mathematical conclusions.

#### **PILOT PROGRAM**

1966-67

Each semester at Groves classes made up of 11th and 12th grade college preparatory students, will take the new course. (they are already pre-registered)

During the 1966-67 school year, an in-service workshop will be offered for teachers who have already indicated an interest in teaching a unit or a course, or incorporating logic in their existing classes. The teachers' syllabus and course outline will be used in the workshop.

#### **LONG RANGE**

It is planned that the pilot program will be expanded within Groves to be offered to more students and that it will also be offered at other secondary schools as interested teachers become trained in using and teaching modern logic.

#### **PHASE-ELECTIVE ENGLISH PROGRAM**

Suggested by: Miss Barbara Angott, teacher and Department Chairman, Groves High School; Charles Lundy, Principal, Groves

Committee: Miss Barbara Angott, teacher, Groves; chairman; Duane Bondy, teacher, Groves; Mrs. Patricia Hance, teacher, Groves; Mrs. Beverly Hannett, teacher, Groves

This is a two-fold program geared to meet the high school student's specific needs in English. The basic English curriculum will be developed in four phases, or levels. The student may progress through the phases as slow or as fast as he is capable. Once he has passed proficiency tests within the program, he will have the opportunity to choose any two English elective courses of interest to him each year.

In place of the regular tenth through twelfth grade classes, the English program will be developed as follows:

Phase 1. Reading Improvement emphasis; designed to meet the needs of students who are two or more years below grade level on standardized reading tests.

Phase 2. Basic writing emphasis, designed for the student who reads below grade level, and who has difficulty in basic written expression.

He will study vocabulary, receive help in grammar skills, practice writing, and read short literary selections.

Phase 3. Literature emphasis. The student will read more advanced literature, study and evaluate literary works, and write short papers.

Phase 4. Critical Literature Study. The student will write longer, analytical papers, read critically and study literary types extensively.

A student's placement in a phase will depend upon his achievement in English rather than upon his grade level. Each phase would normally take one year to complete. The phases, however, will be split at semesters in order to allow the students to take a proficiency exam at semester and pass on to a higher phase. As the student finishes each phase, he will have to pass a phase proficiency test before he can begin the next phase.

In order to meet graduation requirements, a student will have to pass successfully two of four phases of English at Groves. It would be possible to complete the regular phase English program at Groves before the senior year, or to pass the final phase proficiency test on enrollment.

After a student has demonstrated proficiency in the fourth phase, whether he be in the 10th, 11th, or 12th grade, he will be allowed to choose courses from the elective English program.

- All students who have phased out of the English program must elect two semesters of English in each school year at Groves.
- All students in the elective program at Groves will be required to take one semester of Advanced Composition before they graduate from Groves.
- All the elective courses will be open to any student regardless of grade level. It is possible for students in grades 10 through 12 to be in the same elective English class.
- By the end of his senior year, the student will have earned the same number of units required for graduation.

During the summer, four teachers have begun to develop the Four Phase-Selective Program and to establish proficiency tests for each phase. During the 1966-67 school year, the teachers will continue to organize and refine the program, and to work out procedures for the placement of students in their respective phase. The teachers will also continue to develop the elective courses.

#### **PILOT PROGRAM** 1966-67

A group of about 450 11th and 12th grade average and above students will have the opportunity to choose two English elective courses. It has been determined that they have met the English achievement level of graduating seniors.

The program will be evaluated during, and at the end of, the first year.

#### **LONG RANGE** 1967-68

All Groves students 10th through 12th grades will be placed in the Phase Program. The committee will continue to develop elective courses from which the student will have a choice of electing two each year, e.g., American English, World Literature, Creative Writing, The Novel, and Modern Logic.

#### **PRIMARY PROGRESS PLAN**

Suggested by: Elementary Principals

Committee: Grant Barber, Principal, Pierce, chairman; Miss Betty Hayes, teacher, Pierce; Mrs. Grace Johnson, teacher, Pierce; Don Weston, Principal, Harlan; Mrs. Mary Jane Carland, teacher, Harlan; Mrs. Judith Mosdale, teacher, Harlan; Dale

Schaffer, Principal, Midvale; Mrs. Patricia Brusselle, teacher, Midvale; Mrs. Grace Harris, teacher, Midvale; Dr. Francis Goetz, Principal, Westchester; Mrs. Margaret Harvey, teacher, Westchester; Mrs. Jacqueline Koch, teacher, Westchester; Dr. William Corliss, Director of Elementary Education

The goal of the Non graded Plan is to provide each child with the opportunity to achieve successful learning experiences. It permits him to grow and to learn in relation to his own individual ability and at his own speed.

The plan will provide the child with a block of uninterrupted time, within which he would move through successive reading levels at any time during the year.

#### **PILOT PROGRAM** 1965-66

The Committee began to develop the program, which will lead to an ungraded type of organization, initially focusing on the reading program. The first phase of the program will involve, kindergarten, first, second and third graders. About 1350 children will be involved.

In the spring, all of the children were evaluated. Their reading achievement and instructional needs were identified. Additional reading materials, to help to individualize learning will be used by the teachers.

#### **1966-67**

The program will focus on reading for all kindergarten, first, second, third graders in Harlan, Midvale, Pierce and Westchester Elementary Schools.

The Committee has developed a plan for evaluating the program. A new report card form, developed by the committee, will be used to evaluate the achievements of each student.

#### **PROGRAMED LEARNING**

Suggested by: Mrs. Velma Ruhly, teacher, Evergreen; Mrs. Barbara Herron, teacher, Berkshire; Dr. Henry Corbacho, Coordinator Instructional Materials Center

Committee: Mrs. Vera Young, teacher, Evergreen, chairman; Don Weston, Principal, Harlan; Miss Mary Campbell, teacher, Seaholm; Mrs. Mary Henderson, teacher, Evergreen; Mrs. Ida Oates, teacher, Covington; Mrs. Evelyn Samanen, teacher, Derby; Mrs. Eleanor Shafer, remedial reading; Robert Armintor, audio-visual librarian, Groves; Miss Mary McDowell, librarian, Westchester.

Programed learning which individualizes instruction, is a way of learning for the student through a new teaching technique. It is widely used in industry and throughout public schools in the United States. The programs encompass all subject areas and all ability levels of students.

The "program" or Programed Instruction (P.I.) materials, can be used by the slow, average or gifted student. The materials are designed to meet an individual student's specific need in a given subject. He progresses at his own speed through a series of steps which make up the program to achieve a successful learning experience. At the same time, the student has the opportunity to become more self-directed and responsible for his own learning. Research indicates that 90% of the students learn 90% of the material studies.

Consultant on the project has been Dr. Derek Nunny, former Professor, Wayne State University who is now with the U.S. Office of Education.

### EVALUATION

Teachers, who volunteered for P.I. in-service training, have found themselves more skillful in diagnosing students' difficulties in learning. In addition, teachers have found that they are better prepared to meet their students' needs and to evaluate their own teaching techniques.

An evaluation at the end of the first year, through student progress reports and tests and the teachers' interest and use of P.I. materials, indicates that the pilot program is working very effectively. Students, teachers and parents have been extremely enthusiastic with results.

### PILOT PROGRAM

1965-66

P.I. learning centers were set-up at Harlan, Westchester, Evergreen, Berkshire and Seaholm. There has been greater individualized instruction for about 2,000 students.

Two in-service workshops for teachers, principals and coordinators, were held during the year. The result is that 100 teachers, representing all grade levels and almost all subject areas, have become trained in the development and use of P.I. materials.

A bibliography of available P.I. materials and professional reference books has been distributed to all Birmingham Schools.

1966-67

At the request of teachers and principals, P.I. Learning Centers will be set-up in Baldwin, Beverly, Franklin, Greenfield, Midvale, Torry, Westchester, Derby. The Centers will be under the direction of trained P.I. teachers.

The pilot centers established during 1965-66 will continue to operate. These are in Berkshire, Seaholm, Evergreen, Harlan, and Westchester. It is anticipated that about 4,000 students will be using P.I. materials.

### READING STUDY

Suggested by: Dr. William Corliss, Director of Elementary Education; Mrs. Naomi Erdmann, Reading Consultant, Birmingham Public Schools

Committee: Mrs. Erdmann, chairman; Miss Mary Campbell, teacher, Seaholm; Mrs. Margaret Freiwald, teacher, Barnum; Miss Rosemary Greiner, remedial reading, Evergreen; Miss Karen Roland, teacher, Meadow Lake; Mrs. Eleanor Schafer, remedial reading; Jim Thomas, teacher, Derby.

A research plan to evaluate all phases of reading instruction on a K-12 basis has been established. The goal is to improve reading instruction of all levels on a system-wide basis. It is expected that this evaluation, to be completed in one year, will result in recommendations leading to program revision.

A system-wide study of the Reading Program, kindergarten through twelfth grade, was made during the 1965-66 school year. Dr. Harry W. Sartain, Professor of Education and head of the Demonstration School, University of Pittsburgh was the consultant for the study-survey. Dr. Sartain is one of the outstanding reading authorities in the United States.

The Study involved an evaluation of students' reading competencies, sample testing in all grades and in all schools, and regular standardized tests. All 1965 high school graduates were sent questionnaires asking them to evaluate the strength and weaknesses of the reading program in terms of their needs. Elementary, junior and senior high teachers and remedial reading teachers were asked to evaluate the basic reading program, their students' reading competencies, the materials used and to make recommendations for improving the program. Questionnaires were sent to a random sample of parents asking them to evaluate their child. The study also included a summary of general information — time allotment and materials.

All of the information is currently being studied and evaluated by Dr. Sartain. This fall he will present a summary of his findings and recommendations on how to improve the program.

### SPELLING CURRICULUM

Suggested by: Mrs. Margaret Freiwald, teacher, Barnum  
Committee: Mrs. Laura Smith, teacher, Berkshire, chairman; Mrs. Rosemary Burgess, teacher, Barnum; Miss Kae Nowaske, teacher, Derby.

A spelling guide for eighth grade students was developed by four teachers during the summer of 1965. The guide utilizes the discovery or inductive method of teaching. It focuses on the principles of spelling e.g. word structure and how it affects spelling. During the summer of 1966, the guide was refined and expanded.

It was designed for students with a variety of abilities and deals with special spelling problems. Visual and auditory discrimination and programed learning techniques are incorporated to stimulate the students' curiosity about spelling patterns. This new approach to spelling incorporates the best of many commercial materials. Consultants from the University of Michigan and Oakland Schools assisted on the projects.

## PILOT PROGRAM 1965-66

The guide was used for eighth and ninth grade pilot classes at Barnum and Berkshire Junior High Schools. About 200 students were involved.

In evaluating the program at the end of the year, a test was developed incorporating special spelling problems which always seem to cause difficulty for students. The test was given to the pilot classes and to other classes of comparable ability. The results indicated that the pilot groups scored 12 to 17% higher.

1966-67

The program will be expanded at Barnum to include all eighth grade classes, and one class of seventh graders. Pilot classes will also be continued at Berkshire and will be started at Derby and Covington Junior High Schools. Long range plans will be to extend the program to include seventh, eighth and ninth grades.

## SOCIAL STUDIES

Suggested by: Social Studies Steering Committee under the direction of Mrs. Nancy W. Bauer, Social Studies Coordinator

Committee: Mrs. Bauer, chairman; James Bird, teacher, Barnum; Mrs. Joyce Christensen, librarian, Berkshire; George Dexter, Principal, Covington; William Foust, Principal, Walnut Lake; Mrs. Joan Kennedy, teacher, Groves; Mrs. Patricia Leach, teacher, Quanton; George Miller, teacher, Seaholm; Thomas Murray, teacher, Derby; Mrs. Jean Overmyer, teacher, Pembroke; Robert Richards, teacher, Seaholm; Wayne Roock, teacher, Berkshire; Edward Taras, teacher, Seaholm; Mrs. Ann Triff, teacher, Greenfield; Miss Jane Ward, teacher, Barnum

Based upon the psychology of learning, the kindergarten through twelfth grade social studies program is designed to teach each student to think independently, to reason logically, to learn and to practice the problem - solving process which involves him in making value judgements necessary to decision-making. The student, studies and participates in classroom discussions of important, sometimes controversial issues which reflect the basic human experiences and problems facing the people of the world today..

In order to make comparisons, the student must learn about people and countries as a "whole" - the culture, history, literature, art, music and the political and economic aspects of a given people. He is continually called upon to develop and perfect his skills which are "built-in" to the units of study: reading, writing, speaking, listening, and research techniques.

Every student, regardless of his reading ability, has the potential to understand concepts, to learn to think logically and to make independent decisions. Because of the wide-range of reading abilities of students, a variety of materials including audio-visual

materials and equipment is necessary. In this way the teacher is to meet the individual needs of his students.

Teacher's guides for the pilot program, which began last year, have been developed by the Social Studies Steering Committee. In-service workshops for teachers will continue throughout the year.

A number of outstanding authorities in the social science field have been working as consultants during the past year. They are: Dr. Ronald O. Lippitt, Prof. of Sociology & Psychology, Director of Social Research, U. of M.; Dr. Robert Fox, Prof. of Education, Dir. of Laboratory Schools, U. of M.; Dr. Charles Jung, Acting Project Director, Institute for Social Research, U. of M.; Dr. Irving Sigel, Chairman of Research at Merrill-Palmer Institute; Dr. Edward Heubel, Chairman of the Department of Political Science, Oakland University; Dr. Charles O. Hucker, Chairman of the Department of Far East Languages and Literature, University of Michigan; Dr. Sheldon Appleton, Professor, Political Science, Oakland University; Early Childhood Education, Mrs. Annemarie Roeper, Director, Lower School, Roeper City and Country School, for gifted children.

## PILOT PROGRAMS 1965-66

Pilot Programs were used in at least one class at every grade level, kindergarten thru 12th grade: Barnum, Berkshire, Derby, Groves, Seaholm, Greenfield, Evergreen, Midvale, Meadow Lake, Pierce, Quanton, Valley Woods. About 1200 students were involved.

Evaluation at the end of the first year indicates that students favor their participation in classroom discussion and the variety of books and materials. Teachers found that the student's interest increased, that he tended to work more independently, and creatively in depth, and consequently classroom discussions increased in depth.

Some evidence from parents indicated that the student's increased interest carried over into his free time. There was a noticeable increase in the student applying his knowledge in other classes.

1966-67

About 3,000 students will be involved at the elementary and secondary levels.

1st and 2nd grades Communities: Groups of people organized communities to meet the needs of their members. Since the reasons for organizing vary and change, communities have many dimensions. What are universal needs and how are they met? How far do we go? How big do "communities" become - in organizing to meet needs? How dependent and independent are individuals in meeting needs? How and why do ways of meeting needs differ between communities?



Accommodation: How have animals and men responded to changing conditions? Physical responses - Cultural responses. How are people able to change their environment or create the one they would like to live in?

3rd and 4th grades Cultures and Values: Examination of different types of cultures and what they prize. Focus is on social and ethical values and art forms.

5th and 6th grades A study of the formation of groups and nations as sociologists study them, and as they are illustrated by groups in Europe prior to discovery and settlement of New World and groups which finally formed the United States in 1787.

7th grade Cross-cultural comparison between the United and non-Western cultural area. Focus is on understanding ourselves and others through art, music, literature, religion, politics and economics.

7th grade Social Studies, Language Arts, Art, Music, - Derby, Barnum, Berkshire Junior High Schools. An interdepartmental approach organized on a flexible scheduling basis.

8th grade American Studies as seen through five current problems and the light history and civics can throw on them..

9th grade Problem of population and food distribution as seen by each of the social sciences and history in the United States and in other selected areas of today's world.. Second semester will be a directed study in this area for individuals and/or small groups of students.

10th grade A study of political, economic, social and religious systems in both United States and selected areas and eras from other histories. Focus is on past and present institutions and techniques designed for solving people's problems.

## TEAM TEACHING

Suggested by: Dr. John Blackhall Smith, Superintendent  
Committee: Dr. Smith, chairman; Dr. William Corliss, Director of Elementary Instruction, Robert McBride, Principal, Evergreen; Duane Fisher, Principal, Valley Woods; Richard Helser, Principal, Meadow Lake

Resource people: Mrs. Gertrude Green, Principal, Franklin; Donald Protheroe, Wayne State University, a specialist in team teaching.

Team teaching was developed under the leadership of Dr. Robert Anderson, Professor of Education, Graduate School at Harvard University and Dr. John Blackhall Smith, who was at that time, Superintendent of the Lexington, Massachusetts Public Schools. In 1957, the School and University program for Research and Development (known as SUPRAD) was organized under Dr. Anderson's direction at Harvard University.

The development and organization of team teaching under SUPRAD was first instituted in Franklin School in Lexington, Massachusetts in 1959. Team teaching was defined as follows: Students have more than one teacher, but (as opposed to departmentalization) the teachers are organized as a team for the instruction of the students. The team engages in teaching one or more of the academic subjects together, with specific duties and responsibilities assigned to each member.

When Dr. Smith became Superintendent of the Greenwich, Connecticut Public Schools in 1962, a two-year research study of team teaching was instituted in the Dundee School in Greenwich, Connecticut supported by the Ford Foundation. The study disclosed that students benefited in terms of individualized learning in the team teaching school.

In a December, 1965 Circular, published by the Educational Research Service, American Association of School Administrators and Research Division of the National Education Association, a report was made of a national survey conducted to find out what school districts in the country were using team teaching. The survey indicated that 76 school districts in 23 states were using team teaching as a means of individualizing learning and professionalizing teaching. In Michigan, team teaching is used in the Flint, Carson City, Madison Heights, and Lamphere Public Schools.

Team Teaching "tailors" the education program to the individual student's needs. This involves: (1) assigning teachers to capitalize on their strengths and interests, and (2) regrouping of children.

In team teaching, a group of teachers share joint responsibility for providing the best educational program for each child. Working together they can diagnose each child's learning needs and then cooperatively create and plan learning situations to provide ways to meet these needs.

## PILOT PROGRAM

1965-66

Team teaching, in the upper elementary grades 4, 5, 6 began at Valley Woods and Meadow Lake. Both schools have new additions which were specifically designed for team teaching. In the spring, Evergreen Elementary School designed for team teaching, kindergarten through sixth grade, opened. About 1,800 students were involved.

In assessing the program, questionnaires and sample interviews with students, teachers, and parents, were conducted. The vast majority indicated a positive feeling about the new program. Many parents commented that they had noticed that their children were learning to work more independently. The majority of parents also noted that re-grouping (of children), which in many instances involves moving around the building, did not seem to bother their children.

1966-67

At Evergreen, the program will continue on a

At Valley Woods and Meadow Lake, the program will be expanded to include all grades, kindergarten through six. About 2,157 students will be involved.

### OTHER PROJECTS

Three other curriculum projects were completed under the Birmingham Plan during the summer of 1965. They were incorporated in the regular Curriculum during the 1965-66 school year.

Two courses were developed to update and improve the industrial arts program "Electricity" emphasizes the theory and overall application of direct current as it applies in industry. "Electronics" applies electronic theory to radio, television, and computers.

A committee completed the revision of the food and home planning courses. The units of foods and on home planning were developed for junior high required courses and elective at the senior high level.

### WHAT ABOUT FUTURE PROGRAMS?

Programs already designated for future study and development include the following: A study of pupil evaluation and the techniques of grading and reporting to parents; study skills; extension of courses in humanities, mathematics, social studies, science; written composition; programs for the "marginal student"; expansion of the summer school offerings; extension of advanced placement courses; development of assembly programs; fuller library services including the concept of the Instructional Materials Center; a system-wide developmental reading program; undertaking a system-wide study of K-12 language arts curriculum, developing a power and transmission course and setting up physical facilities.

As new ideas and suggestions are presented by teachers and administrators, each will be studied for possible inclusion in the Birmingham Plan.





