

SEAHOLM PROJECT

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First ~~xxxxxxx~~ let me describe our project, then tell you what has been done to date, ~~what~~ where we are now, and what will be accomplished during the school year. ^{next} ~~a definition of~~ ^{A statement of} ~~the Seaholm project~~ ~~could be defined~~ would be a restatement of the philosophy and goals of Flexible Scheduling in general. In other words, the purpose of this project is to individualize instruction for each student, ^{allowing self-direction} and to professionalize teaching. Flexible Scheduling, as Mr. Wagner and Mr. Ford have explained it to you, provides the mechanical framework in which to carry out this goal. To illustrate, those involved at Seaholm, ~~with~~ both students and teachers, will have a three hour block of time which, with certain limitations, can be planned according to the ^{level/skills} best interests of the students and the demands of the program. The basic unit of time, or module, will be 27" which fits conveniently into the regulation 55" period with which Seaholm operates. This module and multiples of it will be used for large and small group instruction, learning lab assignments, and independent study. ^{It is expected that student and teacher met very closely throughout the year.} ~~The subject matter will be an integration of social studies, English, art, and music.~~ ^{to the curriculum} The approach will be thematic. ~~The objectives of the curriculum are to give the student a whole view of these subject matter fields~~ ^{It is} as well as the concepts and skills of each discipline. Even more important a goal is that students come to see themselves as part of the world of the past and present they are studying, become so involved in it as to commit themselves as individuals to values they care about... yet learn to suspend judgment about divergent views.

The students involved in this project will be approximately 150 tenth, eleventh, and twelfth grade college preparatory students. The two criteria for selection, ^{the 150 10th 11th and 12th grade students} were that they be college preparatory and that their schedules permit ~~ed~~. Since the project was approved after scheduling was completed, the counselors and Mr. Clayton had a hard time finding

the students. An additional limitation was ^{the effort} ~~that they tried~~ to balance number the ~~group~~ evenly between boys and girls. We aren't certain today who all these students are, ~~nor do we have a complete and accurate list~~. That machine keeps spewing up schedules it can't digest.

Nine teachers and one department head are directly involved. These are teachers who were interested. ~~ix~~ There are many more indirectly involved. There are three social studies teachers: Mr. Stroko, Mr. Taras, and Mr. Cameron; an art teacher, Mr. Cavanary; a music teacher, Mr. Bill Seeback; a librarian, Mrs. Kathy Peters (although all three librarians will be part of it); three English teachers: Mrs. Chao, Mr. Horschak, and me; and the English Department Head, Miss Mary Campbell.

In addition to this group, others -- more than I can mention here-- have made ~~possible~~ the project possible so far. Just to give you an idea, listen to this partial list: Dr. Smith, because his concept of the Birmingham Plan created the opportunity; the Steering Committee has given it existence; Mr. Ford, imaginative, understanding, and -- in discharging flexible, ~~with~~ his responsibility to all the projects in flexible scheduling as a whole, and Mr. Wagner, with his encouragement, ~~and~~ wisdom and tremendous support of all flexible scheduling and of the Seaholm project in particular; and Howard Clayton with his patience, attention to detail, and perception--these three have been a foundation ~~on~~ which the project ~~rests~~. *Bob Richards, Nancy Bauer, Curt Lather, Henry Corbacho, Walt Piel, Al Peters, Barbara Marx, Barbara Mallory*

In addition ~~we~~ Nancy Bauer, social studies coordinator, Bob Richards, Seaholm social studies department head, Curt Lather, librarian, Henry Corbacho, director of the Instructional Materials Center have all given helpful advice, suggestions, ideas, & criticism about curriculum, materials, and method. Walt Piel, Al Peters, Barbara Marx, and Barbara Mallory, in the Central Office have all expedited the business end of the program. Bill Pittman, in charge of Purchasing, has moved several mountains to see that supplies requisitioned were delivered --and to find us the best

file 15

other

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quality at the best price. Able consultants have helped us: Mrs. Gove, a former Seaholm teacher, has worked with Miss Campbell in planning the composition course; Mr. Bagg suggested many ideas and materials. Miss Edberg, Seaholm/Humanities teacher, has been, and will continue to be an able critic and advisor helping us with the fundamental problem of synthesizing ^{and Groves} ~~which is~~ her training especially fits her. In fact, Miss Edberg blazed the trail for this kind of course by demonstrating, in her own teaching of Humanities these past two years that an integration of several disciplines makes sense, and interests students.

Material The basic materials will include programmed instruction, books, and a variety of audio-visual materials, such as films, art slides, records, film strips, tapes, and reprints and reproductions of the visual arts to be hung in a continuous ^{ing} art show ~~running parallel to~~ the course. Primary sources will be used as much as possible supplemented with good secondary sources where necessary. Most of these materials will be catalogued through the library and housed there and in the Learning Lab--known also as Study Hall A199. Some materials, such as tapes and slides, will serve students not only as reference and enrichment, but also as make-up for ~~xxxxx~~ absentees.

Arranged To encourage and develop independent study and provide adequate study conditions, 40 carrels, or independent study booths somewhat like those in language labs, will go into A199 and another 10 places will be in the library. A199 will serve not only as learning lab for this project, but also as the Programed Instruction Center; hence, these carrels will serve the entire school. They too are flexible and can be shifted between library and learning lab to the greatest advantage of the students.

Team The English and social studies teachers whom I described as directly involved will be the team ^{we consist of 40-45 teachers} that teaches the course with occasional guest lecturers and performances. The art and music teachers have teaching assignments made before the project was approved that will exclude them

from teaching except for very occasional lectures; however, they have helped ~~not~~ plan the course and select the material and will continue to sit in on ^{budget 3rd 4th} team planning whenever possible.

^{the scores from the standardized tests will be} After the nationally standardized STEP tests and ^{the} a theme have ~~been~~ ^{been} ~~terminated~~ ^{the} ~~the level of students~~ composition skills, they will be placed, regardless of grade, into one of four levels of composition. ^{the} ~~the~~ next level will ~~depend on~~ ^{depend on} individual progress. ^{the} The three English teachers and Miss Campbell will each be responsible for one level of composition.

The students will also take STEP reading, listening, and social studies tests. All of this information, as well as their ages, and grade levels will be some guide to the individualized reading required of each. The composition course which Miss Campbell ~~designed~~ ^{conceived} and will supervise, combines the use of teacher instruction, teacher-developed ~~materials~~, and commercial, systematized and programmed instruction, integrated into a sequential plan that will develop through four levels. All students will write a weekly theme. All ~~will~~ seniors will, of course, write the customary term paper. All students will probably do some kind of research, library, or term paper. Much of the ~~subject~~ composition will come from lectures and the materials in the course whether they be from the fields of English, art, music, or social studies.

The team early decided to continue the regular ~~senior~~ ^{U.S.} government course this year as a self-contained unit within the project. There was not enough ~~time~~ to plan otherwise. Working within this limitation, and ~~that~~ of previously scheduled gym classes within the three hour block, the team will schedule itself and the students so that all students will have the basic, thematic and conceptual lectures that set the broad outlines of the course and ^{which} will be scheduled at least twice a week and in addition whenever ~~needed~~. Each student will also have small student-led group

discussions or seminars, composition workshops, and specific assignments in the learning lab. Hopefully, he will also have the opportunity ~~and~~ and ~~assignments~~ demonstrate the potential to do independent study. Students ~~will~~ ~~interact~~ ~~with~~ ~~teachers~~ ~~regularly~~ teacher conferences ~~will~~ be regular. Student schedules will be more or less individual, ~~and~~ subject to change, i.e. flexible. Students will move from one activity to another, not on bells but according to their modular pattern.

over Although experts seem to agree that evaluation of such a project until it has operated is impossible/~~for~~~~for~~ three to five /years, the following informal plan of evaluating ~~subject matter and concept~~ achievement will be used for the time being: At the end of the first /year all students will repeat the placement tests taken in September to see what change, if any, has taken place. There should also be ~~possible~~ some evaluation possible after three years through the Iowa tests which all Seaholm students take in their first and last years to observe whether students in this project achieve any differently in English and social studies ~~from~~ ~~the~~ students of the same potential in the conventional courses.

blackboard In essence, what I have described of the project ^{covers both} ~~is~~ what has been done, & ~~what~~ what we hope will be accomplished during the school year. For instance, what /has been done is the planning of what I have described ^{& describing of appropriate supplies} Before school recessed in June, the team was able to meet but twice in the hectic *had* final two days of school. At this time they established over-all goals and approached a consensus on the thematic approach. They gave free rein to the nucleus who could work this summer.

had At that time, the theme for the year appeared to be Revolt and Responsibility (which might be translated into Change and Commitment), not entirely satisfactory, but the best they could do under pressure. As the summer work progressed, the theme that ~~began~~~~to~~~~emerge~~ gradually crystallized *was* man, emerging at key moments of revolt and responsibility in his re-

Now

We are in the process of scheduling the students for the first two weeks. During this period, placement tests to determine in part their individual schedules. From time to time the team will review and revise the schedules.

*Team
Project
Bullseye*

What remains to be done (Roman Numeral III)-- and what will be undertaken for this school year is putting in practice the plans outlined. What has been projected constitutes our dreams and plans. Whether these will be realized is in the lap of the--well, I guess it's in the lap of the team and the students. We all have butterflies at right now--mostly the good kind, not the bad kind, I think, i.e. the kind you get before a highly anticipated and long-hoped for event, not the kind preceding tests, dental appts., surgery, and parachuting.

*Team
Project*

What we have begun to learn this summer is a definition of the word "team" -- something we didn't understand before, and don't completely now. ~~At the end of the year success or failure may very probably rest on whether we can~~ ^{depend} ~~write and use a complete description of that word~~ ^{understand team that day + put it forth} team-- a definition that would compare with the longest in the OED. This understanding of, and being part of a team, is probably the very biggest ~~part of what we hope to accomplish this year.~~

*Team
Project*

I don't know for sure about the rest of the team, but if they feel like me, they've never been more excited at the beginning of a school year. We have been given freedom to plan according to what we think best for these students, ~~unlimited~~ ^a ~~only~~ limited only by our imagination and ~~the~~ practical, but reasonable budget. We know we'll make all kinds of mistakes and have all kinds of problems. We have already. The project has the possibility of ^{falling on its face} flopping or soaring. If it works, and helps the 150 students to think, ^{to} care, ^{to} get involved, it should work for hundreds. We hope our butterflies mean the project will soar as imaginatively, as lightly, as beautifully and ^{as} flexibly as ^{Even more, work for the way I students} real butterflies. We're convinced ^{will take it to} it's that exciting and worth trying.

FLEXIBLE SCHEDULING -- 3 Minutes

First let me describe our project, then tell you what has been done to date, where we are now, and what we hope to accomplish this school year. Seaholm's project is a flexibly scheduled, team taught course that will attempt to integrate ~~the~~ English, social studies, art, and music for 150 college preparatory students from the 10th, 11th, and 12th grades. Like

flexible scheduling in general, the basic goals of the project are to individualize ~~learning~~ instruction for each student, and to professionalize

teaching. Flexible scheduling provides the mechanics, the framework, for instance, those in

This project will have a three hour block of time which can be planned in 27" modules and multiples of this unit ~~xxxxxx~~ to the best advantage of students and ~~xxxxxxxxxxxx~~ course for large and small group instruction, learning lab assignments, and independent study.

Nine teachers, and one department head, compose the team; three social studies teachers -- Mr. Cameron, Mr. Stroko, and Mr. Taras; three English teachers -- Mrs. Chao, Mr. Horschak, and ~~Dr.~~ Miss Campbell who is both English teacher and Dept. Head; Mr. Cavanary, art teacher, and Mr. Seeback, music teacher, ~~xxxxxxx~~ are members of the team and helped plan the course; although their ~~xxxxxxxxxxxxxxxx~~ assignments; will not permit them to participate regularly, they will give occasional lectures. Many others in the central office, in the purchasing department, ~~xxxxxxxx~~ Mr. Ford and Mr. Wagner, and several consultants from our own system have helped.

The basic materials will include programmed instruction, books, and a variety of audio-visual materials: films, art slides, records, film strips, tapes, and reproductions of the ~~xxxx~~ visual arts to provide a continuous art show paralleling the course. Primary sources will be used as much as possible supplemented with good secondary sources where necessary. Many of these ~~xxxxxx~~ These materials will be used in a learning lab (a former study hall) where carrels will provide independent and private study units for

40 % of the capacity of the Study Hall, ~~or in the library where there~~
will also be a few carrels. The Learning lab and its carrels will also
serve the entire school as a pi center.

All students ;will take objective nationally standardized English
next week

and social studies tests and write a theme based on a current ~~essaz~~
They will be assigned to levels of comp ~~acthrix~~ to the
magazine article. ~~The information whatever~~ level of composition skills
they

~~this information indicates~~ evidenced in these tests; they will m ve
In addition
to the next level whentheir ~~prograx~~ achieve ent warxants it. The in-
formation from the tests will guide the teacher in assigning reading.

designed by ~~Miss Camp~~

The composition course ~~whixk~~ Miss Camp combines teacher instructi.

teacher developed materials and commercial systemzied and programed
instruction integrated into a sequential plan that will develop through
4 levels. All students will write a weekly theme. Seniors will write a term
paper and all students will write some research paper. This year, becau
time prevented planning otherwise, the senior ~~gaver~~ U.S. government
course will be taught as a self-contained unit within the block of time.

Some informal

Evaluation of the project ~~will~~ At the end of the year the Englis
and social studies tests I just mentioned will be repeated to ~~see whether~~
provide

~~After the three year~~ Some evaluation should be possible after three year
through the Iowa tests all students take in sophomore and senior years
to observe whether students in the project achieve differently in
English and social studies from those with the same potential in convetional
courses. Valid and scientific evaluation m st await time and an answer
to how one tests for ~~achievement~~ of our goals.

The "What has been done" is the planning of ~~what is to be done~~
~~described~~ the course I have described, the ~~work~~ selection and ordering
of texts and av materials, and equipment, and teaching suplies. The team
as a whole were able to meet only twice, briefly, during the last two
days of ~~school~~ the school ear last June when the program was approved.
But they authorized the skeletal team who could make arrangements to

work this summer to plan the course around the theme all agreed to tentatively : Revolt and Responsibility .Although the direction of emphasis has changed, the present outlined course still proposes to examine man ~~as he has emerged at crucial periods of critical moments~~ in his relationship with society, its institutions and himself. The ~~course will begin with~~ ^{China} and Greece in the 5th and 4th centuries B.C.

will next focus on man in the middle ages, ^{then} in the Renaissance and finally, with the Reformation in Europe and with Puritanism here NS and abroad 5

will examine ~~modern man~~. Thus the focus will be on man and society man in relationship with the church, man emerging as an individual struggling against himself in the Renaissance and finally man in a society in which Protestantism, war, psychology, and science and the impact of industrialism

will attempt to inspire ;the student have had an impact on him. The course can ~~give~~ the student a ;whole to get the whole view of his view of ;man, past and present, and thus, a view of himself. Yesterday Chancellor Varner mentioned his hope that students would be intellectually

challenged. Even more, a goal of this project is that the students become so involved in what they are studying that they will commit themselves to some value which means something to them.

What remains is ;to ~~put into practice~~ the plans I have outlined.

What If we can get students to think, to care to be involved, we will feel the project has demonstrated enough success demonstrated a way in which

hundreds of others students can learn. If not, p- well, we hope ;there won't be an "if not" but would still feel it was an undertaking well worth trying. We are excited, scared, and bewildered because tomorrow there they'll be and there ;is so much yet undone. In fact we aren't sure at the moment who the students will be because counselors and Mr. Clayton had had difficulty finding students whose schedules would fit into our project. And we've discovered that we never knew



the meaning of the word team or of ~~time~~ team teaching before-- 4
 our success at ~~w~~
~~w~~~~e~~~~x~~~~p~~~~e~~~~r~~~~i~~~~e~~~~n~~~~c~~~~e~~ learning and practicing what we've learned about teams
 will depend to a great extent t e success of the course. Inshort, we've
 discovered that ~~the~~~~key~~~~to~~~~the~~ if flexible scheduling is a key to unlock
 of student progress
 the lockstep the first place that key might be used is right on us
~~the~~~~barrier~~~~to~~~~open~~~~up~~~~the~~ barrier we are very often
 impose to his progress. As a matter of fact, maybe ~~the~~ ^{a connotation} ~~real~~~~meaning~~ of *Summary*
 the word ~~flexibility~~ flexible in flexible scheduling ^{is}
 teacher. May we learn to roll with the punch.

Handwritten notes:
 the
 teacher
 must be