

TO
THE FUND FOR THE ADVANCEMENT OF EDUCATION
FORD FOUNDATION

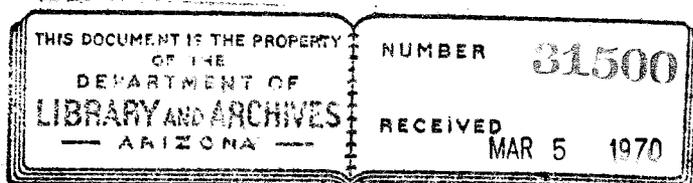
ROCKY MOUNTAIN AREA PROJECT FOR SMALL HIGH SCHOOLS,

A Project to Study Possibilities of More Effective Use
of Teachers and Improved Teaching Techniques
in Small High Schools in Arizona

From
The State Department of Public Instruction
Office of the Superintendent of Public Instruction
Capitol Building
Phoenix, Arizona

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Resolution by Arizona State Board of Education

WHEREAS the Arizona State Board of Education has been earnestly seeking ways and means to improve the quality of educational programs in small high schools; and

WHEREAS the implicit philosophy of the proposal to the Fund for the Advancement of Education is an endeavor to find ways and means of more effective use of teachers and improved teaching techniques in small high schools; and

WHEREAS it is the Board's intent to assist in successfully developing this project to its fullest degree of promise, through the cooperation of the entire staff of the Department; and

WHEREAS the board will waive any accreditation or other requirements which appear to restrict, deter, or in any way deny the free and unrestrained pursual of methods and techniques which are specifically designed to assist in the development of the aforementioned quality of instruction; and

WHEREAS the Officers of the Board of Education have the assurance of the Honorable Paul J. Fannin, Govenor of Arizona, that the State of Arizona, acting as a tax-free fiscal agency in receiving and dispensing all Foundation monies, will impose no executive office restrictions or take action which will inhibit the use of such project funds for which they were intended; and

WHEREAS the Arizona State Board of Education considers itself morally and, in fact, legally responsible to maintain and, wherever possible, improve established standards of instruction, the State Department of Education is further charged with the responsibility to continue to scrutinize all educational practices with intention of evaluating this project for the purpose

of maintaining an essential system of checks and balances;

BE IT THEREFORE RESOLVED that the Arizona State Board of Education, having been apprised of the philosophy, scope, limitations, and intentions of the proposal specifically known as "Rocky Mountain Area Project For Small High Schools, A Project to Study Possibilities of More Effective Use of Teachers and Improved Teaching Techniques in Small High Schools," on this _____ day of _____ of the year A. D. _____, hereby officially endorses and backs the operation of such a study in the State of Arizona.

Signed

Paul J. Fannin, Governor
Chairman of the Board

Dr. Harold D. Richardson
Member

W. W. Dick
Secretary of the Board

Raymond E. Booth
Member

Dr. Richard A. Harvill
Member

Bessie Kidd Best
Member

Dr. Lawrence J. Walkup
Member

Bruce K. Moore
Member

THE PROPOSAL

I. Background and Philosophy

Arizona is a state of vast distances and is sparsely settled except in two areas, Phoenix and Tucson, where combined, over half of the population of the state is concentrated. There are 94 public high schools in Arizona, 30 of them enroll fewer than 200 students or are particularly remote. These small high schools enroll 2,647 students and employ 206 teachers. It is these small high schools which this proposal seeks to assist. Due to terrain, sociological and economic conditions these high schools have come into existence and cannot be changed; therefore, many will necessarily continue to exist.

The chief criticism of small high schools is their inability to offer a curriculum with adequate breadth. Teachers are required to teach in fields outside of their prepared areas in an attempt to offer a sufficient number of courses to care for the great individual differences which exist among classrooms of pupils in which a total range of interests and abilities exist. The small high school usually offers considerably fewer courses than are considered to constitute an adequate high school program. It is simple for a larger school to classify any class into several sections, adapted to the particular ranges of interests and abilities of the students. However, the small high school many times will have to enroll all students of two different classes together in one group. The only attempts which have been made to solve these problems are to employ additional teachers or consolidate the small high schools into a larger unit. The intention of this proposal is to demonstrate other solutions to these problems.

It is very important that it be made clear that the Arizona State Department of Public Instruction advocates sound school district organization. It should be understood that Arizona will always have some small high schools and that the State Department of Public Instruction believes that there should exist a pattern of organization and operation which encourages and assists in the development of high quality within these schools. This pattern of operation should insure quality of learning opportunity, seeking to emphasize the inherent strengths of smallness, and should be an organization along original lines and not just an imitation of the organizational patterns effective for large high schools.

Because of the attempts to broaden the curriculum by adding teachers, we find that the pupil-teacher ratio in a small high school is very low as compared to the generally accepted 1 to 25 pupil-teacher ratio. The inference drawn from this statement is that the per pupil cost is proportionately higher; therefore, the small high school is less able to compete, salary-wise, for the services of competent teachers; that the effectiveness of the competent teacher is limited to a small group of students.

The philosophy of this proposal is that there should exist a pattern of organization through which the small high school can achieve a high quality of educational opportunity. The originality of this project lies in its philosophy that there is a distinctly unique pattern of organization needed in small high schools to insure a high quality of educational opportunity which is economical both in man-hours and in dollars. It is felt that with the great diversification of communities in Arizona that methods and techniques must be tailored to individual schools and students to give comparable educational preparation. Believing that all children

are entitled to equal educational opportunities and merit comparable instruction regardless of where they live, is the basis for advocating this proposal.

II. Problems to be Solved

The problems of creating the needed unique pattern of organization are numerous. This project purposely limits itself to seeking a more effective and efficient use of the teacher's time through different teaching techniques. These teaching techniques will result in (1) a broadening of the curriculum and (2) the taking into account of individual differences within a single class in a more effective manner. This more effective and efficient use of teacher's time in the small high school will achieve these results without an overload to the present staff or significant increase in staff or cost.

In order for a number of school boards and administrators to adopt a new series of methods and techniques, they must first be apprised of the practicability of these techniques. For this reason, data must be gathered, materials must be prepared, and different methods of evaluation may need to be devised to fit the new techniques. Teachers at the beginning will need more than the usual amount of time to plan. A local board cannot support these activities in the early stages of development.

An inadequate curriculum is the most serious problem facing a majority of Arizona's small high schools. Today the accepted concept of public secondary education is that the school program will be sufficiently comprehensive that every child (or educable) will have an appropriate educational and social development program to follow. The small high school, faced with an ever growing body of knowledge, needs to broaden its curriculum, both in

numbers of different fields of training and in the degree of difficulty of the training in any one field. No longer can any one teacher know all that is needed to be presented about any one subject. Other resources must be employed. Some new ones must be developed and refined for classroom use.

Other problems to be solved as the curriculum is broadened in order to reinforce the program would include:

1. Special methods and techniques of teaching for small groups.
2. A study of the approach to the development and use of materials for better instruction in small high schools.
 - a. expansion of library services and resources
 - b. audio-visual aids
 - c. educational television
 - d. free and inexpensive materials

III. Proposed Solution

One of the subject areas needing greatest attention is social studies. We now have laboratories for all sciences and foreign languages, but none specifically in social studies. It is proposed to study and develop a social studies laboratory which would make it possible for small groups and individuals, under the supervision of a teacher, to view films, slides, television, hear tapes, read maps, books and in as many ways as possible go beyond the confines of a single textbook.

(1) It is proposed that teaching techniques for this use shall be experimented with and perfected by a small group of selected teachers from several of the small high schools who volunteer to participate, and (2) that these teachers in these schools be given supervision, service and coordination from the State Department of Public Instruction by a Project Director who is a Consultant in Small School Organization and who would be a member of the Division of Secondary Education.

It is proposed that the first year (1) one teacher from each of the volunteering small high schools experiment with the proposed techniques. This should not be interpreted as a rigid limitation of the number of teachers, but only one which is used for basic organization. If more teachers should show interest and readiness, these teachers could be incorporated into the program. However, it would be unrealistic to think that the program would depend on having a teacher in all of the volunteering schools. The project would be attempted only with schools staffed with competent participating teacher (s) for the initial activity.

IV. Specific Procedure

A. Pre-Planning Conference

It is proposed to solve the logistical problems by arranging for a pre-school planning conference of participating teachers to be of at least four (4) week duration previous to the opening of school each year. In order to insure continuation of plans during the year, consultive service would be furnished in order that teachers may be encouraged and assisted in developing the highest quality of instructional techniques.

1. Teacher Prepared Materials

A well-qualified teacher who has given some thought to offering instruction in this manner can, on his initiative and cooperation of other social studies teachers facing identical problems, generate materials for more effective teaching which have not yet been developed.

2. Use of Community Resources

It is felt that in the subject area of social studies the teacher could often gain more effective use of his time if he planned to use community experts as guest lecturers and as participants in discussions and seminars

for the enrichment of the existent curriculum. The resources of the community would be developed for the mutual benefit of the school and the community.

B. Small Group Techniques

A competent teacher, sufficiently supplied with learning materials, and supported by the proper instructional facilities, can offer a greater degree of differentiation within a single class. In a typical small high school class where the full range of abilities and interests exists, the lecture method is necessarily directed at one particular level of students and tends to overlook the other students in the class. This has resulted in the criticism that teachers teach for the middle group and do not offer adequate educational opportunity to the gifted or the retarded children in their classes. The criticism is also made that the lecture method must direct itself at the students who are in most cases preparing for college, and does not take into sufficient account the interests and futures of the other students.

Through the proper use of teaching abilities and through functioning as a coordinator and consultant, the high school teacher may account very adequately for the individual differences of the students. It is believed that in order to do this, the teacher must develop some special techniques of group operation. To assist in this development, it is further proposed that the participating teachers be brought together for an original pre-planning workshop, followed by seminars through-out the progress of the project. This would enable observers to continually plan, evaluate and modify the program to obtain an optimum of effectiveness. Professional outside education consultants, as well as state department, college and other useful personnel, would be called on to assist in various phases of the program.

The Arizona State Department of Instruction would like to initiate the program during the school year 1961-62 with a pre-planning conference to be held in August of 1961.

V. Limitations of the Proposal

The need for a complete design of a unique type of small high school is not entirely met by this project. Development of new techniques for a social studies laboratory type of program may be applicable only to small school situations.

It is proposed to plan and carry on this experimental phase for at least three (3) years. Only schools with teachers of sufficient quality and enthusiasm for the project who volunteer to participate will be encouraged to be an active part of the program.

The present project proposes to develop and evaluate only one of several methods which, through effective teacher use, might assist in developing quality small schools. Nevertheless, the development, trial, and adoption of all defensible techniques will be encouraged and local support for the new, sound methods is being necessitated through a plan of weaning from fund support during and after the third year.

No rigid evaluative criteria have been established because the quality in small schools may not always be measurable with present methods. Development of tools for measurement will be concurrent with the growth and development of the project.

VI. Participants

It is proposed that a selected group of volunteers from Arizona small high schools be permitted to attempt some of the experimentation. High

schools with enrollments of 200 or under will be considered small. However, schools bordering on this arbitrary figure or slightly over who show considerable interest and concern in the program should be allowed to participate. The proposed solutions would be further developed for specific programs in the particular schools. Each school would do its own specific planning in cooperation with the project director.

The project director would be under the direction of the State Superintendent of Public Instruction and work directly with the Secondary Education Division. Cooperative efforts would be developed and specific roles established in connection with the College of Education at each of the state supported institutions of higher learning. This support has already been assured by representatives of the University of Arizona, Arizona State University, and Arizona State College.

A. Criteria for Participation

1. Quality and vigor of leadership.
2. Apparent vision of faculty.
3. Initiative and dedicated interest in planning for the project.
4. Degree of aggressive leadership exerted among schools of the particular area.
5. Willingness by local boards of education to continue to support the project activities after withdrawal of financial assistance from the Fund.
6. Basic smallness with small possibility of becoming large.
7. Low possibility of absorption or non-existence through reorganization or consolidation.
8. Geographical distribution throughout the state.

VII. Staff

In order to adequately assure success to the proposed program it advocated that a full time Project Director of Small High Schools be appointed. He should be assisted by at least one full time secretary. He should be provided with sufficient funds and authority to call upon consultants to

aid in developing the project to its fullest.

VIII. Evaluation

Every objective means, both externally and internally, would be applied for evaluating. Also subjective evaluation would be applied. All evaluation techniques and results will be documented for publications.

IX. Request for Financial Assistance

The State Department of Public Instruction expects that this project will be carried on as a tripartite agreement. In definition of this agreement, the role of each party is herein presented.

A. Resources Provided by Local Districts

The resources and assistance provided by each local district will take many forms, but the most important, yet least tangible of these, is the willingness and dedication of the school board, administration, and faculty of each school to implement and perpetuate the proven activities of the project. This life-sustaining quality can be provided best by the local school officials.

Some more measurable resources which will serve to complete the local districts share of the agreement are as follows:

1. Supervision and assistance by the local administration. The local administration will be participating without salary remuneration from project funds.
2. Teaching materials and supplies. It is anticipated a great increase in the use of teacher-prepared, duplicated materials.
3. Technological equipment such as projectors, records, and machinery.
4. Space for conducting the project.
5. Space for seminars and workshops. The rural flavor of the project is to be preserved by holding some seminars and workshops alternately in each of the participating schools.
6. Local public relations.

B. Resources Provided by the State Department of Public Instruction

It is expected that the Arizona State Department of Public Instruction will provide organization, time, and inspiration. Much of this cannot be measured; however, the resources to which it is able tangibly to commit and dedicate itself include:

1. The services of a Project Director and consultant working out of the state office.
2. The consultative and supervisory time of all State Department of Public Instruction personnel as needed.
3. Office space and equipment, including telephone, for the project director and secretary.

C. Request for Fund Support

It is requested that funds be allocated for a period of three years, beginning July 1, 1961, to defray the expenses of carrying out this project. The request for the first year is smaller than that of the second year because fewer teachers would be involved. The third year request is smallest because of the weaning of schools from financial support.

It is felt that the participating teachers must have adequate planning time. For that reason it is desired to compensate the schools for allowing planning time or contracting the teacher for an additional part of the year to the extent necessary for sufficient program preparation. It is proposed to allocate this money to the school in the actual amount expended for compensating the experimenting teacher, not to exceed the cost of one teacher-hour per day, but to leave to the local school the decision as to exactly how involved the teacher will be contracted,

It is requested to allocate funds to compensate teachers for their time in the periodic seminar sessions, and to employ professional consultants in the subject matter fields to meet with them individually and within these

seminars.

Funds are also requested to assist in developing any new methods of evaluation, and the expenses involved in salary and travel in applying them.

Growth is desired. Since the department is committed to assist in improvement of quality in all schools of Arizona, it is hoped that the Department may be permitted to submit a supplementary request along the same lines of purpose and philosophy to make possible the inclusion of additional schools as soon as feasible. In the event the financial assistance requested proves insufficient it is understood that supplemental foundation support may be requested to carry on the project on the same attenuation basis as the original grant.

X. Fiscal Records

The official accounts and documents showing receipts and expenditures of funds by the state agency under the approved state project will be maintained by the State Department of Public Instruction.

The accounts of the State Board of Education are audited by the State Auditor, in a continuous audit program and by the State Post Auditor at least annually. Also as provided by A.R.S §41-333.01, "There shall be within the office of the State Examiner a School Audit Division, which shall be administered by the State Examiner. The School Audit Division shall maintain an annual audit and examination of all funds provided for the purpose of education in the state."

All disbursements for the Project shall be made by the State Department of Public Instruction.

XI. Local District Request to Participate

Any small high school in Arizona which measures up to the provisions and criteria of this project must submit a formal resolution from the local Board of Education verifying support and adherence to policies established herein. The said resolution must be filed with the Project Director.

XII. Operational Policies

A. Operational policies shall be determined by the Project Director and executive Committee representing the member participating schools and changed from time to time as will best meet the needs of the small schools being served.

B. The Executive Committee shall consist of the Project Director, two administrators from member schools and two teachers from member schools other than represented by an administrator.

C. Travel and per diem expenses shall be reimbursed on the same basis as established for state employees and adjusted as changes are ruled by the state.

All reimbursements shall be honored and disbursed when submitted upon regularly adopted forms and in proper order.

XIII. Specific Financial Assistance Requested

A. Assistance to the State Department for Central Direction

Director's Office	1st year July 1-June 30 1961-62	2nd year July 1-June 30 1962-63	3rd year July 1-June 30 1963-64
Salary for Director	9,600	10,000	10,500
Retirement	480	500	525
Secretary	3,750	3,900	4,100
Retirement	188	195	205
Travel	1,500	1,500	1,500
Office Supplies & Publications	1,000	1,500	2,000
Tel & Tel	300	300	300
Professional Services (consultants, workshops, etc.)	<u>2,000</u>	<u>3,000</u>	<u>2,000</u>
TOTAL	18,818	20,895	21,130

B. A

B. Assistance for Local School Project Operation

Local Schools

1. To Local District for additional teacher time for planning and workshops	14,000	25,000	15,000
2. For Evaluation	<u>500</u>	<u>2,000</u>	<u>4,000</u>
TOTAL	14,500	27,000	19,000
GRAND TOTAL	<u>\$33,318</u>	<u>\$47,895</u>	<u>\$40,130</u>

Total assistance requested for the project for a three-year period.....\$121,343.00