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Curriculum department reorganization, 1973: task identifications, descriptions, alternative resolutions.

[s.l.]: [s.n.], [s.d.]

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Sept.

Curriculum Department Reorganization
1973

Task Identifications
Descriptions
Alternative Resolutions

<u>ITEM</u>	<u>RESPONSIBILITY</u>	<u>BUDGET</u>	<u>OTHER</u>
1. Negotiated Reading Inservice	Area Director	Area Director	Coordinate with Area Director. Research component with R&D.
2. Glendale School Corrective Reading Program	Area Director	Area Director	
3. Lowell School Reading Center	East Area Director		Materials Research Design - R&D function Exchange Budget & Coordination- Tom Swenson Assignment of Personnel - Coordinating Council
4. Hoyt Summer Reading Program for District	Area Director	Area Director	
5. Interfacing of instructional and technical services.	IMC in R&D Office	Admin. Serv.	
6. Correlation of production services and requests from several schools for efficiency and cost.	Local Materials in R&D Office	Admin. Serv.	
7-8 Monitoring the maintenance text account which serves all schools: new students, list books, replacements. Monitoring each school's specific adoptions.	R&D	R&D - Coord. Council	
9. Procuring materials.	R&D	R&D Budget	
10. Transfer materials between schools.	Administrative Services	Admin. Serv.	Administrative Services inventory materials.
11. City-wide mending program.	Administrative Services	Administrative Services	

<u>ITEM</u>	<u>RESPONSIBILITY</u>	<u>BUDGET</u>	<u>OTHER</u>
12. Publications: Text List Supplementary Materials List Paperback List Reading materials list Math manipulative lists Text adoption lists for Board	Administrative Services " " " " R&D	Admin. Serv. R&D	
13. Program-Fair Assessment	R&D	R&D	
14. Mathematics Survival Skills Assessment	Area Director	Area Director	
15. Curriculum Projects Funding Administration	Area Directors	Area Director	Interface with R&D for follow-up and evaluation Individual area funds but with a Curriculum Projects Committee composed of Generalists from each area to develop and recommend procedures.
16. Coordinator Specialist Activity			
17. Mathematics Meet Administration	R&D Project	R&D Project	
18. Acquisition and dissemination of infor- mation (communication)			
19. Vocational Federal funding	R&D as Vocational Coordinator	R&D	

<u>ITEM</u>	<u>RESPONSIBILITY</u>	<u>BUDGET</u>	<u>OTHER</u>
20. Financial Status Reports Vocational Education	R&D as Vocational Coordinator	R&D	
21. Fiscal Reports - Encumber- ing /Vocational Education	R&D	R&D	
22. Vocational Education Inservice	R&D	R&D	Coordinate through Exchange.
23. Advisory Committees - Vocational Education	R&D	R&D	
24. Vocational Education Subject Area Programs	R&D	R&D	
25. Developmental Reading Tasks	Area Directors	Area Directors	Reading team concept.
26. Evaluation of Scott Foresman Reading System	R&D Function	R&D	
27. Coordinate Reading Re- source Teacher program	Area Director	Area Director	
28. MIRI	Area Director	Area Director	Decision to be reviewed.
29. Articulation -Lang. Arts	Area Director Coordinating Council Generalist meeting	Area Director	
30. Generalist - Lang. Arts	Area Director	Area Director	
31. Paperback Committee	Area Director	Area Director	Area Generalist recommend an alternative way of accomplishing this.
32. High School Department Chairpersons - LA	Area Director	Area Director	Area Generalist to help solve meeting.

	<u>ITEM</u>	<u>RESPONSIBILITY</u>	<u>BUDGET</u>	<u>OTHER</u>
33.	Summer Curriculum Projects Language Arts	Area Director	Area Director	
34.	Program Evaluation - Language Arts	R&D	R&D	Coordinated with Area Director
35.	Reading/Language Arts	Area Director	Area Director	
36.	Negotiated Reading Inservice - Senior High	Area Director	Area Director	Coordinate with Reading Team and East High Reading Consultant
37.	Generalist-East Attendance Area	Area Director	Area Director	
38.	East High Reading Consultant	Area Director	Area Director	
39.	Evaluation/Needs Assessment-Sec. Rdg.	R&D	R&D	
40.	Memorial Area Reading Task Force	Area Director	Area Director	
41.	East Area Reading Leadership Team	Area Director	Area Director	
42.	Consult with High School Reading Consultants	Area Director	Area Director	
43.	Malcolm Shebazz-Rdg.	Area Director	Area Director	
44.	High School Paperback Committee	Area Director	Area Director	Consult with Reading Generalist
45.	ESL Program	Al Anderson	Al Anderson to Dr. Edwards	Miss Kaub will contribute language expertise.

<u>ITEM</u>	<u>RESPONSIBILITY</u>	<u>BUDGET</u>	<u>OTHER</u>
46. Consultative work on materials, teaching methods, desirable scheduling, etc. (Initiated by teachers and principals). Consultative work and newsletters (initiated by coordinator).	Area Director	Area Director	Curriculum Generalist in each area.
47. Inservice courses designed for foreign language teachers.	Area Director	Area Director	Coordinated through Exchange.
48. District meetings of teachers in language groups.	Area Director	Area Director	Curriculum Generalist in each area.
49. Articulation meetings in areas - foreign language	Area Director	Area Director	Curriculum Generalist in each area.
50. Orientation of new teachers-foreign language.	Area Director	Area Director	Curriculum Generalist in each area.
51. Traveling library and locally-developed materials.			
52. Coordinating curriculum projects, e.g., FLAIR			
53. Reports on district-wide data-foreign language	R&D	R&D	Relationship with Personnel Dept.
54. Foreign Language Summer Day Camp	Recreation Dept.	Recreation Dept.	Coordinated with Area Directors.
55. District allocation of all music personnel	Area Director	Area Director	
56. Allocation of elementary vocal and string teachers.	Area Director	Area Director	

<u>ITEM</u>	<u>RESPONSIBILITY</u>	<u>BUDGET</u>	<u>OTHER</u>
57. Assignment of elementary vocal and string teachers	Area Director	Area Director	
58. Develop and coordinate each area vocal and instrumental music program. Staff meeting by area.	Area Director	Area Director	Generalist
59. Keep specifications for purchasing new musical instruments up to date.	Business Services	Business Services	
60. Approval of all piano tuning and repair.	Area Director/ Principal	Area Director/ Principal	Through Purchasing
61. Coordinate any festival programs, elementary string, etc.	Area Director	Area Director	
62. Monitor entire district music program.	Area Director	Area Director	With Coordinating Council
63. On request of Personnel Department interview and evaluate new teachers.	Area Director/ Principal		
64. On request of principal, evaluation of music teachers.	Area Director	Area Director	
65. Answer questions from parents and public about district music programs.	Area Director	Area Director	
66. Coordinate UW music senior practice teacher program.	Assistant Supt.	Assistant Supt.	

<u>ITEM</u>	<u>RESPONSIBILITY</u>	<u>BUDGET</u>	<u>OTHER</u>
67. Coordinate UW music junior cadet practice teacher program.	Asst. Supt.	Asst. Supt.	
68. Music curriculum improvement in all areas.	Area Director	Area Director	
69. Organize and coordinate the summer instrumental music program at elem- entary and middle school levels.	Summer School Director	Summer School Director	

AREA REORGANIZATION - CURRICULUM TASK IDENTIFICATION AND INTEGRATION

[illegible]

CATEGORIES-----	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
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1.	PPBES (Information Systems)
2.	Individualization
3.	Alternative Education
4.	Human Relations
5.	Parent Involvement
6.	Articulation
7.	Program Development
8.	Evaluation-Assessment-Research
9.	Humanism
10.	Management Team Decision-Making
11.	Teacher Initiative
12.	Teacher Training
13.	Teacher Assessment
14.	Management Training
15.	Federal and Private Funding
16.	Communication
17.	Temporary Systems
18.	Specialized Services (Mainstreaming)
19.	Inservice

CATEGORIES-----	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84
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CATEGORIES-----

[illegible]

CATEGORIES-----

141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163

1. PPBES (Information Systems)

2. Individualization

3. Alternative Education

4. Human Relations

5. Parent Involvement

6. Articulation

7. Program Development

8. Evaluation-Assessment-Research

9. Humanism

10. Management Team Decision-Making

11. Teacher Initiative

12. Teacher Training

13. Teacher Assessment

14. Management Training

15. Federal and Private Funding

16. Communication

17. Temporary Systems

18. Specialized Services
(Mainstreaming)

19. Inservice

1. Negotiated Reading Inservice
2. Corrective Reading Program (Glendale School)
3. Reading Center (Lowell)
4. Hoyt Summer Reading Program for District
5. Interfacing of instructional and technical services.
6. Correlation of production services and requests from several schools for efficiency and cost.
7. Monitoring the maintenance text account which serves all schools: new students, list books, replacements.
8. Monitoring each school's specific adoptions.
9. Procuring materials.
10. Transfer materials between schools.
11. City-wide mending program.
12. Publications
13. Program-Fair Assessment
14. Mathematics Survival Skills Assessment
15. Curriculum Projects Funding Administration
16. Coordinator Specialist Activity
17. Mathematics Meet administration
18. Acquisition and dissemination of information (communication).
19. Vocational Federal Funding
20. Financial Status Reports
21. Fiscal Reports - Encumbering
22. Vocational Education Inservice
23. Advisory Committees
24. Vocational Education Subject Area Programs
25. Developmental Reading Tasks
26. Evaluating Scott Foresman Reading System
27. Coordinate Reading Resource Teacher Program
28. Project MIRI
29. Articulation
30. Generalist
31. Paperback Committee
32. High School Department Chairpersons
33. Summer Curriculum Projects
34. Program Evaluation
35. Reading
36. East High Reading Consultant
37. Generalist - East Area
38. Evaluation/Needs Assessment
39. East Area Reading Leadership Team
40. Memorial Area Reading Task Force
41. Consult with High School Reading Consultants
42. Malcolm Shabazz
43. High School Paperback Committee
44. ESL Program
45. Consultative work on materials, teaching methods, desirable scheduling, etc. (initiated by teachers and principals). Consultative work and newsletters (initiated by coordinator).
46. Inservice courses designed for foreign language teachers.
47. District meetings of teachers in language groups.
48. Articulation meetings in areas.
49. Orientation of new teachers.
50. Traveling library and locally-developed materials.
51. Coordinating curriculum projects (e.g., FLAIR)
52. Reports on district-wide data.
53. Foreign Language Summer day camp.
54. District allocation of all music personnel.
55. Allocation of elementary vocal and string teachers.
56. Assignment of elementary vocal and string teachers.
57. Develop and coordinate each area vocal and instrumental music program. Staff meeting by area.
58. Keep specifications for purchasing new musical instruments up to date.
59. Approval all piano tuning and repair.
60. Coordinate any festival programs, elementary string, etc.
61. Monitor entire district music program
62. Coordinate capitol all-city Christmas pageant
63. On request of personnel department interview and evaluate new teachers.
64. On request of principal, evaluate music teachers.
65. Answer questions from parents and public about district music programs.
66. Serve on board of directors of Civic Music Association.
67. Coordinate UW music senior practice teacher program.
68. Music curriculum improvement in all areas.
69. Work with Mr. Kussow on religion in public schools.
70. Attend high school and middle school and elementary concerts.
71. Organize and coordinate the summer instrumental music program at elementary and middle school levels.

72. Social Studies Validation K-12.
73. Sideline Citizen Involvement Program K-12.
74. Monitoring Social Studies Curriculum and materials selection procedures.
75. Individualization in the Social Studies
76. Monitor art education central storage materials. New items and materials to be evaluated.
77. Elementary art teacher allocations. Selecting and placing these teachers.
78. Art staff meetings--problems and answers to 72 art teachers.
79. Continued curriculum improvement with individual art teachers.
80. Art teacher evaluation at request of principals.
81. New capital art education equipment recommended for purchase. If everyone purchases own items we get many odd items.
82. Central administration and Mayor displays
83. Art inservice programs
84. Monitoring new audio-visual materials, books, and other resource materials.
85. Designing new art facilities and remodeling old facilities--city-wide color selections with Building Services.
86. Annual Art Salon--organizing and implementing.
87. Developing innovative programs (Professional Artist in schools).
88. Answer man on all art education problems for city-wide district.
89. Working with other organizations (Elvehjem Art Center-Madison Art Center-Wisconsin Art Assoc.)
90. Assists in interviewing art education candidates.
91. Presents art programs to PTA and other organizations.
92. University of Wisconsin placement of about 60 art students within our schools.
93. Coordinate use of Mansfield athletic complex and responsibility for maintaining instructional equipment at site.
94. Budgeting and administering intramurals.
95. Administration of Four Lakes Program in football, basketball, soccer.
96. Coordinate facility usage with Madison Parks Department, Dane County Exposition Center.
97. Accident reporting system.
98. Coordination of the use of district owned elementary physical education equipment.
99. Coordinate the central purchasing of athletic supplies and equipment.
100. Consulting services.
101. Bike Safety Program
Poison Control Program
Fire Safety
102. Science Inservice, CCSSP follow up, Phase III continuation.
103. Response to area community members for program information and direction (i.e., evolution, safety, religion, drugs, VD).
104. Program evaluation (all levels) 15 projects are underway or in various stages of planning.
105. Special Project (DPI) for support of K-8 science program with living materials.
106. Coordination (past years) of text committees. Functioning as "executive secretary" to chairman or facilitator of evaluation procedures.
107. Integration of planetarium program into total school program.
108. Career education institutionalization (including research, development, diffusion, adoption).
109. Vocational education development in areas providing equalization of career development for both sexes, e.g., health occupations, child development, teacher aides, education for parenthood, etc.
110. Research, evaluation, assessment.
111. Graduate follow-up.
112. Family Life education.
113. Curriculum team - generalist.
114. Home Economics Department Chairmen and HERO staff group.
115. Interdisciplinary planning and development.
116. Consult with middle school staffs on reading program development.
117. Work with Nucleus Testing Committee on criterion-referenced reading tests.
118. Assist middle schools in procedures and selection of text materials for reading.

119. Selection of materials at appropriate readability level.
120. Assist in research and evaluation in specific reading projects.
121. Consult with attendance area task forces.
122. Administration - Driver Ed.
123. Program Development - DE
124. Vehicle Procurement - DE
125. Finances - DE
126. Staff Development - DE
127. Services - DE
128. Nucleus Testing Committee
129. Graduate Follow-Up Study
130. City wide Testing
131. R & D Information Retrieval System
132. Research Consultant Services
133. Internal Research Committee
134. Research Seminar
135. Thoreau Kindergarten Physical Education project.
136. Information processing: involves community, agencies, teachers, students, principals, central office department heads (Phy. Ed.)
137. Data gathering and fact finding: responding to requests for data, study reports, recommendations from all levels of central office administration. (PE)
138. Function of committees: Budget, curriculum project, office environment, negotiations, West Administrative Cabinet.
139. Assist principals in physical education staff selection and itinerant teacher assignments.
140. Staff development: Plan, design implement and evaluate inservice courses. Work with staff in various ways to create climate acceptable to change. (PE)
141. Continue to be responsive to teacher and principal needs for service.
142. Support Task Force concept at curriculum division and area level.
143. Continue liaison efforts with the UW-Madison to further cooperative efforts and areas of mutual concern.
144. Seek ways to improve instructional programs in the East, West and LaFollette areas.
145. Assist areas in professional staff development.
146. Contribute to the profession at local, state, and national levels. Represent MPS on various committees.
147. Conduct a needs assessment in health education to determine if we are meeting the health education needs of students in the district.
148. Seek MIS commitment in developing a computer-based accident recording and reporting system.
149. Improve communications to extend knowledge about aims, purposes and directions of physical education in the MPS to physical education teachers, principals, parents and community members.
150. Work with principals, athletic directors and coaches toward the continued improvement of the coordination of the athletic program.
151. Gain a more common (district-wide) theoretical and pragmatic base upon which curricular decision making can take place at the individual school and attendance area level.
152. To the extent appropriate, support the MBO goals of the Superintendent, Director of Curriculum and Area Directors.
153. Clarify operational practices and procedures in driver education programs among the four high schools.
154. Coordinate the implementation of the driver education project.
155. Prepare a project proposal for submission under the Federal Highway Safety Act to initiate Phase III of the Driver Education project.
156. Continue efforts to improve the physical education program at the kindergarten/primary level.
157. Establish and gain acceptance of the role this office is to play in the instructional improvement efforts of each of the attendance areas. The role is to be congruent with the model for decentralized curriculum development as promoted by the Curriculum

157. Division and that espoused by each area.
158. Determine and implement roles which this office can undertake in the promotion of the total career education program goal of the MPS.
159. Assist the Memorial area physical education staff in implementing the second phase of the curriculum development project in physical education.
160. In cooperation with principals, athletic directors and coaches, facilitate smooth operation of the girls' interscholastic program.
161. Summer projects - Coordinator.

162. *Selection and Evaluation
of films for film
library.*

163. *Preview materials.*

NAME: Alice Benn DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Negotiated Reading Inservice

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

1. Training Sessions handled on city-wide basis for elementary, middle and high school by reading specialists.
2. Inservice sessions implementation handled by attendance area with some shared responsibilities with other attendance areas.
3. District evaluation of NRI - continue to work together with reading specialists to design and carry out evaluation.

NAME: Alice Benn

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Corrective Reading Program (Glendale School)

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Continue in LaFollette area, cost picked up by that area. Implement program in new school and area.

NAME: Alice Benn DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Reading Center (Lowell School)

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Continue reading center in one attendance area--expand to other areas when financially possible. One reading consultant assume this responsibility.

NAME: Alice Benn

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Hoyt Summer Reading Program for District.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Continue summer program in one attendance area for district. One reading consultant to assume responsibility.

*Integrate with Summer Program
* Special Projects - Ellen Meister*

NAME: Angeline Beckwith

DISCIPLINE: Cataloging

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Interfacing of instructional and technical services.

DESCRIPTION:

- . Correlation of buying lists with evaluation committees and schools.
- . Title II and regular orders.
- . MIM List.
- . Special bibliographies. Career in West Area.
- . Decisions on changes in procedures as they affect school IMCs.

ALTERNATIVE RESOLUTIONS:

Liaison with MIS (computer services).
Control under IMC.

NAME: A. Beckwith DISCIPLINE: Production

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Correlation of production services and requests from several schools for efficiency and cost.

DESCRIPTION:

Technical services not available at local school level.

Inservice for elementary level.

ALTERNATIVE RESOLUTIONS:

Concentrate on production services which are not available on the local level.

De-emphasize development of kits requiring outside consultive services.

Remain under Dr. Sapone and IMC.

NAME: Perle Knope DISCIPLINE: Text

Please use a separate sheet for each task.

TASK IDENTIFICATION:

- a. Monitoring the maintenance text account which serves all schools: new students, list books, replacements.
- b. Monitoring each school's specific adoptions.

DESCRIPTION:

- a. Account now serves all schools with central monitoring so priorities can be set on a city-wide basis.

ALTERNATIVE RESOLUTIONS:

- b. Computer cannot monitor specific adoptions.

Remain in IMC.

NAME: Perle Knope DISCIPLINE: Text

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Procuring materials.

DESCRIPTION:

Central IMC secure previews and sample material for all districts.

ALTERNATIVE RESOLUTIONS:

Duplicate efforts four times if each area does this.

NAME: Perle Knope DISCIPLINE: Text

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Transfer materials between schools.

DESCRIPTION:

Coordinate transfers - saving hundreds of dollars.

ALTERNATIVE RESOLUTIONS:

Remain in IMC.

NAME: Perle Knope DISCIPLINE: Text

Please use a separate sheet for each task.

TASK IDENTIFICATION:

City-wide mending program.

DESCRIPTION:

Supervision of high and middle schools.

ALTERNATIVE RESOLUTIONS:

Remain in IMC.

NAME: Perle Knope DISCIPLINE: Text

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Publications: Annotated Text List
 Supplementary Materials List
 Paperback List
 Reading materials list
 Math manipulative lists
 Text adoption lists for Board

DESCRIPTION:

We publish these. Who will?

ALTERNATIVE RESOLUTIONS:

NAME: Peter Christiansen DISCIPLINE: Mathematics

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Program-Fair Assessment

DESCRIPTION:

Assessment of mathematics achievement (at any level) with respect to on-line objectives with performance criteria.

ALTERNATIVE RESOLUTIONS:

Transfer all responsibility to Department of Research and Testing (no specialist involvement).

Individual schools or areas conduct assessments.

Assign a Generalist to these tasks.

Discontinue assessments.

NAME: Peter Christiansen DISCIPLINE: Mathematics

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Mathematics Survival Skills Assessment

DESCRIPTION:

Assessment of Madison high school graduates' ability to solve everyday tasks that require the application of mathematics.

ALTERNATIVE RESOLUTIONS:

Transfer all responsibility to Department of Testing and Research.

Assign a Generalist (part-time) to the study.

Scrap the project.

NAME: Peter Christiansen DISCIPLINE: Mathematics

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Curriculum Projects Funding Administration

DESCRIPTION:

Development of procedures for budgeting, proposing, evaluating (proposals), funding, evaluation of funded project output, and evaluation of the entire process.

ALTERNATIVE RESOLUTIONS:

Individual area funds but with a Curriculum Projects Committee composed of Generalists from each area to develop and recommend procedures.

Individual area decisions on disbursement of curriculum funds.

Assistant Superintendent assumes responsibility for procedures.

Moratorium on funding of curriculum projects.

NAME: Peter Christiansen DISCIPLINE: Mathematics

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordinator Specialist Activity

DESCRIPTION:

See job description of Coordinator of Mathematics.

ALTERNATIVE RESOLUTIONS:

"Loan" Generalist (with mathematics education background) to areas needing specialist services on a "subcontract" basis.

Hire part-time consultant(s) as needed.

Live without specialist assistance.

NAME: Peter Christiansen DISCIPLINE: Mathematics

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Mathematics Meet Administration

DESCRIPTION:

Scheduling of competition, providing problems, securing staff assistance, processing and disseminating results, securing awards.

ALTERNATIVE RESOLUTIONS:

Let a committee of Madison area teachers administer the competition.

Assign administrative responsibility to areas on a rotating basis.

Have the host school assume full responsibility for each meet.

Discontinue the Madison Area Mathematics League.

NAME: Peter Christiansen DISCIPLINE: Mathematics

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Acquisition and dissemination of information (communication).

DESCRIPTION:

Liaison with professional organizations.

Dissemination of local projects.

ALTERNATIVE RESOLUTIONS:

Area Generalists assume responsibility.

Let it happen (some way)--or not happen.

Department of Research and Testing assumes responsibility.

NAME: Ed Colbert

DISCIPLINE: Vocational Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Vocational Federal Funding

DESCRIPTION:

Pursue federal funding for vocational programs

ALTERNATIVE RESOLUTIONS:

Leave as is--

One liaison person between the Public Schools and the Department of
Public Instruction is adequate.

Four would be more costly and confusing.

NAME: Ed Colbert

DISCIPLINE: Vocational Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Financial Status Reports

DESCRIPTION:

Develop each year initial vocational education financial status reports;
maintain and develop final fiscal reports.

ALTERNATIVE RESOLUTIONS:

Leave as is--

One person culminating city-wide programs is a necessity.

Four would be cumbersome and four times the job.

NAME: Ed Colbert DISCIPLINE: Vocational Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Fiscal Reports--Encumbering

DESCRIPTION:

Work with Business and Financial Services in processing vocational reports, encumbering and making final claims for reimbursement.

ALTERNATIVE RESOLUTIONS:

Leave as is--
To do this by attendance area would be four times the work and more confusing.

NAME: Ed Colbert

DISCIPLINE: Vocational Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Vocational Education Inservice

DESCRIPTION:

Organize and coordinate vocational education inservice programs K-12

ALTERNATIVE RESOLUTIONS:

By attendance area with LVEC's and coordinated city wide by central office at no cost to the system.

NAME: Ed Colbert

DISCIPLINE: Vocational Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Advisory Committees

DESCRIPTION:

Work closely with LVEC's to coordinate subject area city-wide advisory committees--functions, agendas, concerns, recommendations, etc.

ALTERNATIVE RESOLUTIONS:

Must be coordinated city wide to be effective with each attendance area contributing.

NAME: Ed Colbert

DISCIPLINE: Vocational Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Vocational Education Subject Area Programs

DESCRIPTION:

Work closely with LVEC's and coordinating vocational education programs city wide.

ALTERNATIVE RESOLUTIONS:

Must be coordinated city wide to be effective with each attendance area contributing.

NAME: Rick Erickson

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Negotiated Reading In-Service.

DESCRIPTION:

Training sessions for principals and RRT's (6 per semester). Involved in making presentations at NRI schools. Supplying NRI leaders with materials.

Only 4 elementary schools left to do NRI!

ALTERNATIVE RESOLUTIONS:

Reading people in each area could train NRI leaders in their areas, but I believe a city-wide training plan should continue because the model is successful as it now operates--I don't want to change it!

NAME: Rick Erickson

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Developmental Reading tasks.

DESCRIPTION:

This is a city-wide catch-all category consisting of helping principals organize school reading programs; some individual teacher or student contact, materials selection, etc.

ALTERNATIVE RESOLUTIONS:

?

NAME: Rick Erickson

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Evaluating Scott Foresman Reading System.

DESCRIPTION:

Arranging for evaluation-design-instruments-schedule-testing-analyze data-write report. It is not a full year job but is a 2-3 month activity in the spring.

ALTERNATIVE RESOLUTIONS:

One reading person could handle it or a researcher could be hired on a short term basis to carry out the details.

NAME: Rick Erickson DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordinate Reading Resource Teacher program.

DESCRIPTION:

Presently 32 of 33 elementary schools have a total of 30 days released time for a classroom teacher to coordinate, communicate within, between schools, and central office. My duties include helping them by being on call, training new people, collecting monthly reports, and keeping track of their time. I also meet with them by attendance areas.

ALTERNATIVE RESOLUTIONS:

1. Continue to allow one person to handle it for the entire city.
2. Split the city into two areas by combining West-Memorial and East-LaFollette. Let Kay Harty take West-Memorial; I can take East-LaFollette. I prefer this plan.

NAME: Karl Hesse

DISCIPLINE: Language Arts

Please use a separate sheet for each task.

TASK IDENTIFICATION:

MIRI

DESCRIPTION:

MIRI Summer Inservice Institute: Implementation and Extension

ALTERNATIVE RESOLUTIONS:

Continued development according to attendance area priorities

NAME: Karl Hesse

DISCIPLINE: Language Arts

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Articulation

DESCRIPTION:

Language arts articulation by attendance area according to their priority.

ALTERNATIVE RESOLUTIONS:

No change

NAME: Karl Hesse

DISCIPLINE: Language Arts

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Generalist

DESCRIPTION:

Serve in an attendance area as a generalist and specialist on agreed upon projects.

ALTERNATIVE RESOLUTIONS:

No change

NAME: Karl Hesse

DISCIPLINE: Language Arts

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Paperback Committee

DESCRIPTION:

Consult with district wide paperback committee at middle school and high school.

ALTERNATIVE RESOLUTIONS:

No change

NAME: Karl Hesse

DISCIPLINE: Language Arts

Please use a separate sheet for each task.

TASK IDENTIFICATION:

High School Department Chairpersons

DESCRIPTION:

Call meetings of high school language arts department chairpersons.

ALTERNATIVE RESOLUTIONS:

No change

NAME: Karl Hesse

DISCIPLINE: Language Arts

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Summer Curriculum Projects

DESCRIPTION:

Work with those who plan, implement and evaluate summer curriculum projects.

ALTERNATIVE RESOLUTIONS:

Process adopted by individual attendance areas.

NAME: Karl Hesse

DISCIPLINE: Language Arts

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Program Evaluation

DESCRIPTION:

Program evaluation as identified as desired (Kennedy Spelling)

ALTERNATIVE RESOLUTIONS:

Targeted programs identified through attendance areas.

NAME: Karl Hesse

DISCIPLINE: Language Arts

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Reading

DESCRIPTION:

Consultation and program development in selected schools with reading coordinators.

ALTERNATIVE RESOLUTIONS:

School selection determined through attendance areas.

NAME: Elaine Hubbard

DISCIPLINE: Reading

Please use a separate sheet for each task

TASK IDENTIFICATION:

Negotiated Reading Inservice

DESCRIPTION:

1. Training of leaders
2. Implementation of NRI model/procedure
3. District evaluation

ALTERNATIVE RESOLUTIONS:

1. Training: continue to be inserviced on city wide basis by reading consultants.
2. Area reading consultants monitor K-12 within area.
3. Continue evaluation design with four area reading consultants.

NAME: Elaine Hubbard

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Generalist--East Attendance Area

DESCRIPTION:

Supply support services to help meet identified priority needs of area.

ALTERNATIVE RESOLUTIONS:

Similar role asked for in reorganization plan.

NAME: Elaine Hubbard

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

East High Reading Consultant

DESCRIPTION:

One year commitment to help development of reading program.

ALTERNATIVE RESOLUTIONS:

Possible termination as the new consultant in building is working well.

NAME: Elaine Hubbard

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Evaluation/Needs Assessment

DESCRIPTION:

Aiding projects in various schools.

ALTERNATIVE RESOLUTIONS:

Subsumed under other responsibilities.

NAME: Elaine Hubbard

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Memorial Area Reading Task Force

DESCRIPTION:

Work with Memorial High School Committee in developing program.
Consult with K-12 task force in addressing articulation of program.

ALTERNATIVE RESOLUTIONS:

Reading consultant assigned to area will assume responsibility.

NAME: Elaine Hubbard

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

East Area Reading Leadership Team

DESCRIPTION:

Working as part of team to develop articulated reading program.

ALTERNATIVE RESOLUTIONS:

Reading consultant assigned to area will assume responsibility.

NAME: Elaine Hubbard

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Consult with High School Reading Consultants

DESCRIPTION:

Consult regarding program, sharing and solving problems related to high school programs.

ALTERNATIVE RESOLUTIONS:

1. Each high school consultant become more identified with K-12 of her area.
2. Former curriculum consultant could facilitate communication between high school consultants where need seemed evident via suggestion of high school consultants, area reading consultants or area directors.

NAME: Elaine Hubbard

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Malcolm Shabazz

DESCRIPTION:

Serve on steering committee.

ALTERNATIVE RESOLUTIONS:

Suggest that at least one East Area generalist continue to be a member.
Such a person might be able to take a more active role.

NAME: Elaine Hubbard DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

High School Paperback Committee

DESCRIPTION:

Serve as member and coordinator of paper work/newsletter.

ALTERNATIVE RESOLUTIONS:

Suggest continuation of district committee with one area reading consultant as member.

NAME: Shirley Jane Kaub DISCIPLINE: Foreign Language

Please use a separate sheet for each task.

TASK IDENTIFICATION:

ESL Program

DESCRIPTION:

The program is district-wide. Someone must supervise teacher-specialists, budget for materials, act as consultant on materials and methods, etc. The program has not been placed under a line officer. Also, this year, for the first time, much progress has been made in furthering cooperation with the University, a goal we have been working toward for some years. This contact should not be lost!

ALTERNATIVE RESOLUTIONS:

1. Supervised by area coordinators or director. (Difficult because one teacher works in all areas.)
2. One coordinator or director designated to supervise program.
3. Contractual arrangement for specialist to supervise program with released time from other duties.

Concern: Teacher-specialists must be accountable to someone who has knowledge of foreign language methods and materials.

NAME: Shirley Jane Kaub DISCIPLINE: Foreign Language

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Consultative work on materials, teaching methods, desirable scheduling, etc. (Initiated by teachers and principals.) Consultative work and newsletters (initiated by coordinator).

DESCRIPTION:

Principals request assistance because few if any have taught foreign language; without consultative resources, they must depend upon teachers (in middle schools there is only one teacher of each language). Teachers request help in finding materials, using special methods, evaluating achievement and attitude, etc. There is a large file of standardized tests used in district; this might be maintained by Research and Development Department.

ALTERNATIVE RESOLUTIONS:

1. One of curriculum coordinators designated for foreign language, to be used district-wide when need arises.
2. General consultative work by generalists in each area.

Concern: There are particular methods for foreign language and someone should be familiar with materials available in foreign language, research being done, etc.

NAME: Shirley Jane Kaub

DISCIPLINE: Foreign Language

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Inservice courses designed for foreign language teachers.

DESCRIPTION:

It is necessary for someone to design and coordinate such courses. Examples are the middle school foreign language teachers' inservice (Fall, 1972), which was very favorably evaluated by teachers, and previous courses in individualized instruction for foreign language teachers (more recently such courses have been offered at the University of Wisconsin and state colleges), interaction analysis in the foreign language classroom, behavioral objectives in the foreign language classroom, etc. There have been requests for a high school program similar to the middle school course.

ALTERNATIVE RESOLUTIONS:

1. Conducted by outside consultants (might be organized through The Madison Exchange).
2. Workshops in attendance areas (minimizes exchange of materials which has been useful in district).
3. One of pool of curriculum coordinators designated to conduct programs.

Concern: is that with no coordinator who is specialist in the discipline, no one will take the initiative in organizing either area or district programs.

NAME: Shirley Jane Kaub DISCIPLINE: Foreign Language

Please use a separate sheet for each task.

TASK IDENTIFICATION:

District meetings of teachers in language groups.

DESCRIPTION:

Each language group has customarily met regularly on a district-wide basis to exchange materials, agree on behavioral goals, discuss common problems, etc. There have been requests that next year there be meetings of one group which did not meet this year because of scheduling problems.

ALTERNATIVE RESOLUTIONS:

1. Meet in areas, called by curriculum generalists or individuals (decreases opportunities for wide exchange, one of values of meetings).
2. Meet in district, called by teacher-chairman.

Concern that no one will take initiative in calling and coordinating meetings. Without them, one of the advantages of teaching in a large system with colleagues is eliminated.

NAME: Shirley Jane Kaub

DISCIPLINE: Foreign Language

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Articulation meetings in areas.

DESCRIPTION:

Scheduling and coordinating meetings.

ALTERNATIVE RESOLUTIONS:

Called by high school department chairmen and/or curriculum coordinators.

NAME: Shirley Jane Kaub

DISCIPLINE: Foreign Language

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Orientation of new teachers.

DESCRIPTION:

Explanation of program: materials, general philosophy, methods, kinds of evaluation to insure articulation, etc. (This requires special information in addition to general philosophy of Madison Public Schools.)

ALTERNATIVE RESOLUTIONS:

High school department chairmen could be given responsibility (suitability for middle school?), assisted by generalists.

NAME: Shirley Jane Kaub DISCIPLINE: Foreign Language

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Traveling library and locally-developed materials.

DESCRIPTION:

Ordering materials, monitoring use to eliminate materials, add where needed, etc. Also includes encouraging and facilitating sharing of locally developed materials (e.g., slide collections for Spanish and French teachers developed this year).

ALTERNATIVE RESOLUTIONS:

1. Each area would maintain its own pool of materials. Ordering would be largely at discretion of teachers. This is generally uneconomical since most materials in this collection are valuable but used only once or twice a year by each teacher and hence most practically may be shared.
2. Maintain district traveling library under text library; uncertainty about decision-making on purchase, elimination of materials, etc.

NAME: Shirley Jane Kaub DISCIPLINE: Foreign Language

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordinating curriculum projects (e.g., FLAIR).

DESCRIPTION:

In many cases it is more suitable and economical to develop materials in district rather than in each individual area. Someone knowledgeable in discipline can coordinate efforts and insure dissemination.

ALTERNATIVE RESOLUTIONS:

1. Area projects. Area coordinators would initiate and/or encourage teachers to submit.
2. One of pool of generalists might be designated to be in general charge of discipline in district.

NAME: Shirley Jane Kaub DISCIPLINE: Foreign Language

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Reports on district-wide data.

DESCRIPTION:

Enrollment trends, etc. to furnish data for decision-making. This year an extensive needs assessment was carried out for the ESL program.

ALTERNATIVE RESOLUTIONS:

Done by Research Department (time constraint?).

NAME: Shirley Jane Kaub

DISCIPLINE: Foreign Language

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Foreign language summer day camp.

DESCRIPTION:

Work with Recreation Department on personnel, activities, materials, etc.

ALTERNATIVE RESOLUTIONS:

Supervised entirely by Recreation Department.

NAME: Leroy Klose DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

District allocation of all music personnel

DESCRIPTION:

At high school and middle school level -- provide staff that principal needs.

Elementary vocal -- divide the number of teachers allocated into the number of pupils. This year 1. for 520 or .1 for every 52 pupils.

String -- small schools .1, large .15

ALTERNATIVE RESOLUTIONS:

Assistant Superintendent

NAME: Leroy Klose DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Allocation of elementary vocal and string teachers.

DESCRIPTION:

See page one.

ALTERNATIVE RESOLUTIONS:

Area Director

NAME: Leroy Klose

DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Assignment of elementary vocal and string teachers.

DESCRIPTION:

Principals can pick from personnel

ALTERNATIVE RESOLUTIONS:

Area Director

NAME: Leroy Klose DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Develop and coordinate each area vocal and instrumental music program. Staff meeting by area.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

High school area music chairman.

NAME: Leroy Klose

DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Keep specifications for purchasing new musical instruments up to date.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Purchasing department, area chairman, and all instrumental music teachers.

NAME: Leroy Klose

DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Approval all piano tuning and repair.

DESCRIPTION:

Principals make requests by requisition to Purchasing Department.

ALTERNATIVE RESOLUTIONS:

Purchasing Department

NAME: Leroy Klose

DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordinate any festival programs, elementary string, etc.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

High school area chairman, and elementary, middle school string committee

NAME: Leroy Klose

DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Monitor entire district music program.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Assistant Superintendent through area directors

NAME: Leroy Klose DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

On request of personnel department interview and evaluate new teachers.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Personnel

NAME: Leroy Klose

DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordinate capitol all-city Christmas pageant

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

I've been training Thomas Buchhauser for the past two years for this. He has all records, procedures, etc. \$400 salary to Tom.

NAME: Leroy Klose DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

On request of principal, evaluation of music teachers.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Principal

NAME: Leroy Klose DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Answer questions from parents and public about district music programs.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Assistant Superintendent or area directors.

NAME: Leroy Klose DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordinate U.W. music senior practice teacher program.

DESCRIPTION:

Check with principal and music teacher if wanted.

ALTERNATIVE RESOLUTIONS:

Assistant Superintendent

NAME: Leroy Klose

DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Serve on board of directors of Civic Music Association.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Have Civic Music Association appoint one high school staff member.

NAME: Leroy Klose

DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Same as 14 for junior cadet teachers.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Assistant Superintendent

NAME: Leroy Klose DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Music curriculum improvement in all areas.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

High school area chairman.

NAME: Leroy Klose

DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Work with Mr. Kussow on religion in public schools.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

High school area chairman.

NAME: Leroy Klose

DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Attend high school and middle school and elementary concerts.

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Principal

NAME: Leroy Klose DISCIPLINE: Music

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Organize and coordinate the summer instrumental music program at elementary and middle school levels.

DESCRIPTION:

Six week--2 meetings for each of 6 kinds of classes (see attached)

ALTERNATIVE RESOLUTIONS:

At least one in each attendance area.

Division of Curriculum Development
Music Department
Madison Public Schools
April 11, 1973

TO: Middle School Instrumental Music and Elementary String Teachers
FROM: Leroy Klose
SUBJECT: Teaching Instrumental Summer School

Superintendent Ritchie has allowed \$3000 for teaching instrumental music summer school. This is not sufficient to operate a program at all middle schools. Where the forecast enrollment is too small, join with a neighboring school or do bands at one and strings at another (2 teachers). Contact your feeder school string teacher. They will be given this notice.

Item I. Any one Middle Summer School must have an enrollment of about 150 to qualify. Each application will be given every consideration.

For example:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
Beg. Band 30	5th St. 15	B. B.	5th St.
7th Band 30	6th St. 15	7B	6th St.
Jr. Band 40	Jr. St. 20	J. B.	Jr. St.

or any combination--

Pay will be	<u>Base I</u>	<u>Base II</u>	<u>Base III</u> per week
	\$101.32	\$121.58	\$141.84

Item II. Strings or bands only
\$50.66 \$60.79 \$70.42

I can qualify for Item I ____, Base I, II, III --- (Circle one)
I can qualify for Item II ____, Base I, II, III --- (Circle one)

There are no funds for clean-up. No other departments in the system that have equipment to maintain--shop, art, physical education, etc.--have extended employment. Do what you can the last week of school.

Please return to the music office by Friday, May 11.

(signed)

P.S. Elementary string teachers please inform your pupils of this program and contact your area middle school teacher.

Please fill in the enclosed application and return with this form.

NAME: Omar N. Kussow DISCIPLINE: Social Studies

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Social Studies Validation: K-12

DESCRIPTION:

An eclectic model involving a needs assessment-accountability thrust composed of the following steps: (1) establishment or identification of system and sub-system objectives, (2) determining the level of realization for each goal statement, (3) determining the amount by which each achievement falls short of each goal, (4) ranking of needs in order of importance and (5) deciding which are to receive major attention. Through the accountability thrust the following objectives are to be realized: (1) developing a broader constituency, (2) clearer goal specification, (3) utilization of measurable outcomes, (4) attention to cost-benefit and cost-effective analysis, (5) emphasis on remedies (equal opportunities - equal results problem - see attached statement).

ALTERNATIVE RESOLUTIONS:

Have no assessment - accountability validation.

Have each attendance area conduct operation as an attendance area activity.

Wait until the state requires such a validation.

WORKING COPY

WHAT SHOULD THE SOCIAL STUDIES FOCUS BE IN CAREER EDUCATION?

Rationale

While recognizing that there exists a wide range of inequalities among high school graduates in the area of cognitive skills, educational credentials, community status based on occupation and/or education, and job satisfaction, and while recognizing that research suggests that attempting to equalize opportunities for cognitive skill development among students does not necessarily result in some measurable degree of improvement among the other variables mentioned above; the question surfaces as to how society ought to intervene if it wishes to promote the opportunity of equal results as well as insure equal opportunity for all students. (1) Should society move on a broad front in which education is but one segment? (2) Should the school provide more direct, yet flexible, educational opportunities with a focus on equality of opportunity? Or, (3) should society and the school accept inequality of opportunity and inequality of results as essentially an inalterable fact of social existence? How the central argument of equal opportunity and equal results is answered will greatly effect how the social studies can relate to the central thrust of career education on a K-12 basis.

Rejecting the third choice, we need to deal with the specific propensities of the first two options. If we consider the second option to provide direct educational opportunities focusing on equality of opportunity, one way of realizing this objective would be to insure that each school spends the same dollar amount per pupil, has identical curricular programs, identical staff allocations per pupil, and identical support services for each school. This might insure equal opportunity. A second approach might be to identify those geographic areas, curricular areas, and individual students that need more attention to bring them up to a posture of equal opportunity and put our financial resources here on a first option basis. Hence, we can step beyond equalization of opportunity and actively promote a system of compensatory opportunity on a K-12 basis. If either of these second choice approaches or an amalgam is selected as a central program thrust, then a built-in long term formative and final summative evaluation of the program becomes a necessity. One major concern with the elements involved in the second choice options is the possible danger that such programs might become the alpha and omega of the district operational program. The Jencks report (INEQUALITY: A REASSESSMENT OF THE EFFECT OF FAMILY AND SCHOOLING IN AMERICA) and the recent Ford Foundation evaluation of their experiences with "lighthouse schools" speak directly to this concern. The singular assumption that more and better teachers, more and better programs, and better financing of schools in themselves as answers to the educational and societal problems of the day has not proved completely valid as an end-all for educational and societal improvement.

The first option offered above is widely based and requires a highly coordinated societal intervention. Education becomes a segment of activity orchestrated within the total design. Such an approach recognizes that education cannot play the role of all things to all people. It further recognizes that to be effective, education must be viewed as a

part of a larger coordinated approach to societal problems and concerns. In such an approach all primary parties - community, parent, student, and school must agree to the central parameters of the total societal thrust as it relates to school involvement. This thrust needs to encompass both a financial and time commitment adequate to provide bases for the developing of a useful evaluation of the school programs being piloted within the identified central parameters. And lastly, using the summative evaluation findings and following a thorough dialogue between all primary parties relative to these findings, the first option would require both a financial and philosophical commitment to possibly several plausible paths suggested by the evaluation results. Again, decisions at this juncture will have a strong effect on the nature of the scope and direction of social studies involvement in a K-12 career education program. Specificity of program in an on-going social studies would need to await these judgments.

From the point of view of the social studies coordinator, the first option suggests the better course to pursue in the quest of a viable career oriented educational program. Realizing, however, that time and financial commitment to such a thrust will need to be focused on a pilot program for possibly three to five years, the second option involving short term attempt to equalize opportunity might serve as a halfway house while we are getting in line and evaluating possible components of programs which follow the first option long term thrust. The following social studies posture is premised on this assumption.

While recognizing that the specifics of a social studies career program cannot be effectively addressed until the final judgments are in from the pilot activities, certain general, broadly painted components can now be identified in outline form:

- . Multilithic educational experiences become the norm. Schooling in such a design offers a variety of educational opportunities and a variety of approaches to best meet the needs of a high varied clientele.
- . Evaluation of these multiple approaches to education would vary according to the type and purpose of the design. There would be no single standard. A possible format for developing uniform internal criteria for these various standards might include the following elements: (1) the person(s) to be involved, (2) the specific behavior to be elicited, (3) the hoped for learning outcome, (4) the conditions under which the behavior is to be performed, and (5) the criteria for acceptable process performance.
- . Time as a constant (Carnegie unit) in educational instruction would be replaced by time functional as a variable.

Given these general components of an equal opportunity-equal results societal/educational thrust, what may the social studies career educational guidelines look like? Accepting the operational definition stated in the October 8, 1972, Department of Curriculum Development memorandum, the following career goal assumptions and supporting statements of evidence appear as central to the following social studies approach:

Social Studies Career Goal Formation Guidelines

1.00 ASSUMPTION

If a school is committed to human dignity, students must be afforded an opportunity to share in shaping those educational experiences which promote career concepts and positive life styles.

- 1.1 Students, in association with teachers and community members, should be involved in social studies career goal formation.
- 1.2 Students should have increasing elements of choice throughout a K-12 career educational program which is tailored to their skill needs, intellectual concerns, and their social world.
- 1.3 Students should have ample and varied opportunities for social studies career educational experiences, K-12.

2.00 ASSUMPTION

The social studies program should be committed to examining the real world of work as it relates to career education and positive life style development. With such a view, the real world of work is not presented as all good or all bad. Pervasive issues are explored with the student involved with the concrete attributes of the problem. Also, it is duly noted that the perceptions of the real world of work varies greatly among people and locality and the classroom learning experiences ought not to give a monolithic view of that world.

- 2.1 The career education program should focus on the social world as it is--its flaws, ideals, its strengths, weaknesses, and the promise for the future.
- 2.2 The career education program in the social studies should have as one of its primary concerns the pervasive and enduring societal issues related to the economic and social well-being of the individual as that of society.
- 2.3 The career educational program should be analytical and stress the identification of plausible as well as viable career options.
- 2.4 The program should place a high priority on identifying opportunities for students to meet, dialogue with, and share in some experiences with individuals actually involved in identified career interest area.
- 2.5 The career program should be built around the realities of the community as a part of the working world and extend out through that community as far as possible to other types of career experience.
- 2.6 The social studies career program should include opportunities for direct action and involvement in the events of the real world of work.

3.00 ASSUMPTION

Recognizing the inherent difficulties in attempting to close the gap between what is known and what is taught, the social studies program should draw from current valid knowledge, representing a wide range of human experience, about career education.

- 3.1 The career education program should emphasize currently valid concepts, principles, and theories.
- 3.2 A high priority should be given in developing and using social studies methodologies in exploring career understanding.
- 3.3 The instructional program should include a carefully selected range of relevant career education opportunities.

4.00 ASSUMPTION

What students are to learn must be carefully selected through continuous consideration of what is known about the individual student's needs, aspirations, the realities of the real career world, and the valid evidence and viable conclusions about the career world through the social studies disciplines.

- 4.1 Behavioral objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real career world, and the social studies disciplines.
- 4.2 Knowledge, skills and abilities, valuing, and social participation techniques should be represented in the stated objectives of the social studies career program.
- 4.3 General statements of basic long term goals should be translated into conceptually stated concrete objectives.
- 4.4 Classroom instruction in career education ought to relate directly with what the student is to learn; learning activities and social studies instructional materials should be appropriate for achieving the stated instructional objectives.
- 4.5 Career education through social studies learning experiences should enable the students to see their instructional goals more clearly.
- 4.6 Career objectives in the social studies should be evaluated and revised on an identified evaluative cycle.

5.00 ASSUMPTION

Career education is more than a process of telling students what they need to know and, therefore, the social studies curriculum employ direct as well as vicarious means of learning one way of making such education more relevant.

- 5.1 Students should have a wide and rich range of learning activities appropriate to the objectives of the career thrust in their social studies program.
- 5.2 Learning activities should utilize formulating hypotheses and evaluation through gathering and analyzing career data.
- 5.3 Activities should include using career knowledge, examining values relative to career opportunities, communicating about careers with others, and eventually making decisions about career goals.
- 5.4 Activities should include a wide range of opportunities for involving students in the real world of work in the community.
- 5.5 Career learning activities should be varied and flexible to appeal to many different kinds of students.
- 5.6 Career education activities should be carried on in an environment which supports the student's self-respect, equal opportunity, and, hopefully, his chances for equal results.

6.00 ASSUMPTION

Strategies of instruction and learning activities should rely on a broad range of career resources.

- 6.1 A social studies career oriented program requires a great range of appropriate instructional resources.
- 6.2 Printed materials must accommodate a wide range of reading ability and interest, including materials from primary as well as secondary sources, and should help to realize the instructional objectives stated in the learning experiences.
- 6.3 In developing a career oriented program the social studies should draw upon the contributions of many different kinds of career resource persons and organizations and represent many different points of view.
- 6.4 Social studies classes should use the community as a career learning laboratory.

7.00 ASSUMPTION

Social Studies programs should facilitate the organization of career experiences.

- 7.1 Structural elements of the career education social studies thrust should be organized to help the student to utilize these learning experiences in promoting social and intellectual growth.
- 7.2 Career learning experiences should be so structured as to help the student to continue to learn about career education concepts after completing his secondary education.

7.3 The program must enable students to relate their experiences in the career aspects of the social studies program to other areas of social studies instruction as well as other areas of experience.

7.4 The formal pattern of career instruction should offer choice and flexibility.

8.00 ASSUMPTION

Social studies themes utilizing a career orientation should be evaluated in a systematic, comprehensive, and valid manner in harmony with the objectives of the total program.

8.1 Evaluation should be based primarily on the career program's statement of objectives as criteria for program effectiveness.

8.2 Evaluation should involve an assessment of progress not only in career knowledge but in process skills in reflective thinking, valuing, and social participation.

8.3 Regular, comprehensive, and continuous procedures should be developed for gathering evaluative evidence relative to growth in learning.

8.4 Both students, parents, and teachers should be involved in the process of evaluating the social studies career education thrust.

8.5 Evaluation data should be used for planning long term social studies career education development.

8.6 Continuous re-examination of basic goals and performance criteria used in the social studies career education program should be built into the evaluation program.

Review, criticism, and critique of the above stated Rationale and Social Studies Career Goal Formation Guidelines is necessary if we are to move to a more complete realization of a career oriented instructional thrust in the Madison Public Schools. At this point it is a working paper only. Its intent is to stimulate thought and discussion relative to the role of social studies involvement in a career oriented educational program.

At this point in time what should be the philosophical posture of the social studies in attempting to realize a career education design K-12 in the Madison Public Schools?

Omar H. Kussow
Coordinator of Social Studies
December 5, 1972

NAME: Omar N. Kussow DISCIPLINE: Social Studies

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Sideline Citizen Involvement Program K-12.

DESCRIPTION:

As a social studies interdisciplinary thrust the concept focuses upon: (1) increasing political interest, (2) encouraging positive attitudes toward political participation, (3) increase civic tolerance and acceptance of political pluralism, (4) promote cognitive skill development in (a) evaluation and grounding, and (b) ability to discriminate between statements of fact and opinion.

This task description is based upon efforts this current school year in the following activities:

- . Student Bill of Rights Revision Committee
- . Work with CAC team in promoting Student Service Board
- . Juvenile Delinquency study. (continued below)

ALTERNATIVE RESOLUTIONS:

- . Humanization of education in City School setting
- . Task Force: Alternative Forms of High School Governance

Have no program.

Encourage each attendance area on a priority basis to initiate programs.

NAME: Omar N. Kussow DISCIPLINE: Social Studies

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Monitoring Social Studies Curriculum and materials selection procedures.

DESCRIPTION:

Three sub-sets are being used to monitor the objective functions as defined by the LEA. These goals are expressable in three sub-sets: (1) Functional Specialization, (2) Spatial Fragmentation, (3) Functional Fragmentation. The latter sub-set is further elaborated to include: (a) externalities, (b) incentives, (c) information flow, and (d) circumstances.

This model is still in planning rather than operational stage. The consultant role undertaken by the Validation Steering Committee in respect to the Mayor's Goals Study and the work on the validation study are in preparation for this endeavor. To be operational the Goals and Validation Study must be operational. To date the following data sources are included as part of the baseline data collection: Social Studies Text Needs Assessment, Grade 9 Assessment, Teacher recommendations based on Social
ALTERNATIVE RESOLUTIONS: Studies Needs Assessment.

- Let area, school, externalities such as Human Relations Department, title projects, each go their own way without focusing in upon the goals as objective functions for the district.
- Attempt to build in to each attendance area mini-models incorporating the above sub-sets as a monitoring model.

NAME: Omar N. Kussow

DISCIPLINE: Social Studies

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Individualization in the Social Studies.

DESCRIPTION:

Activity centers on developing an individualized learning experience by building a concrete relationship between the perceived needs of the learner and the mutually agreed upon goals of instruction.

Focus of the emerging problem is based upon helping the teacher to answer the following questions:

- . Given the perceived needs of the learner, the goals established, how do I decide what approaches to recommend and to whom should they be recommended?
- . What motivational strategies will work most effectively?
- . How appropriate in terms of difficulty, clarity of presentation, and motivation is this approach? (continued below)

ALTERNATIVE RESOLUTIONS:

- . To what extent dare I involve the student in directly shaping his independent learning experience?

These questions are being explored in the Individualized project at Orchard Ridge Middle School and in my activities in my teaching at City School.

- . If individualization is deemed important, use of prescriptive design such as the Westinghouse model, IGE, etc.
- . Encourage independent development in attendance areas.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Monitor art education central storage materials. New items and materials to be evaluated.

DESCRIPTION:

To find the art education materials needed to run a district wide art program.
To evaluate new materials. To purchase in quantity for best price.

ALTERNATIVE RESOLUTIONS:

Have staff of art teachers make selections and evaluate.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Elementary art teacher allocations. Selecting and placing these teachers.

DESCRIPTION:

Select art teachers with skills to fit the Madison program. Placement of teachers to fit the school, area, and principal.

ALTERNATIVE RESOLUTIONS:

Have area directors make selections.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Art staff meetings--problems and answers to 72 art teachers.

DESCRIPTION:

Monthly meetings of area art teachers to present new ideas, films, programs to all art teachers.

ALTERNATIVE RESOLUTIONS:

None

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Continued curriculum improvement with individual art teachers.

DESCRIPTION:

Continue to work in improving curriculum.

ALTERNATIVE RESOLUTIONS:

Area solutions on curriculum.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Art teacher evaluation at request of principals.

DESCRIPTION:

Evaluate art teachers' programs and performances. Needs expert in art education.

ALTERNATIVE RESOLUTIONS:

None.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

New capital art education equipment recommended for purchase. If everyone purchases own items, we get many odd items.

DESCRIPTION:

To test and evaluate new equipment. Needs someone familiar with art education equipment.

ALTERNATIVE RESOLUTIONS:

Area evaluation; will have four sets of ideas.

NAME: Frank Lindl DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Central Administration and Mayor displays.

DESCRIPTION:

Display art works in the Central Administration show cases and Mayor's office.

ALTERNATIVE RESOLUTIONS:

Area responsibility. Divide year into 3 months each for display responsibility.

NAME: Frank Lindl

DISCIPLINE: Curriculum

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Art in-service programs.

DESCRIPTION:

In-service programs to fill the need of new experiences and training. Someone with art background to develop programs.

ALTERNATIVE RESOLUTIONS:

None.

NAME: Frank Lindl DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Monitoring new audio-visual materials, books, and other resource materials.

DESCRIPTION:

Art Education expert familiar with good and bad materials in audio-visual and other resource materials.

ALTERNATIVE RESOLUTIONS:

Area appointments to preview committee.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Designing new art facilities and remodeling old facilities--city-wide color selections with Building Services.

DESCRIPTION:

Assist Building Services in designing art rooms, etc. Person with art background very important in designing spaces.

ALTERNATIVE RESOLUTIONS:

Assign several art people to task.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Annual Art Salon -- organizing and implementing.

DESCRIPTION:

Organizing city-wide art show, each year for annual salon at Art Center. Needs one person--have learning from experience.

ALTERNATIVE RESOLUTIONS:

Local shows at each school.

NAME: Frank Lindl DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Developing innovative programs (Professional artist in schools)

DESCRIPTION:

To keep abreast of new programs in world of art.

ALTERNATIVE RESOLUTIONS:

Needs art expert.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Answer man on all art education problems for city-wide district.

DESCRIPTION:

Needs art education expert to answer all art problems.

ALTERNATIVE RESOLUTIONS:

None.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Working with other organizations (Elvehjem Art Center-Madison Art Center-Wisconsin Art Association)

DESCRIPTION:

To work with art organizations in setting up programs, tours, etc.

ALTERNATIVE RESOLUTIONS:

Area responsibility.

NAME: Frank Lindl DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Assists in interviewing art education candidates.

DESCRIPTION:

Art oriented person to interview art education candidates to fill needs of individual schools and principals.

ALTERNATIVE RESOLUTIONS:

Area responsibility to select staff.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Presents art programs to PTA and other organizations.

DESCRIPTION:

Art oriented person to plan programs for PTA and school organizations.

ALTERNATIVE RESOLUTIONS:

Have each school art teacher plan programs.

NAME: Frank Lindl

DISCIPLINE: Art Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

University of Wisconsin placement of about 60 art students within our schools.

DESCRIPTION:

Person to work with UW art department in placing art students in schools for experience.

ALTERNATIVE RESOLUTIONS:

Needs art oriented person who can fit student with cooperating teacher.

NAME: Carroll F. Lohr DISCIPLINE: Physical Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordinate use of Mansfield athletic complex and responsibility for maintaining instructional equipment at site.

DESCRIPTION:

- . Communicate with field caretaker and Buildings and Grounds staff.
- . Meetings with coaches of individual teams and schools regarding scheduling of the facility.
- . Budgeting for capital needs as well as instructional supplies.

ALTERNATIVE RESOLUTIONS:

- . Board policy could be changed to require all user requests through liaison with the high schools athletic department.
- . Someone in Buildings and Grounds assume responsibility.

NAME: Carroll F. Lohr DISCIPLINE: Physical Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Budgeting and administering intramurals.

DESCRIPTION:

- . Prepare budget for city-wide high school, middle school and elementary schools.
- . Coordinate pay periods with Financial Services department.
- . Check intramural timesheets.
- . Prepare payroll.

ALTERNATIVE RESOLUTIONS:

- . Each school responsible for preparing its own budget, payroll, etc.
- . Completed at an area location.

NAME: Carroll F. Lohr

DISCIPLINE: Physical Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Administration of Four Lakes Program in football, basketball, soccer.

DESCRIPTION:

- . Budget for program.
- . Meet with Four Lakes coaches.
- . Develop rules and regulations.
- . Prepare schedules.
- . Secure officials.
- . Assign officials to games.
- . Keep league standings.
- . Prepare tournament pairings.
- . Secure scores and timers.
- . Prepare payroll.

ALTERNATIVE RESOLUTIONS:

Someone will have to coordinate program - perhaps an Athletic Director with additional released time.

NAME: Carroll F. Lohr DISCIPLINE: Physical Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordinate facility usage with Madison Parks Department, Dane County Exposition Center.

DESCRIPTION:

- . Meet with coaches of tennis, golf, baseball, track, hockey.
- . Work out field, court, arena and course uses.
- . Apply for ice rental with Madison Parks Department (Hartmeyer Ice Arena) Dane County Exposition Center (Arena ice and Coliseum).
- . Attend meetings where ice time is divided.
- . Prepare schedules and submit to Parks Department and Dane County Exposition Center and Athletic Directors.

ALTERNATIVE RESOLUTIONS:

One person would have to coordinate - could be an Athletic Director if additional released time were granted.

NAME: Carroll F. Lohr DISCIPLINE: Physical Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Accident reporting system.

DESCRIPTION:

- . Review all accident reports.
- . See that proper person is notified on accidents where school system may be liable.
- . Prepare summary reports by school (monthly).
- . Prepare yearly summary reports.

ALTERNATIVE RESOLUTIONS:

Put entire system on data processing as recommended last year.

NAME: Carroll F. Lohr DISCIPLINE: Physical Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordination of the use of district owned elementary physical education equipment.

DESCRIPTION:

- . Inventory equipment that is used on district wide basis.
- . Coordinate teachers' requests.
- . Prepare schedules.
- . Contact liaison in Buildings and Grounds.
- . Make arrangement for repair of equipment.
- . Make arrangements for special requests for equipment.

ALTERNATIVE RESOLUTIONS:

Physical Education specialist on curriculum team could coordinate.

NAME: Carroll F. Lohr

DISCIPLINE: Physical Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordinating the central purchasing and athletic supplies and equipment.

DESCRIPTION:

- . Prepare forms for individual coaches and teachers to identify their needs of items to be purchased centrally.
- . Meet with coaches to decide on specifications for bids.
- . Complete requests.
- . Submit to Purchasing Department.
- . Meet with coaches to view samples submitted.
- . Prepare recommendations for purchase.

ALTERNATIVE RESOLUTIONS:

A member of the Purchasing Department could coordinate with the coaches and athletic directors.

NAME: Carroll F. Lohr DISCIPLINE: Physical Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Consulting Services.

DESCRIPTION:

- . Meet with principals and teaching staffs on the purchase of and installation of playground equipment.
- . Meet with teachers and principals on purchase and installation of physical education equipment.
- . Provide the Purchasing Department with specifics for the purchase of specific physical education equipment and supplies.

ALTERNATIVE RESOLUTIONS:

A physical education specialist on curriculum team could provide this service.

NAME: Carroll F. Lohr DISCIPLINE: Physical Education

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Bike Safety Program
Poison Control Program
Fire Safety

DESCRIPTION:

ALTERNATIVE RESOLUTIONS:

Refer to one person in charge of all safety aspects in the City.

NAME: Marvin Meissen DISCIPLINE: Science

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Science Inservice, CCSSP follow up, Phase III continuation.

DESCRIPTION:

Scheduling meetings, setting up agendas, planning course structure with staff and following through on determined strategies--purchasing, budgeting, etc.

ALTERNATIVE RESOLUTIONS:

Attendance Areas follow up and determine maintenance needs of program.

NAME: Marvin Meissen DISCIPLINE: Science

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Response to area community members for program information and direction (i.e. evolution, safety, religion, drugs, VD).

DESCRIPTION:

Answering telephone and written requests for program information, attending community meetings, representing school program position on community issues.

ALTERNATIVE RESOLUTIONS:

Small central staff respond to all calls and refer to expertise as needed.

NAME: Marvin Meissen

DISCIPLINE: Science

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Program evaluation (all levels) 15 projects are underway or in various stages of planning.

DESCRIPTION:

Collecting student, teacher, administrator and parent information, analysis of the data, report preparation for line administrators regarding program input, output and effectiveness data.

ALTERNATIVE RESOLUTIONS:

Refer to evaluation and research department.

NAME: Marvin Meissen DISCIPLINE: Science

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Special Project (DPI) for support of K-8 science program with living materials.

DESCRIPTION:

An essential task to the environmental and life science program K-8 is a viable local source alternative for living materials.

ALTERNATIVE RESOLUTIONS:

Only a problem if assigned to an area besides West or Memorial which have housed the project.

NAME: Marvin Meissen DISCIPLINE: Science

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Coordination (past years) of text committees. Functioning as "executive secretary" to chairman or facilitator of evaluation procedures.

DESCRIPTION:

Establishment of a systematic clearinghouse for new materials examination by various committees. This gave committees some feeling of systematic evaluation.

ALTERNATIVE RESOLUTIONS:

Areas form and implement individual processes for evaluation and selection.

NAME: Marvin Meissen DISCIPLINE: Science

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Integration of planetarium program into total school program.

DESCRIPTION:

Program budgeting, goal statements and revision of program to function as a laboratory experience at the middle school and elementary level.

ALTERNATIVE RESOLUTIONS:

Increase accountability of planetarium instructor for overall program.

Make Area Director responsible for operations and program on a city-wide basis.

NAME: Ellen Meister

DISCIPLINE: Special Programs

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Career education institutionalization (including research, development, diffusion, adoption)

DESCRIPTION:

Initiating structure for district goal; structuring and implementing formal and informal professional growth options for staff and administrators; participating in local school inservice experiences; coordinating area and district wide staff development experiences via the Exchange; collecting and analyzing data for supra-ordinates and principals; long range planning, including development and utilization of systems design for overall implementation; facilitating inter-area communications, goal-setting, movement towards implementation via district coordinating committee on career education; applying research and evaluation methodologies to identified problems; consulting on planning, designing, follow through on needs assessments; supporting the identification, acquisition and use of related professional and instructional materials; interacting with other curriculum oriented staff and staff from other divisions, working toward career education program implementation; identifying and monitoring state and national projects for input, recommendations, results, applicable to Madison Public Schools;

ALTERNATIVE RESOLUTIONS:

writing local curriculum proposals, with appropriate personnel identifying initial need and also being intimately involved in the writing task; developing DPI applications for exemplary project reimbursement; reviewing literature for trends; accumulating literature for staff use; writing proposals for federal and outside agency funding; consulting on instructional program developments; initiating structure and playing supportive role in getting educators to interface with business and industry; supporting goal clarity and development in areas.

None, unless it is assumed that such a major change with a high priority will occur without coordination, planning, etc.

NAME: Ellen Meister

DISCIPLINE: Special Programs

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Vocational education development in areas providing equalization of career development for both sexes, e.g., health occupations, child development, teacher aides, education for parenthood, etc.

DESCRIPTION:

Developing DPI applications for vocational education programs reimbursement in health careers, health occupations, home economics related occupations, consumer/homemaking--recreation for the disadvantaged, consumer/homemaking interdisciplinary self-directed learning packages, plus activity in other areas to be identified; providing follow through on vocational education programs above; coordinate staff development experiences; initiating structure for groups to consider common issues, i.e., employment education, consumer education, use of community resources; working with community advisory committees; serving as educational representative on outside agency advisory committees, e.g., Madison General Hospital; coordinating evaluation, acquisition, and use of business and industry developed educational materials; critiqueing ongoing vocational education programs, working for improvements, modifications, etc.; translating pilot programs into new structures such as summer school, interdisciplinary teams, etc., i.e., unified arts, health careers, family life education.

ALTERNATIVE RESOLUTIONS:

Set expectations for local schools to equalize vocational options and attach to their MBO's immediately.

NAME: Ellen Meister

DISCIPLINE: Special Programs

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Research, evaluation, assessment.

DESCRIPTION:

Initiate structure for completing needs assessments processes and procedures in career education, family life education, vocational education; identifying research needs relative to vocational education, career education, etc.; work toward completion of research project; participating in staff development experiences.

ALTERNATIVE RESOLUTIONS:

1. Eliminate or place at a lower priority the research, evaluation, and assessment activity of the district, however, this is unrealistic.
2. Involve more graduate students in selected projects.
3. Increase research, evaluation, assessment expectations of principals.

NAME: Ellen Meister

DISCIPLINE: Special Programs

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Graduate followup

DESCRIPTION:

Participation on graduate followup coordinating committee.

ALTERNATIVE RESOLUTIONS:

1. Assign responsibility to individual vs. committee approach.
2. Have each school do its own followup.

NAME: Ellen Meister

DISCIPLINE: Special Programs

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Curriculum Projects.

DESCRIPTION:

Working on internal curriculum projects committee; coordinating East area career education project; consulting on other funded projects; developing special 1197 experimental projects; consulting on ongoing district projects to develop a balanced approach.

ALTERNATIVE RESOLUTIONS:

1. Place all projects at local school level.

NAME: Ellen Meister DISCIPLINE: Special Programs

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Family life education.

DESCRIPTION:

Consulting with local schools on K-8 curriculum model implementation including guidelines, materials, and instructional program planning; coordinating staff development experiences; supporting identification of 9-12 family life education planning; working with SES personnel in translating concepts to special needs students; consulting with school age maternity program; working with outside agencies; working on VD education workshop.

ALTERNATIVE RESOLUTIONS:

Again, these are process activities similar to the previous five tasks. Local schools could be expected to assume these responsibilities, but only if objectives are clearly set such as in an MBO contract with the principal thus giving the task high priority.

NAME: Ellen Meister

DISCIPLINE: Special Programs

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Curriculum team--generalist.

DESCRIPTION:

Serving in attendance area as generalist and specialist in agreed upon priority projects; delivering services (See East area expectation document) as needed and applicable to agreed upon needs; working toward implementation of new organizational structure placing curriculum generalist and specialist in closer proximity to implementation and directly responsible to line authority; participating with area leadership teams providing direction and structure to priorities; planning and conducting workshops; working with school staff for an extended period of time; supporting articulation efforts through various strategies.

ALTERNATIVE RESOLUTIONS:

1. Curriculum specialists are an alternative, but the literature would suggest that new roles such as exemplified in the (1) East area expectation paper, and (2) an R & D model, require roles different from a discipline specialist.
2. Local school/area committees to assume some of above responsibilities; eliminate others or place at a lower priority.

NAME: Ellen Meister

DISCIPLINE: Special Programs

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Home Economics Department Chairmen and HERO Staff Group.

DESCRIPTION:

Working toward transfer of leadership to high school department chairman for development of 6-12 programs. Staff turnover, lack of outside coordination time, and participation in all aspects of the 6-12 program continue to thwart full leadership at local level. Also work with functional facility development.

ALTERNATIVE RESOLUTIONS:

1. Transfer to high school department chairman, recognizing limitations.
2. Transfer facility development to building services, thus reducing educational specifications development.

NAME: Ellen Meister

DISCIPLINE: Special Programs

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Interdisciplinary planning and development.

DESCRIPTION:

Interdisciplinary activities related to environmental-career education, consumer education, family life education, vocational-employment education, unified arts, etc. Efforts need to be made to bring together issues in logical "packages" vs. segmenting conceptual development by discipline.

ALTERNATIVE RESOLUTIONS:

1. Continue separate discipline orientations.

NAME: Aileen Nettleton

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Negotiated Reading Inservice

DESCRIPTION:

Conduct training sessions. Assist in planning and implementation of inservices. Conduct evaluation.

ALTERNATIVE RESOLUTIONS:

Training to be conducted city-wide by elementary, middle, high school, by reading consultants.

Implementation to be responsibility of reading consultant in attendance area.

Evaluation to be done by all consultants on city-wide basis.

NAME: Aileen Nettleton

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

MIRI - Language Arts Articulation

DESCRIPTION:

Assist in planning and conducting summer inservice.
Assist in implementing goals in the classroom.

ALTERNATIVE RESOLUTIONS:

Continue as planned to implement in selected attendance area, consultant in area responsible with attendance area leadership for classroom implementation and further planning.

NAME: Aileen Nettleton

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Consult with city-wide middle school paperback committee

DESCRIPTION:

Attend paperback meetings.

Act as resource person to committee, liaison re: policy, etc.

ALTERNATIVE RESOLUTIONS:

Designate one generalist with interest and background in language-reading to continue in consultant work.

NAME: Aileen Nettleton

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Consult with middle school staffs on reading program development.

DESCRIPTION:

Discuss and develop program plans with teachers, learning coordinators, principals.

ALTERNATIVE RESOLUTIONS:

Generalists in each attendance area consult with schools, call on reading expertise of others as needed.

NAME: Aileen Nettleton

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Work with Nucleus Testing Committee on criterion-referenced reading tests.

DESCRIPTION:

Coordinate subcommittee work.

ALTERNATIVE RESOLUTIONS:

Committee recommendations can be carried out by Research and Testing Office.

NAME: Aileen Nettleton **DISCIPLINE:** Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Assist middle schools in procedures and selection of text materials for reading.

DESCRIPTION:

Meet with teachers and learning coordinators to set criteria for materials.

Review and disseminate materials on request for particular needs.

ALTERNATIVE RESOLUTIONS:

Reading consultant and/or generalists in attendance area would assist, on K-12 basis, in selection of materials for reading-language programs, communicating with those in other areas as needed.

NAME: Aileen Nettleton DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Selection of materials at appropriate readability level.

DESCRIPTION:

Consult with other curriculum coordinators and with learning coordinators. Pilot materials and procedures to assess readability.

ALTERNATIVE RESOLUTIONS:

Reading consultant in attendance area work with others on curriculum team and with attendance area schools in setting procedures for selecting content materials at appropriate reading levels.

NAME: Aileen Nettleton DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Assist in research and evaluation in specific reading projects.

DESCRIPTION:

Examples: Pilot Reading Assessment, Gompers Readability Project.

ALTERNATIVE RESOLUTIONS:

Generalists consult with attendance area schools on proposed reading research projects, get assistance from those with reading expertise when needed.

NAME: Aileen Nettleton

DISCIPLINE: Reading

Please use a separate sheet for each task.

TASK IDENTIFICATION:

Consult with attendance area task forces.

DESCRIPTION:

Memorial Reading Task Force

ALTERNATIVE RESOLUTIONS:

Generalist work with task forces to assist in processes needed for task identification. Use reading personnel as resources for planned programs in inservice, etc.

Bob Wing

TASKS

1.0 Administration

1.1 School Program - 250 Hours

- 1.11 Work with assistant principals in scheduling classroom and simulation at each high school.
- 1.12 Assist full-time instructors in implementing the simulation phase into the driver education program at each high school.
- 1.13 Implement new curriculum material into the classroom and simulation phases of the driver education program at each high school.
- 1.14 Cooperate with the State Motor Vehicle Department in securing instruction permits, manuals for motorists, and other educational material which may be required for lawful and successful operation of the program at each high school.
- 1.15 Coordinate the testing dates with State license examiners for issuance of instruction permits to high school students in the driver education classes at each high school.
- 1.16 Cooperate with the high school principals in supervising and evaluating present staff in relation to their effectiveness.
- 1.17 Conduct monthly meetings with full-time staff during the school year.

1.2 After-School Program - 350 hours

- 1.21 Prepare announcements and send out cards to students relating to class schedules.
- 1.22 Coordinate and schedule classroom and laboratory phase for public and non-public students.
- 1.23 Employ and schedule instructors for the classroom and laboratory phases.
- 1.24 Prepare and assemble individual teacher packets for the instructional program.
- 1.25 Hold area meetings for part-time instructors relating to policies and procedures for the classroom and laboratory phases.
- 1.26 Coordinate schedule of testing dates with State license examiners for issuance of instruction permits for students.

- 1.27 Supervise and evaluate part-time instructors in relationship to their effectiveness in the program.

1.3 Summer School Program - 450 Hours

- 1.31 Prepare and send announcements and letters to all public and non-public schools relating to dates and times for classroom and laboratory sessions.
- 1.32 Schedule classroom, simulation, range and on-street sessions for each center.
- 1.33 Register and assign students to the proper sessions.
- 1.34 Employ and schedule instructors for the classroom and laboratory phases.
- 1.35 Lay out, paint and set up range area at LaFollette and Memorial.
- 1.36 Acquisition and return of vehicles for the program.
- 1.37 Prepare and assemble teacher packets for the instructional program.
- 1.38 Hold meetings for all instructors to discuss procedures relating to program.
- 1.39 Coordinate schedule of testing dates with State license examiners for issuance of instruction permits to students.
- 1.310 Supervise and evaluate instructors in all phases of the summer program.

2.0 Program Development - 300 Hours

- 2.1 Development and implementation of policies and procedures manual which will update system-wide program.
- 2.2 Development of new curriculum guides relating to classroom, simulation, range and on-street phases.
- 2.3 Coordinating utilization of available traffic safety films and materials with present course content.
- 2.4 Evaluation of resource materials such as textbooks, pamphlets, A-V materials, etc. and make recommendations relating to their instructional value in the program.

3.0 Vehicle Procurement - 200 Hours

- 3.1 Liaison with Madison Area Dealers Assoc. on vehicle needs for the

school system during the calendar year.

- 3.2 Meet with each participating dealer on the type and number of vehicles needed for the laboratory phase at each center.
- 3.3 Arrange with each cooperating dealer on the installation of dual brake units, outside mirrors, floor mats, range radio and delivery date of vehicles.
- 3.4 Pick up application forms from each participating dealer and procure title and license plate from State Motor Vehicle Division for each vehicle.
- 3.5 Submit list of vehicles to insurance company to obtain proper coverage.
- 3.6 Supply and maintain instructional equipment and materials needed in each vehicle by the instructor for training purposes.
- 3.7 Maintain records on vehicles and arrange for gasoline and washing at area service stations.
- 3.8 Acquisition of vehicles from each cooperating dealer and delivery of vehicle to each driving center.
- 3.9 Inspection of each vehicle at each center upon completion of the driving sessions.
- 3.10 Arrange with each individual dealer for the return of the vehicle upon completion of the laboratory phase.

4.0 Finances - 100 Hours

- 4.1 Coordinate fee collection at each high school and see that adequate records are maintained by school personnel.
- 4.2 Develop yearly system-wide budget for the extended employment program (after-school and summer).
- 4.3 Assist high school principals with the development of individual program budget for driver education.
- 4.4 Preparation of yearly cost analysis status report relating to per pupil cost of the program.
- 4.5 Assist and make recommendations relating to purchase of supplies and equipment for the driver education program.
- 4.6 Prepare monthly payroll report for part-time instructors employed in the after-school and summer programs.
- 4.7 Assist in the preparation of the annual state report by maintaining records relating to total enrollment of students completing the program for reimbursement aids.

5.0 Staff Development - 200 Hours

- 5.1 Offer inservice courses, individual conferences, classroom supervision, and area workshops to update instructional techniques.
- 5.2 Cooperate with universities on development of graduate credit courses and workshops relating to professional advancement.
- 5.3 Work with R and D Center on development of research projects to evaluate program.

6.0 Services - 200 hours

- 6.1 Provide liaison with MIS on grade tabulation.
- 6.2 Provide liaison with Personnel Department to review certification and credit requirements of teacher before employment.
- 6.3 Provide liaison with appropriate administrators on policies and procedures relating to district-wide program.
- 6.4 Represent MPS on community related programs and projects regarding traffic safety.
- 6.5 Provide liaison with non-public school personnel relating to after-school and summer programs.

ALTERNATIVE #1

Maintain present organizational model (applies for each of the objectives).

ALTERNATIVE #2

- Task #1 (1.1 and 1.2) Assistant Superintendent appoint Center Supervisor responsible to Assistant Principal in charge of Driver Education, in each attendance area.
- (1.3) Assistant Superintendent appoint summer school Driver Education Supervisor to coordinate program.
- Task #2 Assignment of responsibilities by Assistant Superintendent to appropriate administrators in each attendance area.
- Task #3 Assignment of responsibility by Assistant Superintendent to one individual on special contract arrangement.
- Task #4 Assignment of responsibilities by Assistant Superintendent to one individual on special contract arrangement.
- Task #5 Assignment of responsibilities by Assistant Superintendent to appropriate administrators in each attendance area.
- Task #6 Assignment of responsibilities by Assistant Superintendent to appropriate administrator in each attendance area.