

THE BALANCED CURRICULUM



A Guiding Document for Scheduling and Implementation of the North Carolina Standard Course of Study at the Elementary Level



Educating the Whole Child



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction | Instructional Services Division

STATE BOARD OF EDUCATION

HOWARD N. LEE
Chairman
Raleigh

JANE P. NORWOOD
Vice Chair
Charlotte

KATHY A. TAFT
Greenville

MICHELLE HOWARD-VITAL
Wilmington

EDGAR D. MURPHY
Durham

EVELYN B. MONROE
West End

MARIA T. PALMER
Chapel Hill

ROBERT "TOM" SPEED
Boone

WAYNE MCDEVITT
Asheville

JOHN TATE III
Charlotte

PATRICIA NICKENS WILLOUGHBY
Raleigh

BEVERLY PERDUE
Lieutenant Governor
New Bern

RICHARD MOORE
State Treasurer
Kittrell

NC DEPARTMENT OF PUBLIC INSTRUCTION

Michael E. Ward, State Superintendent

301 N. Wilmington Street • Raleigh, North Carolina 27601-2825 • www.ncpublicschools.org

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, the Department of Public Instruction does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions, or employment.

The Balanced Curriculum:

A Guiding Document for Scheduling and Implementation of the North Carolina Standard Course of Study at the Elementary Level

| CONTENTS | Page |
|--|-------------|
| Foreword A message from Howard N. Lee, Chairman, State Board of Education and Michael E. Ward, Superintendent, Public Schools of North Carolina | 1 |
| Acknowledgments June Atkinson, Director, Division of Instructional Services | 4 |
| Background and Overview | 8 |
| What is a Balanced Curriculum? | 11 |
| What a Balanced Curriculum is Not | 16 |
| Why Teach a Balanced Curriculum? | 21 |
| Questions and Answers: How to Implement a Balanced Curriculum | 26 |
| Introduction to Sample Scenarios and Schedules | 81 |
| Grade Level Scenarios: | |
| Pre-Kindergarten | 83 |
| Kindergarten | 85 |
| First Grade | 87 |
| Second Grade | 90 |
| Third Grade | 93 |
| Fourth Grade | 97 |
| Fifth Grade | 101 |

| | |
|---|------------|
| Special Area Scenarios: | |
| Arts Education (Dance, Music, Theatre Arts, Visual Arts) | 104 |
| Foreign Language (Second Language) | 107 |
| Physical Education | 110 |
| Media (Information Skills) | 112 |
| Technology (Computer Skills) | 115 |
| English as a Second Language (ESL) | 117 |
| | |
| Exceptional Children Scenarios: | |
| Push In Service Delivery Model | 118 |
| Pull Out Service Delivery Model | 121 |
| | |
| Planning Scenarios: | |
| IEP Meeting | 122 |
| Exceptional Children/General Education Multidisciplinary | 123 |
| Grade Level (Horizontal Planning) | 124 |
| Across Grade Level and Special Areas (Vertical Planning) | 126 |
| Across Grade Level and Special Areas (Vertical Planning) | 127 |
| | |
| Sample Schedules | 129 |
| | |
| Preschool | 131 |
| Early Elementary (Grades K-2) | 133 |
| Upper Elementary (Grades 3-5) | 136 |
| Special Areas and Services | 139 |
| | |
| Looking Ahead | 151 |
| | |
| Conclusions | 167 |
| | |
| Appendices | 173 |
| | |
| Resources and Bibliography | 214 |

The Balanced Curriculum:

A Guiding Document for Scheduling and Implementation of the North Carolina Standard Course of Study at the Elementary Level

Foreword

It is the intent of the North Carolina General Assembly and the State Board of Education, with the North Carolina Department of Public Instruction, that every student be offered a comprehensive educational program that includes ALL areas in the *North Carolina Standard Course of Study (SCS)*. Each elementary and middle school has responsibility, as funding allows, for making sure instruction is provided in arts education (dance, music, theatre arts and visual arts), English language arts, guidance, healthful living (health education and physical education), information skills and computer skills, mathematics, science, second languages and social studies. Students in grades 6-8 must have access to career-technical education. Although all disciplines are not tested, the Standard Course of Study must be taught.

It is important to teach all areas of the curriculum, not just those which are assessed. For example, one of the most effective strategies for teaching the entire curriculum is to teach English language arts and mathematics in conjunction with science, social studies, healthful living, foreign languages and the arts. Integration as a curriculum implementation strategy links the content and skills from various disciplines. It is our belief that students who receive a balanced curriculum and possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests as well as other indicators of student success.

In order to provide an integrated, connected, and comprehensive curriculum, teaching schedules must allow for sufficient planning time for teachers – with grade levels, across grade levels, and with special areas and special services teachers. Students must have access to uninterrupted blocks of instructional time to receive in-depth, connected instruction, and to develop concepts rather than memorize facts in isolation. Awareness of the

impact on the learning of exceptional children and other children within the classroom needs to be observed when scheduling special services. Even issues such as the lunch schedule and when recess or physical activity occur impact the overall classroom environment, and teachers' abilities to deliver a balanced curriculum and ultimately improve student achievement.

This document examines how all elementary content areas can be taught within the existing school day. It is intended to provide leadership to teachers, administrators, and schools about implementing a balanced and comprehensive curriculum, including all areas of the *NC Standard Course of Study*. A major component of this document is various sample schedules and scenarios that help illustrate how a balanced curriculum may be implemented.

The Elementary Curriculum Committee carefully examined data from thousands of teachers, principals and schools across the state. They gathered information about schools, teachers, support staff, how students are served within the schools, and how the school schedule is structured. The resulting document is based on research data from the teachers and schools, as well as national and international research reflecting best practices with curriculum, scheduling and school structures.

We wish to express our appreciation to all of the teachers, principals and administrators who assisted the NC Department of Public Instruction with this important endeavor. We hope that this document will provide support for teachers and schools in implementing a balanced curriculum.



Howard N. Lee, Chair, State Board of Education



Michael E. Ward, Superintendent, Public Schools of North Carolina

**“Decisions that are made about
what will be accessible to
children help shape the kinds of
minds they will come to own.”**

---Elliott Eisner

The Balanced Curriculum:

A Guiding Document for Scheduling and Implementation of the North Carolina Standard Course of Study at the Elementary Level

Acknowledgments The North Carolina Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in the development of this document, focused on implementing a balanced curriculum at the elementary school level. Without such cooperation, the philosophy, strategies, sample schedules and scenarios, and other information providing leadership for schools would not have been possible.

We wish to express a special thanks to:

- The Division of Instructional Services with support from the Divisions of Exceptional Children and Instructional Technology for providing the leadership and vision that guided the development of this document;
- The thousands of teachers, and hundreds of principals and administrators who provided information and feedback to the Elementary Curriculum Committee about what is and should be occurring in North Carolina's classrooms regarding scheduling and the implementation of the North Carolina Standard Course of Study;
- Faculty from Institutions of Higher Education who advised the committee and assisted in the development of this document;
- The Communications and Information Division for technical assistance in the publication of this document.

We would like to express special gratitude and appreciation to the members of the Elementary Curriculum Committee who devoted their time, energy, and expertise to the development and writing of this document:

Kymm Ballard, K-12 Physical Education, Athletics, and Sports
Medicine Consultant
Martha Campbell, K-12 Information Skills and Computer Skills
Consultant
Bryar Cogle, K-12 Arts Education (Theatre Arts and Visual Arts)
Consultant
Martha Downing, K-12 Hearing Impaired and Autism Consultant
Brenda Evans, K-5 Science Consultant
Helga Fasciano, K-12 Second Languages Consultant
Cynthia Floyd, K-12 School Counseling Consultant
Bobbie Grammer, K-12 Exceptional Children, Monitoring Consultant
Tracey Greggs, K-5, Social Studies Consultant
Valorie P. Hargett, K-12 Academically or Intellectually Gifted Program
Consultant, Exceptional Children Division
Christie Lynch Howell, K-12 Arts Education (Dance and Music)
Consultant, Committee Chair
Alesha McCauley, K-12 English as a Second Language Consultant
Toni Meyer, K-6 Mathematics Consultant
Eva Phillips, Early Childhood (Title I Pre-Kindergarten) Consultant
Lucy Roberts, Early Childhood Section Chief
Mary Rose, 3-5 English Language Arts Consultant
Claudia Sykes, K-2 English Language Arts Consultant
Annemarie Timmerman, K-12 Technology Services Consultant
Michele Wallen, K-12 Health Education and Driver Education
Consultant

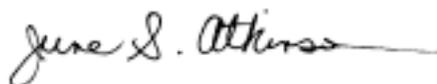
Additionally, we would like to thank the outside review committee who provided valuable feedback and recommendations to this document. The members of this committee are:

Jane Barnes, Johnston County Schools
Antonia Beh, Wake County Schools
Dena Byers, Durham Public Schools
Marian Farmer, Alamance-Burlington Schools
Jennifer Frederiksen, Wake County Schools
Jane Gleason, Meredith College
Billy Graham, Carteret County Schools
Joan Huffman, Alexander County Schools
Tony Iannone, Charlotte-Mecklenburg Schools
Celia W. James, Wayne County Schools
Marta Garcia Johnson, Buncombe County Schools
Debbie Jones, New Hanover County Schools
Donna Kimbro, Caswell County Schools
Angie Lerner, Charlotte-Mecklenburg Schools
JoAnna Massoth, Orange County Schools
Joseph McCargo, Rockingham County Schools

Barbara Piekarski, Catawba County Schools
Dale Pelsey-Becton, New Hanover County Schools
Robert Sox, Wake County Schools
Karen Vaughn, Pitt County Schools
Carolann Wade, Wake County Schools
Corinne Watson, Richmond County Schools

We hope that this document will provide leadership and guidance to administrators, teachers, and school systems as they develop schedules for grade level classrooms, special area classes and special services to:

- meet the needs of their students,
- increase student achievement; and
- implement a balanced curriculum, which includes all areas of the *North Carolina Standard Course of Study*.



June S. Atkinson, Director
Division of Instructional Services
North Carolina Department of Public Instruction

“Learning is change. It is change in our selves because it is change in the brain. Thus the art of teaching must be the art of changing the brain.”

---James E. Zull

BACKGROUND AND OVERVIEW

Elementary Curriculum Committee

In March of 2003, the Instructional Services Division of the North Carolina Department of Public Instruction was charged with developing a leadership document for schools which would address the teaching of a balanced curriculum and which would include guiding principles and sample classroom schedules. An Elementary Curriculum Committee was formed to research and address this request. The Committee consisted of content area consultants for all subject areas as well as consultants from the Exceptional Children and Technology Services Divisions at the Department of Public Instruction.

Communication of Need

The need for this document has been illustrated through numerous communications to the State Board of Education, members of the General Assembly, and others from school administrators, teachers and parents, who have expressed concern about how to teach the entire curriculum in light of federal and state legislation and policies which impact what is being taught and how much time is being devoted to what is taught in the schools.

Surveying the Field

As the committee began its work, the need to address scheduling and implementation of the *Standard Course of Study* at the elementary level was further affirmed through the results of the Teachers' and Principals' and Administrators' surveys which were completed during the spring and summer of 2003 ([see appendix A](#)). The North Carolina Department of Public Instruction and the Elementary Curriculum Committee recognize and acknowledge the challenges that schools face.

Process

The Elementary Curriculum Committee began its work on March 27, 2003 by examining the task and determining an action plan for how to achieve the task. It was determined that the balanced curriculum issue should be examined in three phases:

- **Phase I**, the initial document examining the balanced curriculum and providing guiding principles and sample schedules, was completed by November of 2003.

- **Phase II**, the dissemination of the document, which will take place through the internet, various listserv newsletters, publications, conferences, and other forums.
- **Phase III**, the identification and sharing of model classrooms or schools that are delivering a balanced curriculum; and adding resources and information to the original document.

This initial document (Phase I) represents the efforts to address some very complex issues involved with scheduling and delivering the curriculum. Most of the decisions that are made about what is taught and when it is taught (as well as who will teach it) are made at the school level. In tight budget times, teachers, administrators, and school staff must be creative in how they meet the needs of all of their students.

The Elementary Curriculum Committee hopes that this document may be useful to schools as they examine some of these issues and strive to provide a balanced and meaningful education to all of North Carolina’s students. Because scheduling and implementation of a balanced curriculum is such a complex issue, the Committee determined that it would be next to impossible to include everything in the short time period they had to complete this initial document. Therefore, this document is intended to be a starting point and a “living document.” So, ***as future resources or information are identified, they can be added to the document and schools may access this information on an on-going basis.***

Phase I Methodology

The Elementary Curriculum Committee was charged with the task of describing what a balanced curriculum is and providing guidance to schools including sample schedules illustrating how a balanced curriculum may be implemented within the regular school day. The Committee reviewed many sources of state, national and international data and research in compiling this document. Recommended resources may be found in the [resource section](#) of this document.

Additional data examined included information from an *Elementary School Survey for Teachers* and an *Elementary School survey for Principals and School-Based Administrators*, which were administered between May and August of 2003 ([Appendix A](#)).

Additionally, it was determined that an Outside Review Committee, made up of PreK-5 teachers, teachers of exceptional children and limited English proficiency (LEP), special area teachers, principals, central office staff, and faculty from institutions of higher education, should be invited to review and provide feedback to the draft document before it was published.

Throughout the development of the document, the Elementary Curriculum Committee met regularly and reviewed information compiled to date. All members of the committee contributed to various aspects of the document, and worked to ensure that the document was reflective of practices occurring in North Carolina's schools. School and classroom schedules, information, and data from the Teachers' and Principals' Surveys were taken into account through all aspects of document development. Additional revisions were made based on feedback from the outside review committee and others, both internal and external, who reviewed the draft document.

Accessing and Using the Document

The Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the Standard Course of Study at the Elementary Level has been developed in an effort to assist administrators, teachers and schools. It is available in both PDF and HTML versions on the NCDPI website (<http://www.ncpublicschools.org>). Print copies may be ordered through NCDPI Publications.

Opportunities for Involvement: (Phase III)

It is hoped that as schools continue to explore scheduling and implementation issues, this resource can be expanded. **Phase III of this project will involve the identification of model sites and other resources that would provide additional assistance to schools striving to implement a balanced curriculum.** If your school or classroom would like to be considered as a model site, or if you would like to contribute other resources that would be helpful to schools, please contact Christie Howell, cmhowell@dpi.state.nc.us or 919-807-3856. Similar leadership documents for the middle and high school levels will be developed in the near future.

Thank you to all of North Carolina's administrators, teachers and staff who help make a difference in children's lives every day. Your commitment and dedication to the teaching and learning profession and to encouraging success in all students is applauded and appreciated.

WHAT IS A BALANCED CURRICULUM?

Includes Entire Standard Course of Study

A balanced curriculum reflects all areas of the *North Carolina Standard Course of Study* (SCS). The SCS is the legal document that defines the programs of study in each of the subject or skills areas required to be offered and available in each school (see [Appendix B](#)). According to the North Carolina State Board of Education policy manual, a standard course of study “means the program of course work which must be available to all public school students in the state.”

It is the intent of the North Carolina General Assembly and the State Board of Education, with the North Carolina Department of Public Instruction, that every student be offered a comprehensive educational program that includes ALL areas in the *North Carolina Standard Course of Study*. Each elementary and middle school has responsibility for making sure instruction is provided in arts education (dance, music, theatre arts and visual arts), English language arts, guidance, healthful living (health education and physical education), mathematics, information skills and computer skills, science, second languages and social studies. Although all disciplines are not tested, the *Standard Course of Study* should be taught.

Educates the Whole Child BEP

A balanced curriculum reflects the philosophy and beliefs of educating the whole child, and enabling the child to take an active role in constructing meaning from his or her experiences. The *Basic Education Plan (BEP)* for the State of North Carolina was based on this philosophy (see [Appendix B](#)). Though never fully funded or implemented, the philosophy of the BEP holds true today. The BEP supports the premise that there is a common core of knowledge and skills which every child shall command when he or she graduates from high school. As stated in the BEP, “a basic program is not one-dimensional; indeed, it must address all aspects of a child’s development, from kindergarten through high school, or else it cannot properly be termed basic. The arts, for example, are an essential part of the basic program – as essential, for instance, as mathematics or second languages are to the development of well-rounded citizens” (BEP, 1994, p1). The BEP does not encourage

learning in particular areas at the expense of learning in others. All areas are considered essential to learning in school and beyond.

Includes a Challenging and Common Curriculum

“Recognizing that different individuals learn in different ways, how students are successfully taught should vary; what each student learns, however, must include a challenging and common curriculum” (CCSSO Policy Statement, 2003). A balanced curriculum challenges students in all areas of learning, and allows them the opportunity to demonstrate their knowledge in a variety of ways.

Is Based on Best Knowledge of How Children Develop and Learn

According to the National Association of State Boards of Education (NASBE, 2003), a balanced curriculum can also be defined as a liberal arts education, an integrated curriculum, an enriched curriculum, a core curriculum or a standard course of study. No matter what the label, “curriculum should be planned based on the best knowledge of theory, research, and practice about how children develop and learn, with attention given to the individual needs and interests in a group in relation to program goals” (Bredekamp & Rosengrant, p. 69).

Prepares Students for Success in School and in Life

The No Child Left Behind (NCLB) Elementary and Secondary Education Act of 2001, which was signed into federal law in January 2002, defines core subject areas as English, Reading/Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography. North Carolina specifies Healthful Living (Health Education and Physical Education) and Career-Technical Education, in addition to the subjects specified in NCLB. If truly “no child is left behind” in our education system, it is up to our system to ensure that students’ needs are met and that they move forward from wherever they are in their development. It is the premise of the North Carolina Department of Public Instruction that offering a balanced curriculum will allow ALL students to demonstrate their knowledge and skills and be successful in school and in life.

Is Inclusive of All Subjects versus Only Those Subjects Tested

Some of the core subjects identified in the state curriculum and the NCLB legislation are not included in the federal testing component of the law. This lack of accountability inadvertently “encourages districts to reduce their investment in a balanced curriculum in favor of a curriculum heavily weighted to those subjects.... measured in state accountability systems” (National Capital Language Resource Center, 2003). It is important to remember that a balanced curriculum provides students with knowledge and skills across disciplines and helps them to succeed in all areas of learning, not just those which are tested. Research supports this claim. For example, learning in individual art forms as well as in multi-arts experiences engages and strengthens such fundamental cognitive abilities as the capacity for 1) organizing and sequencing ideas; 2) theorizing about outcomes and consequences; 3) problem solving; and 4) creative thinking (originality, elaboration, flexibility). (Critical Links, 2002). This is just one example of many that illustrates how studies in various subject areas, not just those which are tested, help students to be successful across the curriculum.

Promotes Brain Growth and Development through an Enriched Environment

“Creates Active Participants Rather Than Passive Observers”

Current brain research reflects the importance of an enriched environment as necessary to brain growth and development.

An enriched environment:

1. Includes a steady source of positive emotional support;
 2. Provides a nutritious diet with enough protein, vitamins, minerals, and calories;
 3. Stimulates all the senses (but not necessarily all at once);
 4. Has an atmosphere free of undue pressure and stress but suffused with a degree of pleasurable intensity;
 5. Presents a series of novel challenges that are neither too easy nor too difficult for the child at his or her stage of development;
 6. Allows for social interaction for a significant percentage of activities;
 7. Promotes the development of a broad range of skills and interests that are mental, physical, aesthetic, social, and emotional;
 8. Gives the child an opportunity to choose many of his or her own activities;
 9. Gives the child a chance to assess the results of his or her efforts and to modify them;
 10. Provides an enjoyable atmosphere that promotes exploration and the fun of learning;
 11. Above all, enriched environments allow the child to be an active participant rather than a passive observer. (Diamond & Hopson, 107-108, 1999)
-

Allows Students to Use the Whole Brain

Although the human brain is immensely complicated, we have known for some time that it carries out four basic functions; getting information (sensory cortex,) making meaning of information (back integrative cortex,) creating new ideas from these meanings, (front integrative cortex,) and acting on those ideas (motor cortex.) From this, Zull (2003) proposes that there are four pillars of human learning: gathering, analyzing, creating, and acting. This isn't new, but its match with the structure of the brain seems not to have been noticed in the past. Zull suggests that if we ask our students to do these four things, they will have a chance to use their whole brain. Students who receive a balanced curriculum will have opportunities to "exercise" the four basic functions of the human brain. The more students are able to get and make meaning of information, create new ideas, and act on those ideas, the better they will be able to apply these skills in a variety of settings.

“Brain-compatible learning is here to stay. You can bet it will affect nearly everything we do including teaching strategies, discipline policies, the arts, special education, curriculum, technology, bilingual programs, music, learning environments, staff development, assessment, and even organizational change.”

---Eric Jensen

WHAT A BALANCED CURRICULUM IS NOT

A Balanced Curriculum is NOT:

Perhaps in order to understand the philosophy of a balanced curriculum, it may be important to identify what a balanced curriculum is *not*:

An Individual Effort

An Individual Effort: It is impossible for any one teacher to deliver *all areas* of the *North Carolina Standard Course of Study* and meet the instructional needs *of all students*.

Planning and Teaching in Isolation

Planning and teaching in isolation: It is imperative that content be taught in context, in order for students to find meaning and relevance in their learning. For example, computer skills and information skills must be taught across the curriculum, not in once weekly visits to a lab.

Teaching to the Test

Teaching to the Test: With the emphasis on accountability at the state and national levels, many teachers and administrators feel pressure to spend time preparing students to perform well on mandated tests. North Carolina's state accountability system is directly aligned to the *North Carolina Standard Course of Study*. If students are taught the competency goals and objectives from the *Standard Course of Study*, incorporating concepts and processes across the curriculum, then they will perform well on state mandated tests. In actuality, teaching the SCS is the best preparation students can receive for performing well on North Carolina's standardized tests.

Teaching ONLY English Language Arts and Mathematics

Teaching ONLY English Language Arts or Mathematics: A balanced curriculum includes ALL areas of the *North Carolina Standard Course of Study*, not just those subjects which are assessed on statewide tests. Schools who eliminate special area classes including arts education classes (dance, music, theatre arts, visual arts), foreign language, and physical education are not implementing a balanced curriculum. Special area classes are taught by licensed teachers who have specialized in a field of study and possess at least a four-year degree within that discipline. Additionally, classroom teachers who only teach the

tested areas, and who provide little or no instruction in the non-tested areas to include health education, social studies, and science, and who do not incorporate the use of computer skills and information skills in context, are not implementing a balanced curriculum. English language arts and mathematics can be taught in conjunction with and through the context of all areas of the SCS. Teaching these areas in isolation, to the detriment of the other curricular areas, will not only deny students the access to a balanced curriculum and ability to make relevant connections across subject areas, but will prevent students from applying the skills and processes used in English language arts and mathematics in a variety of settings and situations.

“One Size Fits All”

“One Size Fits All.” A balanced curriculum does not mean providing the same instruction, for the same amounts of time, in exactly the same way, to all students. For these reasons, all whole group instruction, or only grouping students in homogeneous groups will not provide students with the appropriate instructional opportunities to experience a balanced curriculum. Students come to the educational table with varying abilities, talents, and needs. Providing a balanced curriculum means meeting the needs of ALL students, and providing students with opportunities to develop and demonstrate their individual strengths, talents, and abilities while strengthening areas where they are weak.

Teaching without Assessing Student Needs

Teaching without Assessing Student Needs: How can we know what students need if we can not tell what they already know? Assessment is an integral part of the teaching and learning cycle. Teachers must assess students in order to make instructional decisions.

Teaching 15- Minute Classes to Hundreds of Students

Teaching 15-minute Classes to Hundreds of Students: If something is important and worth knowing, it is not reasonable to expect that it can be taught in once weekly fifteen-minute classes to hundreds of students. Yet many students are being expected to learn visual arts, physical education and other areas of the curriculum under just these circumstances. Special area classes should be of an appropriate amount of time to provide instruction in each subject area. Special area teachers must have reasonable schedules, for appropriate amounts of time, with reasonable student loads in order to deliver and assess the *Standard Course of Study* for these areas.

Teaching the Text **Teaching the Text:** Teaching a balanced curriculum means teaching all areas of the *Standard Course of Study*, not starting on page one of a textbook (which may not even be aligned with the SCS) and following it to page 100. Textbooks are only one resource that can be used to help students learn about subject matter. True understanding rarely occurs simply from reading about something in a book. Students must experience concepts through as many senses as possible, and make connections to their lives and their world around them in order for learning to be meaningful.

Teaching the Teacher’s Favorite or Most Comfortable Topic(s)

Teaching the Teacher’s Favorite or Most Comfortable Topic(s): Teaching a balanced curriculum means teaching the *North Carolina Standard Course of Study*, not teaching “canned” lessons or what the teacher thinks are the most fun, cute, favorite or comfortable subjects or topics. While teachers certainly should have flexibility in *how* they implement the curriculum, the goals, objectives and content of what they teach is determined by the SCS.

Teaching Some Disciplines Sporadically

Teaching Some Disciplines Sporadically: Teaching lessons based on the seasons or holidays, with no connection to the *Standard Course of Study*, is not providing a balanced curriculum. For example, teachers who teach social studies only around Thanksgiving or Black History Month are not implementing the social studies SCS, and are not providing students with the necessary instructional time for social studies to be learned throughout the year, on an on-going and regular basis, as part of and in relationship to the entire SCS.

“Fake” Integration

“Fake Integration”: Integrating skills and concepts within and across the curriculum does not mean conducting a series of activities that only relate to a unit of instruction on a surface level and calling that true integration. Worthwhile integration allows for *meaningful* connections to be made across the curriculum. Singing songs about animals, for example, without any connection to science or music objectives, does not teach students anything about what they are studying. Likewise, centering “integrative themes” around topics that appeal to teachers and/or students, without connecting these topics to actual goals and objectives from the SCS results in a series of activities that can not be justified.

A Program

A Program: A balanced curriculum is not a school or district-wide program; it can not be implemented through software or test preparation workbooks. A balanced curriculum is the result of teaching all areas of the SCS and applying skills and processes across the curriculum in a variety of ways.

Only for Some Children

Only for Some Children: A balanced curriculum is for ALL children – not just those who are performing at a higher level than others, are more advantaged, or are only in regular classrooms. Every child, including those with disabilities, is entitled to a full and well-rounded education that is provided through a balanced curriculum. The results will be students who:

- develop a love of learning and become lifelong learners,
- find relevance in and connections with what they are learning,
- understand themselves and those around them,
- demonstrate talents they bring with them to school, and
- develop new and necessary skills and abilities to be successful in school and in life.

“If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and be more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.”

---Howard Gardner

WHY TEACH A BALANCED CURRICULUM?

Required Standard Course of Study

The North Carolina General Assembly and State Board of Education require the *Standard Course of Study*; moreover, they require that all areas of the *Standard Course of Study* should be taught.

Fundamentally Complete Program of Education

The *Basic Education Plan* (BEP), required by the General Assembly and adopted by the State Board of Education in 1985, describes a “program of instruction which is fundamentally complete and which would give the student a thorough grounding in these areas: arts education [dance, music, theatre arts and visual arts], English language arts (communication skills), guidance, healthful living [health education and physical education], information skills and computer skills, mathematics, science, second languages, social studies and vocational [career-technical] education.” (BEP, p1, 1994)

Workforce Readiness

Business and industry demand that students come out of school with skills that can be directly applied in the workforce. The ability to think creatively and solve problems, to work collaboratively as part of a team, to acquire and integrate new information, to make judgments, and to reflect and critique one’s work and the work of others are all skills and abilities that enable students to function in the real world as responsible, productive citizens. As organizations have moved from task-oriented to process-oriented, professionals must be multi-task proficient; cognitively capable; process oriented; business literate; have strength of character; and be able to transition from hands to thinking and caring (Hammer, 1997). These skills and abilities are an outgrowth of receiving a balanced curriculum.

Superior and Competitive Education – Beyond “Sound and Basic”

On May 11, 2001, Governor Easley announced the formulation of the Education First Task Force. The Task Force was charged with coming up with recommendations that would result in an education that goes far beyond "sound and basic."

The Governor charged the Education First Task Force with the dual tasks of:

- Ensuring that every student entering North Carolina schools graduate with an education enabling them to further their education successfully at two or four-year colleges and universities or enter the job market or military; and
- Framing recommendations that would result in an *education that goes far beyond "sound and basic."* Instead, the Governor envisioned a system of schooling that would result in an education that is superior and competitive, one that would make North Carolina schools the envy of the nation.

Life Skills

Students are educated in order to function as productive citizens in society. According to the Council of Chief State School Officers (CCSSO), "The purpose of education is to provide all persons with the necessary skills to live a fulfilling and satisfying life." (CCSSO, Policy Statement, 2003) It is the belief of the North Carolina Department of Public Instruction that a balanced curriculum provides students with these necessary life skills.

Making Connections

"The myth for many years was that only certain 'gifted and talented' students would most benefit from enrichment programs. Nothing could be further from the truth..... The human brain is born with well over a trillion connections. Many new synapses are created with early sensory development... experience determines which synapses are shed or, more important, which are retained" (Jensen, 1998, p.32). The implications are clear – the more experiences a child has, the more connections and learning will take place within the brain. Learning facts in isolation or "skilling and drilling" subject matter to regurgitate on a standardized test will not help students develop the connections necessary for true learning to occur. Conversely, providing students with a balanced and rich curriculum and teaching them strategies and processes for determining solutions to problems will enable them to succeed in a variety of arenas, including performance on standardized tests.

Multiple Intelligences

In 1983, Harvard educator Howard Gardner published *Frames of Mind*, in which he outlined *seven kinds of intelligence*. ... more recently he proposed eighth and ninth forms of intelligence. The multiple intelligences, as identified by Gardner are:

1. VISUAL/SPATIAL - children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, costumes - anything eye catching.
2. VERBAL/LINGUISTIC - children who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.
3. MATHEMATICAL/LOGICAL - children who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform.
4. BODILY/KINESTHETIC - children who experience learning best through activity: games, movement, hands-on tasks, building. These children were often labeled "overly active" in traditional classrooms where they were told to sit and be still!
5. MUSICAL/RHYTHMIC - children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.
6. INTRAPERSONAL - children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves.
7. INTERPERSONAL - children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as "talkative" or "too concerned about being social" in a traditional setting.
8. NATURALIST - children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.
9. EXISTENTIALIST - children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy.

Within ten years of Gardner's publication, a significant percentage of educators had adopted the theory of multiple intelligences as a foundation for teaching and assessing children and planning elementary school curricula. Virtually every child displays particular strength in at least one of these

areas, and can be recognized for it even if his strengths are not in reading or mathematics. A school program based on many domains of intellect can also “help children get practice in their weaker areas, whatever they may be, and develop and discover talents in new realms” (Diamond & Hopson, p. 197).

Meeting the Needs of All Children

Research on child development and learning clearly shows that children’s experiences in the first years of life profoundly affect their ability to succeed in school. At the same time, it is equally important for schools to be ready to meet the needs of all children. “School time must be allocated not only to meeting the intellectual needs of our students but to meeting their social, emotional, and physical needs as well. It can be argued that while this may not be a new responsibility for the schools, it certainly represents an increased responsibility and, as the responsibilities of schools increase, more time is needed for schooling” (Huyvaert, 1998, p 4). Children learn differently, and schools need to know how to identify individual needs and provide instruction that meets those needs. Delivering a balanced curriculum provides the opportunities children need to learn and develop according to their own individual strengths and weaknesses.

**“Tell me, I forget.
Show me, I remember.
Involve me, I understand.”**

---Ancient Chinese proverb

QUESTIONS AND ANSWERS: HOW TO IMPLEMENT A BALANCED CURRICULUM

INTRODUCTION There is no doubt that scheduling at the elementary school level is a complicated manner. School leadership, teachers, and other school staff must take control of the time they have and structure it in the best way possible to meet students' needs and support student achievement and success in all areas of the curriculum.

The section that follows provides suggestions and guidance for issues that should be taken into consideration when developing schedules at the elementary school level. Issues are addressed in a question and answer format, grouped according to various topics. Each topic section is followed by a link to the [resource](#) section of this document, which contains resources related to the particular topic which may be used for further information and exploration.

CURRICULUM INTEGRATION

Q: In my school, the emphasis is on testing, testing, testing. How can any teacher be expected to teach the entire Standard Course of Study?

A: Integrated learning is a primary way that educators address the issue of how to teach the entire curriculum within the school day. To integrate literally means, "to combine into a whole." Integration, also referred to as interdisciplinary curriculum, integrated studies and thematic approach, is not a new idea but rather an approach used by many educators. Integration of content area curriculum and of thoughts and processes can take place in many different formats or structures.

Some of the benefits of concept-based integrated curriculum include:

- Reduces fragmentation of the curriculum for students
- Provides depth to teaching and learning (depth of thought and ideas, not depth of multiple facts stacked together)
- Provides a focus for teaching and learning
- Engages students in active learning
- Challenges higher levels of thinking
- Helps students connect knowledge
- Addresses significant problems, issues and concepts (often critical and real-life)

- Provides the rationale for why studying various content – the facts are not the end but the means to deeper understandings
- Engages multiple learning styles

Collaborative planning to integrate concepts and content provide a means for teachers and students to create new knowledge. Additionally, teachers working together to help students build connections illustrates how whole school efforts can be employed to support student learning and success. Regular collaborative planning time within grade levels and special areas and across grade levels and special areas is needed in order to plan and implement authentic, integrative instruction.

See the [resource](#) section of this document for recommended resources to facilitate curricular integration.

“In order for the entire NCSCS to be taught, integration MUST occur! This means teachers need to be trained in integration, in using/creating open-ended assessments to indicate individual student levels, and be aware of current trends in education. I can not emphasize enough how imperative it is that teachers be made aware of current trends in education and that they spend time planning instruction together.” (NC Teacher, 2003)

“I would greatly appreciate any resources that would help me integrate subjects so that my children don't miss out so much on science and social studies.” (NC Teacher, 2003)

“As the technology specialist ...I believe that technology could be utilized more efficiently in the classroom. When I am able or asked to collaborate with the classroom teacher, we are able to integrate the curriculum successfully using technology.” (NC Teacher, 2003)

“Language Arts and Math curricula are prescribed and do not allow for integration.” (NC Teacher, 2003)

“I am given about 45 minutes of planning per day to integrate math, social studies and science with my Art curriculum. I plan with the resource team and a grade level. We have a school share meeting once a month where all grade levels and resource teachers plan for the month and print and display these curriculum connections in the upcoming month for the parents/community.” (NC Teacher, 2003)

"If the instruction is integrated successfully, the students can receive a balanced curriculum. This is very difficult to achieve and really feel that you have taught it all and taught it well." (NC Teacher, 2003)

DIFFERENTIATION STRATEGIES

Because students learn in different ways, and are able to express their understandings in multiple ways, it is critical for the entire school staff to take ownership for and work together toward educating each child and implementing the SCS.

Q: I have twenty-six students with twenty-six different abilities and challenges. How am I supposed to manage assessing and teaching all of these students according to their instructional needs within the confines of my schedule?

A: Teachers and schools are faced with the challenge of meeting the needs of all of their students, regardless of their academic, social, and developmental levels, and moving them forward. Any given class will typically contain a heterogeneous mix of students of different ability levels and educational needs. For this reason, teachers must be masters of differentiating the curriculum to meet the needs of all students, to remediate or accelerate instruction, and to provide all students with the opportunity to learn and grow.

While an entire separate document could be written addressing various differentiation strategies, the Elementary Curriculum Committee felt that it was critical to address differentiation within the context of school scheduling and delivering a balanced curriculum. In order for teachers to provide effective instruction for diverse classroom populations, instruction must be assessment-driven and differentiated. The sole use of whole group activities, where all students are doing the same thing at the same time, will not meet the needs of all students.

Differentiation practices such as tiered assignments, curriculum compacting, learning contracts, individual projects, acceleration, and the use of off-grade level materials can help meet the needs of diverse learners. Learning centers, partnering, or stations can also be an effective way to differentiate instruction, provided that they provide some open-ended opportunities and address the needs of different levels of students. Using centers to complete worksheets and to practice skills in isolation does not help students understand and apply knowledge of broad concepts and understandings. Centers or stations should provide the opportunity for students to apply previously taught concepts and skills, they should allow for differentiation of instruction, and they should provide clear objectives with a system of accountability. The use of learning centers also may provide the teacher with an opportunity to work with individuals or small, flexible groups to provide differentiated instruction.

Q: I'm having enough trouble meeting the needs of my Level I and II students and trying to get them up to grade level, isn't it the job of the AIG (Academically or Gifted) teacher to make sure my AIG kids get the enrichment they need?

A: It is the responsibility of regular classroom teachers to differentiate the [North Carolina Standard Course of Study](#) for all students including gifted students. This includes building upon and extending the NCSCS through rigorous and challenging academic enrichment. When building upon and extending the NCSCS, a concept-based approach is essential in order for students to organize their thinking and to make meaning of prior and new knowledge.

The academically or intellectually (AIG) gifted specialist or AIG consultant may support or collaborate with the regular classroom teachers to address the needs of gifted students by providing additional resources, concept-based units of study, co-teaching and/or professional development in differentiated instruction, high-end teaching/learning strategies and social emotional issues of gifted students. In order for the needs of gifted students to be met, it is essential that a close collaborative relationship exist between regular classroom teachers and the gifted specialist or consultant. In addition, many of the AIG teaching and learning strategies/models are extremely effective when implemented in regular classrooms, thus providing a high degree of academic challenge for all students.

Q: What strategies can I use to help meet the various needs of all of my students?

A: In addition to utilizing the expertise of your exceptional children and AIG teachers to help provide you with strategies and possibly co-teach with you in the classroom, think about other resources that you may have or which you can begin to access. Paraprofessionals, or teaching assistants, may help reinforce previously taught concepts and skills with individuals or small groups of students. Many retired teachers are eager to volunteer in the school; thereby providing students with the benefits of working with licensed teachers without additional costs to the school or school system. One administrator who completed the [Elementary School Survey for Principals and Site-Based Administrators](#) reported that volunteers in his school averaged approximately 3000 hours of service. Many teachers and administrators who completed the [Elementary Surveys](#) reported the use of before- and/or after-school programs to provide remediation and/or enrichment to students.

In order to meet all of the children’s instructional needs within a given class, you will almost certainly need to use a combination of whole group, flexible (homogeneous) groups, heterogeneous groups, and individual instruction. It is important to distinguish that flexible groups are formed for short periods of time, based on students’ assessed needs, and that flexible groups are not the same thing as rigid, fixed groups, where the same students stay in the same groups all of the time, and only move forward together as a group. One of the best examples of flexible groups are the types of groups that you might use for guided reading lessons based on students’ individual reading levels. Groups are formed after assessing students’ initial reading levels using running records. As students progress, the groups will change based on the appropriate, assessed level.

Specific, focused, and research-based staff development should be addressed within your school, based on the needs of the professional staff. For example, if teachers in your school wish to integrate curriculum to help deliver the SCS and meet students’ needs, but are not comfortable with doing so, the school may focus on sustained, on-going professional development which would include exploration and practice with different integration strategies. These strategies could be incorporated in the school improvement plan, and addressed across the curriculum.

If implementing a balanced curriculum is truly a whole-school effort, then it is important to take into consideration the expertise, value, and roles of all staff within the school in delivering all areas of the SCS and of providing students with the tools to succeed. Every aspect of a child’s school experience influences how he or she will perform and develop. When striving to meet the needs of all students, teachers must remember that all students do not learn in the same way – that “one size does not fit all.” For example, students may learn and understand concepts through dance or foreign language, that they do not grasp using traditional methods in the general education classroom.

Because students learn in different ways, and are able to express their understandings in multiple ways, it is critical for the entire school staff to take ownership for and work together toward educating each child and implementing the SCS. It is crucial for all teachers to explore how various content areas connect with one another, and determine how they can help make these connections relevant and meaningful to students. It is likewise critical for all teachers to help teach students concepts, processes and strategies that carry across the curriculum, rather than teaching and applying these concepts, processes and strategies in isolation. Certainly, students who are able to think creatively, solve problems, and determine what process may be needed

to address a learning problem will be successful in a variety of situations, including their performance on standardized tests.

See the [resource](#) section of this document for recommended resources to facilitate differentiation of the curriculum.

"I have a flexible center-time schedule where I can individually work with children or have them in small instructional groups for reading or math." (NC Teacher, 2003)

"My position is locally funded and allows flexible scheduling for pull-out and inclusion determined by students' needs. The overall curriculum is addressed by the classroom teacher. My job is to help all students (not identified as EC) get support so each one can become proficient according to NC Standards." (NC Teacher, 2003)

INSTRUCTIONAL TIME

Q: My schedule is so segmented – it seems like I never have my entire class for any sustained period of time in which to focus my instruction. How can my day be less fragmented?

A: A scheduling committee, along with administration, should examine all of the issues that impact the school and individual classroom schedules. Certain things have to be scheduled for the entire school, such as lunch, and sometimes recess, to ensure that there are not too many children trying to use the same space and equipment at the same time. The scheduling committee should seek input from the classroom, exceptional children, media and technology, and special area teachers about all of the issues that impact the instructional day.

Q: My school wants to extend the school day by thirty minutes. Will this help us to get everything in that needs to be taught?

A: Extending the school day won't necessarily help teachers deliver a balanced curriculum. Research has shown that it is *how* time is used verses the *amount* of time that students are in school that makes a difference. "It is important not to confuse time spent in school with learning. Learning is complex and affected by a variety of factors. No notable research exists suggesting that extending time in school results in a direct increase in student learning. In fact, results of one study indicated that less time in school might provide a higher-quality of educational experience for some students" (Kennedy & Witcher, 1998).

Q: I've heard a lot of talk about "protecting instructional time." How are schools protecting instructional time, and what should be occurring during these protected times?

A: According to responses to the [Elementary School Survey for Principals and Site-Based Administrators](#), 92% of all participants had school schedules with daily protected blocks of instructional time for English language arts; 88% of participants reported daily protected blocks of instructional time for mathematics; 59% of participants reported daily "unspecified" protected blocks of instructional time; and 41% of participants reported whole-school protected blocks of instructional time. Comments from the survey indicated that whole-school blocks of time are used primarily for purchased instructional programs, which may or may not involve across grade level groupings; or whole-school initiatives, such as 15 minutes per day of school-wide silent, sustained reading.

Sometimes the practice of protecting instructional time has unintended consequences. For example, both teachers and administrators who participated in the [Elementary School Surveys \(2003\)](#) reported reduced instructional time in social studies, science, and health. Some teachers commented that because they were required to teach large blocks of time in English language arts and mathematics, there was little to no time left to teach the other subject areas. One teacher commented, "with the pressure of testing in reading and math, it is impossible for students to receive the instruction that they deserve in the other content areas. We need time to spend only on science, health, and social studies. We only have students for a short time during the day, and we have to make every second count." Repeatedly, teachers who completed the survey reported teaching science and social studies on a less than daily basis, and even alternating units with science and social studies. Some administrators reported giving teachers the option to teach science one semester and social studies the other semester.

The purpose of protecting instructional time is to ensure that students have the needed time to explore concepts in depth and develop understanding. It should be noted, however, that protecting blocks of instructional time per subject area may not produce the desired results when trying to integrate instruction. Instructional time should always be spent focusing on clear learning objectives from the *Standard Course of Study*, and making connections across the curriculum whenever possible. For these reasons, it is rare that instruction will only address one instructional objective from one subject area. More likely, any given lesson will address multiple objectives, often from more than one curriculum area.

**"My goal is to maximize the time I have to teach and work with my students."
(NC Teacher, 2003)**

"As a classroom teacher, I really wish that more time was allotted for projects and hands-on activities. However, too much time is spent worried about testing and covering tested material." (NC Teacher, 2003)

**"As a music teacher, I would prefer utilizing my school day to teach music (which includes the core curriculum) 100% of my day. Instead, I must now devote 40% of my time to remediation services. I believe extra creative arts instruction would help these students as much or more so than drilling the students in EOG materials."
(NC Teacher, 2003)**

**"We use balanced literacy and a holistic planning approach to incorporate Science, Social Studies and Health with Language Arts. We plan in-depth units using the Science, Social Studies and Health curriculums to drive the books we read and the writing we do. Using this model we have clustered those objectives and work for a few weeks or a month at a time on particular themes. The students also work in integrated work areas during small group reading instruction to further increase their time with the unit objectives, hands on activities and working cooperatively."
(NC Teacher, 2003)**

THE SCHEDULING PROCESS

Q: I am a new elementary level principal. What should my role be in the school in regards to scheduling and implementing the curriculum?

A: The principal as instructional leader plays a central role in overall school organization as well as the day-to-day schedule. The principal, with input from the school staff, is ultimately responsible for facilitating the development of the school schedule.

Q: What is the best way to develop a school schedule?

A: "Before instituting major schedule changes, it's desirable to have a common vision, a good plan, and strong support of all stakeholders" (Carroll, 1994). Based on research and responses from the *Elementary School Survey for Teachers* and the [Elementary School Survey for Principals and School-Based Administrators](#), the Elementary Curriculum Team recommends the following considerations when developing school schedules:

1. Scheduling should be a whole-school process. Input from the faculty is critical in determining an overall school schedule that best supports delivering a balanced curriculum.
2. Procedures should be employed to gather and assess information and input from all teachers and staff within the school. This might take place through the school leadership team, a scheduling committee, full staff meetings, or a combination of these.
3. Scheduling decisions should be based on data. Data might include: review of previous year's schedule; review of schedules from successful schools; research of learning or best practices; identification of priorities within the school (e.g. protecting blocks of instructional time, establishing common, collaborative planning periods for teachers; avoiding fragmentation of the day; limiting pull-outs; considering the needs of different age levels of students when determining when to schedule lunch; scheduling of special areas; when and how exceptional children are served; providing a balanced curriculum, etc)
4. Adopt a schedule only after it has been developed and given an opportunity for review and revision from respective committees and the staff. Once the overall school schedule has been developed, then grade levels and teachers can examine how their individual programs will fit within the master schedule. Once this is examined, further revisions may be necessary. The more buy-in that a school staff feels in the overall instructional calendar, the more teachers will feel that the schedule is reflective of the entire schools' needs, not just what one person or committee felt was important.
5. Look at the scheduling process as an on-going work in progress. School scheduling and the use of instructional time is an age-old issue. Schools will benefit by keeping open minds and always looking out for innovative, proven, and research-based methods for improving the schedule.

Given these recommendations, it is also recognized that there are sometimes scheduling issues or mandates that are out of an individual school's control. For example, some participants from the [Elementary School Survey for Principals and School-Based Administrators](#) reported that the central office determined: itinerant teacher schedules; lunch schedules; or mandated specific amounts of protected blocks of instructional time in English language arts or mathematics.

Q: I've heard a lot about integrating instruction throughout the day. How does this work?

A: The elementary day is not as controlled or regulated by a bell schedule as middle and high schools, however there are many other factors that limit how time is used in the elementary classroom. Although teachers are required to schedule time for each subject area, they are normally given at least some latitude as to when to schedule the subjects during the day. The most frequently suggested way of restructuring the elementary school day is to integrate the subjects across the day, week, and even month. Rather than separating the day into distinct segments based on subject areas, topics are selected and units are designed around the topics.

The rationale behind the integrated day is that it allows students to become more deeply involved in the topic they are studying. Also, the instructional units allow for more interactive, hands-on learning and activities and thus allow students to apply their learned knowledge and skills in problem solving activities” (Huyvaert, 1998, p.87-88).

Q: It seems that it is impossible to make everyone happy with our school schedule. How can we make sure that our schedule is the best that it can be?

A: A principal in Colorado describes the school schedule as “the action plan for a school’s philosophy..... we have found it impossible to effect needed changes in special education services without changing the basic structure of school manifested in master schedules. However what is needed to accomplish this is a vehicle for educators to work collaboratively so the schedule is efficient and effective. Enlisting assistance from representatives from each segment of the total school to systematically address school scheduling can lead to innovative alternatives” (Adams & Cessna, 1991).

Questions to consider when developing the schedule:

1. What knowledge is needed by diverse learners and how can it best be made available to them?
2. What classes, curriculum, and instructional settings are effective in meeting those needs?
3. What resources are available in our school and community that can be used creatively to meet student needs?
4. How do we make a schedule that allows students to be in appropriate settings through the entire day?
5. Are general education teachers receiving needed support?
6. Do special education services personnel have time scheduled for direct, consultative, and co-teaching services? (Adams & Cessna, 1991)

Answering these questions will help schedules better meet the needs of the students. Scheduling requires the flexibility of everyone involved and may need to be changed yearly, quarterly, or even weekly, sometimes daily, depending on the needs of the students.

All those involved in scheduling must prioritize needs because it is essentially impossible to attend to ALL needs. “To realistically address scheduling issues, it is critical to make changes in small steps, to celebrate success, and to learn from the scheduling experiments of others” (Adams & Cessna, 1991).

Q: What are the requirements by law for the school calendar?

A: The school calendar must consist of 220 days all falling within the fiscal year. Of those days, local boards must schedule at least 180 instructional days and at least 1,000 instructional hours. The amount of time in each instructional day may vary according to local board rules. Of the remaining 40 days, 10 must be scheduled as teacher vacation days and 10-11 must be scheduled as holidays. Effective July 1, 2000, 8 days shall be scheduled by the local board for any lawful purpose. The remaining days shall be scheduled for any lawful purpose by the principal in consultation with the school improvement team. Local boards must develop a plan for making up days lost due to inclement weather.

Q: Can school be held on Saturday?

A: Yes. Only Sunday is specified as a day on which school cannot be held.

Q: Is there a minimum length required for a school day?

A: No, effective July 1, 1998, there is no longer a minimum length for a school day, but there must be a minimum of 1,000 hours of instruction for students and at least 180 days of instruction over at least 9 calendar months. Days do not have to be the same length. For example, schools could run longer days Monday through Thursday and release every Friday at noon as long as total hours in the year for students are not less than 1,000 and total days not less than 180.

Q: Can the school or school system extend the length of the school day for students and reduce the number of required instructional days?

A: The law requires a minimum of 180 days covering at least 9 calendar months AND a minimum of 1,000 hours of instruction for students. So, even if the local board extends the length of the day, there must still be 180 days scheduled. Remember that instructional days are no longer required to be a minimum of 5 _ hours, so a calendar could contain days of varying length. In addition, a local board or an individual school could require more than 180 days for students.

Q: Do all schools in a system have to operate on the same calendar and/or the same schedule?

A: No, the new law provides considerable flexibility. Schools do not have to open and close at the same time, nor do they have to have the same instructional days, workdays, vacation days, etc., as long as they have the right number of each and abide by other parameters in the law.

An excellent resource for rules for the school calendar including answers to some of the questions above and more may be found on the NCDPI website:

<http://www.ncpublicschools.org/fbs/schlbus/calendarQ&A.htm>

See the [resource](#) section of this document for recommended resources for School Structures and Scheduling.

“Our principal does an excellent job of giving us support, time needed and resources to offer a quality program.” (NC Teacher, 2003)

“There are not enough hours in the day to delve as deeply into ALL subject areas as one would like to and as the children would best benefit. Our daily schedule, based on the available time, maximizes the time we have to the utmost degree.” (NC Teacher, 2003)

“Our school has the same number of BEP positions for PE, music, art and AIG for 425 students (22 classrooms) that served the school when there were 300 students (12 classrooms). Reduction of class size in K-2 resulted in classes (that were previously) served twice a week dropping to once a week and making scheduling with common grade level planning time impossible.” (NC Administrator, 2003)

“We are given enough flexibility at our grade level to manage and budget time according to need on a daily basis. In so doing, we manage to teach what is required and needed. Our daily schedule varies to meet the needs of the students!” (NC Teacher, 2003)

“We have lengthened our school day a bit this year (8-3), and spent much time helping teachers develop problem-based lessons/units that allow us to integrate our standard course of study goals and objectives.” (NC Administrator, 2003)

“Our School Improvement Team, Leadership Team, Committees, Grade Level meetings and staff development sessions all have to take place after school, which in my professional opinion, is not the best time for quality results. Our full staff works well beyond the 8-hour day/5 day a week schedule to provide our students with the best education possible.” (NC Administrator, 2003)

"I am a full time Theatre Arts instructor. I see my K-2 students once a week and my 3-5 students twice a week. Students at my school have dance once a week, music twice a week and art twice a week. Students meet with their PE teacher three times a week. We adapt the schedule each year to what works best for the faculty and staff. We have been a School of Excellence for the last three years."
(NC Teacher, 2003)

"It is impossible to get it all in unless a school is committed to extending the school day. Our school success (National Title 1 School and 4 time School of Excellence) is due in part to our extended instructional time...we get in 6 hours and 10 minutes of instruction. We then operate an after-school program for remediation for another 50 minutes Monday-Thursday. There is no substitute for good extended instructional time." (NC Administrator, 2003)

PLANNING TIME

Q: How am I supposed to prepare everything that has to be done in order to assess and instruct my students, integrate the curriculum, and perform the myriad of duties that are an inherent part of being a teacher?

A: Having adequate planning time is essential to the success of any instructional program. The more opportunities for in-depth, collaborative planning, the more prepared all teachers will be to provide appropriate, assessment-driven instruction.

While ideally, a teacher should have adequate time during the regular school day to plan, it would be impossible to assume that this would be enough. Every effort should be made to provide duty-free planning periods for all teachers within a school on a daily basis. Additionally, regular opportunities for collaborative planning within grade levels and special areas as well as across grade levels and special areas should be built into the school calendar.

Outside of what can be provided during the regular school day, some of these opportunities may take place on early-release days, teacher workdays, weekly or monthly before- or after-school times, or other times that the school determines. Regardless of when these times take place, regular, collaborative planning is necessary for teachers to: map and align the curriculum at each grade level and across grade levels and special areas to implement the [Standard Course of Study](#); discuss the appropriate use of instructional strategies and tools to support

differentiation and integration of instruction; and to share ideas on managing a child-centered classroom where assessment drives instruction.

Q: Doesn't the law require that every teacher have a daily duty free period?

A: 115C-301.1 states that “all full-time assigned classroom teachers shall be provided a daily duty free period during regular student contact hours. The duty free period shall be provided to the maximum extent that (i) the safety and proper supervision of children may allow during regular student contact hours and (ii) insofar as funds are provided for this purpose by the General Assembly... Principals shall not unfairly burden a given teacher by making that teacher give up his or her duty free period on an ongoing, regular basis without the consent of the teacher.” (Appendix A). Note that the law does not state a minimum amount of duty free time nor does it state that a teacher’s lunch period may not be counted as his or her duty free period. Many principals and administrators expressed concerns in the *Elementary School Survey* (Appendix B) regarding the loss of elementary level teachers to the middle school level because of not being able to guarantee daily duty free periods for all of their teachers. This is an issue which deserves further exploration and problem-solving.

See the [planning scenarios](#) in this document for ideas of how planning times can be utilized with teachers in schools. Planning time is also addressed through various topics in the [resource](#) section of this document.

“In recent years I have lost three teachers to middle schools because all our middle schools give TWO planning periods to teachers every day. There are days in my school when teachers get no break at all. In our middle schools the teachers have one or two preparations. Our elementary teachers must teach everything.”

(NC Administrator, 2003)

“As an exceptional children's teacher, I do not feel I have enough scheduled planning time or time to work with regular education teachers or time to spend with students in transition.” (NC Teacher, 2003).

“I would like to see planning for all teachers become more equitable.” (NC Teacher, 2003)

"We do not have a sufficient amount of planning time. Children are no longer offered classes such as Spanish and daily P.E., for example. We also have second load students and extra duties until time to go home, which interferes with any after-school planning time!" (NC Teacher, 2003)

"We all need to work together to help our children succeed." (NC Teacher, 2003)

"I have adequate time to teach the curriculum effectively but I have minimum planning time. The majority of my planning is after school hours. Planning is vital to success in the classroom." (NC Teacher, 2003)

"LEP elementary teachers have no planning time during the school day. All of our planning comes before and after school hours." (NC Teacher, 2003)

"One of the strengths of our scheduling is that the enrichment teachers also have common planning time and meet with the administrators during their Tuesday planning time just as grade levels do." (NC Administrator, 2003)

"My number one concern as the school's instructional leader is the lack of planning time for my teachers. It is so difficult at the elementary level to provide a common planning time. I have worked at both the elementary and the middle school levels. There is no equity in this issue at all." (NC Administrator, 2003)

"Improvement in instruction between the specialists and other non-grade level teachers could happen if a monthly meeting were to take place to discuss current objectives/special projects. We don't have a specific planning time, but we do communicate objectives/projects via email." (NC Teacher, 2003)

EXCEPTIONAL CHILDREN SERVICES

The primary purpose of exceptional children programs is to ensure that students with disabilities develop mentally, physically and emotionally to the maximum extent possible through the

Q. What is the preferred service delivery model for students with disabilities?

A. There is no one preferred service delivery model for all students with disabilities. That is why the federal government mandates that an Individualized Education Program (IEP) be developed for each student with a disability who qualifies for special education services. The IEP team should look at the unique strengths and needs of that student and make recommendations for programming that would be most appropriate for him/her. In some situations, a separate setting might be most appropriate, in other situations an inclusive program or a

provision of an appropriate, individualized education in the least restrictive environment.

combination of general education and resource assistance from the special education teacher might be the most effective way to meet the student's needs. In addition, the IEP must be reviewed at least annually to ensure that the decisions made by the IEP team are still in the best interest of the child.

Q: It seems that my students who need to be in the classroom most are constantly being pulled out to receive special services, and then struggle to catch up on what they missed while they were out - how can our schedule help this situation?

A: The leadership and scheduling committee within the school should carefully examine how students are receiving these services. Is it a push-in program, where exceptional children teachers work with the classroom teacher in the regular classroom; or are students receiving a pull-out service? In either case, it is critical for collaboration to occur between the exceptional children teachers and the classroom teachers to ensure that students are receiving legally mandated interventions and are not being penalized by having to catch up and falling further behind, for what they have missed.

In addition to this collaboration, the exceptional children teachers, along with the AIG teacher, can provide the classroom teacher with strategies and tools to help differentiate instruction within the regular classroom. Students who are identified with disabilities or who are AIG should be receiving services from all teachers who work with each particular student. Students with disabilities who are in self-contained classrooms may still be able to excel and be successful through mainstreaming with grade level peers in special area classes such as physical education, visual arts, and other special area classes.

Q: How can occupational therapy services be scheduled so that a student's needs are met and there is minimal interruption of classroom activities?

A: It is important that the occupational therapist and classroom teacher work together to find a convenient time during the school day for providing occupational therapy services when it will be most beneficial for the student and the least disruptive of the learning process in the classroom. When appropriate, the occupational therapist should schedule time to work with the student or students in natural settings such as the classroom, cafeteria, media center, etc.

Q: When a child with a disability has significant reading and language delays, wouldn't it be more beneficial to concentrate on remediating those skills and eliminating art, music, science and social studies?

A: When a student with a disability has been unsuccessful with the reading instruction used in the general education classroom, then the IEP team should meet and select a scientifically research-based direct instruction reading program. That program should be implemented in a pull out situation and should occur at the same time as the designated reading time in the general education classroom. There is no benefit in participating in two reading programs with diverse approaches to learning reading (of which, one of the approaches has been determined not to be instructionally appropriate for the child) and/or missing another content area in order to participate in two reading programs.

Q: How can an exceptional child's IEP be implemented if he/she is not pulled out of the general education classroom during part of the school day?

A: Co-teaching and collaborative teaching are effective models of delivering instruction to students with disabilities in the general education classroom.

Q: How can I maintain discipline in my classroom if I can't take recess and physical education away from the students who misbehave?

A: Effective discipline programs do not rely on denial of opportunities for students to be taught the Healthful Living Curriculum or engage in social interaction with other students. Positive, proactive behavioral management programs have been found to be the most effective in helping students learn new behaviors and reduce problem behaviors. Students should be taught the rules and expectations, have a chance to practice them, and then be reinforced for performing the expected behavior. Teachers can develop a menu of consequences to be used in response to problem behaviors that do not include taking away activities that are part of the curriculum. Often the students who have behavioral problems in the classroom are successful during physical education and recess.

Q: Inclusion takes so much planning time. Isn't it more time effective to simply pull students out of the general education classroom to meet their special education needs?

A: There is no one service delivery model that is appropriate for all children with disabilities. However, as the IEP team makes decisions about where the service(s) will take place, the decision should be based on achieving the best outcome for the student rather than on the convenience of the teacher. In many situations, the student will benefit from the level of expectation, pacing of instruction and interaction with general education peers. However, in some situations such as a direct instruction reading program, it is not possible or productive for that service to happen within the general education classroom. There is no unique benefit for students with disabilities simply being in the general education classroom, they must also be fully participating.

See the [resource](#) section of this document for recommended resources for exceptional children.

"I would really like to see resource teachers in the classrooms, rather than a pull-out situation. I am never sure that the time away from the classroom is justified because of the classroom instruction missed. I also feel that it is more beneficial to the student and the resource teacher to feel a part of classroom instruction."
(NC Teacher, 2003)

"Students that are pulled out are often taught reading, math, or writing in those times when their class would be working on the same skills. This way they don't miss other instruction when they are out of the room. We try to have them miss as little as possible in their classrooms, but this is not always possible. It is hard to work around the schedule of the classroom teacher and lunch and specials and recess, and still provide the services that the child needs." (NC Teacher, 2003)

"I am an itinerant teacher for the deaf and hard of hearing. There is not enough opportunity to collaborate with the regular education teachers to ensure a balanced curriculum for the students." (NC Teacher, 2003)

LIMITED ENGLISH PROFICIENT (LEP) LEARNERS

The [English Language Development Standard Course of Study](#) is

When scheduling ESL teachers for ESL pull out programs at elementary school sites, administrators should know that students should not be taken out of specials (electives), lunch, or recess. In addition, many school districts require students not be removed during classroom protected instructional time, such as English language arts or mathematics blocks.

based upon a set of principles governing language education. These tenets are anchored in language education research and supported by experience. They are as follows:

- *All students can learn and experience success in a second language but they learn in different ways.*
- *Language acquisition is a long-term process; students acquire proficiency at different rates.*
- *Language learning occurs through meaningful use and interaction.*
- *Language processes develop interdependently*
- *Language learning is cultural learning*
- *Bilingualism is an individual and societal asset (Draft SCS)*

It is important to note that many K-5 ESL teachers are itinerant, serving two or more schools, and must schedule their classes within the allotted time period at each school site. Because of that, teachers must often serve limited-English proficient students from several grade levels in combination during the same class period, which makes it difficult to meet grade-level objectives from the *Standard Courses of Study*.

Q: What happens if I have to pull my LEP students from their recess time because that is the only time I have that day?

A: LEP students must have recess like all other students. School personnel must adjust the schedule to ensure that LEP students have the same amount of physical activity as other children.

Q: May I pull LEP students during their specials to limit the time they miss in regular classroom reading and mathematics instruction?

A: No. Special area classes should be protected and students should be allowed to attend them as all other students do. Attending special area classes such as physical education, dance, music, theatre arts, visual arts, and foreign language allow LEP students to participate with their peers and demonstrate talents that they may not be able to demonstrate in the regular classroom. Special area classes provide LEP students with a setting where language may not be a barrier, and where they can apply their new English language skills.

Q: How do I set up a daily ESL schedule with multiple grade levels?

A: There are a number of possibilities that may work, as long as ESL teachers communicate closely with the school principal and teachers. One option is for Kindergarten, first, and second- graders to be grouped together as one multiple grade level. Second, third, fourth, and fifth-graders could come together as another multiple grade level class. Finally, it could be suggested that K-1, 2-3, or 4-5 meet together in grade span classes. In the end, the primary consideration for the ESL teacher is the master schedule of the school and what the school leadership and teachers feel will best meet students' LEP and instructional needs.

Q: May I pull an ESL student during his lunch if there are no other available times?

A: No, not as his regular schedule. If it is necessary to pull an ESL student during lunch once or twice due to changes in the school schedule (inclement weather, testing, etc.), be sure to allow him time to go to the lunchroom with supervision.

Q: What happens if the ESL pull-out class occurs at the same time as a classroom special event or assembly?

A: LEP students should be allowed to participate in classroom special events and school assemblies, even if it makes them miss ESL class. Socializing with their peers is a very important aspect of their acculturation and adjustment processes.

See the [resource](#) section of this document for LEP/ESL information and resources.

"I'm an ESL teacher and just this year we've started on a limited basis serving the LEP students through classroom inclusion where I go into some classes and team-teach with the classroom teacher. This has allowed me to better cover the SCS with the LEP students." (NC Teacher, 2003)

"I am an ESL teacher who spends approximately 90 minutes each week with my students in small groups. I take them from the classroom and work with them on specific skills (usually reading and writing) or other areas that their classroom teachers request. I work in two different schools and travel during the day." (NC Teacher, 2003)

"(I) would love to see inclusion practiced instead of pull-outs for ELL (ESL) and Exceptional Education students." (NC Teacher, 2003)

"Elementary schools need bilingual secretaries, so that ESL teachers can teach during the year. Parents who don't speak English require help for translations and interpretations orally and for written forms." (NC Teacher, 2003)

"One person per school does not meet the need that the LEP students have when they come to US Schools. It would be of great if the (LEP) students could be immersed into a bilingual program. The students learn and understand English by making a transition between both languages. There should be Bridges for the Gap in the language." (NC Teacher, 2003)

SPECIAL AREAS

All of the special areas not only reinforce, but actually teach “basic” skills, often through new ways.

When children are given the opportunity to experience concepts from both tested and non-tested areas through curricular integration, they are able to make their own connections and see that learning of a subject matter does not take place in isolation.

Special areas allow students to develop in other areas that are not tested: physically, creatively, socially, emotionally and developmentally.

Q: Why are special area classes important? As a classroom teacher, my only time to plan is when my students attend a special area class.

A: While planning time for classroom teachers is often provided through the scheduling of special area classes such as dance, foreign language, or physical education, this is not the sole reason why these programs exist. Each of the “special areas” is included in the *Standard Course of Study*, and have a body of content, knowledge and skills which are an important part of each child’s education. Special area teachers have responsibilities to deliver the *Standard Course of Study* for each of their content areas, and to assess and evaluate their students. This can be an especially difficult challenge when faced with large numbers of students and shortened class times, as many teachers reported in the elementary teacher survey.

Additionally, special area teachers take responsibility for being part of the whole-school effort to educate children in all areas of the curriculum and to support their success on standardized tests. ***All of the special areas not only reinforce, but actually teach “basic” skills, often through new ways.*** Special areas, including each of the four arts areas, foreign language and physical education provide students with multiple ways to communicate beyond standard written and verbal expression and allow for students to express their knowledge and understandings in various ways. The thinking processes used in special area classes are processes which transfer and apply across subject areas.

Special area teachers are experts at integrating curricular content. The teaching of curricular content is best addressed through each individual content area specialist, in the context of the specialty which they teach – not through the practice of having special area teachers tutor or remediate students in tested areas. When this occurs, it is usually with no training for the special area teacher, and it almost always takes away from instructional time in the special area class. Learning and applying skills and concepts in reading, writing, mathematics, social studies, science, and other areas of the curriculum through specialty areas is a natural occurrence within each specialty area.

When children are given the opportunity to experience concepts from both tested and non-tested areas through curricular integration, they are able to make their own connections and see that learning of a subject matter does not take place in isolation. For example, students could study patterns in mathematics, patterns in music, patterns in language, patterns in science, patterns in dance, patterns in art, and the list could go on. While a student may not first grasp the concept of fractions in

mathematics study in the regular classroom, if they experience this concept through movement or through music, the student may make the connection that was not evident through other means. Consider this example, after learning eighth, quarter, half and whole notes, 2nd and 3rd graders scored 100% higher than their peers who were taught fractions using traditional methods. (Neurological Research, 1999). Similar occurrences take place on a regular basis in each of the special area disciplines. Fractions may become relevant when applying them in another context outside of mathematics study, where the relevance was not necessarily evident from other experiences with fractions.

Q: My school has decided to convert all of our special area positions so that we can reduce class size and bring in additional teachers to help our level I and II students. What will the effect be on our students?

A: In this age of high stakes testing and accountability, combined with tight budgets, schools have been forced to establish priorities with how they will serve their students. While the thinking may be that reduced class size and extra help in tested areas will improve students' achievement on standardized tests, the cost of eliminating special programs to provide these things will be damaging to students' overall development and education.

What kind of students will be leaving our schools if they no longer have any opportunities to learn a foreign language, study and express themselves through various art forms, or exercise and learn healthy practices for taking care of their bodies? Research in each of the special areas: dance, foreign language, music, physical education, theatre arts and visual arts, clearly demonstrates that students will be more successful academically when they study these areas. Furthermore, study in the special areas allows students to develop in other areas that are not tested: physically, creatively, socially, emotionally and developmentally.

To take away students' access to special area classes will do more harm than good. There is no guarantee that smaller class-size or additional teachers will increase student performance, especially if the instruction is more of the same thing that has not worked in the past. Schools ultimately have to decide if *possible* short-term gains in reading, writing and mathematics on standardized tests are more important to them than providing a balanced curriculum and allowing students many opportunities to demonstrate their talents and abilities through a variety of disciplines and developing a life-long love of learning.

Although special area classes are part of the NCSCS, and do not exist for the sole purpose of providing planning periods to classroom teachers, the existence of these classes in a school often does provide that opportunity. Reducing or eliminating special area classes will also eliminate collaborative planning time for grade levels within the regular school day. Careful research into the benefits and consequences of eliminating each program should be considered before converting special area positions.

Often times, special area programs are reduced or eliminated due to budgeting issues, especially in systems where the special area positions are supported entirely with local funds. In these cases, it is extremely important that the community, local board of education, county commissioners, and other stakeholders be educated about the importance and value of these programs. Programs that are not viewed as valuable and essential to children's education will not have the necessary public, monetary, and system support to keep these programs in place.

See the [resource](#) section of this document for recommended resources for special areas.

"We are viewed by most teachers and local and school-system administration as planning and duty-free relief for grade level teachers. Special area teachers have no opportunity to plan with grade level teams so that instruction is integrated. There is an absence of collaboration and integration which research has shown improves student achievement and reduces subjects taught in isolation. Students are frequently not allowed to attend media and other specials by their classroom teachers so that they can complete homework & class work and as a form of discipline." (NC Teacher, 2003)

"We need more funding to hire more BEP teachers. This would help with scheduling difficulties, address the lack of common planning time, and provide a better education for our students." (NC Administrator, 2003)

"...I would prefer utilizing my school day to teach music (which includes the core curriculum) 100% of my day, instead, I must now devote 40% of my time to remediation services. I believe extra creative arts instruction would help these students as much or more so than drilling the students in EOG materials." (NC Teacher, 2003)

"Our PE, Art, Music, Library, Technology personnel are key. Sadly, we can't afford these people - well, not all of them. Aren't they all important?"
(NC Administrator, 2003)

ARTS EDUCATION

Arts Education includes four separate and distinct disciplines: dance, music, theatre arts and visual arts – each with its own body of knowledge and skills.

Learning in the arts nurtures active engagement, disciplined and sustained attention, persistence, and risk-taking. Arts education also increases attendance and educational aspirations. (Critical Links, 2002)

Whole-school reform initiatives that integrate the arts, such as the nationally recognized NC A+ Schools Network, demonstrate:

- *increased parental involvement;*
- *increased awareness of the curriculum;*
- *improved attitudes, attendance and behavior of students;*
- *increased student enthusiasm for school and learning;*
- *greater willingness of teachers to implement strategies to improve student achievement;*

Q: If students spend time in "specials" such as dance, music, creative drama (theatre arts), and visual arts, isn't this taking away from the time that they can be preparing for their EOG's in the regular classroom?

A: Of great importance to schools struggling to close achievement gaps are the indications that for certain populations – including students from economically disadvantaged circumstances and students needing remedial instruction – learning in the arts may be uniquely able to boost learning and achievement (Critical Links, 2002). Critical Links, a compilation of sixty-two arts education studies reveals significant relationships between learning in the arts and cognitive capacities (thinking skills) and motivations that underlie academic achievement and effective social behavior.

For at risk youth, the arts contribute to lower drop-out rates; increased self-esteem; the acquisition of job skills; and the development of much needed creative thinking, problem solving and communication skills – skills that are critical to the workforce. (NGA Center for Best Practices, Issue Brief, May 2002)

These studies demonstrate both direct and indirect benefits of instruction in each of the four arts areas on students' academic achievement in specific subject areas such as English language arts and mathematics, as well as the acquisition of skills and processes that allow them to be successful in school.

Q: Why do we need to have arts education programs in our school?

A: Arts education should be viewed as a full partner in the academic community and fundamental to the total school curriculum. Arts education should be taught by licensed, "highly qualified" arts education teachers as required by NCLB. The arts do not exist in a vacuum and need to be connected to life and learning as much as possible. Integration is a way of showing how the arts are fundamentally connected to other branches of knowledge and how those branches are

- *greater collaboration among teachers;*
- *increased partnerships among schools and resources in the community;*
- *increased motivation of teachers and students; and*
- *richer and more educationally substantive assessment of students. (A+ Schools Program Executive Summary, 2000)*

connected to the arts. Indeed, it is the responsibility and duty of EVERY educator to help students see relationships to areas throughout the curricula.

Each of the [Arts Education Standard Courses of Study](#) (for dance, music, theatre arts and visual arts) have specific goals and objectives directly related to helping students make connections with the arts and reading, writing and math, as well as other subject areas across the curriculum. These connections take place within the context of the study of each particular art form. In fact, it would be impossible to study any of the arts without making connections to other areas, as these areas are an integral part of creating, performing, responding to and understanding each of the arts disciplines. “Only when knowledge in the arts is linked with learning in the rest of the school curriculum does arts study become relevant and useful outside of the subject area itself, having ramifications for all learning and acting as a support and catalyst for learning across the curriculum.” (Arts Education K-12: A State Perspective on Classroom Instruction, 1997, p. 3)

Q: What is required with scheduling arts education programs?

A: A myriad of factors must be considered when scheduling arts education classes including: facilities where instruction will take place, materials, staff, teaching load, and all the other important considerations for developing a school schedule such as when lunch will occur for each grade level, and whether or not classroom or special areas teachers will have common planning periods during the school day. To complicate this matter even more, many arts education teachers are also itinerant teachers, serving two, three or more schools per week (and sometimes within a day). Collaboration among the administration for whom itinerant teachers are shared is recommended to facilitate the best possible scheduling for each school, and for the teachers themselves.

The following recommendations are made for consideration by schools when scheduling arts education classes:

- 1) Instructional periods should be of sufficient length to deliver the program. Seeing students once a week for twenty minutes or once every three weeks for a short period will not allow the program to be implemented. At best, students will receive exposure, but it is unrealistic to expect a quality arts education program to be implemented without sufficient instructional time for the teacher to deliver and assess the *Standard Course of Study* for their subject areas.
- 2) Time between instructional periods should be sufficient for teachers to prepare for the next class. Study in each of the four arts areas typically requires a variety of materials: paints and other artistic media, music, books, instruments, written materials, computers, video and other technology, and other materials, depending on the area of study. This is particularly true when an arts education teacher sees more than one grade level per day, as occurs quite

frequently. If teachers are delivering appropriate instruction, then they must be given the time to transition between classes. Often, arts education teachers are faced with concluding one class while the next one is coming in, with no time to prepare, clean up, record grades, get out materials for the next class or change the room set-up.

- 3) Arts education teachers should be provided with at least one duty-free planning period per day. Delivering instruction to and assessing large numbers of students requires huge amounts of time. Additionally, arts education teachers are often expected by their school administration to produce performances and exhibit student work, all of which go above and beyond actual classroom instruction.
- 4) Arts education teachers should be provided with regular planning time with other teachers to facilitate collaboration for mapping and aligning the curriculum, discussing instructional strategies and tools, and developing integrative instruction.
- 5) The number of class meetings with students should not be more than six per day. It is unrealistic to expect arts education teachers to deliver quality instruction to 7,8,10 or more separate classes per day.
- 6) The number of student contacts should not be more than 150 per day and 750 per week. Part of quality instruction is that it is assessment-driven and based on students' individual needs. Arts education teachers can not keep accurate data on students and differentiate instruction when they are seeing hundreds of students per day. Imagine what it is like to keep records for as many as 750 or more students per week!
- 7) The number of different class preparations per day should be limited (it is suggested that no more than four different preparations occur per day).

See the [resource](#) section of this document for recommended resources to facilitate the scheduling and implementation of arts education programs.

"Children NEED a BALANCED curriculum, and the arts need to be included (even though we currently do not test that area). I meet regularly with grade level teams, working to integrate the classroom curriculum into the music curriculum. Music is viewed as a VITAL component of ALL children's curriculum at my school! Our staff realizes that MUSIC is important not only for music's sake, but to help children learn in ALL areas, stimulating and developing their brain, addressing various learning styles, as well as seeing the connection between music and the other areas in the curriculum." (NC Teacher, 2003)

"I know from working closely with the faculty at my school that it is possible to provide balanced instruction in all areas of the North Carolina Standard Course of Study. Students attend integrated-arts classes 7 times a week for 45 minutes per class. This approach to integrating all aspects of the SCS has been developed over time with the experience of master teachers and the financial resources to purchase materials/texts to use in the classroom." (NC Teacher, 2003)

“The Arts are very important to children. Integration is key. Our children would learn much better with a well-rounded curriculum including the arts. The Arts give some children a place to succeed when they do not succeed in the regular classroom. We all need to work together to help our children succeed.” (NC Teacher, 2003)

FOREIGN LANGUAGE (SECOND LANGUAGE)

The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and thus have influenced others by their actions and their words.

In recent years, existing and emerging technologies have brought the world closer and have erased many of the existing borders. As boundaries between countries are being dissolved, the need for foreign language instruction has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's ever-shrinking world.

In addition to the need for communication within a global world, the study of a foreign language is needed to ensure economic

Q: What is the best way to deliver foreign language instruction at the elementary level?

A: There are different approaches to the delivery of foreign language instruction at the elementary level:

- *Immersion*: The content curriculum is taught in the foreign language either through *total immersion*, where nearly 100% of communication and subject matter instruction is in the target language or *partial immersion*, where part (at least half) of the school day is conducted in the foreign language.
- *Dual or two-way immersion*: Students include both English-only speakers and speakers of the non-English language and all students learn subject matter through both their first and second language.
- *Foreign Language in the Elementary School (FLES)*: FLES programs form the majority of elementary programs in North Carolina and emphasize the development of the four language skills of listening, speaking, reading, and writing. Classes usually meet from two to five times a week for 20 to 40 minutes.

Local school districts may choose the program model and the language(s) to be taught. However, the development of competence in the language is directly related to the amount of instructional time.

Q: How does research support the teaching of foreign languages in the elementary schools?

A: **Basic Skills**: The Louisiana Report: Second Language Study Improves Basic Skills (Rafferty, 1986). The results of this study indicate that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign language on the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests. Foreign language study appears to increase the scores of boys as much as girls, and blacks as much as

competitiveness, to maintain national security, and to teach tolerance and respect for others inside and outside of the United States.

other races. This finding supports the notion that second language study facilitates the acquisition of English language skills.

Cognitive Development: Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking and higher order thinking skills (Foster & Reeves, 1989; Rafferty, 1986). With respect to cognitive abilities, Ginsberg and McCoy(1981) cited research finding to support that when students learn another language at the elementary level and there is good program articulation, second language students advance more rapidly than monolingual students in cognitive abilities, independent of IQ. Regarding creativity, in the Landry (1973) and Kessler and Quinn (1980) studies, students who studied a second language in elementary school scored significantly higher on tests of divergent thinking as measured in terms of figural fluency and figural flexibility independent of age and IQ.

Previous Knowledge: Second language learning in the elementary school, especially at its beginning stages, is less dependent on previous verbal learning than are most other elements of the curriculum. This factor allows some students to succeed who have otherwise experienced repeated failure in school. In one study (Holobow et al. 1987) working class students did just as well in French as middle class students even though their English skills were not as good.

Conclusion: Concerns about achievement in the “basics” are voiced by educators and parents involved with FLES programs. They assume that taking time out of the school day for foreign language study may detract from achievement in other subject areas. The issue of foreign language study and achievement has been investigated repeatedly with similar results: study of a foreign language in elementary school has no negative effects on achievement in other areas. Quite the contrary, considerable evidence is available that the achievement of students in foreign language programs equals, if not surpasses that of their peers. Significantly, such data include urban, integrated school populations.

Q: What other reasons exist for offering the study of foreign language at the elementary level?

A: Recent historical events have pointed to the importance of knowing other languages including the lesser taught languages. Early second language instruction is desirable for several reasons: 1) it increases the number of years in which a language can be learned at school; 2) young children are able to learn a foreign language and enjoy it; 3) if the teaching is appropriate, children discover that learning another language is within their capacity, and this knowledge strengthens their motivation;

4) children who have studied a foreign language also develop a sense of cultural pluralism, openness to and appreciation of other cultures. See the [Second Language Standard Course of Study](#) for more information about foreign language study in North Carolina's schools.

See the [resource](#) section of this document for recommended resources for Second (Foreign) Language information and resources.

"Students need foreign language in the early grades where it is embraced and learned more easily. However, once a week is not enough. They need foreign language daily." (NC Teacher, 2003)

"The arts and foreign languages have been neglected because resources have been used to prepare our students to pass the EOG. I am saddened by this trend." (NC Teacher, 2003)

"Our positions were in jeopardy, due to budget problems. Looks like we will be retaining some of our positions, due to parental, staff and student outcry. The administration is proving to be positively addressing those concerns...my foot is FIRMLY in the door, keeping Foreign Language in the Elementary alive and well in 3-5." (NC Teacher, 2003)

GUIDANCE

The Guidance Curriculum for the school counseling program is developmental and sequential, reinforcing content at each grade level in three major strands - Academic Development, Career Development, and Personal/Social Development. It is designed to be integrated throughout the academic curriculum, delivered by teachers and counselors, and supported by parents and community efforts.

Q: How does guidance fit into the elementary school program?

A: According to the BEP, guidance may be provided in a separate course or through content integration (BEP, p3, 1994). A balanced, comprehensive school counseling program promotes student success through school counselors working in conjunction with teachers, parents and community agencies. Many developmental concepts that must be covered through a comprehensive program can be incorporated into other classroom studies, giving the school counselor more opportunities for direct counseling, prevention, and remediation functions. The purpose of a comprehensive school counseling program is threefold: providing developmental, preventive, and remedial services to students, parents, and teachers with the intent of helping people reach their potential. It includes opportunities for individual and small group counseling, responsive services, and system support by licensed school counselors.

The school counselor assists teachers with integrating the instructional goals of guidance into [The Standard Course of Study](#) curricula.

Elementary is the entry level for students to participate in the school counseling program. Learning is focused on awareness activities:

- Improving academic self-concept
- Acquiring skills for improving learning
- Achieving school success
- Improving learning
- Planning to achieve goals
- Relating school to life experiences

The North Carolina [Comprehensive School Counseling: Standard Course of Study and Guidance Curriculum](#) is clearly aligned with the American School Counselor Association's National Model for school counseling (*Comprehensive School Counseling: Standard Course of Study and Guidance Curriculum*, NCDPI, 2001).

Q: What is the role of the school counselor in providing a guidance program?

A: The school counselor's role in providing a guidance program is to coordinate a school-wide program for all students by organizing around four primary program components and six role functions. The four program components include the following:

Curriculum - This includes the group or classroom activities through which the National Standards for School Counseling Program competencies related to academic, career, and personal/social development are delivered or taught. Teachers and counselors collaborate to integrate activities from the guidance curriculum into classroom lessons and into school-wide programs.

Individual Planning - School counselors meet individually with students to analyze how their interests, abilities, and achievements interface with educational planning, academic achievement and career information. Students may individually access information through a variety of computer information systems, or gain information about themselves through interests and/or learning styles inventories. Appropriate educational decisions are encouraged to assure that the student gains the skills and preparation to pursue individual goals.

Responsive Services - This is the counseling component for which school counselors receive graduate level preparation and training. It includes confidential individual and small group counseling. Consultation with teachers, parents, and agencies that can assist students and families is included in this component.

System Support - This includes program coordination and outreach activities to promote partnerships within the community that support the development of students. Examples are school/business partnerships, advisory groups, agency partnerships, and parent organizations. Program development, research and evaluation of program outcomes are shared with various groups since it can demonstrate the impact of the counseling program on student outcomes. Counselors have expertise in all areas, but it is the counseling function (Responsive Services component) for which school counselors have received special training and licensure. All other parts of a school guidance program require ownership and collaboration among the entire school staff.

The six specific roles and functions that school counselors perform are Program Planning, Counseling, Consulting, Coordinating, Student Appraisal and Assessment, and Professional Development:

Program Planning - When planning a school counseling program, counselors conduct needs assessments of their particular school's strengths and weaknesses. An important part of continual program planning is the collection of data that illustrate which services are effective and which program areas need to be changed.

Counseling (groups and individual) - School counselors provide a confidential helping relationship to help students with educational, personal, social, and career concerns. Groups of students who have similar concerns come together to share, listen, and resolve concerns.

Consulting - Counselors consult with parents, teachers, and others to determine the most appropriate ways to help students. School counselors often refer students to public and private agencies and practitioners outside the school who can meet their needs on a long-term basis.

Coordinating - Counselors assist with school wide programs that help schools in their educational mission. These programs include school-wide efforts that reach a specific group of students.

Student Appraisal and Assessment - Counselors use strategies to assist in this area such as: helping students plan their educational program, interpreting test data with teachers to make appropriate decisions about academic placement, and sharing occupational information with students.

Professional Development - Counselors must stay current in their profession through counselor development workshops, conferences and through web-based site support. Increasingly, counselors must know about and use technology based programs and software that help students access and use information pertinent to their exploration and development (*Comprehensive School Counseling: Standard Course of Study and Guidance Curriculum*, NCDPI, 2001).

Q: What is the role of classroom teachers or other teachers in providing guidance in elementary school programs?

A: While integrating guidance goals into the curriculum is the responsibility of all school educators, each classroom teacher is primarily responsible for his/her respective grade levels of the curriculum. The school counselor's role is to assist the teachers with integrating the instructional goals of guidance into The Standard Course of Study curricula.

There are nine major goals of the guidance curriculum for all grade levels, as found in The Standard Course of Study. These goals are as follows:

- 1) The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- 2) The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options.
- 3) The learner will understand the relationship of academics to the world of work and to life at home and in the community.
- 4) The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- 5) The learner will employ strategies to achieve future career success and satisfaction.
- 6) The learner will understand the relationship between personal qualities, education, and training, and the world of work.
- 7) The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.
- 8) The learner will make decisions, set goals, and take appropriate action to achieve goals.
- 9) The learner will understand safety and survival skills.(Comprehensive School Counseling: Standard Course of Study and Guidance Curriculum, NCDPI, 2001)

"I am a school counselor and my schedule rotates with the media coordinator in what we call the enhancement wheel. This includes PE, Art, Music, Media and Guidance. According to DPI classroom teachers are to integrate guidance into the regular classroom. This is not being done at my school because I am expected to teach all 26 classrooms once per month. We have a ratio of one counselor to approximately 600 students." (NC Counselor, 2003)

"Many Teachers only allow me to work with students during their enhancement times or during social studies or science. I know that classroom teachers are frustrated because they do not feel they have enough time to teach everything in the standard course of study. They don't want their students pulled out for one more thing, even if it could improve the child's life. I don't know what the answer is but, I am unable to provide a comprehensive and balanced counseling program under the current system." (NC Counselor, 2003)

"The responsibilities of a school counselor involve testing... there are numerous times throughout the year that I can not see or work with our children due to the fact that my day and weeks are flooded with testing coordinator responsibilities." (NC Counselor, 2003)

**HEALTHFUL
LIVING:
HEALTH
EDUCATION AND
PHYSICAL
EDUCATION**

The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The Healthful Living Education curriculum, when fully integrated, supports and reinforces the goals and objectives of its two major components: health and physical education.

HEALTH EDUCATION (Goals 1-6) of the [Healthful Living Standard Course of Study](#)

When the concepts of health and physical education are integrated, learning is enhanced to its

Q: Isn't it our physical education teacher's responsibility to teach health education?

maximum. Healthful Living provides children with the opportunity for gaining skills, knowledge, and behaviors to live a healthy life.

Appropriate Healthful Living Education instructional topics incorporate consideration of those health behaviors of children and adolescents that have potentially serious long-term and short-term health consequences.

Skill building occurs through study and application of knowledge and skills from the Healthful Living Education topics and behaviors. The Healthful Living skills align well with research on effective programs and national standards in health education and physical education.

The purpose of Healthful Living Education is to provide appropriate instruction for the acquisition of behaviors, which contribute to a healthy lifestyle. This can be achieved through a program that reflects the needs of all students, including those with disabilities, throughout the school experience.

A: The elementary physical education teacher is responsible for ensuring student learning of the objectives under Goals 7-12 of the *Healthful Living Standard Course of Study*. It is the responsibility of the *classroom teacher* to teach students the content and health skills described in objectives under Goals 1-6 of the healthful living Standard Course of Study. It has not been a customary practice for North Carolina public elementary schools to hire health education specialists to teach health education to students PK-5. Physical education teachers often have limited time and in many cases not enough time to cover the physical education objectives of the *Standard Course of Study*. Although several objectives may overlap between physical education and health, and the physical education teacher may reinforce concepts taught in health education, it is still the primary responsibility of the classroom teacher at the elementary level to teach health education.

Q: What is the best way to deliver health education in the elementary school program?

A: Understanding the numerous expectations and responsibilities of schools and classroom teachers, it is important to realize that health education does not have to be taught as a stand-alone subject in isolation. Health education can be naturally integrated into a variety of subjects such as English language arts, science, math, arts education, and social studies. Integrating health education allows teachers to provide health information from historical, cultural, social, scientific, and practical perspectives. Interdisciplinary educational approaches reinforce health messages as relevant concepts that exist as a part of students' lives outside of school and in the real world. It is important for educators to recognize that in order for children to develop healthy behaviors and lifestyles they must be taught not only content related to health education but also given an opportunity to develop and build health skills. Knowledge alone does not change behavior; developing health enhancing and risk reducing skills in a safe environment in combination with health content knowledge will help students establish healthy behaviors.

Q: I am overloaded with teaching everything else I am supposed to teach, why is health education important?

A: It is now understood that many chronic diseases that were once thought to be a part of the increasing life span are actually caused by lifestyle and behaviors that are established early in one's life. Children are also bombarded with media messages through television, movies, and the internet that misinform and distort young people's perceptions of a realistic and healthy lifestyle. Elementary students are developing behaviors that can either prevent/reduce health risks or increase health

risks. Examples of these important behaviors include: hygiene, dental health habits, nutrition and physical activity choices, stress and emotional management, self esteem building, and effective communication skills, just to name a few. Educators should acknowledge the importance of these vital life-long skills and integrate health education into the instructional school day, even though time is limited. A 1997 report from the Center for Disease Control (CDC) found that for every dollar spent on quality education, society saves more than \$14 in direct costs, such as medical treatment, preventable diseases, addiction counseling, alcohol-related motor vehicle injuries, and drug related crime; and indirect costs such as lost productivity due to premature death and social welfare expenditures associated with teen pregnancy.

See the [resource](#) section of this document for recommended resources for Healthful Living Education.

“With the focus on Standardized EOG testing, often students miss important information in Science, Social Studies and Health curriculums.” (NC Teacher, 2003)

“The instruction in my classroom becomes predominately reading, writing and math. The content areas of social studies, science, health, character education, etc. get left behind.” (NC Teacher, 2003)

“With reading, math, and writing being heavily tested and covering a wide variety of information, the majority of my day is spent teaching these subjects. This leaves little time to sufficiently cover other areas, such as health, science, and social studies.” (NC Teacher, 2003)

PHYSICAL EDUCATION (Goals 7-12) of the [Healthful Living Standard Course of Study](#)

Q: Why is physical education important?

A: It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Today's quality physical education programs are important because they provide learning experiences that meet the developmental needs of youngsters, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. A quality physical

education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction. Each of these areas is outlined in the [Healthful Living Standard Course of Study](#).

Movement prepares the brain for optimal learning. Blood traveling to the body of the brain at greater rates feeds the brain the needed nutrients of oxygen and glucose. Glucose is to the brain what gasoline is to a car, brain fuel. Each time you think, you use up a little glucose. Brain activity is measured by glucose utilization. A human exchanges about 10% of his oxygen with each normal breath, meaning that about 90% of the oxygen in our body is stale until we breathe deeply or exercise. A lack of oxygen to the brain results in disorientation, confusion, fatigue, sluggishness, concentration, and memory problems. Vigorous activity in a physical education class gives the brain its needed nutrients.

Q: How should physical education occur?

A: The [Healthy Active Children policy \(HSP-S-000\)](#) states that each school district shall require students enrolled in pre-kindergarten, kindergarten, and grade levels up to middle school to participate in physical activity as part of the district's physical education curriculum and provides the following recommendation:

- 1) Elementary schools should consider the benefits of having 150 minutes per week and secondary schools should consider the benefits of having 225 minutes per week of physical activity that will include a minimum of every other day of physical education throughout the 180-day school year.

Additionally the following guidelines are described in HSP-S-000:

- A) The physical education course is defined and should be the same class size as other regular classes.
- B) Appropriate amounts of recess and physical activity shall be provided for students and for duration sufficient to provide a significant health benefit to students.

Q: I know the benefits of physical education, but my students only receive structured physical education once a week in my school. How can I increase their opportunities for physical education and physical activity?

A: Every student should have the appropriate amounts of time to learn, practice and be assessed in the skills defined in the [Healthful Living Standard Course of Study](#). While a physical education specialist needs to teach and assess, others can assist in the practice time needed for

children to develop these important skills, including the classroom teacher, after-school program personnel, and caregivers. This can be done through integrated studies as well as recess.

See the [resource](#) section of this document for recommended resources for Healthful Living Education.

"We have PE every day. I find that especially important and wouldn't want that cut down in our schedule." (NC Teacher, 2003)

"Students at my school do not receive physical education every day. They receive physical education instruction from a certified physical education teacher once a week for 40 minutes. Every day they get a half hour of structured recess with teacher assistants supervising an activity. The activity is usually not developmentally appropriate or of moderate intensity." (NC Teacher, 2003)

INFORMATION SKILLS AND COMPUTER SKILLS

Information Skills:

The Information Skills Standard Course of Study K-12 identifies the essential knowledge and skills that prepare students to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich society. Authentic practice of these skills enables students to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.

Q: What is flexible scheduling?

A: Flexible scheduling, or flexible access, is the ability of any student, teacher, or staff member to access the school library media center and the computer lab and their resources when needed.

Flexible Access

- Enables students and teachers to use the media center and computer lab throughout the day;
- And to have the services of the media coordinator and technology facilitator at point of need.

In the Media Program

- Individual students visit the media center throughout the day.
- Whole class or small group instruction takes place more than once a week.
- Various activities are taking place at the same time.
- The media coordinator may work in the classroom at certain times.

In the Technology Program

- The computer lab accommodates classes and groups of students at point of need.
- Instruction takes place more than once a week.

Information Skills are the skills that prepare students to gather, process, use, and communicate information. Integrated with other curricular areas, Information Skills will enable students to become lifelong learners and informed decision-makers.

In collaboration with all classroom teachers, the library media specialist focuses on student involvement, activity and action. Through the integration of process and content, today's learners will be better educated to live in a democratic society.

Computer Skills:
In the 21st Century computers and other technologies are having greater influence on our daily lives—at home, at work, in the community, and in schools. Whether using word processing to complete a writing assignment, a spreadsheet to display mathematical data, telecommunications to find information for a research paper, collaborative tools to correspond with others, or multimedia for a presentation, students must acquire the technological skills for tomorrow while meeting their needs today.

- The technology facilitator may work in the classroom at certain times.

For the state recommendations on school media and technology programs access the Impact document online at <http://www.ncwiseowl.org/Impact/Impact.htm>

What flexible access is NOT:

Flexible access does not mean that the school library media coordinator or the instructional technology facilitator teaches a fixed schedule of classes while teachers and students move in and out of the facility. Nor does it mean that the school library media coordinator or the instructional technology facilitator teaches a fixed schedule of classes during a portion of the day and opens the facilities for flexible use during the remainder of the day. This is termed a “combination schedule.” Combination scheduling often creates excessive demands on the media coordinator or technology facilitator.

Flexible access does not mean that the school library media center or the computer lab is open before and after school and during lunch for browsing, surfing, book checkout, and assignment preparation, with a fixed schedule of classes being taught during the regular school day.

Flexible access does not mean that the school library media coordinator and the instructional technology facilitator wait for students, teachers, and staff to take the initiative to use the facilities and their resources. On the contrary, the media coordinator and the technology facilitator are constantly in the classrooms talking with teachers about their plans and encouraging them to use the resources and facilities available.

Q: Why Is Flexible Access Better for Teachers?

- Provides more integration with classroom instruction
- Enhances the “teachable moment”
- Provides two or three teachers instead of one!
- Facilitates planning between the teachers, the media coordinator, and the technology facilitator
- Eliminates a source of fragmentation

For more information about flexible access and collaborative planning access the Administration Chapter of the Impact document at <http://www.ncwiseowl.org/impact/program.htm#Issues%20and%20Myths>

Q: Why should my school consider using flexible scheduling in the media center and computer lab?

The Computer and Technology Skills Standard Course of Study involves the development of skills over time. Computer and Technology Skills proficiency is not an end in itself, but lays a foundation for life-long learning.

These skills become building blocks with which to meet the challenges of personal and professional life. To become technologically proficient, the student must develop the skills over time, through integrated activities in all content areas.

A: The advantage of flexible scheduling is that students can work on curricular, resource-based projects in the library media center and/or computer laboratory concurrent with their work in the classroom. When media specialists and technology facilitators operate on a flexible schedule, they have more opportunity to plan and collaborate with teachers on cross-curricular instructional units. According to a comprehensive study conducted by Colorado's Library Research Service, test scores increased in schools where library media specialists spend more time planning collaboratively with teachers and the library staffing was sufficient to allow for the active participation of library media specialists in curriculum development, student instruction, and teacher education (Lance, 2000). Providing flexible access and flexible hours makes the library media program's resources and services more accessible to the learning community.

Where computer labs are available at the point of need, teachers have greater opportunity to integrate technology skills instruction into the entire education program. According to a study by Becker and Riel (2000), teachers who engaged in collaborative planning and sharing of instructional activities with other teachers most frequently demonstrated effective use of computers in classrooms. To provide this access and to meet the diverse learning needs of all students, schools need full-time professional library media specialists, technology facilitators and adequate support staffing and resources.

Q: What Should Collaborative Planning Look Like?

A: "Collaboration is a symbiotic process that requires active, genuine effort and commitment by all members of the instructional team."
Information Power, 1998

As you plan together:

- Discuss curriculum goals and objectives
- Brainstorm possible activities and instructional strategies
- Determine necessary resources
- Determine outcomes and how to evaluate
- Schedule time for instructional activities

Q: How Often Should We Collaboratively Plan?

Planning on a regular basis is best:

- At grade-level team meetings,
- Bi-weekly, and
- Monthly

Q: I know that sending my students to the computer lab once a week for computer class is not the best way to teach technology skills. What is the best way to use technology as part of my instructional day and make sure my students are computer literate?

A: The computer skills curriculum is designed to be integrated throughout regular instruction - not taught in isolation through once a week visits to the computer lab. Research has shown that close alignment of technology in the regular classroom in a practical manner with all areas of instruction creates better learning opportunities for students across the curriculum and positively impacts student achievement (Caret, 2003).

Hands-on manipulation of data, for example with science and social studies, provide students with opportunities to examine and analyze the data and determine what the data represents, making the learning authentic and personalized to the student. Technology tools provide a mechanism for content to be learned in greater depth, student ownership of processes and learning, and make possible the acquisition of skills that transfer to other content areas, and to life outside of the classroom.

Q: How can I encourage the use of technology in my classroom and at my school?

A: The following recommendations will help teachers improve both their own and their students' use of technology as an integral part of teaching and learning:

1. Create an environment and culture within the school and classroom where teachers and students are encouraged to explore and apply various technology skills through all aspects of the teaching and learning process.
2. Keep an open mind and continuously look for opportunities to incorporate technology – many times students will have ideas and resources about how to incorporate technology in a variety of ways. As long as these ideas are legal and appropriate, they are worth sharing and using.
3. Model appropriate use of technology with students and with peers. One example of this might be to develop surveys as a class as a means of collecting information, charting the results of the information using spreadsheets, and sharing the data with a variety of audiences.
4. Attend conferences, workshops, informal school sharing sessions, and other opportunities to learn about and apply technology across the curriculum.
5. When selecting appropriate technology resources, the best source of information is Evalutech: <http://www.evalutech.sreb.org/search/index.asp>. In 1997 *EvaluTech* grew out of a partnership between the North Carolina Department of Public Instruction and the Southern Regional Education Board to create an online, keyword-searchable database of reviews of instructional materials that had begun in 1965 to provide information for schools and library media specialists in North Carolina schools.
6. Join email listservs, discussion groups or newsgroups to stay informed about best practices and effective strategies for student learning.

7. Actively collaborate with the technology and/or school media coordinators to provide opportunities for students to learn about and apply technology as a tool for learning (e.g. research, investigations, organizing information, sharing data files, publishing student works).
8. Utilize parent and community resources to share and assist with various uses of technology. These parent and community resources can also help students become aware of how technology impacts the workplace and life outside of school.

See the [resource](#) section of this document for recommended resources for Information Skills and Computer Skills.

“In order to maximize students learning, schools must implement flexible scheduling in their media centers and computer labs. Students need to learn at the time of need so they will retain knowledge/skills longer. Curriculum should be integrated into every subject area.” (NC Teacher, 2003)

“As the technology specialist in this school I would like to see more differentiation of instruction because I believe that technology could be utilized more efficiently in the classroom. When I am able or asked to collaborate with the classroom teacher, we are able to integrate the curriculum successfully using technology. When I must serve as a planning time for the teacher, I focus on computer skills, integrating when possible.” (NC Technology Facilitator, 2003)

“As the media specialist, I do not have time to formally meet and plan with classroom teachers regularly because of rigid fixed scheduling. I must plan, collaborate and communicate with teachers using other forms of communication before or after school or one on one.” (NC Media Coordinator, 2003)

“I have worked in NC school systems with flexible or fixed/flexible scheduling and found that students & teachers had more opportunities to utilize the media center at the point of need. Students were eager to read and collaboration improved higher level functioning and reduced discipline problems.” (NC Media Coordinator, 2003)

“Because of flexible scheduling, multiple users (including students, teachers, tutors, volunteers, and other specialists) can make use of the media center for a variety of purposes A flexible media center program that recognizes and utilizes the media coordinator as an instructional partner and information specialist, that incorporates multiple tasks and uses, and that stresses curriculum-based instruction integrated with lifelong learning skills, is a key contributor to overall student achievement.”
(NC Media Coordinator, 2003)

ENGLISH LANGUAGE ARTS

Futurists predict new challenges in preparing students for the demands of an information age. These visionaries expect the need for an increasingly high level of literacy. While students continue to need mastery of enabling skills such as reading, writing, and computing, they must also prepare for the new basics, which include problem solving, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work collaboratively.

The intent of the North Carolina Standard Course of Study for English Language Arts is to equip students with the level of literacy needed to participate as informed citizens in a democratic society, to function effectively in the world of work, and to realize personal fulfillment.

Language and literature are the content of an integrated English Language Arts program. The study of these areas should include the structure of the English language, its social and historical perspective, and a respect and appreciation for the cultural diversity of those who speak English. Essential to this study is the systematic

Q: How can I make certain that my students are prepared for the EOG, North Carolina's End-of-Grade Test?

A: The North Carolina End-of-Grade Test for Grades 3-5 uses multiple choice questions and a variety of text types to assess Goals 1-3 of the [English Language Arts NCSCS](#). The EOG Test focuses on reading comprehension and uses the North Carolina Thinking Skills. It requires students to read selections from a variety of text types and engages students in complex, comprehensive reading and thinking. Students demonstrate their vocabulary knowledge through application and understanding of terms in context. The EOG requires students to use critical analysis and evaluation.

Because the EOG measures reading comprehension as reflected in the NCSCS, it is important that students become strategic readers. If teachers use research and best practices to guide their instruction and help students develop test-taking skills, the students are more likely to be able to show what they know on the EOG. The elements of a balanced literacy program as defined in the ELA SCS provide support for reading development.

The links below provide information about the EOG, research and best practices for reading instruction, and suggestions to help students do well on the EOG. The two sites include released items and handouts from a NCDPI videoconference about the End-of-Grade Test entitled "Grades 3-5 end-of-Grade Reading Comprehension Test: Update and Instructional Connections."

[NCDPI EOG Test Development: Reading Comprehension Instructional Services Division, English Language Arts Web Page](#)

Additional information about a balanced literacy program can be found in the [resource section](#) of this document.

Q: I have so many different levels of students in my class, how can I differentiate reading instruction to make sure that they are all receiving appropriate instruction?

A: The structures of a balanced curriculum program and flexible grouping enables teachers to better meet the needs of their students. For specific details, see the charts in [Appendices C, D and E](#). Detailed information about a balanced literacy program and differentiating instruction can be found in *Guided Reading: Good First Teaching for All Students and Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre and Content Literacy*.

exploration of literature with a clear emphasis on the comprehension and response to the beauty and legacy of the English language.

Q: There is so much emphasis on preparing students for the EOG and Writing Tests, how can I teach the entire Standard Course of Study?

A: It is crucial that the entire SCS be taught because the content areas provide knowledge, concepts, and processes that are *essential* for success on the reading selections on the EOG. The EOG includes fiction, nonfiction, poetry, drama, content specific, and consumer selections. Using the elements of a balanced curriculum and integrating subject areas whenever possible are the means for the in-depth study and curriculum coverage that students need to perform well on the EOG and to become good readers and writers and knowledgeable citizens.

Projects, centers, and other ways of integrating English language arts and other subject areas provide the means to teach the entire *NC Standard Course of Study*. It is important to remember that the processes used in reading and writing are processes which occur and may be applied through all other subject areas. Providing students with opportunities to learn and apply reading and writing processes and strategies across the curriculum allows them to make connections and find meaning in all of their studies. The best way to prepare students to do well on the EOGs and Writing Tests, is to help them become proficient readers and writers through the teaching of the entire *Standard Course of Study*.

Q: My school is a Reading First school. How can I incorporate the time requirements for reading instruction from Reading First with implementing a balanced curriculum?"

A: You can balance the curriculum by understanding that reading takes place in all subject areas. Incorporate science, math, social studies, etc. strategies, concepts, resources, processes, and literature during reading and English language arts time.

See the [resource](#) section of this document for recommended resources for English Language Arts.

"In my K-5 school there is a two hour literacy block each day. In third grade, the students receive two hours of reading/language arts and two hours of mathematics instruction each day." (NC Teacher, 2003)

"I feel that today's children are at a real disadvantage because there is so much focus on reading and math EOGs that little time is taken teaching the other curricular areas. One of the reasons I became an elementary teacher was so that I could adequately teach ALL curricular subjects in a creative way." (NC Teacher, 2003)

"I use the balanced literacy model and integrate thematic units." (NC Teacher, 2003)

"We are required to have an hour and a half for reading and the same for math. In addition, we are supposed to have an hour of writing. Combined with the students' specials (i.e., Music, Media, etc.) and lunch, there is always a sense of rush getting through the skills and lessons that are supposed to be taught." (NC Teacher, 2003)

"The amount of time that it is possible to focus on ALL curriculum areas depends on the time of year. During the month immediately preceding the EOG tests, our days are completely consumed with test review in tested areas (reading, math). Science and Social Studies go by the wayside whenever other events occur. I divide the curriculum for these two subjects such that I alternate teaching science and social studies. Half of each quarter is devoted to Science, and half to social studies. I do try to integrate curriculum content into the reading and writing program but it is not always possible." (NC Teacher, 2003)

"Our school is a "high-risk" school with over 95% free and reduced lunch. We focus on reading, writing and math and incorporate science and social studies in reading. We do not teach the social sciences for content. We are mainly using them to teach reading in the content areas." (NC Teacher, 2003)

"There is not enough time in the school day to do everything that needs to be done, even if you try to integrate content areas into reading and writing or to integrate reading and writing into the content areas. More time is needed for teacher planning during the day, but teachers also need more teaching time during the day. I wish I had the answer to this dilemma." (NC Administrator, 2003)

MATHEMATICS

The heart of mathematics is reasoning, which, together with knowledge of appropriate

Q: How can I make sure that my students are prepared for the EOG's in Mathematics?

A: Teach the [Standard Course of Study](#). The end-of-grade tests are closely aligned with the SCS. If your students are actively engaged in

mathematical content, forms the basis of mathematical power. The goal of mathematics education in North Carolina is to enable all students to develop mathematical power and confidence in their ability to do mathematics.

Curriculum should focus on significant mathematical ideas, instead of isolated topics, and encompass both concepts and skills through rich explorations, problems, and applications that enable students to develop a genuine understanding of the big ideas of mathematics.

The six goals are for all students to develop:

- Strong mathematical problem-solving and reasoning abilities;*
- A firm grounding in essential mathematical concepts and skills, including computation and estimation;*
 - Connections within mathematics and with other disciplines;*
 - The ability to use appropriate tools including technology to solve mathematical problems;*
 - The ability to communicate their understanding of mathematics effectively; and*
 - Positive attitudes and beliefs about mathematics.*

problem solving activities supporting the curriculum, the test will not be an issue. The runner who competes in a 100-meter race trains at much longer distances to fully engage her capability and strength. The same is true in academics.

Q: I have so many different levels of students in my class, how can I differentiate mathematics instruction to make sure that they are all receiving appropriate instruction?

A: This is a situation that flexible grouping and cooperative learning situations address well. Students who are energetically engaged in problem solving, and working with their peers in challenging situations profit greatly from such experiences. The materials found in the [Strategies](#) books will also give you a plethora of ideas, techniques, and activities that will engage your students on many levels.

Q: With the emphasis on testing, I find it hard to teach the entire Standard Course of Study. What are some ways that I can integrate instruction in mathematics with other subject areas?

A: Forget about testing and concentrate on the mastery of the skills and concepts that are part of the mathematics curriculum. When your students are actively pursuing mathematical concepts and practicing mathematical skills in meaningful problems whose context relates to their experience, the mathematics will present itself in a variety of circumstances. This is the essence of integration.

Q: I am concerned about developing a love of learning and helping my students understand why mathematics is important in their everyday lives. How can I help my students see the relevance of what they are studying in math?

A: The context in which mathematics is studied has a profound influence on the attitude of students towards its relevance. When the problems presented for discussion have relevance and personal connections to the experiences and interests of students, the mathematics takes on an intrinsic importance. The secret is teachers knowing their students well and seeking out rich problem situations that engage them. It's not easy but experience and networking with colleagues will yield a host of strategies that you will be able to use and reuse year after year because they serve you and your students well.

See the [resource](#) section of this document for recommended resources for Mathematics.

“With the pressure of testing in reading and math it is impossible for students to receive the instruction that they deserve in the other content areas. They are taught, but through reading or math. We need time to spend only on science, health, and social studies. We only have students for a short time during the day and we have to make every second count. It is stressful on us and on our students.”
(NC Teacher, 2003)

“We have gone to a block schedule for 5th grade in order to give our children the best possible time on task. With our extremely diverse population, it is necessary to make sure that every student receives time with their academic peers in their core subjects. They are heterogeneously grouped for their wheel classes as well as science, health, social, studies, and language arts.” (NC Teacher, 2003)

“Teachers are under too much pressure in Math and Reading testing. Good teachers love spending quality, equivalent time on all subjects, but they're forced to cut here and there to make sure students are ready for the lengthy Math and Reading tests.”
(NC Teacher, 2003)

“I am concerned that the emphasis on reading and math due to high stakes testing is giving our teachers less time to focus on science and social studies as in the past. We encourage our teachers to integrate learning as much as possible and many do a good job of it. It is my hope that our adherence to high stakes testing does not become a stumbling block to graduating students who can think critically and problem solve.” (NC Administrator, 2003)

SCIENCE

The goal of the North Carolina Standard Course of Study is scientific literacy. The National Science Education Standards define scientific literacy as “the knowledge and understanding of scientific concepts and processes required for scientific decision

Q: Since elementary science is not scheduled for statewide testing, as specified by NCLB, until 2005, what is the best way to ensure that science is taught as part of a balanced curriculum?

A: Problem solving and critical thinking are key elements in science, and mathematics is the language of science. Since science helps develop all of these important skills, the study of science serves as an excellent way to practice the skills and to help students discover the many connections among the many disciplines they study.

making, participation in civic and cultural affairs, and economic productivity." The tenets of scientific literacy include the ability to:

- Find or determine answers to questions derived from everyday experiences.
- Describe, explain, and predict natural phenomena.
- Understand articles about science.
- Engage in non-technical conversation about the validity of conclusions.
- Identify scientific issues underlying national and local decisions.
- Pose explanations based on evidence derived from one's work.

This philosophy is based on research, state and federal documents, and ideas of professional societies. Though research shows that all students can learn and succeed in science, all students will not become scientists nor achieve the same level of understanding. Rather, the goal is to create the scientifically literate society crucial to our increasingly complex and technological world. The decisions of future policy makers will, in large measure, be based on attitudes

Q: What is hands-on science?

A: Hands-on science means that students learn by actively participating in carefully planned activities and investigations that allow them to discover and internalize important science principles and concepts. This approach encourages student curiosity and directs it into effective investigations while developing important cognitive skills.

Q: I believe that science is an important part of the curriculum, but I feel that I must spend all of my instructional time on reading, writing and mathematics. How can I fit science into the limited time available?

A: Science is a great integrator; research has shown that study in science positively affects student performance in reading, writing, and in mathematics. This extended influence of science instruction is due to the use of skills from other subject areas in the study of science. Skills and processes used and developed in science study also transfer to other areas of the curriculum.

Q: How can science activities support my students' writing and communication skills?

A: The use of science notebooks is another important part of the process of scientific inquiry and specifically strengthens a child's writing. During science, students must record their observations and data, organize and summarize their findings and draw conclusions. Communicating their understanding through words, pictures, descriptions, and summaries, the students meet the goals in the English language arts curriculum as they reflect and organize their thoughts to share what they know. When students are processing their science learning in this manner, they reach a greater understanding of what they know and understand while increasing their ability to communicate.

Q: The North Carolina elementary science test planned in response to the requirements of the NCLB legislation will be given only in the fifth grade. How will students and teachers in grades K-4 be affected by this new test?

A: Science knowledge and skills are developed cumulatively; that is, science learning starts in kindergarten and new knowledge and skills are added at each subsequent grade level. Understanding the more

developed in today's classrooms.

Research in cognitive science and science education supports the need for concept development through science and technology instruction. All students, in all grades, deserve on-going and meaningful science instruction.

complex science concepts introduced in grade five depends on knowledge acquired in the earlier grades.

Q: Why is science so important in the elementary curriculum?

A: The cognitive development of students at the elementary level determines their success with advanced level work in middle and high school. Students develop interests, skills, and understanding in the early grades that are essential for success in later studies and as preparation for appropriate career choices.

See the [resource](#) section of this document for recommended resources for Science.

"I am able to cover all subject areas; however, the breadth and depth are difficult. There is not enough parent support, even in this good school. I can't count on enough study out of class so much has to be done in class. It's not enough to prepare all children for the kinds of thinking and problem solving that are expected. We have barely enough time to cover the skills, much less to really use them in application, at times." (NC Teacher, 2003)

"Because of the testing pressure, Literacy First schedule and pull-outs there is not enough time to cover the social studies and science curriculum completely - we teach a lot of science and social studies through teacher directed reading. There is very little time to do experiments and spend an adequate amount of time to have students become competent in these areas." (NC Teacher, 2003)

"It is difficult to fit in science and social studies; it has to be integrated with some other subject. As a teacher, I feel like I am rushing the students to learn the curriculum being taught (at the same speed) even though they all learn on different levels." (NC Teacher, 2003)

"We teach science and social studies every day and also have a designated science enrichment teacher that sees every student in the school on a weekly basis. We do flexible grouping in 3rd, 4th, and 5th (grades) and team teaching."
(NC Administrator, 2003)

SOCIAL STUDIES

In 1992, the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators, adopted the following definition:

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Q: Since social studies is not tested, what is the best way to make sure that social studies is taught as a part of a balanced curriculum?

A: With the tested areas often stressed in classroom instruction, the best way to ensure that social studies is taught, as recommended in the [North Carolina Social Studies Standard Course of Study](#), is to integrate this discipline across other content areas. Social Studies is a great spring board for areas such as reading, science, each of the arts areas, and math.

Q: I believe that social studies is an important part of the curriculum, but I feel that I am forced to spend all of my instructional time on reading, writing and mathematics. How can I fit the teaching of social studies into my regular classroom schedule?

A: You can fit Social Studies in by teaching it thematically or in units. As you teach other content areas, include social studies goals and objectives so students can make connections with the world in which they live.

Q: Why is social studies important in the elementary school program?

A: The youth of North Carolina will spend their adult lives in the twenty-first century; therefore, the need for a social studies education that develops in youth the knowledge, skills, and attitudes requisite to live effectively in this century is more crucial than ever before.

Q: As a teacher, I feel it is important to prepare students for middle school social studies, at what grade in elementary school are students best prepared developmentally to learn social studies concepts?

A: The goals, objectives, and overall framework of the [Social Studies Standard Course of Study](#) are written to address students' age, grade and developmental levels. The rigor and content at the Kindergarten level, for example, is written according to what students at this level should be able to do. Therefore, in order to prepare students for middle school social studies and beyond, students should receive regular, sequential instruction in social studies throughout their elementary education.

See the [resource section](#) of this document for recommended resources for Social Studies.

"I feel like I am rushing through the curriculum in science and social studies because of the tremendous pressure for my students to perform well on testing in reading comprehension and math." (NC Teacher, 2003)

"I see the teachers dropping science and social studies in order to teach for the tests." (NC Teacher, 2003)

"Too much emphasis on testing leaves little time for other subject areas that are as equally important as ELA and math. Some students who may thrive in the arts or in science/social studies are rarely given the opportunity." (NC Teacher, 2003)

"I spend the same amount of time on math and language arts daily and alternate teaching science, social studies and health units." (NC Teacher, 2003)

"We stress the importance of teaching Science and Social Studies at all grade levels. Collaborative planning and teaming at grade 5 empowers teachers to help each other with areas of content area weakness." (NC Administrator, 2003)

CHARACTER EDUCATION AND CIVIC EDUCATION

Q: What about Character Education? What impact does character education have on scheduling and implementing the curriculum?

A: "Character education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development" (Character Education, 2002, p.8).

Q: What are the requirements of the Student Citizen Act of 2001 and how do these requirements impact character education and civic education in North Carolina's schools?

The Student Citizen Act of 2001 ([House Bill 195](#)) requires a focus on character education and civic education. The civic education component consists of both a core curriculum and teaching strategies that prepare students for successful participation in democratic life.

Civic education has content curricula through the social studies curriculum, especially in grades four and eight, as well as in the high school Civics and Economics course. Character education and civic education will help young people develop the skills necessary to make informed choices for the good of themselves and their communities.

The Act directs each local board of education to develop and implement character education instruction with input from the local community and to incorporate this instruction into the standard curriculum. The Act recommends the following eight traits for inclusion in character education instruction:

- Courage
- Good Judgment
- Integrity
- Kindness
- Perseverance
- Respect
- Responsibility
- Self-Discipline

The Act also encourages local boards of education to include instruction in:

- Respect for school personnel;
- Responsibility for school safety;
- Service to others; and
- Good citizenship.

The Act directs local boards of education to include a reasonable dress code for students among its policies governing the conduct of students.

Q: What is the best way to teach character education and civic education?

A: Character education must be a part of students' lives, in and outside the classroom. Posting a list of character traits in the classroom will not provide students with the necessary learning of why civility and respect toward everyone are important. The link of character education with an experienced-based civics curriculum can be achieved through a commitment to change the school culture through community involvement, curriculum integration, and attention to climate and the ways in which we interact with others.

[The Character Education: Informational Handbook and Guide for Support and Implementation of the Student Citizen Act of 2001](#) provides resources, information, and strategies to help local boards of education,

school systems, schools and communities develop high-quality character education plans and strengthen existing programs.

See the [resource](#) section of this document for additional resources for character education.

EARLY CHILDHOOD PROGRAMS

Q: Is play still considered to be the best way to teach a balanced curriculum to young children in Preschool and Kindergarten classrooms?

A: Absolutely! [The North Carolina Guide for the Early Years](#) emphasizes the importance of play in early childhood programs. Research has proven that young children learn best through active, hands-on teaching. Studies show that the most effective way to teach young children is to capitalize on their natural inclination to learn through play. Play is as natural as breathing for children. It is the fundamental way in which children gather and process information, learn new skills and practice existing skills. All types of play advance a child's physical, social, emotional, and intellectual development. Substantial research affirms the value of embedding meaningful and imaginative play opportunities into an integrated curriculum with a balance between child-initiated and teacher-directed activities throughout each school day.

Q: There are so many assessments required in Kindergarten now. How can I continue to teach through integrated centers AND have time to assess each child individually?

A: According to the National Association of Education for Young Children (NAEYC) Position Statement (1996), accurate assessment of young children is difficult because "their development and learning are rapid, uneven, episodic, and embedded within specific cultural and linguistic contexts." Assessment of young children should be on-going, cumulative, authentic and meaningful. It should rely heavily on observations of children's development. It should recognize individual differences in children and not only assess what children can do independently but also what they can do with assistance from other children and adults.

Assessing children as they play and work in centers is a perfect way to gain valuable and authentic information about their progress. Teachers should use such multiple sources of information such as observation, anecdotal notes, and collections of work samples compiled in portfolios along with state and local required assessments. Other ways to document children's successes can be through creative ways such as

photographs and audiotapes. Work samples can be collected from products that children create during center work times. Individual assessments could also be done during rest time. Many of the state required assessments in K-2 can be adapted to center activities and the process for gathering the information is at the discretion of the teacher.

Q: What should be included in a developmentally appropriate Prekindergarten class?

A: The Early Childhood Team at the Department of Public Instruction, along with a task force of 56 Early Childhood professionals representing a variety of stakeholders, is in the process of developing a document for preschool programs that describes widely-held expectations for children ages three through five to promote quality experiences for young children. The hope is that these early learning standards will be a valuable tool for early childhood practitioners and others in our state.

The North Carolina Preschool Standards are based around the North Carolina Ready for School Goal Team's definition of school readiness, which addresses the condition of children when they enter school and the capacity of schools to serve all children effectively. The definition acknowledges that it is just as important for schools to be ready for children as it is for children to be ready for school.

In keeping with this readiness definition, the standards are organized around the following domains of development:

- Approaches to Learning
- Emotional and Social development
- Health and Physical development
- Cognitive development
- Language development and Communication

Each of these domains is defined; widely held expectations are described; and information about what families, early educators, communities and policy makers can do to increase children's competency in each of the domains is explained. The document is expected to be sent to the State Board of Education in Spring of 2004 for endorsement. The document will be available to programs soon thereafter.

Q: What types of teaching activities should be emphasized in a high-quality early education for children?

A: A recent policy brief by Linda Espinosa, for the National Institute for Early Education Research (NIEER), suggests that there are several

critical components to a high-quality preschool program. The dimensions of quality can be categorized into elements of process quality, which involve direct experiences in the classroom such as teacher-child relationships, and those of structural quality, which are experienced more indirectly and include such factors as class size. Teaching activities and teachers' interactions with their students are considered to be elements of a preschool program's process quality.

Specific types of teaching activities and classroom emphases that contribute to a high-quality early education for children include:

- Opportunities to learn persistence when working at tasks, direction following, and proper listening skills;
- A focus on interactive book reading and other language and literacy skills;
- An emphasis on engaging children in problem-solving tasks;
- The ability of teachers to participate in meaningful conversations with children, to employ open-ended questioning techniques, and to help children expand their knowledge and increase their vocabulary;
- Opportunities to learn alphabetic, phonological, numerical, and spatial skills;
- A focus on scientific thinking skills as well as information about children's everyday environment, the world, and how things work;
- An emphasis on teaching early literacy and mathematics through hands-on activities, projects, group activities, and everyday experiences;
- The opportunity for preschoolers to engage in music, science, art, math, language, dramatic play, and play with building materials, all meant to stimulate the children's development;
- A recognition and understanding of diversity;
- An educational program in which parents are integral members and have opportunities to watch and take part in classroom activities;
- The ability of teachers to promote children's social-emotional development.

See the [resource section](#) of this document for information and recommended Early Childhood resources.

"The children learn best through discovery, not being drilled on phonics and math. Socialization is being pushed aside, and that really shows in the upper grades. We are stressing out our children, pushing them too fast. When I'm told that my kindergarten kids should be reading in a first grade book by Christmas, something is terribly wrong... we need to get back to the joy of learning."

(NC Teacher, 2003)

"I have a flexible center time schedule where I can individually work with children or have them in small instructional groups for reading or math. My assistant monitors the centers, which are theme or literature based, and does special science and social studies projects based on my integrated curriculum units." (NC Teacher, 2003)

"I teach in units of study in my kindergarten class and integrate many subject areas that way." (NC Teacher, 2003)

"Kindergarten is a different animal than other grades. Your schedule has to be flexible with the children, and some days what you have prepared goes out the window. Kindergarten has its own pace and needs..." (NC Teacher, 2003)

Recess and Physical Activity

Q: Is it okay for me to keep my students out of recess or physical activity to provide them with additional help?

A: Recess, while separate and distinct from physical education, is an essential component of the total educational experience for elementary aged children. Recess provides children with discretionary time and opportunities to engage in physical activity that helps to develop healthy bodies and enjoyment of movement. It also allows elementary children to practice life skills such as conflict resolution, cooperation, respect for rules, taking turns, sharing, using language to communicate, and problem solving in real situations. Furthermore, it may facilitate improved attention and focus on learning in the academic program.

Recess may also provide the opportunity for students to develop and improve social skills. During recess periods, students learn to resolve conflicts, solve problems, negotiate, and work with others without adult intervention. Cognitive abilities may also be enhanced by recess. Studies have found that students who do not participate in recess may have difficulty concentrating on specific tasks in the classroom, are restless and may be easily distracted. In addition, recess serves as a developmentally appropriate strategy for reducing stress. Contemporary society introduces significant pressure and stress for many students because of academic demands, family issues and peer pressures.

For these reasons, [Healthy Active Children Policy \(HSP-S-000\)](#), passed by the State Board of Education in January 2003, states that structured recess shall not be taken away from students as a form of punishment. All children deserve the time for recess/physical activity during the school day – in other words, if one child is receiving recess/physical activity, then they all are entitled to receive recess/physical activity. You may find that Level I and Level II students perform better after getting their blood circulating, getting oxygen to their brains, and releasing some energy. Typically, students can concentrate better after this physical release. You may

find that you are able to be more successful with these students at the end of the recess/physical activity period.

Q. What is Structured Recess?

A. Structured recess is when the administrator of recess has thought through what recess may look like and when there are opportunities for all students to be active. Students would not be sitting and reading, talking, or drawing. The administrator of recess would be present and aware and could provide organized play if students are not independently active. All children do not have to be doing the same thing, but all children would be active by the design of the teacher. For teachers that need help, it is appropriate for the physical education teacher to provide activities and ideas on what the administrator of recess could do during a “structured recess”. The physical education teacher may check out equipment to the administrator of recess or they may provide mini lessons of physical activities.

Q. What are some strategies I can use to keep students on task during recess?

A. Children have a natural need to want to play. Most children like recess because they feel good during the activity and most feel better afterward. When a child displays inappropriate behavior during recess, behavior modifications could be discussed to identify the reason for the behavior, what techniques may be used to change the behavior, and then a plan of action could be developed to enforce the behavior modification. Quality physical education teachers have techniques that they use in physical education class that they may be willing to share. Regardless, it is inappropriate to keep a child from recess just because that is the only thing that works to address inappropriate behavior. When one child gets recess, they should all get recess. When a child displays inappropriate behavior during recess, the administrator of recess should take action at that time.

Visit the [resource](#) section of this document to access information and materials related to recess.

“I would like to see that recess is MANDATORY daily in all schools. Children need a release time. I feel as well as many other teachers that the testing adds so much stress and anxiety on children.” (NC Teacher, 2003)

SAMPLE SCENARIOS AND SCHEDULES

INTRODUCTION

Is your school implementing a balanced curriculum, to include all areas of the NCSCS?

It is hoped that as schools continue to explore scheduling and implementation issues, this resource can be expanded. Phase III of this project will involve the identification of model sites and other resources that would provide additional assistance to schools striving to implement a balanced curriculum.

If your school or classroom would like to be considered as a model site, or if you would like to contribute schedules, resources, or best practices that would be helpful to schools throughout the state, please contact Christie Howell, cmhowell@dpi.state.nc.us or 919-807-3856.

The sample scenarios and schedules that follow provide *glimpses* of how the school day might be structured and what may be occurring within various classrooms. The scenarios illustrate *what might be occurring* during various times on a given day; the sample schedules give a basic overview for *how* time is structured.

The scenarios provide a “day in the life” of a particular classroom and describe various activities and learnings which may be taking place throughout that day. ***The scenarios were created by various contributors, and will reflect a variety of voices, formats and perspectives.***

The scenarios are followed by a section containing sample schedules for classrooms and special areas. The times reflected on each schedule are not mandated by legislation or policy; ***currently, there are no legislatively mandated amounts of instructional time for any subject area.*** It may be noted that times for subject areas are illustrated in a variety of fixed and flexible formats. The allotted times for subject areas are samples only, and are not meant to be interpreted as an exact way to structure time for various subject areas. In fact, if true curricular content integration is occurring, it is most difficult to segment the day into particular topics of study, because learning is occurring across the curriculum throughout the day, not in isolated blocks.

The scenarios and schedules are neither comprehensive nor prescriptive. They are not designed as an ideal, but rather to offer some perspectives on how schools may address teaching a balanced curriculum. As elementary schools in North Carolina examine scheduling, we encourage them to submit schedules and best practices that have worked for them to NCDPI to make available to other schools throughout the state. Information for submission is found in the sidebar.

Taken individually, the scenarios and schedules illustrate what you might see in a particular classroom. Examined in their entirety, the sample scenarios and schedules illustrate how learning takes place across the curriculum, and that educating the “whole child” is indeed a whole school effort.

**"The direction in
which education
starts a man will
determine his
future life."**

---Plato (427 BC - 347 BC)

PRESCHOOL

Preschool - The Day the Woolly Worm Came to Visit

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

Sunlight streams into the windows of the preschool classroom, as the children begin arriving on a Monday morning. Ms. Rodriguez, the teacher, greets children with a warm smile and asks about their weekend. The children put away their belongings and move confidently into the room, which is soon filled with a pleasant hum of activity. Three children are building an airport in the block area, with the guiding expertise of another child who has just returned from a trip with his family. Three other children have set the table in the dramatic play area and are using the new tortilla press to prepare a make-believe taco lunch for their dolls. Two children are curled up in the large overstuffed armchair, “reading” a class photo album, which documents a recent field trip to the local farmer’s market. Two other children are helping Mr. Phillips, the assistant teacher, take care of the class gerbils – putting fresh cedar chips in the cage, filling the water bottle and food dish. When they notice that the feed sack is nearly empty, they go to the writing center and create a note, consisting of several scribbled lines, which they say is a reminder for Mr. Phillips to buy more gerbil food. They each print their initials at the bottom to sign the note.

A few children are working puzzles or building Lego constructions at tables; some are pouring and sifting the fine, golden sand in the sand table; a few others have noticed the balls of soft clay arranged on a table in the art area, inviting them to roll, pinch, pound and squeeze while others are drawing pictures on the wipe-off boards in the writing center; and there is a pair of children counting the number of red beads they used while making their bead necklaces.

Ms. Rodriguez seems to be everywhere in the room, yet she never appears rushed. She sits nearby and watches the block construction for a while, then casually asks a few questions, which inspire the children to add a control tower to their airport so that the planes won’t “bump into each other”. She comments on the tortillas the children are pretending to make and encourages the children to ask Jose what his mother fixes with tortillas at home. When the children at the sand table mention that they are sifting “flour” for their cakes, she supports their idea, reminding them where the mixing bowls, measuring cups, and spoons are stored on nearby shelves.

Just as the morning seems well underway, Katie bursts into the room in her wheelchair, calling “Ms. Rodriguez, come see what I found in my yard!” The jar in her hands holds a fuzzy, gray and brown striped caterpillar. “It’s a woolly worm,” she exclaims. “My grandpa says it tells what kind of winter we’re going to have.” “What should we do with him?” asks Ms. Rodriguez. By this time several children have

gathered around Katie and her prize. "He needs air," they say, "and something to eat." "I know," says Katie. "That's why my grandpa helped me put holes in the top of this jar, and we put in some leaves for food." "Let's talk about this at circle time," says Ms. Rodriguez. "Meanwhile, let's put the jar over here on the science table. I'll put out the magnifying glass for those who want to get a better look."

As the morning progresses, Ms. Rodriguez notices several children examining the caterpillar and looking through the Field Guild to Moths and Butterflies book that she places next to it. One child brings over a clipboard and pen and begins to draw what he sees, while two others go to the art area and ask Mr. Phillips to help them mix the shade of brown paint that matches the woolly worm's stripes.

At group time, Ms. Rodriguez invites Katie to tell all the children about her caterpillar and, remembering what Katie's grandpa said about predicting the winter, she makes a mental note to invite him to visit the class and share this folklore with the children. A few of the children who have made drawings or paintings show them to the class and talk about the details they have included. As they talk, the teacher begins a list of their observations on a large flip chart. When someone mentions that the caterpillar is "wiggly", she invites several children to demonstrate the way the caterpillar moves. Some enthusiastically flop onto the floor and inch across the carpet; others use their index fingers, flexing and extending them along the surface of their forearm. Someone spontaneously starts singing, "The eensy-weensy woolly worm went up the water spout..." and they all join in, giggling delightedly, to finish their spontaneous parody of the familiar song. Ms. Rodriguez asks the children what they would like to know about woolly worms and begins to list their questions on another chart. As circle time comes to a close and the children begin getting ready to go outdoors, Ms. Rodriguez asks them to think about how they can find the answers to their questions.

The rest of the day consists of outdoor choice time, lunch, a continuation of center choice time, snacks and rest, stories, songs and movement activities and a reflection time. During planning time, the teacher and assistant talk over what had happened that morning and begin planning ways they can build on the children's obvious excitement about the woolly worm. They plan for ways to include activities related to as many areas of the curriculum as sensible.

KINDERGARTEN

*social/
emotional, social studies,
literacy, writing, motor
control, mathematics,
science*

*mathematics, science,
literacy, movement,
physical activity, social
studies and the arts are
interwoven so that they
become a natural part of
the child and his world*

science, literacy

*mathematics, literacy,
writing, health education*

*science, art/creative
expression, literacy*

An Integrated/Balanced Day in Kindergarten

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

As the energetic five-year olds enter the classroom first thing in the morning, they greet one another; they talk about what happened on the way to school, they put away their belongings and begin another exciting day in school. The teachers greet each child and assist them in getting started on an activity while encouraging the child's independence and feeling of self-worth by allowing the child to make choices. A variety of activities occur during this morning activity time such as reading books, working with manipulatives, drawing and writing, and finishing up projects from the day before. You can also hear lots of productive conversation.

The day continues to be a mixture of small and large group times, center activity times and individual times. Activities range from quiet listening to active moving. The learning environment reflects the understanding of the nature of children and how they learn. Before lunch, children participate in physical education which incorporates balance, flexibility, and using their bodies to form shapes of letters the students have been learning. They use a variety of movement forms to demonstrate iconic letter representations.

The children become involved in a variety of purposeful activities. Some activities will be more self-directed than others. Two children are talking together about their class pet gerbils, expressing their awareness of the tiny creatures in a language filled with meaning for them. The teacher visits the two and having listened to the conversation for a short time asks if she can write down some of their words. They readily agree, and a short descriptive piece is added to "Our Book About Gerbils" and the two proceed to illustrate their writings.

Three children are measuring a companion stretched out on the rug. "He's seven pine cones long" and "He's lots of bottle caps long". One child, able to write their words, records the activity. The teacher asks if they can count the bottle caps into piles of ten and the teacher observes their various methods of counting. She discusses with them the results of their counting and incorporates health education objectives of recognizing and valuing the unique and special qualities of each person. The children discuss the differences and qualities they observe.

| | |
|---|---|
| <p><i>social/ emotional, music, dance</i></p> | <p>The children have been learning about plant and animal life in their immediate environment. Some of the children work together to create a mural. Some children paint the sky and the ground. Other children use sponges to paint the grass and the ponds. While the mural is drying, the children draw pictures of their favorite plants and animals. The children cut out their drawings and paste them onto the mural. After the mural is complete the children use their developing writing skills to write stories about their mural.</p> <p>A small group of children in the music and movement center are experimenting with a variety of scarves. As they move to the music, they create flowing movements with their bodies and the scarves. While other children toss beanbags back and forth, giggles and smiles are abundant.</p> <p>The teachers know each child. They listen to children read, work with those as they see appropriate, answer requests for help and ask stimulating questions to extend the learning. The teachers encourage the children to be responsible, to clear away their materials when finished, to take pride in their work, and they gain satisfaction from the children's joy in learning as they discover and work hard. The children are given time to learn by being actively involved, by watching others, by asking questions, by making mistakes and by being involved for long periods of time in integrated learning activities. The room reflects the excitement and happiness of young children learning and sharing.</p> |
|---|---|

FIRST GRADE

First Grade in Mrs. Smile's Classroom

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

As the enthusiastic first graders arrive to the classroom, Mrs. Smile greets them at the door. The students unpack their book bags and begin to look at the board for their morning activities. All the students are chattering because today is the beginning of a new science unit. For the next six weeks the students will be learning about animals. There is an empty aquarium in the science center! The students quickly get in their seats because they know that it is going to be a great day.

The day begins with Mrs. Smile welcoming everyone to school and reminding students that it is story time. The students quickly but quietly move to the carpeted area. They sing their favorite morning songs that review the months of the year and counting from 1-100 by 2's, 5's and 20's. Mrs. Smile then reads the class a book about animals and along the way discusses any vocabulary that might not be familiar to the class. They retell the story in their own words. While Mrs. Smile is working with the class, Mrs. Lin, her teacher assistant is busy setting up centers. Mrs. Smile begins a new word wall activity that not only covers phonics, but also connects building new vocabulary along with spelling.

The class completes a KWL chart for the animal unit in science they are beginning. The KWL will assess students' current understandings of the basic needs of animals by asking, "Do you have pets at home?" "What kind?" "What do your pets need to stay alive and be healthy?"

For the science lesson today, there will be two student group sizes – small groups of two and large groups of four. Students will be working with guppies. They will think about, draw, and tell what guppies need. After agreeing on the needs of guppies, the large groups will each set up an aquarium. Each group will have an aquarium to plan, observe, and care for. In additional lessons, students will add plants and snails to their aquariums, making observations to determine likenesses and differences in the animals and the plants.

Next Mrs. Smile discusses the things the students will encounter in centers for the day. Centers will be a little different today because of the new unit. There will be seven centers:

- ◆ Guided Reading Groups- Small flexible groups based on each student's assessed needs in reading
- ◆ Math Center- Creating simple math problems using manipulatives, to be written in their math journals
- ◆ Listening Center- Listening to interesting stories about plants and animals

- ◆ Writing Center- Create their own writing about plants and animals using pictures from magazines, newspapers, etc.
- ◆ Word Wall Activity- Supports the lesson the students had earlier that day
- ◆ Science Center- (Assessment of Science Lesson) Students will list basic needs of guppies on a grid. They then write or draw how animal structure serves specific functions and express how they use the structure to get air, water, food and protection. Tomorrow, students will focus on making predictions - students predict what the structure and needs of plants and snails are, based on their knowledge of guppies.
- ◆ Technology Center- Use different types of technology to reinforce and apply skills based on students' needs

Following centers, the students, Mrs. Smile, and Mrs. Lin go to the computer lab to create a word book using Kid Pix software. Students will choose a word and stamp that represents that word; they write the word; and then record themselves saying the word and using the word in context. When this project is complete, they will share it with their "buddies" in the Kindergarten class. The book will be placed in their class library and a copy will be left in the media center for other children to use. Later this year, they will use Kid Pix to create a similar book, using Spanish, which the children are learning. The students can not wait to share their work with their parents!

Music - The music and creative drama teachers have been collaborating with Mrs. Smile to assist with a creative drama "informance" the class will be creating about the basic needs of plants and animals by the end of the six-week period. In music today, students will be involved with creating original compositions based on what they have learned about animals' needs and structures in science. Also, as part of the study of dynamics, the music teacher will work with the students to create a sound orchestra of animal sounds that will be used as an introduction and ending to the students' creation. The focus of these activities is on each child's experience and application of goals and objectives from the science, music, and theatre arts curricula – rather than on a polished, finished product. The informance gives students the chance to experience and apply what they are learning, and helps meet the needs of different learning styles and intelligences in the classroom.

Lunch is ready and the aroma of the food makes everyone even hungrier. Mrs. Smile takes the students to lunch where they all get seated. Mrs. Smile talks and socializes with students as she models good nutrition while eating her lunch.

Following a mini-lesson with writing, Mrs. Smile directs students toward their afternoon centers. Centers are used on a regular basis in Mrs. Smile's room to reinforce previously taught concepts and as a means to differentiate instruction. When Mrs. Smile is not conducting guided reading groups during center time, she is working with individuals or small, flexible groups with math, or rotating around the centers to

document and monitor students' learning and understanding. One of the centers includes free-choice books that students can select on a variety of topics, including health education topics such as hygiene, fitness, and safety. Mrs. Lin, the teacher assistant, is also busy throughout center time, working with students, reinforcing taught concepts and monitoring student behavior as Mrs. Smile works with individuals and small groups.

Following afternoon center time, the class leaves for physical education class. Mrs. Smile participates in a first grade team planning meeting, while her students are in physical education. Ms. Fit, the physical education teacher, is also collaborating with Mrs. Smile with the animal unit. She is asking students to identify which animals move in various ways, based on the locomotor and non-locomotor movements students are studying in physical education. Sometimes she asks the students to pretend like they are various animals as they perform the movements.

The class next moves to visual arts instruction with Mr. Artlet, who is teaching the class various techniques to create visual effects using texture. Students will practice these techniques in illustrations of some of the animals they are studying. While students are in art class, Mrs. Smile continues the team planning meeting, then spends the last few minutes making parent phone calls and setting up for the afternoon.

Following visual arts, a math mini-lesson takes place. Mrs. Smile shows students how to add numbers together by putting the largest number in their head and counting up. They practice doing this in a large group setting. The students were so excited about learning the new skill that Mrs. Smile promised to continue the lesson tomorrow morning. Flexibility is key to Mrs. Smile as she adapts her instruction to meet her students' needs.

Students prepare to go home. Mrs. Lin, the wonderful teaching assistant, will be taking the students out to the buses today so Mrs. Smile can have a conference with Mr. and Mrs. Smith about their son's K-2 Literacy and Math Assessments. They will discuss the Smith son's strengths and areas for improvement. Mrs. Smile will share some strategies that the parents can reinforce at home with their son.

Mrs. Smiles leaves school with two bags full of books and materials to plan and assess to go to her next jobs- as mother, wife, and always a teacher!

SECOND GRADE

A Day in Mrs. Sizzle's Second Grade Classroom

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

Immediately upon entering Mrs. Sizzle's second grade classroom students' eyes and curiosity are drawn to the bookcase by the front door. This bookcase is a mass of acrylic boxes filled with treasures her students have brought to share. These treasures include butterflies, moths, katydid shells, seeds, flowers, seashells, sticks, snake skins, turtle shells, a beaver skull, and several spiders. Today Mrs. Sizzle has asked her students to bring in something for the boxes that makes a noise.

The **science** investigation "Let's Make Noise" comes first today. Students will use a variety of noisemakers to determine how their sounds are produced and what they might do to change that sound. Upon completing the inquiry, students will record their observations and data in their science notebooks, organize the data and summarize their findings. As they write these findings in the notebooks, the students will communicate their understanding through pictures, words, descriptions, and summaries. Working with their science notebooks is a great way to apply their writing in context and to prepare for their **language arts** lesson.

Language arts begins with a shared reading of a story that described how the wind got its whistle. After they discussed the story by using descriptive sounds such as a "thundering herd," "rustling leaves," and "falling snow," the students talked about how they could create a particular mood by using these special sound words. This led to a shared **writing** experience, where the class began to **write** their own "mood setting" descriptive sound tale. Later they will write individual sound tales and connect their tales to **art** by illustrating them with drawings and sharing them with the class. When sharing with the class, students are encouraged to use different timbres with their voices to make the sounds "come alive." (**music**) Some of the students will choose to use creative drama and/or movement as a vehicle to help them share their stories. (**drama/dance**)

Wow, the students have been so busy they almost forgot it was snack time! While the students are having snack, Mr. Ear, the hearing impaired teacher, comes to share with the class how students with hearing impairments are able to communicate and learn. He explains some of the problems experienced by students with impaired hearing and teaches them several words in sign

language. The students tried to see if they could communicate their names in sign language.

In **social studies** the students are exploring how people and communities change over time. The teacher divides students into groups of four to begin this unit. Each group is given a different era in history, up to the current day. Over the next few days, the groups will be responsible for creating a visual presentation of what the community may have looked like at that time. After each group shares information about their community, students will hang their visual presentations around the room in the format of a timeline. As a whole class, students will discuss how people, clothing, entertainment, transportation, technology and the physical environment have changed over time. The visual timeline will help them to observe these changes.

The **mathematics** lesson on measurement helps students make a connection with the science sound lesson as the students make “tin can telephones.” They make telephones by connecting two cans with a length of string and pulling it tight. One student spoke into one can and another student put his ear to the other can to listen. The students tried different lengths of string connecting the tin cans, measuring the length of each string with a measuring tape, and testing to see how far and how well sound would travel on their telephones. Several student groups did the same experiment and prepared a graph showing the length of string did make a difference in the sound heard at the other end. Later the student groups compared their findings, discussed their observations, and carefully recorded their data and conclusions in their notebooks. Later this week, the class will chart their findings using a **technology** program in the computer lab and post these charts in their classroom.

During **physical education**, the students practice with their throwing and catching skills in addition to practicing flexibility, which will help prepare them for the President’s Fitness test. While the students are in physical education, Mrs. Sizzle attends a grade level meeting. Mr. Eller, the cross-categorical resource teacher, will also be attending the grade level meeting to discuss some of the instructional objectives the students are working on in the classroom and identify any areas where students might need adaptations or special resources or strategies. Mr. Gysbers, the school counselor, works with the second grade team with some strategies to integrate guidance objectives into the curriculum. After physical education, the students and Mrs. Sizzle go to lunch.

It is now time for students to do some **independent reading** while Mrs. Sizzle works with others in small, **guided reading** groups. She has gathered a variety of books that make connections to students' curiosity and interest with the study of sound for students to enjoy during their independent reading times. Guided reading selections are based on student's assessed instructional levels, and the independent reading (choice) selections include books which will continue to develop student interest and increase their understanding of the importance of sound.

Before packing up for the day, Mrs. Sizzle gives each student a piece of graph paper for a take-home data collection. She asks them to interview ten friends, family members, or others they know to find out which stringed instrument is the most popular based on its sound. She asks them to collect the data and make a bar graph of the results of their survey. Students are asked to add correct labels to their graph and to present the information carefully. They can choose any type of stringed instrument, such as guitar, violin, cello, banjo, etc. Tomorrow they will start the day by discussing and sharing their findings.

Jimmy's Dad, Mr. Thompson, will be coming to visit the class and will bring his guitar so students will have the opportunity to pluck the strings and see how they vibrate to create sound. Students will also see how the width will determine the highness or lowness of the pitch produced by each string. This ties in perfectly with this week's **music** lesson with Mrs. Vibrato, where students are exploring the families of instruments and how sound is made.

| | |
|---|--|
| <p>THIRD GRADE</p> | <p>A Day in Third Grade</p> <p><i>This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.</i></p> |
| <p>Arrival</p> | <p>COMMENTARY</p> <p>When they enter the classroom, students sign their names in a loose-leaf notebook, indicate their lunch preference, and whether their homework is completed or when it will be completed. The notebook is housed on a small table just inside the classroom door. They store their materials and settle in their seats to read independently, to write in their writing notebooks, or to respond to their self-selected reading. The teacher conferences with individual students about their writing or self-selected reading, or re-teaches a concept to a single student or a small group of students.</p> |
| <p>Mathematics</p> | <p>The teacher teaches a whole class lesson on the concept of multiplication as sets and repeated addition. The teacher models on the overhead projector with manipulatives and symbolic representation. She guides the students to form sets representing the number sentence displayed. The teacher and teacher assistant monitor as students work. For independent practice, students write a number sentence for each visual representation. Then they draw the visual representation for the number sentence given. The teacher and assistant re-teach the concept as necessary with individual students. On other days, students are in flexible groups based on classroom assessment and identified student needs.</p> |
| <p>Reading Workshop (Integrated with Social Studies and Technology)</p> | <p>The teacher calls the students to the rug in the corner of the classroom. She reads aloud a big book about volcanoes. As she reads, she points out the pattern of the text, a nonfiction text written in a question and answer format. It contains charts, maps, and diagrams. The table of contents, headings, and subheadings all are noted as characteristics of informational texts. As a class, they list the characteristics of an informational text on a reference chart. They compare this chart to a chart created earlier about short stories and narratives. Students then return to their desks to continue reading for information related to specific research questions about geographic features. They have selected articles and/or books from a variety of sources from the classroom library and the media center. Students read either independently or with a partner to find answers to selected questions. They use their response journals to record their</p> |

| | |
|-------------------------------|---|
| | <p>findings as they read. The teacher conducts a guided reading lesson with one group of students. During this time, the teacher normally conducts guided reading lessons with small groups of readers who have similar needs and conferences with individual students.</p> <p>At the end of the workshop, after students record their reading in their reading logs, there is a sharing session. (Students eat their snacks as they read or at an appropriate time.) The teacher assistant supports/ assists a small group of students as they research a specific question on the internet.</p> |
| <p>Specials/Planning Time</p> | <p>During this time, students go to one of their special classes: Physical education, art, music, dance (1st nine weeks), drama (2nd nine weeks) and Spanish (3x a week year-round). The teacher has either grade level or individual planning time. The teacher may also make phone calls or conduct conferences with parents during individual planning time. During the team sessions, teachers begin to plan for the next quarter for integrating their science, social studies, and language arts units. This plan follows the yearly plan developed during the teacher workdays at the beginning of the year. Each of the special teachers receives a copy of the yearly and quarterly plans so that they can integrate, as possible, their content areas with those of the classroom teacher. Classroom teachers are also provided with information from the special area teachers to incorporate and help meet goals and objectives from their areas as appropriate in the classroom. Monthly meetings with classroom teachers and special area teachers help all teachers to map and align the curriculum and to collaborate on integrative units.</p> |
| <p>Writing Workshop</p> | <p>The teacher gathers the students before her on the carpet and reads two books to them which illustrate how personal experience can be the source of exciting narratives. The teacher discusses how capturing the moment of time is when the author does a slow motion replay of the event with his choice of language. Then she challenges the students to use the idea in their writing in the near future. The writing workshop continues with each student working on his/her writing by using the writing notebook, engaging in some aspect of the writing process, conferencing with a peer or examining the work of a favorite author for ideas. The teacher conferences with three students who have signed up for a conference and conducts a guided writing lesson on narrowing the focus of their writing topic with a small group of students. Then she calls the students back to the</p> |

| | |
|-------------------|--|
| Lunch | <p>carpet to share ideas about how they were able to incorporate the mini-lesson idea into their own writing today.</p> |
| Word Study Block | <p>The teacher and her assistant join their class for lunch on most days, providing an opportunity to model good nutrition and to communicate with students.</p> <p>The teacher conducts a mini-lesson on plurals based on assessed needs from students' writing. She quickly reviews the first two patterns of adding <i>s</i> and <i>es</i> to form plurals. Then she illustrates changing <i>y</i> to <i>i</i> and adding <i>es</i> to form plurals. Students provide words that fit the pattern. Then students work individually to form plurals using magnetic letters. They check their partners' work. The teacher reviews the plural pattern with students.</p> |
| Structured Recess | <p>Students participate in structured recess/physical activity based on joint planning between the physical education teacher and the classroom teacher.</p> |
| Science | <p>What do you know about plants? This is the first of a series of lessons on plant growth and development. The teacher evaluates student's prior knowledge of plants. Students look closely at the outside of a bean seed, an exercise that introduces skills that will be developed throughout the unit, observing, recording, and predicting. Students share what they know about plants and discuss what else they would like to know. The teacher explains to the class that for the next six weeks they will be observing the growth and development of a special plant. Students look closely at the bean seed and record what they observe. Next they observe using magnifiers and record in their notebook what they see. It is important for the students to record what the seeds were like when dry because in the final part of the lesson they will soak the bean seeds in water. They will chart and record the color, shape, texture, and order of the "dry bean" and make a drawing of the bean. The teacher tells the students that the bean seeds will sit in water overnight. Ask them to predict what they think will happen to the seeds and to give reasons for their predictions. Record their predictions on a chart.</p> |
| Social Studies | <p>In social studies, the class is studying geographic physical features. The objective is for students to discover changes in geography and how those changes impact how people live. The teacher leads the students in viewing a videotape about life in South America. Throughout the videotape, students observe the</p> |

| | |
|------------------------|---|
| Dismissal/ Planning | <p>community, a day in the community, and changes in the community as a result of volcanic eruption. At the end of the videotape, students recognize the impact that geography has on the lives of people, and how it influences how they move, where they locate, and how people respond to geographic influences on their surroundings. After the videotape, students will think about geographic influences such as volcanoes, hurricanes, erosion along the coast, and tornadoes. The lesson concludes with a class constructed chart detailing what the community looked like before and after the disaster.</p> |
| | <p>The teacher takes students to meet their buses and car pools. She and the assistant reflect on the day and begin preparing for the next day.</p> |

FOURTH GRADE

Fourth Grade – An Integrated Day

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

As students arrive, they find their morning assignment on the board. It reads, “In the dictionary, find and write the definitions of stereo, stereotype, and stereophonic. What do these definitions have in common?” After students have had time to find these definitions, the whole class discusses the meanings and the fact that a stereotype reduces the complex, multidimensional nature of human beings to a single statement, image, or attitude. Many people stereotype American Indians as savages who fought the cowboys. Many of the movie depictions support stereotypes of this group of Americans. The activities for today focus on helping students dispel many stereotypes of American Indians and understand the influence of American Indian culture in North Carolina.

Social Studies-based Multidisciplinary Activities – Students working in Centers

Center 1: Origins and locations of American Indian landmarks

Many state names, such as Massachusetts, originated in American Indian languages. Names of many rivers, such as the Ohio and Mississippi, and names of cities such as Pontiac, also originated from American Indian languages. The teacher prepares a map on which to locate names with American Indian origins. Students use outlines of a map of the United States to fill in the names of various places, rivers, etc. They consult a variety of resources to discover and record what the names mean and where they come from.

Center 2: American Indian Foods

Students continue to learn of the many things Americans have gained from the American Indians. They knew the best trails and ways of traveling across the country by canoe and snowshoe. They invented hammocks. The American Indians were the first, too, to grow and use tobacco and rubber. They introduced settlers to some of the foods that we use today. This leads to a student investigation of what some of these foods are. Students research and organize the foods on a chart using the names of the foods and illustrations. Students then examined how these foods might

be part of a balanced diet, according to what they have learned about the food guide pyramid in health education.

Center 3: Independent Reading

Students select from a variety of books from the classroom library that address various aspects of American Indian history and culture. Students have learned how to choose books that are appropriate for their individual reading and interest levels.

Center 4: Navajo Corn Bread

Students use previously acquired measurement skills to make Navajo Corn Bread. Parent volunteers come to the room to help with this center since an electric skillet is used. Students carefully measure and follow the directions for making the bread. After the bread is made, each student is allowed to taste slices. They are all excited about their group creation, which allows them to experience some of the “flavor” of a traditional Navajo American Indian recipe.

Center 5: Mathematics

The teacher works with small groups of students as they determine the perimeter of plane figures. They work through several examples together, and discuss the process used for determining the perimeter each time. Students are then challenged to determine the perimeter of plane figures they find in the environment and to record these in their math notebooks.

Center 6: Guidance

Mrs. Schmidt, the school counselor, has collaborated with the classroom teacher to facilitate this center. She will be working with small groups of students on conflict resolution. This is integrated with the social studies unit because students have examined conflicts of American Indians and are relating this to conflicts they experience in their lives today. Students having difficulty with the concept of conflict resolution are going to participate in small group counseling on Wednesdays for the next six weeks. Mrs. Schmidt and the classroom teacher have worked together to find the best time for this group to meet.

Structured Recess/Physical Activity

The physical education teacher collaborates with classroom teachers to provide them with appropriate activities that are based

on the *Healthful Living Standard Course of Study*. Students put on their heart rate monitors and then have structured recess/physical activity, which is supervised by the classroom teacher. Students will be using a variety of locomotor skills to outline the perimeter of various areas. Later, students will download the information from the heart rate monitors, using a special software program. Using technology, the students will create graphs (also part of their Mathematics Standard Course of Study) to show how long they were in and not in their individual target heart rate zones during their physical activity today. After creating the graphs, students will have to determine whether or not their physical activity was of sufficient duration to provide health benefits to them, as specified in the Healthy Active Children Policy (HSO-S-000).

Literature Circles

Students spend time in literature circles. Each literature circle is reading, analyzing and discussing a different book related to some aspect of American Indian life. Some groups are reading today, and others are holding discussions. The teacher moves from group to group, listening in as students read, think aloud, share responses, listen to their peers, and dig into the text to validate various interpretations. Literature circles allows the students to have both “choice and voice” in their reading development; support higher order thinking, reasoning and questioning; allow students to analyze and investigate vocabulary and literary elements and make connections to real life and other books; and provide a means for differentiation for the different reading levels of students in the classroom.

Lunch

Music

Mrs. Beard, the Music teacher welcomes the students to class. They are continuing the study of rhythm and movement in American Indian music, specifically the music in North Carolina. Students are especially interested in the role of the drum and specific steps that are used in American Indian music and dance. Students will be learning several different American Indian songs and dances, and exploring these in class with movement, instruments and voices.

Science Exploration

Science Exploration: Designing Vehicles

The teacher introduces students to a new unit on the physics of motion and the challenge of technological design. The students are asked to write what they already know and what questions

they have about how vehicles move and how they are designed. They set up their science notebooks and record and share their ideas and questions about motion and design. In the exploration students design and build a vehicle using K'NEX building pieces to meet certain requirements. Following the exploration the teacher invites students to share what they discovered during their free exploration time with the building pieces. Like scientists and engineers, students will keep written records and drawings in their notebooks. Throughout the unit, students will be given several challenges specifying the distance a vehicle must move and the time it must move the distance.

Read Aloud

The teacher reads aloud from a piece of historical fiction relating to American Indian life. As the class makes its way through this book, they discuss the author's mood, how the Comanche depended on buffalo and deer for food and how these animals depended on grass to eat. Without rain, no grass or plants, the animals would die or go far away to graze. The teacher focuses the discussion on the effects of drought and famine.

Dismissal

Students make sure they have recorded their homework assignments and gather all of the materials they will need to take home with them. At 3:00, the school dismissal begins. Students who carpool or go to after-school care leave at 3:00, and the others wait in the classroom for their buses to arrive. The school uses technology to display which buses are arriving and departing on the television monitors in each classroom. Students are responsible for watching the monitor to know when it is time for them to proceed to their bus.

FIFTH GRADE

A Day in Fifth Grade

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

It was a bright and sunny Thursday when my class entered room 501, the finest homeroom in Auburn-Melville Elementary. We began the day with a **vocabulary** lesson building on the **science** experiments we conducted the day before. We explored ecosystems in the local environment focusing on the interactions between living and nonliving things. Catching the fish and salamanders in our aqua sphere presented a real challenge to the class. Today we worked with relevant vocabulary, meaning, pronunciation, word origins, spelling and appropriate use in context.

Our **mathematics** lesson followed with a study of mathematical conjectures regarding quadrilaterals. After agreeing on a definition of diagonals and distributing rulers, students worked in cooperative groups to determine lengths, properties, and the relevant relationships between the composite parts of quadrilaterals and the triangles formed by one or more diagonals. We were especially interested in symmetry and congruence. Students made charts and tables of their discoveries and later completed entries in their math journals.

In **music**, we are learning traditional folksongs and characteristics of music and dance in the Latin American countries we are studying in **social studies**. Students will present projects, illustrating characteristics of various countries they have chosen to study. We use an academic development lesson from the **guidance** curriculum to help set up a timetable and identify the resources and materials we will need to complete our projects. At the end of this unit, we, along with the other fifth grade classes, will have a festival, which will include food, costumes, music and dance from Latin America. It should be an exciting culmination to the weeks we have spent studying our neighbors to the south.

When our music period ends the students and I go to the **computer lab**. Most of the students have found pen pals in western Canada (our next unit in **social studies**) and are curious about the similarities and differences between their lives here in North Carolina and the boys and girls who live in the farms and cities of British Columbia and Saskatchewan. The remaining students will be completing the charts from yesterday's **science** experiments.

Lunch! A welcome respite. After taking my class to the cafeteria, I eat lunch and answer two phone messages.

Health is next on the agenda. Since we have been studying living things and ecosystems in **science** we listed the elements of a healthy ecosystem for fish in the bay. After deciding on what these creatures need we expanded to a listing for a healthy eleven year old! Ha! The shoe is now on the other foot. While students are quick to describe and prescribe for others (our finny friends) they are hesitant to limit their own freedoms especially when they have free choice as to activity and a balanced diet. We will spend more time on the food pyramid at a later date. I may have them build one for fish and then one for fifth graders.

The next half hour was spent examining different uses of punctuation to help punch-up our **writing**. Commas, colons, and semi-colons are mysterious creatures and the exclamation point is still much over-used!!! We made some progress constructing a compound sentence and identifying *e/ves* (our name for the subordinate clause) in a selected passage.

The latter was a great segue to the **literature** we are studying this marking period. We are well into a class novel. I have a number of students from single-parent families and the longing for the child in this book to know her mother resonates with them. Reading objectives are addressed through alternating class novels, literature circles, and reading workshop. We also enjoy using Reader's Theatre at times – which has proven to be an excellent strategy for increases understanding of what is being read, motivating reluctant readers, and providing fluent readers with the opportunity to explore genre and characterization.

It is time for **physical education** with Ms. Dooley, the physical education teacher. She is working with my class on Latin American folk dances, which ties in perfectly with our **social studies** unit and the healthful living Standard Course of Study for grade five. Ms. Dooley has worked with Mr. Spanish, the **foreign language** teacher, to identify movements and terms used in the folk dances in English and Spanish. These terms hang on posters around the gymnasium, and are referred to during the lesson. As part of **personal and social development** (an aspect of the guidance curriculum), students are also learning about cooperation and each individual's contributions to a team as part of their dance study, (which requires tremendous cooperative skills).

| | |
|--|---|
| | <p>The traditional Latin American folk dances studied in physical education will serve as a springboard for dance education. Later this week, when students go to their dance class with Mrs. Modern, they will address objectives from the dance <i>Standard Course of Study</i> as they choreograph original dances in various Latin American styles.</p> <p>Following physical education, we return to the room and students prepare their things to go home, making sure that all of their assignments are written down in their homework journals, and that they have all of the materials they will need to complete their homework. Students spend the last fifteen minutes of the day after preparing their things in DEAR time (Drop Everything and Read), which gives them an opportunity to practice independent reading.</p> <p>After school, I had a conference with Mr. and Mrs. Hargood. Their daughter is having difficulty organizing her work and is falling behind in her studies. I provided them with some strategies they could use to help support their daughter's organizational problems, and they seemed committed to helping with implementing these strategies at home. I also recommended that the parents attend the session, "Elementary Study Skills and Success in Learning," the school counselor will be conducting for any 3rd-5th grade parents who are interested in supporting the development of healthy study habits.</p> |
|--|---|

ARTS EDUCATION

*Note: Arts Education encompasses four separate and distinct disciplines: **dance, music, theatre arts and visual arts.***

Music is the only discipline represented in these sample scenarios and schedules. Dance, Theatre Arts and Visual Arts teachers may have similar schedules.

Other samples of arts education schedules, to include dance, theatre arts and visual arts may be added to this document in the future.

It is important to note that arts education schedules may vary according to the type of school (magnet, A+, traditional) and the needs for each discipline (materials, facilities, etc) as well as what is developmentally appropriate for children. It is not unusual to see shorter, more frequent lessons for younger students, and longer lessons for older students.

With all of the arts education areas, sufficient time for delivering the SCS and for students to practice what they are learning

Arts Education – Music

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

Mrs. Melody begins her day today with **chorus** before school. Chorus is available for any students in the 3rd through 5th grades who want to apply their musical knowledge and learn more about how to use their singing voices. Today, students have warmed-up, using rhythmic and melodic **patterns** that occur in the literature they are studying. They are working on a suite of North Carolina folk music, which also gives them the opportunity to **read music** in two or more parts. Students are also learning about their North Carolina **heritage** as part of the study of this literature. Mrs. Melody has been working with the **foreign language** teacher with a Spanish piece the students are studying. For the last ten minutes of instruction, “chorus helpers” take roll and rearrange the music classroom before returning to their classrooms.

The first class, one of five that Mrs. Melody will see throughout the course of the regular school day, arrives. This fifth-grade class is learning about **theme and variation** in music, and is listening to Charles Ives’ “Variations on America,” as part of their studies. In addition to learning about the **composer**, various **compositional techniques**, and identifying the **musical elements** heard when listening to the piece, the students also **sing** and learn the **history** of the song “America,” that Ives’ composition is based upon. When students return to class next week, they will be working in small groups to create their own theme and variations **compositions**, based on a familiar tune, and will share these with the class. In addition to their weekly **daily grades**, students will self- and peer-assess the theme and variations compositions using **rubrics** they help the teacher create. Their final **products** and rubrics will be placed in their music **portfolios**.

Mrs. Melody uses the 10 minutes between classes to get materials ready for her fourth-grade class. The fourth graders arrive, right on time, and quickly take their seats and get out their instruments. As students enter the classroom, Mrs. Melody briefly confers with the classroom teacher about an **integrative lesson** they are planning for later this week during “**flextime**,” a special time to connect and extend learning in a meaningful way with music and other areas of the *Standard Course of Study*. This class is learning how to play the recorder. After a whole class warm-up using **ear training** and **improvisation**, and some time spent **sight-reading** and introducing new literature for students to practice, students break off into several small groups to continue their studies. One group is at the computer station, **notating and publishing** a composition that they have been working on. All of the students will eventually complete **recorder compositions**, which will go into a **class book** that can be checked out and played by other students. Another group is working with instruments and recorder. One student is playing and the others are accompanying him with **harmonic patterns** on the

is essential. Similar to language study and acquisition, proficiency in any of the four arts areas comes through frequent experiences and application.

Programs which only allow students to experience an art form for a few lessons out of the entire school year will not allow for appropriate delivery of the SCS. These students will receive "exposure" rather than "education."

In addition to the Arts Education Standard Course of Study for K-12 students, the Guide for the Early Years contains the roles of the arts and suggested ways that arts education should be delivered in early childhood programs.

Orff instruments. Yet another group is working on a composition, which they will take to the computer station when it is complete. Students are going through the **music writing process** of brainstorming through improvisation, recording ideas, revising and editing, until they achieve the sound they are looking for and know that they have met the **criteria** for which their composition will be graded. Publication will take place in the form of a written composition as well as class performance. A final small group works with Mrs. Melody on recorder **technique** and **music reading skills**. Mrs. Melody rotates so that she has a chance to provide **guided instruction** to all of the students by the end of the period.

After a ten-minute transition, Mrs. Melody's third grade class arrives and begins their lesson focused on different ways to create **harmony**. Students experiment with **ostinati, rounds, partner songs, and counter-melodies** to create harmony. With one of the songs using ostinati, small groups representing the melody and three different ostinati create **movement sequences** to coincide with their musical parts. Mrs. Melody videotapes an informal class performance (or **informance**) of their piece for the class' **video portfolio**. During the taping, several students explain what they have been learning before the class demonstrates the final product. This is a summative lesson for this unit, and students demonstrate their conceptual understanding by completing a "bubble" **thinking map** which identifies various ways to create harmony. A performance assessment using a **checklist** is also used to assess students' abilities to create harmony.

The third grade lesson is followed by a combined period of **lunch and planning**, which takes place for a total of 65 minutes (technically 30 minutes for lunch and 35 minutes for planning). Mrs. Melody uses this time to catch up on grading, collaborate with other teachers, follow-up with parent phone calls and conferences, set up for the afternoon classes, and plan while eating. Mrs. Melody has found that maximizing every moment of her time during the school day helps her to stay on top of things and keep up with planning instruction and assessing the approximately 700 students she serves each week.

At 12:45 the Kindergarten class arrives and takes their places on mats on the floor. They are gathered around a big book for a **shared reading (singing)** of a favorite song. Next, students practice experiencing the **steady beat** – clapping, stepping, patsching, tapping, etc. As students are instructed to keep the beat in a variety of ways, Mrs. Melody is observing the students closely and keeping a **checklist** of who is able to maintain a steady beat with his or her body. Mrs. Melody asks students to look at the big book again, where they see **rhythmic icons** for the steady (quarter note) beat and quarter rest durations. Individual students take turns coming up to the big book and **pointing** to the quarter notes and rests with a pointer while students **chant** out loud what they are seeing – "quarter, quarter, quarter, rest!" The lesson

concludes with students **performing** a written rhythmic score on instruments. They are so proud of their accomplishments in music this week!

Finally, the last class of the day arrives. This second grade class has been studying the **relationship** of whole, half, quarter, eighth notes and quarter rest **durations**. The lesson begins with a review where students have to **march** the steady quarter note beat with their feet and simultaneously **clap** various note values with their hands. The teacher chants “Put the beat in your feet and clap eighth notes with your hands.” Students perform this action, and then answer questions about the relationships of these note values to one another. “For each beat that you stepped, how many eighth notes did you clap?” Mrs. Melody asks. “For each two eighth notes that you clapped, how many times did you step?” And this process continues – then switches – students keep the quarter note beat in their hands and step (or jump for whole notes) the other note values. One student observes, “this is just like the **fractions** we are studying in math right now.” Mrs. Melody exclaims, “Yes, you are exactly right – music is math and math is music!” Little did this student know that Mrs. Melody and her classroom teacher had planned this coincidence of studying fractions and parts of a whole to occur at the same time. After this warm-up, students work in small groups to create eight measure **rhythmic compositions** using the values they have learned. These compositions will later be **orchestrated** by students, then **transferred** to rhythm instruments and **performed** for the class.

After the lesson, Mrs. Melody goes to carpool duty, which is shared on a staggered schedule by all staff, so she does not have this every day. At 3:30, she joins the rest of the staff for a **faculty meeting** and then makes sure that she has made notes to herself about each class and individual student needs or concerns and prepares her materials for the next day. She is exhausted, but feels great about all that has been accomplished in this busy day!

**FOREIGN
LANGUAGE****A Day with Madame, Second (Foreign) Language Teacher**

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

As Madame, the foreign language, teacher arrives in the morning, she greets children she sees in French and the children respond in kind. She drops by the fifth grade chair teacher's classroom and picks up the revised outline of lesson plans, then schedules planning time for after school with all the fifth grade teachers. This allows the fifth grade teachers to have input as to which content areas they would like emphasized in the upcoming weeks of French instruction. She proceeds to her office and organizes her cart for the day according to her Wednesday schedule. Madame sees all of her classes 4 times a week for 20-25 minutes each session. Seeing her students several times a week for short periods of time is the ideal way for them to acquire and use their new language. Her schedule is:

| Time | Class |
|---------------|-------------------------------|
| 8:15 – 8:40 | 4 th grade – Ms. B |
| 8:45 – 9:10 | 4 th grade – Ms. J |
| 9:15 – 9:45 | Planning |
| 9:50 – 10:15 | 5 th grade – Ms. M |
| 10:20 – 10:45 | 5 th grade – Mr. K |
| 10:50 – 11:15 | 5 th grade – Ms. R |
| 11:20 – 11:45 | 5 th grade – Ms. P |
| 11:50 – 12:20 | Lunch |
| 12:25 – 12:45 | 2 nd grade – Mr. O |
| 12:50 – 1:10 | 2 nd grade – Ms. V |
| 1:20 – 1:45 | 4 th grade – Mr. C |
| 1:50 – 2:15 | 4 th grade – Ms. D |

All instruction takes place in French and is content-based. The fourth graders are concentrating on map skills this week as part of a culminating social studies unit. Today they will review locating North Carolina on the map as well as the capital, an important river and a mountain range. They will also locate the province of Ontario, Canada, its capital, an important river and a mountain range on the map and the class will compare the two locations.

The 5th graders are continuing their study on weather conditions and specifically the conditions associated with a hurricane. By the end of the week the students will describe orally (in the second language) the characteristics of hurricane conditions and locations on the map.

During lunch Madame speaks with the **other French teacher** who teaches the first, third and the rest of the second graders about their second grade plans for the week. The second graders are working on animals and their habitats and today they are going to compare the different habitats based on landforms, types of water and climate.

At the end of the day, Madame checks her e-mail and responds to an inquiry from the principal for the rationale to not include the kindergarten classes in the foreign language rotation. She responded that adding the kindergarteners would dilute the instructional time in levels 1-5. These classes are currently receiving instruction four times a week for 20 to 25 minutes per lesson, which is ideal for language acquisition.

Madame also responds to a foreign language elementary colleague from another part of the state. Her colleague sees her third through sixth graders once a week for forty minutes and kindergarten through second-graders twice a week for twenty minutes. The colleague's schedule does not allow for transitional time between classes and therefore she loses instructional time with her students. As she responds to her e-mail, the Madame reminds herself how glad she is to have the support for her program from the administration and the community. When she finishes with her e-mail, she checks her schedule for the next day and changes out the materials in her cart before leaving for the day.

**FOREIGN LANGUAGE:
STUDENT PERSPECTIVE**

Note: This scenario illustrates the challenges faced for both the students and teacher in delivering foreign language programs.

Students benefit from foreign language instruction a minimum of three times a week for 20-25 minutes per class, and ideally four-five times a week for 20-25 minutes per class. Due to the nature of learning a language, both of the above time allotments are preferable to once a week lessons for 40-50 minutes.

Second (Foreign) Language Scenario - Student Perspective

The following scenario is from a student's perspective of foreign language study:

Another busy fourth grade school day is almost over when the Spanish teacher arrives. We are supposed to have forty minutes of Spanish today, but the class isn't ready to begin.

I wish we could have Spanish more than once a week. I have a hard time remembering what we did last week. There is also a new student from Chile in our class and I would like to be able to speak to him in Spanish and make him feel more comfortable.

I like our Spanish teacher and we get to do fun things. Today we are doing a survey on likes and dislikes. In our groups we have to take the information collected, organize it and decide how best to share it with the class. Our group decided to make a graph like we created for our math lesson today. When it is time for us to stop, we put our graphs on the bulletin board. Our groups will present our information in Spanish next week.

**PHYSICAL
EDUCATION**

Physical Education Scenario

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

Mr. McDonald meets with his grade level teachers regularly. Because of this, he is aware of the classroom themes and units of instruction. He regularly integrates skills and concepts from other content areas into the physical education class. Mr. McDonald teaches multiple grade levels, but sees one class at a time. This is so the class size can be manageable and the teacher can teach the *Standard Course of Study* by working with the students as a group as well as individually to help ensure success.

Mr. McDonald begins his first physical education class at 8:15 am. Mrs. Jones brings her class into the gym. Following the lead of the Mr. McDonald, the students begin to stretch to music. They quickly recognize it is music that they have been learning in music class that uses rhyming words! At the conclusion of the stretches, Mr. McDonald asks the students to tell them about the song and what they know about it from their studies in music and English language arts.

Students go to one of the designated stations based on the color of their shirts or tops that day. Mr. McDonald does not allow students to choose teams themselves. The objective of today's class is for students to display the ability to work independently for short periods of time and demonstrate skills necessary for participation in non-traditional games and activities. Posters at each station illustrate various locomotor skills such as hopping, jumping, skipping, walking, galloping, crawling and leaping.

Students rotate through stations while Mr. McDonald gives guidance on skills the students are practicing. To integrate physical education instruction with English language arts, posters include different parts of a speech such as verbs, adverbs, prepositions and adjectives. Students are to practice the locomotor skills and demonstrate the instructions that the poster provides. For example, the poster may state "crawl, over, under, around, low, high" and the students may "crawl under" a suspended rope. Students also explore and create their own movements.

Mr. McDonald concludes the activity by having the students demonstrate as a group the action words and adverbs that they practiced in class. Mr. McDonald is checking for understanding as

| | |
|--|--|
| | <p>the students perform their actions. After reiterating the qualities of verbs and adverbs, Mr. McDonald gives praise to the variety of movements that the students demonstrated and created and how their movements illustrated the words used in sentences. The students did very well today and as they leave the gym area with their teacher, the students gently tap the picture on the wall (big smile, straight face, and squiggle smile) that best describes how they did in class as a self-assessment.</p> <p>Mr. McDonald continues the lessons throughout the day, similarly integrating physical education objectives with content objectives for each grade level. At the end of the day, Mr. McDonald assists with bus duty, plans for the next day, and then goes to the middle school where he coaches.</p> <p>Mr. McDonald teaches the physical education objectives from the <i>Healthful Living Standard Course of Study</i> and makes efforts throughout the year whenever appropriate to integrate goals, objectives, and concepts from all other areas of the curriculum. This occurs through collaborative planning with classroom and other special area teachers, written communications, and his own awareness of the <i>Standard Course of Study</i>.</p> |
|--|--|

MEDIA

The school library media coordinator plans and works collaboratively with teachers to best utilize the instructional resources available in the media center and throughout the school.

The library media coordinator provides leadership in the use of instructional resources and services for implementation of a school library media program that serves as an integral part of a student-centered educational process.

She coordinates and directs the activities of school library media support personnel including library media assistants, technical assistants, student assistants, and/or volunteers. A flexible schedule is the optimal arrangement for a school media center. This allows teachers and students to use the media center at the point-of-need.

A Day With Library Media Coordinator Mrs. Flex

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

7:00 a.m.

School library media coordinator, Mrs. Flex knows the importance of a flexibly scheduled media program. Where there is an adequate collection and expanded library hours, students take more books out of the library (Houle and Montmargqette, 1984). Every school day, Mrs. Flex opens the Media Center at 7:15. Every day, the media center is filled with students before school even opens.

Don't tell media coordinator, Mrs. Flex, that school library programs can't make an impact on student learning. She has read the data. Students in schools with well-equipped school media centers and professional media specialists will perform better on achievement tests for reading comprehension (Lance, K.C. et al, 1992). This morning, her schedule begins with students from Mrs. Riser's second grade class. They are researching questions on teeth. Students want to know if chickens have teeth. After students find the answers they will go back and report their findings to the rest of the class.

A group of fifth grade boys is researching information on wild cats for a class presentation. Mrs. Berry, the media assistant, directs them to the Gale Periodical index on NCWiseOwl, while Mrs. Flex finishes with the second graders.

Mrs. Flex checks on the fifth grade boys. She knows that students score higher on reading tests if the school library media program incorporates the latest information technology such as online catalogs and databases (Library Research Service, 1998). She also knows the difficulty students have finding the right information online (Hindes, 1990). She helps the boys narrow their search to include just animals and to not include baseball teams that are named Wild Cats. The boys continue working. After helping the fifth grade boys, Mrs. Flex finishes her recent purchase order of books recommended by her Media/Technology Advisory Committee.

Children who are exposed to literature at an early age are more likely to develop a desire to learn to read. Children who take part in read aloud experiences have demonstrated significant gains in

oral language and reading comprehension (Ouellette, G., et. al., 1999). Today, Mr. Johnson's first grade class arrives for a lesson using a directed reading program. Reading makes you smarter--regardless of your innate intellectual ability (Cunningham & Stanovich, 1998). This group finished their poetry section last week. This morning they will begin a unit on fairy tales by reading aloud one version of *Cinderella* to the class and discussing the important elements of the story. Mrs. Flex will use *Kidspiration* to map the elements of the story visually with the class.

Mrs. Flex works with parent volunteers to select books to read aloud and discuss with small groups of second graders. A variety of students come to the media center for the next half-hour.

Mrs. Flex takes an early lunch so she is ready for the "Lunch Bunch" club at 11:30. The Lunch bunch club is a time set aside to read orally to groups of students as they have lunch. Students who begin reading a book in school are more likely to continue to read outside of school than students who do not begin a book in school (Anderson, R.C., L.G. Fielding, and P.T. Wilson, 1988). When the fourth grade Lunch Bunch club arrives, Mrs. Flex begins to read aloud from the fourth chapter of a book they have begun.

Reading to children and talking about books encourages them to think critically about books (Ouellette, G., et. al., 1999). Mrs. York's fourth grade class is learning to evaluate and critique materials by exploring the illustrations in *Jumanji*. The class will discuss and identify elements that make this book a Caldecott Award winning book. Students will examine and discuss illustrations in other Caldecott Award winning books.

Finally, Mrs. Flex knows school library media programs make the most difference where teachers and media coordinators collaboratively plan instructional activities. Test scores increased in schools where library media specialists spend more time planning collaboratively with teachers and the library staffing was sufficient to allow for the active participation of library media specialists in curriculum development, student instruction, and teacher education (Lance, 2000). Mrs. Flex attends a joint planning meeting of kindergarten teachers. She brings a list of Best Books for Children selected by the American Library Association, because she needs the teachers' input on selecting books for purchase. The technology facilitator suggests a website for accessing other award winning books.

Between 3:00 and 4:00, Mrs. Flex:

- ◆ Consults with the ESL teacher about the Spanish and other language books and materials collection to identify specific areas of need,
- ◆ Submits a computer repair ticket to the technology facilitator,
- ◆ Pulls together a set of books for a fifth grade social studies class,
- ◆ Talks with her principal about finding money for new magazines to order for next year,
- ◆ Emails several teachers about requests for materials,
- ◆ Forwards an email to the art teacher about a workshop at the NC Museum of Art,
- ◆ Turns off the computers in the Media Center, and
- ◆ Waves good-bye to Mrs. Berry, her Media Assistant.

TECHNOLOGY

The Technology Facilitator collaborates with teachers and other instructional staff to develop curriculum materials and specific lesson plans that integrate technology.

Her role is to model the integration of technology in all curriculum areas. She also conducts staff development in the areas of technology integration, the North Carolina Computer/Technology Skills Curriculum, and the North Carolina Technology Competencies for Educators.

The Technology Facilitator moves throughout the day to assist teachers with their technology projects and the integration of technology across the curriculum.

Technology Facilitator Scenario - Mr. Chip

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

6:15 a.m.

Early morning gives Mr. Chip an opportunity to check the network and computer equipment, and see what repair tickets have been submitted. He looks at his calendar and the master calendar online to see which teachers will be using the computer labs or mobile carts today and may require his assistance.

7:00

Students in the newscast production club begin arriving to prepare for the 8:00 broadcast. The students deliver school news everyday in a four-minute broadcast. Mr. Chip enjoys watching the club members troubleshoot and write scripts, as they participate in a real-time project-based activity.

8:10

Mr. Chip and Mr. Whitfield, a fourth grade teacher, model a project-based unit where technology is integrated into the content. Positive results from computer use are most likely to be achieved when the applications provide active engagement, participation in groups, frequent interaction/feedback and connection to real-world contexts (Shedds and Behrman, 2000). In this project-based learning activity, students are creating a local newspaper that might have been published in 1864 using desktop publishing software. The purpose of the project is to help students internalize and understand what they have discovered about daily life in North Carolina during the Civil War period. Students have collected data from textbooks, reference materials, and teacher selected websites to help them develop realistic news articles from the nineteenth century.

9:00

The computer lab and mobile cart are in use all day. Teachers have learned that technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable goals (CEO Forum, 2001). Mr. Chip knows that for teachers to feel comfortable using technology they need a technology facilitator onsite who can provide both technical and pedagogical support.

This morning, Mr. Chip will stop by the computer lab to assist Mr. Russell with the third grade book project. In Mrs. Cole's second grade class, students are using *Graph Club* on the laptops. Some of the graphs students are creating are favorite pets and favorite foods. Mrs. Cole was excited to learn about the Graph Club from Mr. Chip during a second grade planning meeting.

12:00

After lunch, Mr. Chip is scheduled for a planning session with Mrs. Randolph. Mrs. Randolph wants to brainstorm ideas and resources for a math lesson on data analysis and probability sampling. Mr. Chip knows of an excellent online magazine article in *Meridian* where a teacher has her students use a spreadsheet to graph the average distance that a paper airplane will travel. He thinks the website by NCES "Create a Graph" will be a great resource for introducing graphs.

2:00

At the weekly third grade-planning meeting, which includes the principal, assistant principal, and resource teachers, Mr. Chip learns that third grade teachers are beginning a social studies unit on cultural diversity. Mr. Chip suggests searching NC Wise OWL for information about the people, customs, food, clothing, religion, and holidays. Utilizing NC Wise OWL helps assure that students are researching in a safe age appropriate Internet environment. The team decides to use this resource and have students share their findings by creating a Hyper studio stack.

At the end of the meeting, Mr. Chip rushes to set up for his 3:00 staff development.

3:00

Mr. Chip is conducting staff development on creating digital videos that can be posted on teacher and student web sites. 12 teachers are in the class.

4:00

At the end of the school day, Mr. Chip checks online for repair tickets and any appointments teachers might have scheduled with him during the course of the day. He takes time to post several integrated instructional activities developed by fourth grade teachers in order that they may be used by other teachers.

**LIMITED
ENGLISH
PROFICIENT
(LEP)**

A typical day for an ESL student can be somewhat overwhelming. It is important to be aware that the schedule of the ESL teacher can not be developed with the master schedule of the school. The main reason is that the ESL teachers cannot determine the number of students they will teach until after language proficiency testing is done at the beginning of the year for the newly enrolled students.

ESL teachers must work their schedules around the special area classes, exceptional children services, Reading Recovery, Title 1, Math Lab, Lunch, CCR, Recess, as well protected subject areas in the classrooms such as English language arts and mathematics.

K-5 LEP (ESL) Scenario

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

The following illustrates a typical day for a 3rd grade ESL student:

The student is in ESL classes from 30 to 90 minutes depending on the level of ESL service. During those 90 minutes, the student might have to leave after 60 minutes because Math is being taught in their classroom at that time; or, they may have to go to Title 1 Reading Class, or other special services. If the student needs to have the full 90 minutes of ESL, then they will need to come back another time during the day for the remaining 30 minutes. Next, the student will go to lunch for 30 minutes, and after lunch the class will go out for recess. If needed, the ESL student will come back to ESL to receive the last 30 minutes of services, and then go to the special area class for that day.

Ideally the ESL schedule should be considered when the master schedule for the school is being created. Such collaboration, however, may be impossible because of the ESL teachers' need to test newly enrolled students who have another language besides English on their Home Language Survey, before they can determine the number of classes and the time for each.

If at all possible, a cap should be put on the number of students in each ESL class. There are times when ESL teachers have 18-20 students in their class, and this does not reflect the ideals of ESL pullout programs. The ESL teacher is supposed to be working in small groups in order to accelerate learning in English.

Implementing an inclusion model (in the regular classroom) would also be an extremely effective way to deliver ESL services at the elementary school level.

**EXCEPTIONAL
CHILDREN
PUSH-IN
SERVICE
DELIVERY
MODEL**

**Exceptional Children
Push In Service Delivery Model
Grade 4**

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

The fourth grade students began their day with math. After math they went to Visual Arts class, and then came back to their classroom at 9:45am for the protected language arts block of time.

The exceptional children teacher arrived in the general education class at the same time the class was returning from Art. As soon as students were situated in the room, the regular education teacher presented a mini-lesson on ways to recognize context clues in literature. Students examined a common piece of literature, and searched for context clues as the selection was read. The regular education teacher read aloud, had student volunteers to read aloud, and used choral reading during this segment. She accessed students' prior learning and effectively probed for answers to her oral questions.

The exceptional children teacher circulated to give additional explanations and to ask questions of students. The general education and classroom assistant also circulated and assisted students. The teachers' proximity with the students helped to keep them on task. The general education and exceptional children teachers were affirming in their approach to all of the students. The pace of instruction was brisk. The lesson concluded with students answering questions based on context clues from the literature in cooperative groups, then discussed their reasoning as a class. The teacher hoped that this mini-lesson would help students to recognize and use context clues to help them determine meaning in their independent reading.

The next period involved sustained silent reading. Baskets of books were brought to the back table and to another location in the room. All students self-selected a book, or opened books that they had already begun, and read from various locations around the room. Some were in their seats, some were in a comfortable floor area with pillows and mats, and two students were on the couch that had been donated to the classroom.

Students had been taught the "five-finger rule" for selecting books at an appropriate reading level: they should pick up a book they are interested in and begin reading the first page. If they come

across five or more words on the first page that they do not know, then the book is probably too difficult for them to read and understand at this time, and they should pick another book.

During this block of time, the general education teacher, the exceptional children teacher, and the assistant read individually with selected students. While students continued reading, the exceptional children teacher directed some of the students to the back table. She provided guided reading instruction to those exceptional children students (6 of 11) and two other students from the class who were reading significantly below grade level. The exceptional children teacher created follow-up activities based on the individual levels and needs of the students she was working with. The students were reminded of specific reading strategies as they worked on their assignment.

At the end of sustained silent reading, students were asked to respond to the literature in their journals. Students also keep individualized vocabulary lists in their journals, which is composed of words the students do not know from their literature. At 11:15 it was time for social studies. The exceptional children teacher made her way to the next class she would be working with as the fourth-graders continued their work in the regular classroom.

**EXCEPTIONAL
CHILDREN:
PUSH IN
SERVICE
DELIVERY
MODEL**

**Exceptional Children
Push In Service Delivery Model
Kindergarten**

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

Ms. Thomas, the EC teacher, goes to a kindergarten classroom for the literacy block. The literacy block is divided into three 25-minute rotations. Ms. Thomas is scheduled to assist with the first two rotations each day. The classroom teacher and Ms. Thomas have divided the class into three groups based on their instructional needs. Ms. Thomas will work with two groups comprised of EC, ESL, and at-risk students. She attends the kindergarten team planning meeting on Tuesdays, knows the skills and objectives that are to be taught and has prepared materials appropriate for the instructional levels of her students.

Today they are learning to name the letters of the alphabet and to identify rhyming words. Ms. Thomas begins by slowly singing the alphabet song with the students while pointing to each letter. She then writes the beginning letter of each child's name on a small dry erase board and asks if anyone can tell her which letter this is. When the letter is correctly identified, she sings the "Name Game" song using the student's name. The children enjoy hearing their names changed to the different rhyming words.

Mrs. Thomas then shows the students rhyming picture puzzles. They name all the pieces together. Afterward, she passes out one half of a 2 piece-rhyming picture to each child. She puts the other pieces on the board using magnets. The children are asked who has the rhyming piece for *bead*. Several children raise their hands, and Mrs. Thomas "tests" each piece by saying the two words with the children. They test each pair until they discover the rhyming piece. The child holding the piece then comes to the board to complete the puzzle.

**EXCEPTIONAL
CHILDREN:
PULL OUT
SERVICE
DELIVERY
MODEL**

**Exceptional Children
Pull Out Service Delivery Model
Grades 2, 3, and 4**

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

Two second grade students, two third grade students and three fourth grade students converge at the door of the resource room which is located on the third grade hall. They have just left their general education classrooms where the general education teachers would also be teaching math lessons. The students were welcomed by the exceptional children teacher and quickly directed to a small group of chairs near the board. She began by writing the words “inventory” and “how many” on the board and made certain that each of the students understood the vocabulary words. Each student was then given a clipboard with an inventory sheet of items that he or she was asked to locate and record on his or her paper. The students then reassembled at the board to discuss the inventory activity and what they recorded on their papers.

The students then went to their individual math baskets to work on IEP math objectives. Based on each individual math basket, students completed various assignments to help them meet their IEP objectives including: using various manipulatives, writing math facts to demonstrate multiple ways to show the number seven, drawing and tracing shapes to sort and identify, using counters to demonstrate math facts, ordering fractions from smallest to largest by comparing student-made fraction strips, drawing pictures of fractional amounts and writing numbers to 100 or 200.

The teacher observed, questioned, and worked with individual students to monitor, support, and assess their abilities to accomplish the math objectives. At the conclusion of math class, they returned to their respective general education classrooms and rejoined their age-appropriate peers.

IEP MEETING

Exceptional Children Sample IEP Meeting

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

Mrs. Thomas meets with the Instructional Education Program (IEP) team to design a new IEP for one of her students. She shares the goals that have been met from the previous IEP. The classroom teacher shares the student's progress in the classroom. Ms. Thomas refers to her copy of the *Standard Course of Study* as the teacher talks. She notes those objectives that the student will most likely have difficulty meeting according to what the teacher is saying, according to the weaknesses identified by the most recent evaluations, and from her own experience in working with this student.

When the teacher finishes, she makes recommendations for new IEP goals. In discussing the goals, the team also discusses the service delivery model for this student. Prior to this, he has been pulled out of the regular classroom for three hours a day. Mrs. Thomas feels that he can be successful with the inclusion model and that the time for pull out should be reduced. The parent expresses concerns that the change might be too stressful for her child. The classroom teacher states that she is concerned about stress also, but feels that less time in pullout is appropriate for him. The principal supports a trial period of inclusion with some pull out.

Finally, it is decided that Mrs. Thomas and the classroom teacher will work with the student to reduce anxiety by creating successful experiences for him in the classroom during inclusion and that he will continue with some pull out to pre-teach concepts and vocabulary that he will encounter in the classroom. If the student does not do well with this new approach, the team will meet again to discuss alternatives and possibly amend the IEP.

EXCEPTIONAL CHILDREN and REGULAR EDUCATION

**Exceptional Children
Planning Sessions with Exceptional Children and Regular Education Teachers**

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

The special education teacher meets with each of the grade level general education teachers that are the primary teachers for her students. She designates a particular day for each grade and meets with each teacher for a 30 minute weekly planning period. The following scenario would be a typical planning session.

The general education teacher brings the *Standard Course of Study* for her grade level, along with the pacing guides and lesson plans for the subject that is being taught when the special education teacher is in the general education classroom. The exceptional children teacher brings a copy of each student's Individual Education Program (IEP) and both teachers review the lesson plans for the next week. The general education teacher presents the content that will be covered in the general education class and how that content will be assessed and evaluated. The exceptional children teacher notes any particular problems that the students might have and offers suggested strategies for addressing those difficulties. She also notes any vocabulary that she will have to pre-teach and any accommodations that will have to be made. Since the exceptional children teacher has her own copy of the lesson plans, she is able to assemble additional materials to enhance instruction and to design a format for students to demonstrate proficiency that meets the instructional needs of the students with special needs.

Another model for collaboration between EC and regular education teachers is for EC teachers to attend grade level meetings and take copious notes during the session to share with the other teachers of the EC team. For example, each EC team member might attend grade level meetings on Tuesdays then share the information and concerns with the other EC teachers on Wednesdays during the EC team planning time. During these planning meetings, the EC teachers may share resources with regular education teachers, and discuss particular curricular content, strategies, or concerns involved with serving the needs of both EC and regular education students in the classroom.

**MULTIDISCIPLINARY
PLANNING**

Multidisciplinary Planning Meeting

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

The Spanish, music, dance, drama, art, and physical education teachers, along with the media coordinator and technology facilitator gather around a table with the fourth grade team of regular education teachers for a meeting after school on Thursday. These teachers are working together on a collaborative, integrative unit focused on Goal 4 of the Science Curriculum: *The learner will build an understanding of the actions of objects.* The theme for this unit will be “Movement Magic – the Way Things Move.” Specific objectives from the Science SCS that the teachers hope to address include:

- 4.01 Observe the ways in which things move: Straight; Zigzag; Round and round; Back and forth; Fast and slow.
- 4.02 Describe motion of objects by tracing and measuring movement over time.
- 4.03 Observe that movement can be affected by pushing or pulling.
- 4.04 Observe that objects can move steadily or change direction.

The teachers brainstorm and discuss ways in which they can all help to address these objectives in various ways. These objectives lend themselves particularly well to the elementary dance program, where students will be able to observe and demonstrate various ways the human body can move. Additionally, students will notate their movement ideas and make observations about the human skeletal and muscle systems. The concepts for these science objectives are an integral part of the elements of dance.

In music, students will explore melodic contour, and the various ways that music pitches can “move,” and be notated over time. In physical education, students will demonstrate and discuss various forms of movement as part of their physical education curriculum. The media coordinator explains how she can assist groups of students with resources in the school media center and on the internet. The technology facilitator agrees to work out times when various members from the class come to the computer lab to access software to graph some of their movement studies, integrating science and math concepts and technology skills. The foreign language teacher will help students explore the science movement vocabulary and concepts through the Spanish language.

The brainstorming continues with the visual arts and drama teachers adding their ideas to integrate instruction with this unit. For example, in creative drama, students will actually “become” some of the concepts they are studying, act them out, analyze them, and draw conclusions. The visual arts teacher is brainstorming ways in which the students may apply the art concepts, goals and objectives and at the same time meet some of the science objectives.

The classroom teachers have their pacing guides and curriculum maps, which they consult to see how or what English language arts, math, science and social studies content or literature can be integrated with the movement theme to help teach objectives from those subject areas. Likewise, the special area teachers have their curriculum maps and pacing guides, and discuss how they may incorporate the movement unit with objectives they are addressing in each of their curricula. Some of the special area objectives may also be addressed in the regular classroom. The teachers discuss ways that this can occur to help increase student learning and understanding.

The special area teachers have periods of flex time built into their schedules. This allows these teachers to incorporate lessons and studies that correlate with the classroom science unit into special lessons for students that go beyond the regular instruction they receive in their special areas. The media coordinator and technology facilitator operate on a flexible schedule, which allows teachers to access resources, materials, and design lessons at the point of need for their students.

The grade chair records everyone’s ideas and compiles them into a visual organizer that all of the teachers can use. It will help them to focus their efforts and to know what concepts and objectives are being addressed through all of the various areas. The meeting ends with continued discussion about team-teaching possibilities, culminating activities, and authentic experiences that will help students to explore this theme in depth and find answers to their questions about movement. The teachers leave the meeting feeling energized and excited about the joint learning adventure they will begin with students in a few weeks.

**GRADE LEVEL
PLANNING**

**Grade Level Planning Meeting
(Horizontal Alignment)**

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

All of the second graders are in their special classes from 10:00-10:40, and the teachers use this time on Mondays for a second grade team planning meeting. Each teacher brings with her to the meeting her planning book, pacing guides, and any resources or materials she wishes to share with her team mates. From 10-10:10, the media consultant pops into the meeting to solicit the teachers' input into her next order for the media collection. Teachers have been asked to respond to a survey and indicate their choices and return these to the media consultant by next Monday.

For the remainder of the planning time, teachers consult their plans and guides and discuss what will be taught over the next few weeks, and what special concerns they have in various content areas. One of the teachers brings a set of books to share with the others related to the social studies unit. Since each class has a variety of reading levels, the teachers also brain storm how to provide guided reading to early-independent readers and appropriate reading instruction and experiences to their readers who are already independent, fluent readers. Next week, the school counselor will be meeting with the second grade team to share strategies and resources for integrating guidance with the classroom curricula.

**MEETING
ACROSS GRADE
LEVELS AND
SPECIAL AREAS**

**Across Grade Level and Special Area Meetings
(Vertical Alignment)**

This scenario should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

Once a month throughout the school year, all of the teachers (classroom, special area, special service, and resource) and paraprofessionals at Utopia Elementary School meet to examine data and issues, receive professional development, map and align the curriculum, and to discuss best practices for assessing and meeting students' needs. These meetings serve a very valuable need within the school: they promote collaboration and teamwork, ensure that all staff is involved with the education of children within the school, and provide opportunities to learn with and from one another.

Sometimes these meetings are used to examine instructional issues. For example, at the beginning of the year, the entire faculty looks at data from the previous school year and the School Improvement Plan to determine where, overall, students are doing well, and where specific gaps in learning are occurring. Data comes from all available sources: EOG scores, literacy and math assessments, portfolios, teacher observations, and other indicators of student achievement. Once these issues are identified, then staff can work together to formulate a plan to address the needs of all students within the school.

Some facets of this plan may be carried out within the regular classroom, some through resource teachers or extra-curricular programs, and some through whole-school efforts across the curriculum. Meeting together to look at, examine, understand, and respond to these issues helps the entire staff to take ownership and responsibility for student achievement and success in all areas of the curriculum.

Curriculum mapping and alignment is another very positive and needed area that has been addressed at Utopia through vertical alignment meetings. When the school first began the process of mapping the curriculum, many teachers discovered that they were continuing to teach things that were not in the *Standard Course of Study*. As a result, curriculum overlap was occurring at various grade levels. Special area and special service teachers participated with the mapping process and were able to determine how their programs aligned with grade-level curricula and how

they could reinforce SCS goals and objectives through their programs. Additionally, special area teachers were able to educate the regular education, exceptional children, resource, and other staff about the purpose and content of their programs and these teachers were able to discover and discuss ways that the various curricula outside of the classroom fit with regular education studies.

As a result of this process, the entire school began to look at how all of the pieces fit together in educating children across the spectrum, from year to year, rather than just in one class or one area. Excitement began to build as the staff worked together to determine the best way to deliver the SCS. Teachers became aware of what students were expected to know and be able to do from year to year and subject to subject. One outcome of this awareness was the realization that some units of study were more appropriate in another grade level than where they were currently being taught, and that there were gaps in the SCS that were not being covered.

Once the staff had a better perspective of the “big picture,” they were able to address the overlaps and gaps they had discovered. Perhaps the most valuable outcome at these meetings, however, is that all staff came to realize the relevance in what they were doing. Gone were the days when teachers mumbled, “I don’t know why I have to go to this meeting or training, it doesn’t apply to me.” Because at Utopia, the teachers and staff realized that everything was connected, and the more they knew and understood about how children learn, the better they were able to work as a whole-school team to ensure student learning and success!

SAMPLE SCHEDULES

SCHEDULES

Is your school implementing a balanced curriculum, to include all areas of the NCSCS?

*It is hoped that as schools continue to explore scheduling and implementation issues, this resource can be expanded. **Phase III** of this project will involve the identification of model sites and other resources that would provide additional assistance to schools striving to implement a balanced curriculum.*

If your school or classroom would like to be considered as a model site, or if you would like to contribute schedules, resources, or best practices that would be helpful to schools throughout the state, please contact Christie Howell, cmhowell@dpi.state.nc.us or 919-807-3856.

The sample schedules that follow provide *glimpses* of how the school day might be structured and what may be occurring within various classrooms. The sample schedules give a basic overview for *how* time is structured. The times reflected on each schedule are not mandated by legislation or policy; **currently, there are no legislatively mandated amounts of instructional time for any subject area.**

It may be noted that times for subject areas are illustrated in a variety of fixed and flexible formats. The allotted times for subject areas are samples only, and are not meant to be interpreted as an exact way to structure time for various subject areas. In fact, if true curricular content integration is occurring, it is most difficult to segment the day into particular topics of study, because learning is occurring across the curriculum throughout the day, not in isolated blocks.

The schedules are neither comprehensive nor prescriptive. They are not designed as an ideal, but rather to offer some perspectives on how schools may address teaching a balanced curriculum. As elementary schools in North Carolina examine scheduling, we encourage them to submit schedules and best practices that have worked for them to NCDPI to make available to other schools throughout the state. Information for submission is found in the sidebar.

The sample schedules in this initial document are organized as follows:

- **PreSchool**
- **Early Elementary**
- **Upper Elementary**
- **Special Areas and Services**

"Time is the most
valuable thing a man
can spend."

---Theophrastus (300 BC - 287 BC)

PRESCHOOL

Some preschools have a 5-6 hour day, others are half-day (typically 3 hours), and child care programs serve children all day. This sample schedule may be adapted to fit the program.

Preschool Sample Daily Schedule

Taken from The Creative Curriculum for Preschool, Fourth edition

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

8:00-8:30 (30 minutes) Planning/Preparation Time: Review the plans for the day. Conduct health and safety check (e.g. refill bathroom supplies, remove any broken or torn materials, check outside for trash). Prepare interest areas (e.g. mix paint, place puzzles on a table, display new books). Set out name cards in sign-in area. Think about individual children, any special needs, and current projects. Set out self-serve breakfast.

8:30 – 9:00 (30 minutes) Arrival: Greet families and children individually. Help children store belongings, select a quiet activity, or serve themselves breakfast.

9:00 – 9:15 (10 -15 minutes) Group meeting: Give signal to gather the group and lead children in singing songs and finger plays and sharing news. Read a poem, talk about the day's activities, and talk about the choices for the morning. Make provisions for children who are not ready for large-group activities (e.g. hold two smaller groups, have one teacher sit close to children who need extra attention).

9:15 – 10:30 (60 – 75 minutes) Choice time and small groups: Guide children in selecting interest areas. Observe and interact with children to extend play and learning. Lead a short, small-group activity that builds on children's skills and interests. Work with children engaged in study activities. Clean up: Help children put away materials in each interest area.

10:15 – 10:30 (15 minutes) Snack time: Sit with children and enjoy a snack together or supervise the "snack bar". Note: Self-serve snacks can be incorporated into indoor or outdoor choice time (in warm weather).

10:30 – 10:40 (10 minutes) Group time: Invite children to share what they did, lead music and movement activity, read aloud (e.g. story, poem), record ideas, or write experience story.

10:40 – 11:40 (60 minutes) Outdoor choice time: Supervise the playground toys and materials. Observe and interact with children as they jump rope, play ball games, blow bubbles, make nature discoveries, and so on. Extend study work outdoors, if appropriate. Help children to put away or carry in toys and materials, hang up jackets, toilet, and wash up.

11:40 – 11:50 (10 minutes) Story time: Read and discuss a storybook. Use props to help children retell stories.

11:50 – 12:45 (55 minutes) Lunch: Help children to prepare the tables for lunch. Encourage conversations about the day's events, the meal itself, and topics of interest to children. Guide children in cleaning up after lunch, brushing teeth, setting out cots/mats, and preparing for rest.

12:45 – 2:15 (60 – 90 minutes) Rest time: Help children relax so they can fall asleep. Supervise rest area, moving about so each teacher gets a break. Provide quiet activities for children who don't sleep. Adjust length of rest time to suit age group and needs of individual children.

2:15 – 2:45 (30 minutes) Snack/quiet activities: Set up snack so children can serve themselves and prepare some quiet activity choices.

2:45 – 3:00 (15 minutes) Group Activity: Lead group meeting/activity. Help children reflect on the day and prepare for home. Read aloud.

3:00 – 4:00 (60 minutes) Outdoor choice Time: Supervise and interact with children. Plan some special activities to enhance children's physical education.

4:00 – 5:00 (60 minutes) Choice time and small groups: Set out a limited number of choices for children such as computers, library, toys, and games. Lead a small- group activity.

5:00 – 6:00 (60 minutes) Closing and Departures: lead group discussion about the day and plans for the next day. Involve children in quiet activities, hanging up their artwork, and preparing for the next day. Greet parents and share something about the child's day.

As time allows during the day: **Planning and reflection:** Discuss how the day went, progress of individual children (skills, needs, interests); work on portfolios and observation notes related to the Developmental Continuum. Review and make plans for the next day.

Daily Schedule Guidelines and tips

- A good schedule for preschool children offers a range of different types of activities...active and quiet times, large-group activities, small-group activities and time to play alone or with others, indoor and outdoor playtimes, time for children to select their own activities and for teacher-directed activities.
- Try to schedule more challenging activities in the morning when most children are freshest.
- Plan at least 60 minutes a day for each choice time so that children can become deeply involved in their play.
- Allow 45-60 minutes for each outdoor period.
- If possible, schedule naptime directly after lunch. Children tend to be sleepy after eating.
- Arrange for a quiet activity after nap time, so sleepy children can continue to nap while those who are up can play.
- If your program includes lunch and nap, make sure children have a play activity in the afternoon as well as in the morning. Getting up from a nap and going home immediately is hard for children.

**EARLY
ELEMENTARY**

Early Elementary Sample Schedule 1

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

8:00 – 8:30 ARRIVAL: Greet children. Money collection. Students put belongings away, sign-in , put up photo on attendance chart, check the morning station board to find which table they are to go to for “morning work” and for conversation with friends *(all subjects)*

8:30 – 9:00 CLEAN UP / CALENDAR MEETING: meet in group time for good morning songs, calendar, weather, morning message, story *(math, literacy, music, science, social studies)*

9:00 – 9:50 CENTERS: integrated activities / work time / projects - teacher may provide individualized or small group instruction during centers *(all subjects)*

9:50 – 10:00 CLEAN UP CENTERS

10:00 – 10:20 INTEGRATED ACTIVITES / STORIES / SONGS
(variety of subjects)

10:20 – 10:30 BATHROOM / PREPARE FOR LUNCH

10:30 – 11:00 LUNCH

11:00 –11:20 SHARED READING / BIG BOOKS *(variety of subjects)*

11:30 – 12:10 SPECIAL CLASSES

M – PHYSICAL EDUCATION

T – COMPUTER LAB / MEDIA CENTER (ALTERNATE WEEKLY)

W – PHYSICAL EDUCATION

TH – MUSIC

F – ART

*SPANISH 3x week from 1:40-2:10pm

12:10 – 12:45 PLAYGROUND / STRUCTURED RECESS

12:45 – 1:00 BATHROOM / WATER BREAK

1:00 – 1:40 REST (individual reading with students, individual assessment of students, completion of unfinished projects)

1:40 – 2:00 SNACK (read aloud) * 3 days a week, students receive SPANISH instruction from a foreign language teacher from 1:40-2:10pm

2:00 – 2:40 INTEGRATED ACTIVITIES/END OF THE DAY REFLECTION / SONGS / PACK UP / PREPARE FOR HOME *(variety of subjects):* Unit lessons, literacy activities, art projects , small/large groups

**EARLY
ELEMENTARY**

Note:

In early elementary classrooms, instruction is frequently integrated rather than taught as separate, isolated subjects. So, it would not be uncommon to find Social Studies, Science, Mathematics or other subjects integrated throughout English Language Arts studies, and vice versa. Thematic units are often developed to unify studies and address instructional objectives around a particular topic.

Integrated instructional units may help teachers deliver a more balanced curriculum and help students to make connections among many subject areas.

Centers are frequently used in early elementary classrooms to provide students with opportunities to apply previously taught skills and concepts.

Special area times are appropriate for young learners and provide multiple lessons in French, music, and dance, supporting language and content acquisition.

Early Elementary Sample Schedule 2

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| Time | Monday | Tuesday | Wed | Thursday | Friday |
|--|--|---|------------------------------------|---|---|
| 8:00-8:15 | Morning Activities Calendar | | | | |
| 8:15-8:45 | Shared Reading Shared reading is part of a balanced language arts program. Books used during this time are often integrated with science, social studies, or other areas of the curriculum. Shared reading sometimes takes the form of the shared singing of a favorite song with text. | | | | |
| 8:45-10:00 | Centers Guided reading groups and application of previously taught skills and concepts across the curriculum including English language arts, math, science, social studies, health education, and special areas as appropriate | | | | |
| 10:00-10:45 | Science Inquiry-based science instruction and investigations. May often be integrated with objectives/concepts from other areas of the SCS | | | | |
| 10:45-11:05 | Read Aloud Modeled reading | | | | |
| 11:05-11:35 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:35-12:05 | Physical Education with specialist | Structured Physical Activity with classroom teacher | Physical Education with specialist | Structured Physical Activity (Dance) with dance teacher | Structured Physical Activity with classroom teacher |
| Students receive daily benefits of physical activity through the physical education teacher, classroom teacher, and dance teacher. | | | | | |
| 12:05-1:00 | Mathematics Large group and small flexible groups – Investigations and applications of mathematical concepts | | | | |
| 1:00-1:45 | Social Studies Interdisciplinary social-studies instruction and activities, providing links to multiple objectives of the SCS. | | | | |
| 1:50--2:10 | Music | French | Music | Visual Arts | French |
| 2:10-2:30 | French | Dance | Drama | | Flex time |
| 2:30-2:40 | Prepare for Dismissal | | | | |

**EARLY
ELEMENTARY**

Note: In elementary classrooms, instruction is frequently integrated rather than taught as separate, isolated subjects.

Computer and Information skills are integrated through the instructional blocks and during flextime. Some of this occurs within the regular classroom, and some occurs with trips to the flexibly-scheduled media center or computer lab.

A variety of lessons, assessments, and standards-based activities occur during the English language arts and social studies block and during the mathematics and science block. The format of instruction may vary from day to day based on student needs and instructional objectives.

Early Elementary Sample Schedule 3

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| Time | Monday | Tuesday | Wed | Thursday | Friday |
|-------------|--|---|---|-------------------------------|---|
| 8:00- 8:15 | Morning News (shared writing) | Morning News (shared writing) | Morning News (shared writing) | Morning News (shared writing) | Morning News (shared writing) |
| 8:15-8:45 | Shared Reading | Shared Reading | Shared Reading | French | Shared Reading |
| 8:45-10:00 | English Language Arts/Social Studies Block (Learning during this block may include any of the following): <ul style="list-style-type: none"> • direct instruction – including integrated studies and full and/or mini-lessons in <u>English language arts</u> and <u>social studies</u> • centers for application of previously taught concepts and skills (Guided reading and other flexible, small group instruction takes place during centers as well as further opportunities for independent practice and collaborative learning in social studies and English language arts) • writing workshop | | | | |
| 10:00-10:40 | French | Music | Flex Time | Visual Arts (10-10:50) | French |
| 10:40-11:10 | Physical Education with specialist | Structured Physical Activity with classroom teacher | Physical Education with specialist | DEAR 10:50-11:10 | Structured Physical Activity with classroom teacher |
| 11:10-11:40 | LUNCH | | | | |
| 11:40-12:00 | DEAR (Drop Everything and Read) Independent Reading | | Structured Physical Activity with classroom teacher | | DEAR |
| 12:00-2:00 | Math/Science Block (Learning during this block may include any of the following): <ul style="list-style-type: none"> • direct instruction – including integrated studies and full and/or mini-lessons in mathematics and science • centers for application of previously taught concepts and skills (flexible, small group instruction takes place during centers as well as further opportunities for independent practice and collaborative learning in the content areas) • inquiry-based science explorations | | | | |
| 2:00-2:15 | Prepare for Dismissal and Read Aloud | | | | |

**UPPER
ELEMENTARY**

Note: Technology and computer skills are infused throughout classroom studies; the teacher works with the technology coordinator to schedule times for her students to complete projects utilizing computer software not available in the classroom.

When not working on computers in the classroom, sometimes small groups of students go to the lab, other times the entire class works in the computer lab with the classroom teacher. Students visit the media center on a flexible schedule.

English language arts instruction is often integrated throughout study in the other content areas and vice versa.

The teacher maintains flexibility with the schedule and adapts instruction accordingly to meet student needs.

Upper Elementary Sample Classroom Schedule 1

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| TIME | COMPONENT | COMMENTARY |
|-------------|----------------------------|---|
| 7:45-8:00 | Arrival/Preparation | Arrival/Preparation for Day/ Writing notebook or reading response log; independent reading |
| 8:00-9:00 | Mathematics | Whole group lessons/Flexible group lessons |
| 9:00-10:00 | Reading | Mini-lesson/Read-aloud/Think-aloud Guided reading groups; Conferencing; Independent Reading; Sharing |
| 10:00-10:45 | Specials/ Planning Time | Specials Classes: Monday—Physical Education Tuesday—Art Wednesday—Music Thursday—Dance Friday—Creative Drama |
| 10:45-11:40 | Writing Workshop | Mini-lesson/Modeled Writing/Shared Writing Conferences Guided Writing Lessons Independent Writing Sharing |
| 11:40-12:10 | Lunch | |
| 12:10-12:25 | Language/Word Study Block | Mini-lesson Direct instruction in language and word study. |
| 12:25-12:50 | Structured Recess | Structured Recess/Physical Activity |
| 12:50-1:40 | Science | Inquiry-based, hands-on science instruction and investigations |
| 1:40-2:30 | Social Studies | Instruction centered around the five themes of geography |
| 2:30 | Dismissal/ Planning | Assist students as they board buses and meet their carpool rides. Individual teacher planning. |

**UPPER
ELEMENTARY**

Note: Technology and computer skills are infused throughout classroom studies; the teacher works with the technology coordinator to schedule times for her students to complete projects utilizing computer software not available in the classroom. Students visit the media center on a flexible schedule.

Students receive a variety of special area classes and receive foreign language twice per week, providing support for language use and acquisition.

The schedule allows for one hour of visual arts instruction per week, as appropriate for upper elementary students.

This school shares dance and creative drama teachers with another elementary school. The teachers alternate one semester at each school.

Upper Elementary Sample Classroom Schedule 2

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| Time | Mon | Tues | Wed | Thurs | Fri |
|-------------|---|---|---------------------------|---|--|
| 8:45-9:00 | Morning Activities Arrival, Class Meeting, or Brain Teaser (Mathematics Problem) | | | | |
| 9:00-10:00 | Social Studies Based Multi-Discipline Activities <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;">Social studies is the primary focus for centers which involve application of skills and concepts from social studies, mathematics, English language arts, health education, and science and allow for small group instruction with the teacher. Centers alternate with whole group lessons or mini-lessons in social studies or other content areas, based on student and instructional needs.</div> | | | | |
| 10:00-11:00 | Mathematics Alternating whole group and small, flexible groups based on assessed student needs | | | | |
| 11:00-11:30 | Physical Education | Structured Recess/ Physical Activity | Physical Education | Structured Recess/ Physical Activity | Physical Education |
| | <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;">Students receive daily benefits of physical activity through the physical education teacher and classroom teacher.</div> | | | | |
| 11:30-12:00 | Lunch Twice or more a week the class eats lunch in the room or outside and either has read aloud (modeled) or independent reading | | | | |
| 12:00-2:00 | English Language Arts May be a combination of literature circles; reading or writing workshop; author or genre studies; teacher or peer conferencing; small groups of students in the computer lab publishing a work; student sharing; mini-lessons for reading or writing; application of English language arts objectives through other content areas | | | | |
| 2:00 - 2:45 | Science Exploration Includes hands-on investigations in science, and integration with other content area objectives and concepts | | | | |
| 2:45-3:30 | Music | Foreign Language | Visual Arts (2:30-3:30) | Foreign Language | Dance (1 st semester) Drama (2 nd semester) |
| 3:30 | Dismissal | | | | |

**UPPER
ELEMENTARY**

Note: Students regularly apply technology skills both in and outside the classroom. Students visit the media center on a flexible schedule. Sometimes small groups of students or individuals may visit the media center for research or projects, other times the whole class will go for a specific lesson in the media center with the media coordinator.

The teacher works collaboratively with the technology facilitator and the media coordinator to provide students with these opportunities.

Upper Elementary Sample Classroom Schedule 3

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|-------------------------|---------------------------------------|-------------------------|---------------------------------------|-------------------------|
| 30' | Math | Language Arts | Math | Language Arts | Math |
| 60' | | Math | Language Arts | Math | Language Arts |
| 90' | Language Arts | Health Education | | | |
| 120' | Physical Education | Writing | Physical Education | Drama (Theatre Arts) | Physical Education |
| 150' | Music | Computer Lab (with classroom teacher) | Visual Arts | Computer Lab (with classroom teacher) | Spanish |
| 180' | Lunch | Lunch | Lunch | Lunch | Lunch |
| 210' | Social Studies | Dance | Social Studies | Health Education | Social Studies |
| 240' | Writing | Math | Content Reading/Writing | Writing | |
| 270' | Science | Content Reading/Writing | Science | Language Arts | Content Reading/Writing |
| 300' | Content Reading/Writing | Physical Education | | Physical Education | Science |

| Subject | Time | Meetings/Week |
|---|-------|-------------------------|
| Computer | 60' | 2 |
| Content Reading/Writing | 120' | 4 |
| Health | 60' | 2 |
| Language Arts | 240' | 6 |
| Mathematics | 240' | 6 |
| Dance, Music, Spanish, Theatre Arts and Visual Arts | 150' | 5 (1x per subject area) |
| Physical Education | 150' | 5 |
| Science | 120' | 3 |
| Social Studies | 120' | 3 |
| Writing Instruction | 90' | 3 |
| Total Time | 1350' | |

ARTS EDUCATION

*Note: Arts Education encompasses four separate and distinct disciplines: **dance, music, theatre arts and visual arts.***

Music, Dance, Theatre Arts and Visual Arts teachers may have similar schedules which may vary according to the type of school (magnet, A+, traditional) and the needs for each discipline (materials, facilities, etc) as well as what is developmentally appropriate for children.

It is not unusual to see shorter, more frequent lessons for younger students, and longer lessons for older students.

Arts Education Sample Schedule 1

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| Schedule (Traditional School) School Instructional Hours 9:00am - 3:05pm | | | | | |
|--|-------------------------------------|------------------------|---|-------------------------------|---|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:30-8:55am (Before School) | Chorus or Dance, Drama or Art Clubs | Collaborative Planning | Open for individual or small group work | Collaborative Planning | Open for individual or small group work |
| 9:05-9:50 | 5 th Grade | 5 th Grade | 5 th Grade | 5 th Grade | 5 th Grade |
| 10:00-10:45 | 4 th Grade | 4 th Grade | Flextime* | 4 th Grade | 4 th Grade |
| 10:55-11:40 | 3 rd Grade | 3 rd Grade | 3 rd grade | 3 rd grade | 3 rd grade |
| 11:40-12:10 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:10-12:50 | Planning | Planning | Planning | Planning | Flextime* for integrative instruction with classroom and/or other special areas |
| 12:50-1:25 | Kindergarten | Kindergarten | Kindergarten | Kindergarten | |
| 1:30-2:05 | 1 st Grade | 1 st Grade | 1 st Grade | 1 st Grade | |
| 2:10-2:50 | 2 nd Grade | 2 nd Grade | 2 nd Grade | 2 nd Grade | |
| 3:30 –5:00 (after-school) | Staff Meetings | Grade Level Meetings | Special Area Meeting | Student Support Team Meetings | Individual planning or collaborative meetings, parent conferences, etc. |

*Flex-time is used to provide integrated instruction, either with classroom teachers or other special areas – above and beyond the regular dance, music, theatre arts or visual arts class.

| | |
|--|--|
| <p><i>With all of the arts education areas, sufficient time for delivering the SCS and for students to practice what they are learning is essential. Similar to language study and acquisition, proficiency in any of the four arts areas comes through frequent experiences and application.</i></p> <p><i>Programs which only allow students to experience an art form for a few lessons out of the entire school year will not allow for appropriate delivery of the SCS. These students will receive "exposure" rather than "education."</i></p> | <p>DISTINCTIVE FEATURES:</p> <ul style="list-style-type: none"> • This teacher is teaching 26 regularly scheduled classes per week to K-5th Graders. • K-2 classes are 35-40 minutes in length • 3-5 classes are 45 minutes in length • The teacher teaches chorus, drama, dance or art club before school one day a week • The teacher allows individuals or small groups of students to work on projects in the room during before school time on Wednesdays and Fridays. • The teacher utilizes after school time to attend staff, Student Support Team and grade level and special area meetings (for collaborative planning). One afternoon a week is reserved for individual planning and conferences. • This schedule allows 10-minute transition time between 3-5 classes and 5-minute transition time between K-2 classes <p>Advantages:</p> <ul style="list-style-type: none"> • The teacher has a daily lunch and planning period • The teacher has "flextime" for one period on Wednesday, and from 12:10 – 3:05 on Friday. This time is used to provide integrated instruction, either with classroom teachers or other special areas – above and beyond the regular dance, music, theatre arts or visual arts class. The arts education teacher may have more than one class coming to her room at the same time, along with the classroom teacher(s), to work on an integrated unit of study – for example, music and science or math. This may also be a time where small groups of students from one or more classes come to the arts education room to work on integrative projects. For example, students may have been given a choice by their classroom teacher to present research they have conducted through a dance composition, rather than through a traditional oral presentation. The dance teacher may assist the students with their compositions. These units are collaboratively planned with classroom teachers in meetings before or after school, or during lunch or planning periods. <p>Disadvantages:</p> <ul style="list-style-type: none"> • This schedule does not allow for more than once weekly lessons with students, with the occasional exception of collaborative lessons during "flex-time." • While typical in many schools, this teacher has as many as six to seven preps per day, which is not optimal for curricular delivery or assessment in any of the four arts education areas |
|--|--|

ARTS EDUCATION

Note: Arts Education encompasses four separate and distinct disciplines: **dance, music, theatre arts and visual arts.**

Music, Dance, Theatre Arts and Visual Arts teachers may have similar schedules which may vary according to the type of school (magnet, A+, traditional) and the needs for each discipline (materials, facilities, etc) as well as what is developmentally appropriate for children.

Arts Education Sample Schedule 2

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| 8-day Rotation Traditional School | | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Day 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 5 th Class A 9:05-10am | 5 th Class B | 5 th Class C | 5 th Class D | 4 th Class A | 4 ^h Class B | 4 ^h Class C | 4 ^h Class D |
| 3 rd Class A 10:10-10:55am | 3 rd Class B | 3 rd Class C | 3 rd Class D | 3 rd Class A | 3 rd Class B | 3 rd Class C | 3 rd Class D |
| Plan 10:55-11:45am | | | | | | | |
| K Class A 11:45-12:15 | K Class B | K Class C | K Class D | K Class A | K Class B | K Class C | K Class D |
| 1st Class A 12:20-1:00 | 1st Class B | 1st Class C | 1st Class D | 1st Class A | 1st Class B | 1st Class C | 1st Class D |
| Lunch 1:00-1:30pm | | | | | | | |
| 2nd Class A 1:30-2:10 | 2nd Class B | 2nd Class C | 2nd Class D | 2nd Class A | 2nd Class B | 2nd Class C | 2nd Class D |
| Flex Time 2:10-3:00 | | | | | | | |
| Used for planning, communicating or collaborating with other specialists or classroom teachers, conferences, open for small groups of students, or delivering integrative units with one or more classes, grade levels, or areas, may also be used for clubs or chorus, or to provide opportunities for individuals or groups of students to continue study outside of regular class time | | | | | | | |

Duration of Classes:

5th Grade = 55 minutes – once per rotation
 4th Grade = 55 minutes – once per rotation
 3rd Grade = 45 minutes – twice per rotation
 2nd Grade = 40 minutes - twice per rotation
 1st Grade = 40 minutes – twice per rotation
 Kindergarten = 30 minutes – twice per rotation
 Flex time = 50 minutes daily

DISTINCTIVE FEATURES:

- This schedule illustrates an eight-day rotation
- The arts education teacher has daily lunch and planning periods
- The arts education teacher teachers no more than five

| | |
|--|--|
| | <p>regular classes per day (with five preparations) and may sometimes teach six classes per day, depending on how flex time is used</p> <ul style="list-style-type: none"> • This schedule serves six grade levels with four classrooms per grade; it could be adapted accordingly for more or fewer classes per grade level • 4-5 students receive instruction for longer periods of time once per rotation (55 minute classes) • K-3 students receive instruction twice per rotation period (range of 30-45 minutes per instructional period) • The schedule provides transition time between classes in addition to daily planning periods for the arts education teacher <p>Advantages:</p> <ul style="list-style-type: none"> • Daily lunch and planning • Transition time between classes • Class durations appropriate for students age and ability levels • More frequent instruction for K-3 students, thereby increasing opportunities to build foundation and develop proficiency and allowing teacher greater opportunities to assess and deliver instruction on an on-going basis rather than sporadically <p>Disadvantages:</p> <ul style="list-style-type: none"> • Several different preparations per day • Less frequency of class meetings for fourth and fifth grade students • May create great gaps in instruction when classes are unable to meet due to assemblies, weather, testing, etc. • Would be difficult to provide daily planning for classroom teachers on an eight-day rotation |
|--|--|

**ARTS
EDUCATION**

*Note: Arts Education encompasses four separate and distinct disciplines: **dance, music, theatre arts and visual arts.***

Music, Dance, Theatre Arts and Visual Arts teachers may have similar schedules which may vary according to the type of school (magnet, A+, traditional) and the needs for each discipline (materials, facilities, etc) as well as what is developmentally appropriate for children.

Arts Education Sample Schedule 3

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

Magnet School Schedule

Magnet Down Specials Schedule Monday – Friday

(Special areas include art, music, PE, dance, and drama)

| | |
|-------------|----------------------|
| 9:10 | School Begins |
| 9:20-10:00 | First Grade Special |
| 10:05-10:45 | Kindergarten Special |
| 10:50-11:30 | Second Grade Special |
| 11:30-12:00 | Lunch |
| 12:00-1:00 | Planning |
| 1:00-1:45 | Fifth Grade Special |
| 1:45-2:30 | Third Grade Special |
| 2:30-3:15 | Fourth Grade Special |
| 3:40 | Dismissal |

Magnet Up Specials Schedule Monday – Friday

| | |
|-------------|----------------------|
| 9:10 | School Begins |
| 9:20-10:00 | First Grade Special |
| 10:05-10:45 | Kindergarten Special |
| 10:50-11:30 | Second Grade Special |
| 11:30-12:00 | Lunch |
| 12:00-1:00 | Planning |
| 1:00-1:40 | K-2 Elective |
| 1:45-2:30 | 3-5 Elective |
| 2:30-3:15 | 3-5 Elective |
| 3:40 | Dismissal |

Planning Day Friday Schedule

(Grade levels rotate through specials all day while the teachers at that grade level have most of the day for planning. If it is a planning day for grades 3, 4, or 5, then these students do not have their afternoon specials because they will have already had them while the grade level was planning earlier in the day).

| | |
|-------------|----------------------|
| 9:10 | School Begins |
| 9:20-10:00 | Special |
| 10:05-10:45 | Special |
| 10:50-11:30 | Special |
| 11:30-12:15 | Lunch |
| 12:15-12:50 | Special |
| 1:00-1:45 | Fifth Grade Special |
| 1:45-2:30 | Third Grade Special |
| 2:30-3:15 | Fourth Grade Special |
| 3:40 | Dismissal |

| | |
|--|--|
| | <p>DISTINCTIVE FEATURES:</p> <ul style="list-style-type: none"> • This magnet school schedule provides all students with some opportunity to study each of the four arts education areas • Different schedules are implemented at different times of the year (magnet up, magnet down, planning days for classroom teachers) <p>Advantages:</p> <ul style="list-style-type: none"> • Daily lunch and planning time for arts education teachers • K-3 and 3-5 students who participate in arts education electives have the opportunity to study a particular arts education area in depth, with a daily frequency of class meetings for a grading period • Elective classes allow students to experience in-depth instruction; allow teachers the opportunity to better know, instruct, and assess these students <p>Disadvantages:</p> <ul style="list-style-type: none"> • Several different preparations per day (6-7) • Students who do not participate in arts education electives do not experience arts education during that elective period at the 3-5 level • The only time 3-5 students receive arts education (if not in electives) is on planning days or magnet down times. This does not allow for effective instruction or assessment of the arts education SCS for these students. |
|--|--|

ARTS EDUCATION

*Note: Arts Education encompasses four separate and distinct disciplines: **dance, music, theatre arts and visual arts.***

Music, Dance, Theatre Arts and Visual Arts teachers may have similar schedules which may vary according to the type of school (magnet, A+, traditional) and the needs for each discipline (materials, facilities, etc) as well as what is developmentally appropriate for children.

Arts Education Sample Schedule 4

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| Wheel Schedule – Traditional School | | | | | |
|-------------------------------------|---|---|--|---|--|
| Time: | M | T | W | Th | Fri |
| 7:45-8:25 | Planning | | | | Student groups or special interest studies |
| 8:30-9:20 | Flex time: may be used to support student achievement through the arts or to assist with whole-school initiatives, i.e. "writing across the curriculum" | | | | |
| 9:30-10:05 | K Class A | K Class B | K Class C | Plan | KA – 1 st 9 wks KB-2 nd 9 wks KC- 3 rd 9 wks KD – 4 th 9 wks |
| 10:10-10:50 | 4 th Class A | Plan | 4 th Class B | 4 th Class C | 4A- 1 st 9 wks 4B- 2 nd 9 wks 4C – 3 rd 9 wks 4D – 4 th 9 wks |
| 10:55-11:35 | 5 th Class A | 5 th Class B | Plan | 5A – 1 st 9 wks 5B – 2 nd 9 wks 5C- 3 rd 9 wks 5D – 4 th 9 wks | 5 th Class C |
| 11:35-12:05 | Lunch | | | | |
| 12:10-12:50 | 3 rd Class A | 3 rd Class B | 3 rd Class C | 3A- 1 st 9 wks 3B- 2 nd 9 wks 3C – 3 rd 9 wks 3D – 4 th 9 wks | 3 rd Class D |
| 12:55-1:30 | 2 nd Class A | 2A 1 st 9 wks 2B -2 nd 9 wks 2C- 3 rd 9 wks 2D- 4 th 9 wks | 2 nd Class B | 2 nd Class C | 2 nd Class D |
| 1:35-2:10 | 1 st Class A | 1 st Class B | 1A – 1 st 9 wks 1B 2 nd 9 wks 1C – 3 rd 9 wks 1D-4 th 9 wks | 1 st Class C | 1 st Class D |
| 2:10-3:00 | Monthly Meetings | Duty | Meetings | Plan | Plan |

| | |
|--|--|
| | <p>DISTINCTIVE FEATURES:</p> <ul style="list-style-type: none">• The Wheel Schedule provides each class with one nine week period where they receive a special class twice each week instead of only once. This increases the students' study of the special area by nine additional class meetings per year. <p>Advantages:</p> <ul style="list-style-type: none">• Daily lunch and planning• Transition time between classes• Flex time for enrichment or integration• Opportunities for students to participate in special groups or interests (chorus, art club, etc) <p>Disadvantages:</p> <ul style="list-style-type: none">• Several different preparations per day• All classes are of same duration (40 minutes) – regardless of grade level |
|--|--|

FOREIGN LANGUAGE

Note:

This teacher is able to see all of her students twice a week, which is considered a minimum frequency of instruction for learning a second (foreign) language.

Multiple class meetings per week, for smaller amounts of time, is highly preferable to once a week classes for forty or forty-five minutes of foreign language instruction.

This teacher sees only 3rd-5th graders. Another foreign language teacher provides instruction to K-2nd graders in this school.

See the Arts Education sample schedules for additional examples of scheduling special area programs, including advantages and disadvantages for various types of schedules.

Second (Foreign Language) Sample Schedule

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

SPANISH SCHEDULE

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 9:05-9:45 | 4 th Class A (1x) | 4 th Class B (1X) | 4 th Class C (1X) | 4 th Class D (1X) | Planning |
| 9:50-10:30 | Planning | 3 rd Class B (1X) | Planning | Planning | Planning |
| 10:35-11:15 | 3 rd Class A (1X) | 3 rd Class C (1X) | 3 rd Class D (2X) | 3 rd Class E (2X) | 3 rd Class F (2X) |
| 11:20-12:00 | 5 th Class A (1X) | 5 th Class B (1X) | 5 th Class C (2X) | 5 th Class D (2X) | Lunch |
| 12:05-12:45 | Lunch | Lunch | Lunch | Lunch | Planning |
| 12:50-1:30 | 5 th Class C (1X) | 5 th Class D (1X) | 5 th Class A (2X) | 5 th Class B (2X) | 3 rd Class B (2X) |
| 1:35-2:15 | 4 th Class C (2X) | 4 th Class D (1X) | 4 th Class A (2X) | 4 th Class B (2X) | Planning |
| 2:20-3:00 | 3 rd Class E (1X) | 3 rd Class F (1X) | 3 rd Class A (2X) | 3 rd Class C (2X) | 3 rd Class D (2X) |

PHYSICAL EDUCATION

This schedule allows the physical education teacher to see all grade levels once per week for regular class, and allows a flexible schedule for teachers to sign-up for additional physical education or team-teaching opportunities.

The flexible schedule allows the physical education teacher to work with the classroom teachers in providing additional opportunities for physical activity based on the Healthful Living Standard Course of Study.

See the Arts Education sample schedules for additional examples of scheduling special area programs, including advantages and disadvantages for various types of schedules.

Physical Education Sample Schedule

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| Physical Education Schedule (Traditional School) | | | | | |
|---|---|----------------------|--------------------------|----------------------------------|-------------------------------|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:00-8:15 | | Bus Duty | | | |
| 8:15-8:45 | Planning | Third Grade | Planning | Third Grade | Third grade |
| 8:55-9:25 | | First Grade | First Grade | First Grade | First Grade |
| 9:35-10:05 | Kindergarten | Kindergarten | Kindergarten | Kindergarten | Kindergarten |
| 10:05-10:35 | Second Grade | Second Grade | Second Grade | Second Grade | Second Grade |
| 10:35-11:05 | Fifth Grade | Fifth Grade | Fifth Grade | Fifth Grade | Planning |
| 11:05-12:35 | Lunch | Lunch | Lunch Duty (once a week) | Lunch | Lunch |
| 12:35-1:05 | Flex time: Teachers may sign up with the physical education specialist on a flexible schedule for additional physical education classes for their class or to team-teach with the physical education teacher. | | | | |
| 1:05-1:35 | Flex time | | | | |
| 1:35-2:05 | Fourth Grade | Fourth grade | Fourth Grade | Fourth grade | Fourth Grade |
| 2:05-2:35 | Flex time | Plan | Flex time | Plan | Flex time |
| 2:45 | Staff meetings (1x per month) | Grade level meetings | Special Area meetings | Collaborative or parent meetings | Student Support Team meetings |

MEDIA

This is a flexible schedule for the media coordinator. The advantage of flexible scheduling is that students can work on curricular, resource-based projects in the library media center concurrent with their work in the classroom.

When media specialists operate on a flexible schedule, they have more opportunity to plan and collaborate with teachers on cross-curricular instructional units. Providing flexible access and flexible hours makes the library media program's resources and services more accessible to the learning community.

Media Sample Schedule

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| Monday Date: | Comments | Assistants Date: |
|-----------------------------|---|--|
| 7:00 a.m. | Open for checkout and independent use | 7:00 a.m. Robin, Jeff |
| 8:00 a.m. Riser 2nd | researching teeth small groups | 8:00 a.m. |
| 9:00 a.m. Johnson 1st | Fairy Tales unit | 9:00 a.m. |
| 10:00 a.m. | Purchase Orders | 10:00 a.m. Parent volunteers- Williams, Lanier |
| 11:00 a.m. | Planning with classroom teachers- Grade level meeting | 11:00 a.m. |
| 12:00 p.m. 4th grade | Lunchtime Bunch club Small group research | 12:00 p.m. |
| 1:00 p.m. York 4th | Book Evaluation- Caldecott | 1:00 p.m. |
| 2:00 p.m. | Kindergarten planning meeting | 2:00 p.m. |
| 3:00 p.m. | Open for checkout and independent use | 3:00 p.m. Kathy, John |
| 4:00 p.m. | 4:00 p.m. | 4:00 p.m. |

TECHNOLOGY

This is a flexible schedule for the technology facilitator. The advantage of flexible scheduling is that students can work on curricular, resource-based projects in the classroom or computer lab concurrent with their work in the classroom.

When technology facilitators operate on a flexible schedule, they have more opportunity to plan and collaborate with teachers on cross-curricular instructional units. Providing flexible access and flexible hours makes technology resources and services more accessible to the learning community.

Technology Facilitator Schedule

This schedule should be used as an example only; it is not intended to be prescriptive nor comprehensive and should not be interpreted literally in the classroom.

| Monday | Comments | Computer lab | Mobile Cart |
|---|---|-----------------------------------|----------------------------|
| Date: | | Date: | |
| 7:00 a.m. news broadcast club | | 7:00 a.m. | 7:00 a.m. |
| 8:00 a.m. Whitfield 4th | Publisher project history newspaper | 8:00 a.m. Whitfield 4th | 8:00 a.m. Fountain 4th |
| 9:00 a.m. | | 9:00 a.m. Russell 3rd | 9:00 a.m. Cole 2nd |
| 10:00 a.m. Thompson 4th | reading remediation | 10:00 a.m. Collins 5th | 10:00 a.m. Rodgers 3rd |
| 11:00 a.m. | | 11:00 a.m. Hodges 4th | 11:00 a.m. Fountain 4th |
| 12:00 p.m. Randolph 4th | planning meeting math lesson on data analysis | 12:00 p.m. Sharpe 2nd | 12:00 p.m. Smith 2nd |
| 1:00 p.m. | | 1:00 p.m. Johnson 5th | 1:00 p.m. Fountain 4th |
| 2:00 p.m. Third grade planning meeting | | 2:00 p.m. | 2:00 p.m. |
| 3:00 p.m. Staff Development | | 3:00 p.m. Staff Development | 3:00 p.m. |
| 4:00 p.m. | 4:00 p.m. | 4:00 p.m. | 4:00 p.m. |

"Nothing endures
but change."

---Heraclites (540 BC - 480 BC)

LOOKING AHEAD

Time and Learning

The relationship between time and learning is not new, and continues to play a prominent role in school reform. The following quote, from 1945, illustrates the history of the idea that more time is needed to serve students appropriately: “The school day, week, and year must be extended if the school is to do its part in providing educational, vocational, cultural, and recreational opportunities for the community it serves. If the school is to serve its present clientele more adequately and extend its service to other groups, the school session must be lengthened” (Henry, 1945, p.300). In 1967, Holmes and Seawell observed that reforming schools by changing the school calendar was ‘one of the oldest new ideas in education’. Although this observation was made over a quarter of a century ago, it still rings true today.” (Huyvaert, 1998, p 5-6).

According to the National Education Commission on Time and Learning (NECTL), “the clock and calendar control American education to a surprising degree – schools typically open and close at the same time each day, class periods average 51 minutes nationally, no matter how complex the subject or how well-prepared the student; schools devote about 5.6 hours a day for 180 days to instruction of all kinds, and they award high school diplomas on the basis of Carnegie units, or seat time.” (NECTL, [Prisoners of Time](#), April 1994)

The issues involved with the concept of school time can easily be trivialized. “It often appears that policy makers believe the issues can be resolved by simply providing for additional school time without ever confronting the complexity of the issues involved. It is important to realize that time is not the culprit, the savior, or the foe. Nonetheless, time can, and often does, become the catalyst for massive change.” (Huyvaert, 1998, p 5).

The National Education Commission on Time and Learning states that, “time is the missing element in the school reform debate... and the overlooked solution to the academic standards problem. Used wisely and well, time can be the academic equalizer.” (NECTL, 1994, p. 2) The Commission goes on to propose the following eight recommendations to help all students master high standards:

1. Reinvent schools around learning, not time.
2. Fix the design flaw: use time in new and better ways.
3. Establish an academic day.

4. Keep schools open longer to meet the needs of children and communities.
5. Give teachers the time they need.
6. Invest in technology.
7. Develop local action plans to transform schools.
8. Share the responsibility: finger pointing and evasion must end.

The challenge remains for North Carolina's schools and school systems to continue to explore the best ways to utilize the time they have to best meet students' needs and make sure that all children learn. Some schools are trying new approaches such as:

- using local funding to provide transportation and instruction by certified staff to students before and after school and through Saturday academies;
- extending the school day or year;
- offering "intercessions" for remediation and/or enrichment during track out periods in year round schools;
- utilizing flexible grouping across grade levels;
- implementing multi-age programs based on students' developmental levels rather than being assigned to specific grades; and
- other approaches designed to utilize time, resources, and facilities, and to meet the needs of individual students.

While no one approach will allow all schools to fully implement a balanced curriculum and meet the needs of all students, school educators and leaders are encouraged to have a system in place to research innovative ideas and practices, and regularly evaluate, revise, and refine their practices to continue to improve their efforts to provide the best possible education to all students.

Education Programs And Practices

The implementation of a balanced curriculum is supported through the philosophy of some educational programs. The section that follows provides a summary of some of these programs and practices. The intent is not to promote any individual program or practice, but to encourage school leaders and educators to examine and think about their own philosophy, vision, mission, and school structure as they design schedules and instructional programs to best meet their students' needs.

International Baccalaureate Program

The International Baccalaureate program was founded in the 1960's in Switzerland to provide a common curriculum and university entry credential for children of diplomats and other geographically mobile students. The program now operates in more than 1000 schools in 100 countries. Starting as a two-year pre-university Diploma program, in the 1990's Middle Years and Primary Years programs were added.

The Primary Years Programme (PYP), for students aged three to twelve, focuses on the development of the whole child, in the classroom but also in the world outside. This program offers a framework that addresses the academic, social, physical, emotional and cultural needs of children. The PYP identifies a body of knowledge for all students in all cultures in the following subject areas:

- language,
- social studies,
- mathematics,
- science and technology,
- arts,
- personal, social, and physical education; and
- a second language.

Six interdisciplinary themes are at the centre of the curriculum model:

- who we are;
- where we are in place and time;
- how we express ourselves;
- how the world works;
- how we organize ourselves; and
- sharing the planet.

The PYP program strives to develop students who are: inquirers, thinkers, communicative, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective. Structured inquiry is the primary vehicle for learning ([IBO](#), October 20, 2003).

Multiple Intelligence Theory

For more information, visit the free Concept to

The theory of multiple intelligences (MI) is based upon investigations in biology and psychology. Initially intended for psychologists, multiple intelligences theory has infiltrated education.

Howard Gardner defines the multiple intelligences as: Visual/Spatial; Verbal/Linguistic; Mathematical/Logical; Bodily/Kinesthetic; Musical/Rhythmic; Intrapersonal; Interpersonal; Naturalist; and Existentialist. Gardner believes that all humans have multiple intelligences and that these intelligences can either be nurtured and

Classroom
On-line
Professional
Development
module:

[Tapping Into
Multiple
Intelligences](#)

developed or ignored. A significant number of educators have adopted the theory of multiple intelligences as a foundation for teaching and assessing children and planning elementary school curricula. Every child most likely displays particular strength in at least one of these areas, and can be recognized for it, even if his strengths are not in reading or mathematics.

Many schools have explored and adapted MI theory in a variety of ways. Initial investigations and research into nine of these schools suggest that MI theory helps schools in the following ways:

- It offers a vocabulary for teachers to use in discussing children's strengths and in developing curriculum;
- it validates the practices of teachers whose work is already complimentary to MI theory;
- it promotes or justifies education in diverse art forms;
- it encourages teachers to work in teams, complementing their own strengths with those of their colleagues; and
- It encourages schools to devise rich educational experiences for children from diverse backgrounds.

**Waldorf
Schools**

Developed by Rudolf Steiner in 1919, Waldorf schools are based on a developmental approach that addresses the needs of the growing child. The [Waldorf philosophy](#) conveys education as an art that educates the whole child. Elementary and middle school children learn through the guidance of a class teacher who stays with the class ideally for eight years.

The Waldorf curriculum includes:

- English based on world literature, myths, and legends;
- History that is chronological and inclusive of the world's great civilizations;
- Science that surveys geography, astronomy, meteorology, physical and life sciences;
- Mathematics that develops competence in arithmetic, algebra, and geometry;
- Foreign languages;
- Physical education;
- Gardening;
- Arts including music, painting, sculpture, drama, eurhythm, sketching; and
- Handwork such as knitting, weaving, and woodworking.

The curriculum is taught by the class teacher and specialty subject teachers. From the Waldorf point of view, “true education also involves the awakening of capacities - the ability to think clearly and critically, to emphatically experience and understand phenomena in the world, to distinguish what is beautiful, good, and true.” Waldorf philosophy goes beyond the transfer of information as the class teacher and children discover learning together. The class teacher serves as a facilitator to help guide children into an understanding of the world around them.

Magnet Schools

According to Dr. Donald Waldrup, founder of [Magnet Schools of America](#), magnet schools are based on the premise that “all students do not learn in the same ways, and that if we find a unifying theme or a different organizational structure for students of similar interests, then those students will learn more in all areas.” The belief is that magnet schools that attract students voluntarily will succeed because those students want to attend those particular schools – they choose to attend those schools because of what they have to offer. When a parent chooses a school for his or her child, that school is more likely to succeed for that child than would one to which the child was assigned.

Most major cities had systems of magnet schools by 1980, but the greatest growth in magnet education was a result of federal legislation. Until the early seventies, federal district courts had routinely mandated schools to racially desegregate themselves. In declining to approve a multiple district solution to segregation in Detroit, the courts did approve special enrichment programs to help to overcome the effects of "past discrimination." Following this decision, almost every court order that mandated that schools desegregate had a voluntary component. This voluntary component became known as magnet schools.

Magnet schools are still used today in some circumstances to reduce racial isolation, but, they are increasingly considered superior options for all students, even in districts of primarily one race. According to Waldrup, the history of magnet schools has taught us the following:

- all students do not learn in the same ways;
- if we take advantage of a student’s interest and aptitude, that student will do better in subjects unrelated to his/her reasons for choosing the school;
- choice itself will result in improved satisfaction that translates into better achievement;
- every child can learn; and

- it is our job to offer enough options so that parents of all children (or students themselves) will have the opportunity to choose the programs best suited to them. (MSA, 2000)

A study conducted in 2001 examined the differences between student population characteristics and the differences in academic achievement when comparing elementary magnet and traditional schools in an urban southeastern school district. Using state-wide high stakes assessment data, this study found that this particular school district was not sacrificing the level of student achievement at magnet schools. The results of this study demonstrate that students at program magnets are able to benefit from unique offerings and still sustain academic achievement and progress in all “core” areas as well. The study also found the demographics between the magnet and traditional schools not to be statistically significant (Penta, 2001).

Core Knowledge Schools

According to the [Core Knowledge Foundation](#), Core Knowledge is:

- **An Idea.** . . . that for the sake of academic excellence, greater fairness, and higher literacy, elementary and middle schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade.
- **A Guide to Specific, Shared Content** . . . as outlined in the *Core Knowledge Sequence* (a grade-by-grade guide to important knowledge) and supported in [Core Knowledge resources](#), including the *What Your Kindergartner - Sixth Grader Needs to Know* book series.
- **A School Reform Movement** . . . taking shape in hundreds of schools where educators have committed themselves to teaching important skills and the Core Knowledge content they share within grade levels, across districts, and with other Core Knowledge schools across the country. (Core Knowledge Foundation, October 12, 2003).

Research studies on the effects of implementation of Core Knowledge in American schools have generally been very favorable (December, 2002). A growing body of evidence suggests that Core Knowledge fosters excellence and equity. It fosters excellence by improving student performance, boosting enthusiasm, and laying the groundwork for future learning. It fosters equity by ensuring that all students have the benefit of a rich curriculum and narrowing the gap between high- and low-performing students.

Core Knowledge does not replace the skills-based curriculum; rather, it complements it by providing carefully sequenced and challenging knowledge in which to ground skills instruction. Core Knowledge is meant to comprise about half of a school's curriculum, thus leaving freedom for accommodation of existing state or local requirements.

**North
Carolina
A+
Schools
Network**

The [A+ Schools Program](#) was initiated in 1993 as a statewide project in North Carolina by the Thomas S. Kenan Institute for the Arts. It is currently being developed in 35 public schools in 21 school districts in that state. The A+ Schools Program is an approach to teaching and learning grounded in the belief that the arts can play a central role in how children learn. Based on Howard Gardner's extensive research on multiple intelligences, the A+ approach is also supported by recent brain research and other theories of intelligence. A+ schools combine interdisciplinary teaching and daily arts instruction, offering children opportunities to learn through all the ways in which they are able.

A+ schools implement the *North Carolina Standard Course of Study* through interdisciplinary thematic units, combined with arts integration and hands-on, experiential learning, including daily arts instruction by arts teachers. A+ schools also develop strong partnerships with parents, area cultural resources, local colleges and universities, and the media. The arts are taught daily to every child: drama, dance, music and visual arts at least once each week. Teaching the required curriculum involves a many-disciplined approach, with the arts continuously woven into every aspect of a child's learning.

Professional development is a major component of the A+ Schools Program. In the summer of 1995 the Kenan Institute for the Arts initiated a five-day residential teacher training institute for the entire staff of all participating schools. Ongoing professional development has included school-based workshops and demonstration teaching and residential summer A+ Institutes.

Schools have reported improved student attendance, reduced discipline referrals, more parent involvement, and students more actively engaged in the classroom, all well-documented correlates of academic achievement. The combination of interdisciplinary teaching and daily arts instruction creates a powerful experiential learning environment for students, teachers, and parents, and appears to be highly effective with disadvantaged children.

Second Language Immersion Programs

Immersion programs are integrated second language instructional models which have been used successfully in the elementary grades. In immersion programs, the second language becomes the tool for teaching other areas of the curriculum. Students develop functional proficiency in the second language while mastering subject content material and cross-cultural understanding.

Immersion programs began in Canada in 1965 and in the United States in 1971. Research has shown that students in these programs perform as well as, or often outperform, their monolingual peers on tests of achievement in English. In addition, they also perform as well or better than their monolingual English-speaking peers on tests of mathematics, science, and social studies administered in English.

Second/foreign language programs serve English-speaking language majority students. In the typical program, students are immersed totally in the second language beginning in kindergarten and early literacy instruction is only in the second language. Usually starting at grade two, English literacy is introduced for a short portion of the day. Total immersion is the most effective way of developing second language proficiency. Sometimes, schools utilize the partial immersion model in which instruction is offered in the second language for only 50% of the school day. However, students do not develop the same high level of second language proficiency.

Two-way immersion/dual language programs are similar to regular immersion programs except that the student group includes speakers of English and speakers of the non-English language. All students are educated together in both languages. Subject matter content is delivered through the both English and the non-English language and functional proficiency and literacy are developed in both languages.

In North Carolina, total immersion programs have been in existence for a number of years in Charlotte-Mecklenburg and Guilford County. In addition, dual language programs exist in the Charlotte/Mecklenburg, Chapel-Hill Carrboro, and Wake County Schools. The North Carolina experience has mirrored those in other parts of the country. Students perform as well or better than their monolingual peers on all academic measures while acquiring communicative competence in a second language.

Schools In Other Countries

According to the National Education Commission on Time and Learning's two-year investigation, "[Prisoners of Time](#)," longer school years overseas, combined with better use of time mean that "French, German, and Japanese students receive more than twice as much core academic instruction as American students... American students cannot learn as much as their foreign peers in half the time" (National Education Commission, 1994). According to its studies of other countries, the commission draws the following conclusions:

- Students in other post-industrial democracies receive twice as much instruction in core academic areas during high school.
- Schools abroad protect academic time by distinguishing between the "academic day" and the "school day."
- Many of our economic competitors supplement formal education with significant out-of-school learning time.
- School performance abroad has consequences and is closely related to opportunities for employment and further education.
- Teachers in other countries enjoy freedom and respect as professionals.

As the Commission saw in Germany and Japan, "academic time" is rarely disturbed. Distinctions are made between the academic day (which the Germans call the half day) and the school day (in Germany, the full day). When asked about the school day, officials produce documents outlining a time frame similar to that in the typical American school. They feel no need to explain extracurricular activities within the school day, because these activities are not allowed to interfere with academic time. Academic time, by and large, is devoted to core academic study-native language and literature, mathematics, science, history, civics, geography, the arts, and second and third languages.

The emphasis on core academic instruction abroad does not mean that other activities are ignored. Up to 50 percent of German students, even in farming areas, remain at the school after the academic day to participate in clubs, sports, and additional classes of one kind or another. In Japan, students clean their school when the academic day ends and then enter activity periods.

Out-of-school learning is also common in Japanese and German schools. Large numbers of Japanese students (two-thirds of all students in Tokyo; nationally about 15 percent of all students in grade four rising to nearly 50 percent by grade nine) attend jukus - private, tutorial services that enrich instruction, provide remedial help, and prepare students for university examinations.

Schools in other countries may also provide ideas for how the school day may be structured. For example, as typical in most European schools, students do not follow the same schedule every day; therefore, more subjects are introduced into the curriculum. Just as is typical in for the delivery of special area instruction in the United States, teachers are trained and teach specific subject areas such as English, music, etc. In German schools, students preparing for college, begin that preparation as early as in the fifth grade. The following fifth grade schedule is representative of a German university prep school. Classes meet for forty-five minutes. There are two fifteen-minute breaks scheduled during the day and most students leave the campus for lunch since their school day ends around 1:00pm. Teachers come to the classes and the students only move to special rooms for certain subjects such as music, physical education, or labs. Note: There is no separation of church and state in the schools and students take religion classes or an ethics class.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------------------|---------|--------------------|-----------|--------------------|
| 8:00-8:45 | PE | Biology | Art | Music | German |
| 8:45-9:30 | Biology | History | Math | Math | Religion or Ethics |
| 9:45-10:30 | Math | German | Physical Education | English | Art |
| 10:30-11:15 | English | PE | Geography | English | English |
| 11:30-12:15 | Religion or Ethics | Math | German | Geography | Geography |
| 12:15-1:00 | Music | German | German | German | Open |

Year-Round Or Modified School Calendar

Confronted by overcrowded schools and tight budgets, school districts in about 30 states are keeping schools open year round. This is not the same as extending the school year; on a year-round schedule, students attend school the same number of days--180--as students on the traditional nine-month calendar. However, year-round education (YRE) students have several short vacations rather than one three-month summer break. According to the [National Association of Year Round Education](#), "year-round education centers on reorganizing the school year to provide more continuous learning by breaking up the long summer vacation into shorter, more frequent vacations throughout the year." By switching to the year-round

calendar, districts can fit more students into existing school buildings, saving millions of dollars in construction costs.

Most year-round schools operate on a multi-track calendar, and group students in three or four tracks with different vacation times. While one group is on vacation, another track is using the building, thereby increasing its capacity. Thus, with a four-track calendar, a school in a building built for 750 students can serve as many as 1,000 students (Bradford, 1993). School districts can choose from a wide selection of plans or develop their own. The most popular is 45-15, where students attend school for 45 days (nine weeks) and then take fifteen days off (three weeks).

Aside from the cost savings, the primary benefit of year-round education is that it facilitates continuous learning. Students forget much of what they learned in school while on long summer vacations (Weaver, 1992). This is particularly true of disadvantaged students and those for whom English is a second language. Because students retain more when the

learning process is interrupted for only short periods of time; teachers in year-round schools need to spend less time reviewing material.

In addition, year-round schedules provide the opportunities for students to receive interventions and/or enrichments throughout the year, rather than only through before or after-school programs or summer school. Students can spend a portion of the time that they are “tracked out,” often referred to as “intercessions,” to receive help, remediation or enrichment provided by licensed teachers.

**Multiyear
Education Or
Looping**

Looping is the concept that creates multi-year teacher/student relationships. It is not unheard of but rare in American schools. It shares both advantages and disadvantages for students and teachers. According to research, “student performance improves when teachers and students have long-term relationships, and teachers who remain with the same students for multiple years report higher levels of job satisfaction compared to other teachers” (Jacobson, 1997). Another advantage is that “the potential for building stronger school-home relationships is greater with multi-year organization” (Lincoln, 1997). Disadvantages are sighted when children are matched with a poor teacher for more than one school year or when the teacher and student share a personality conflict; however placement does not have to cut and dry. Special considerations can be made in the looping process.

“School leaders who use looping say it reduces discipline problems and increase attendance for both students and teachers” (Jacobson, 1997). “Student success is determined in part, by the teachers’ knowledge and understanding of the student learner: the student’s learning style, academic strengths and weaknesses, and personality traits” (Lincoln, 1997). Looping allows teachers to spend more time at the beginning of the school year on curriculum and instruction instead of setting rules, boundaries, and getting to know the students. “For young children lagging behind their peers, especially in reading, looping can also keep them from repeating a grade or being referred to special education.... because teachers don’t have to make those crucial decisions based on a single year’s performance” (Jacobson, 1997). Paul S. George (1996) found that teachers were by far the most supportive and positive about looping in a recent research study. Teachers said that it “improved student behavior, helped them (*teachers*) build on students’ strengths, and improved academic performance for lower-achieving students” (Jacobson, 1997).

Blocking

The traditional block schedule is commonly found in high schools; however this method of scheduling can be utilized at the elementary level. Blocking, or, sometimes referred to as grouping, involves a team teaching concept. Traditional schedules, even in elementary schools assign a random number of minutes to devote to the teaching of a subject or concept regardless of the wide variation in the time it takes individual students to succeed at learning any given task. [Prisoners of Time](#), a 1994 report of the National Education Commission on Time and Learning proposes, “schools will have a design flaw as long as their organization is based on the assumption that all students can learn on the same schedule.”

A great deal of time is thought to be lost in stopping and starting the teaching of so many different content areas in one day. In schedule “blocking” at least part of the daily schedule is organized into larger blocks of time which allows for a diversity of instructional activities (Irmsher, 1996). Many elementary schools that use “blocking”, utilize an alternate day block schedule, in which several content areas are taught over two days by alternating teachers.

Teachers will commonly use a team approach in that one teacher may be responsible for teaching English Language Arts and social studies for two classes and the other teacher will teach science and mathematics. Subjects such as computer/information skills, foreign language, health, physical education, music, dance, theater arts, and visual arts may be taught during non-blocked hours each day and also integrated into the “blocked” hours of instruction.

Benefits of “blocking” are: larger blocks of time which allow for a more flexible and productive classroom environment, along with more opportunities for using varied and interactive teaching methods; more effective use of school time, increased number of content areas taught; increased teacher collaboration and planning; lower discipline problems (many discipline problems arise during transition periods); and better mastery and retention of material by students. Challenges of “blocking” include: often times, lack of staff development (teachers accustomed to teaching 35 minute blocks may have trouble with the transition); and effective training and experience in “cooperative learning, class building, and team formation” (Irmsher, 1996). “Teachers who are most successful in block scheduling typically plan lessons in three parts: explanation, application, and synthesis” (Irmsher, 1996).

Before And After School Programs

Rather than lengthening the traditional school year (180 days), some school districts extend the school day. Extended school day programs usually lengthen the school day by an hour or more. The time may be added to the beginning or the end of the school day and is generally met with some resistance but certainly not as much resistance as extending the school year. This program may be mandatory or voluntary, depending on the state or the district. Elementary schools often justify the extended school day program with demonstrating the need to provide increased services to students.

Current extensions of the school day, often called before and after school programs, grew from the need of child care for working parents (mothers specifically). The first extension of the school day was also built on a similar need. Prior to the 1950’s students were traditionally sent home for lunch which lasted from forty-five minutes to one and one half hours. As busing was introduced in the late 50s this practice became impractical. Many schools chose to “close school lunch” and serve lunch on campus, which shortened the time for lunch and increased the school day. Some educators favored the change because it increased instructional time, others did not appreciate the change because they were now being asked to work longer with no increase in pay. There was an argument that “students needed a break during the day to keep them from becoming overly fatigued in the afternoon” (Seppanen, 1992, p.62). Mothers were often relieved because this change allowed them to enter the workforce or not be bothered with going home from work to prepare lunch for their children.

Many educators view before and after school programs, not as childcare programs, but as an opportunity for remediation or enrichment, for children in need. Even though many educators believe in this premise, less than one half of the directors surveyed in 1992 by Seppanen, deVries, & Seligson, reported that one of their responsibilities was to offer remedial help to students in need. Seventy five percent of the directors surveyed indicated their primary purpose was to supervise children. Those who oppose before and after school programs argue that it provides an opportunity for “parents to neglect their parental duties, expecting schools to pick up the slack and taxpayers to pick up the bill” (p. 62-63).

Quality before and after school programs involve “nurturing, mentoring, free-play, structured and unstructured learning activities, and a level of spontaneity that encourages the development of creativity” (Seligson, Gannett, Cotlin, 1992: Powell, 1987: Nietig, 1983; Mills & Cooke, 1983). “There is a delicate balance among the nurturing, custodial, and educational roles played by child-care programs. This is especially true when the programs are offered by public school that have, if not a stated, at least an implied purpose of enhancing academic performance” (p. 63).

“Students who receive a balanced curriculum and possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success.”

---NCDPI Balanced Curriculum, 2003

CONCLUSIONS

A Balanced Curriculum Includes All Areas of the NC Standard Course of Study

As stated throughout this document, it is the intent of the North Carolina General Assembly and the State Board of Education, with the North Carolina Department of Public Instruction, that every student be offered a comprehensive educational program that includes ALL areas in the *North Carolina Standard Course of Study*. Although all disciplines are not tested, the *Standard Course of Study* should and must be taught.

Each elementary school has responsibility for providing instruction in:

- arts education (dance, music, theatre arts and visual arts),
- computer skills and information skills,
- English language arts,
- guidance
- healthful living (health education and physical education),
- mathematics,
- science,
- second languages, and
- social studies.

Students who receive a balanced curriculum and possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success.

Where are North Carolina Schools Today?

Out of 2859 elementary school teachers representing all areas and levels, and 333 principals and administrators who responded to the [elementary school surveys](#) (2003), it is evident that a balanced curriculum, which includes all areas of the *Standard Course of Study*, is not consistently delivered in participant's schools.

Data from the survey, and from the majority of individual classroom schedules and whole school schedules submitted to the committee represented the following practices:

- heavy emphasis on tested areas;
- under-emphasis or *not teaching* those areas which are not tested (this includes special areas such as dance, foreign language, music, physical education, theatre arts and visual arts; and content areas taught in the regular classroom such as health, science and social studies);
- large and overwhelming class and student loads for special area teachers;
- underutilization of instructional time (e.g. taking large amounts of time for transitions or “snack”, rather than integrating these transitions with instruction);
- preventing students from attending special area classes such as music or physical education in order to receive tutoring or special services (LEP, EC);
- teaching skills in isolation (e.g. “EOG prep”);
- inadequate collaborative planning time, especially across and between grade levels, special services and special areas.

“Teaching to the Test”

“The practice of teaching solely to the test will *leave children behind...*”

“Research demonstrates the positive influence of studies in many areas of the curriculum on students’ achievement on standardized tests.”

“Teaching the whole child does not begin and end with student performance on mandated tests.”

Both teachers and administrators voiced concerns about the emphasis on standardized testing and the effects of this emphasis on teachers’ abilities to deliver a balanced curriculum. As might be expected, teachers indicated that English language arts and mathematics were being **taught on a regular basis** in their classrooms. However, only 16% of teachers reported **daily instruction** in science, and only 16% of teachers reported **daily instruction** in social studies. In fact, 16% of teachers indicated that science is only “**occasionally taught**,” and 10% of teachers indicated that social studies is “**not taught**” at all in their classrooms. Twenty-five percent of teachers indicated that they **do not** teach health education in their classrooms. Data from the teachers’ survey indicated that the following areas are **not taught** in participants’ schools: foreign language (76%), dance (80%), physical education (26%), music (24%), theatre arts (67%), and visual arts (37%).

Not only are these findings indicative of a heavy emphasis on tested areas, but the implication is that the areas tested are being taught in isolation, thereby denying children the

opportunities to make connections across the curriculum, find relevance in what they are learning, and apply knowledge and skills in new and various settings. Spending significant amounts of time with the major focus on “teaching to the test” will not necessarily increase student achievement, especially over time. More likely, students will lack the skills and conceptual understanding they would receive from a balanced curriculum to make connections, apply knowledge, and creatively solve problems in a variety of settings.

Perhaps most importantly, the practice of teaching solely to the test will **leave children behind**; particularly those who do not speak the English language, those who have disabilities, those who are at risk and unmotivated, and those who are able to demonstrate their understandings in a multitude of ways, but not necessarily on standardized tests.

School leadership and educators must genuinely look at research-based practices that clearly provide benefits to students. Research demonstrates the positive influence of studies in many areas of the curriculum on students’ achievement on standardized tests. Teaching the whole child, however, does not begin and end with student performance on mandated tests.

What Needs to Happen?

Students who receive the benefits of a comprehensive and well-rounded curriculum will be motivated learners, they will stay in school, and they will be well-prepared for middle school, high school, and the world beyond.

If educators and administrators truly embrace the philosophy and importance of implementing a balanced curriculum, then, they must examine how things are being done and what can be done to increase opportunities for the delivery of a balanced curriculum.

The Age-Old Issue of Time

“Since the beginning of the public schools, the school calendar has remained an element of debate. Because the time represented by the calendar embodies economic, social, political, and philosophical elements, the debate revolving around the calendar remains strong even today.” (Huyvaert, 1998, p 92)

Planning Time and Instructional Time

"Teaching schedules must allow for sufficient planning time for teachers – with grade levels, across grade levels, and with special areas and special services teachers."

"Students must have access to uninterrupted blocks of instructional time to receive in-depth, connected instruction, and to develop concepts rather than memorize facts in isolation."

"Every facet of the school schedule, including when children receive special services, eat lunch, or have opportunities for structured recess or physical activity impact the overall classroom environment, and teachers' abilities to deliver a balanced curriculum and ultimately improve student achievement."

Teachers need planning time:

- to collaborate;
- to discuss student learning and research-based best practices;
- to receive professional development;
- to plan;
- to map and align the curriculum; and
- to examine what is being taught and how it is being taught and assessed.

Thirty-seven percent of teachers surveyed indicated that they had no daily protected planning time. According to the teachers surveyed, **no collaborative planning takes place with the following:** the media coordinator (82%), the technology facilitator (83%), dance, music, theatre arts or visual arts teachers (range of 90-98%), the foreign language teacher (98%); the physical education teacher (90%); special education teachers (75%), and LEP (ESL) teacher(s) (86%). Forty-six percent of all teachers reported that the majority of their planning time takes place in one hour or more segments of time before and after school, not during the school day. In order to provide an integrated, connected, and comprehensive curriculum, teaching schedules must allow for sufficient planning time for teachers – with grade levels, across grade levels, and with special areas and special services teachers.

Students must have access to uninterrupted blocks of instructional time to receive in-depth, connected instruction, and to develop concepts rather than memorize facts in isolation. Because the elementary school has more flexibility with time and because elementary classroom teachers are trained as generalists, it seems that opportunities for integrated, connected instruction should be available. Why does this not always occur? Perhaps sometimes this is because of teacher comfort levels or areas of expertise. Perhaps sometimes this is because of the emphasis on "skilling and drilling" for tests or district or school-wide mandates on what will be taught, who will teach it, and when it will be taught. Whatever the case, teachers and staff within schools must look at how they are structuring the time they have:

- Is it best to always do things the same way?
- Are there opportunities for change that would positively affect students' learning and success in school?

Structuring Time

"There is no one best-way of scheduling time."

"Research has shown that it is *how* time is used verses the *amount* of time that students are in school that makes a difference."

"How time is allocated in schools will in part determine the ability to implement a balanced curriculum. But time will not change the practices that are occurring within classrooms."

Every facet of the school schedule, including when children receive special services, eat lunch, or have opportunities for structured recess or physical activity impact the overall classroom environment, and teachers' abilities to deliver a balanced curriculum and ultimately improve student achievement. Advantages and disadvantages can be identified in every type of school calendar, whether that calendar is the customary 180 day calendar, a year round calendar or represents an extended year program. Additionally, how individual teacher and class schedules are structured present likewise advantages and disadvantages.

As school leadership examines how the *Standard Course of Study* is delivered, they must keep in mind that "time, in and of itself, will do little to improve, enhance, and or even maintain the current quality of public education" (Huyvaert, 1998, p 92). Extending the school day won't necessarily help teachers deliver a balanced curriculum. Research has shown that it is *how* time is used verses the *amount* of time that students are in school that makes a difference. "

It is important not to confuse time spent in school with learning. Learning is complex and affected by a variety of factors. No notable research exists suggesting that extending time in school results in a direct increase in student learning. In fact, results of one study indicated that less time in school might provide a higher-quality of educational experience for some students" (Kennedy & Witcher, 1998).

How time is allocated in schools will in part determine the ability to implement a balanced curriculum. But time will not change the practices that are occurring within classrooms.

If teachers are striving to provide connected, integrated instruction, they must take a look at how that instruction is being delivered and differentiated to students. The following questions must be asked:

- How are decisions being made about what is taught and when it will be taught?
- Are these decisions based on data, opinion, or just doing things the way they have always been done?
- Are teachers willing to take risks to try new instructional strategies that are proven to support learning? and
- Will administrators support these efforts?

Schools have little control over the actual amount of time over the course of a day, week, and school year with which they have to work. However, ***how that time is utilized will determine whether or not every student is afforded the opportunity to receive a balanced curriculum and to have his or her individual instructional needs met to the fullest extent possible.***

The Bottom Line

"Students who receive the benefits of a comprehensive and well-rounded curriculum will be motivated learners, they will stay in school, and they will be well-prepared for middle school, high school, and the world beyond."

There is no one best-way of scheduling time. As educators and school leadership examine school reform they must make every effort to investigate and be aware of various ways to utilize time, through the school calendar and in individual classrooms. This will require an understanding of the history of the calendar, the different approaches that can be taken to make changes to the calendar, and the advantages and disadvantages that are associated with these approaches.

To implement a balanced curriculum is to address *all aspects* of child development: physical, emotional, social, and intellectual. Research studies in the arts, foreign language, health education and physical education, science, social studies and other areas of the curriculum demonstrate the benefits of studies in these areas on students' self-esteem, retention, motivation to learn, physical health, social skills and other measures of success that can not always be measured on a test. The teaching of the entire curriculum, to include **all areas** in the *North Carolina Standard Course of Study* helps students:

- develop a love of learning and become lifelong learners;
- find relevance in and connections with what they are learning;
- understand themselves and those around them;
- demonstrate talents they bring with them to school; and
- develop new and necessary skills and abilities to be successful in school and in life.

THE BALANCED CURRICULUM: APPENDICES (A- E)

APPENDIX A:

- Summary: Elementary Teachers' Survey and
- Summary: Elementary Principals' and School- Based Administrators' Survey

APPENDIX B:

Federal and State Legislation and State Board of Education Policy

APPENDIX C:

Flexible Grouping Variables

APPENDIX D:

Grouping Designs

APPENDIX E:

Suggested Duration and Frequency of Approaches to Integrate English Language Arts Study Throughout the School Program

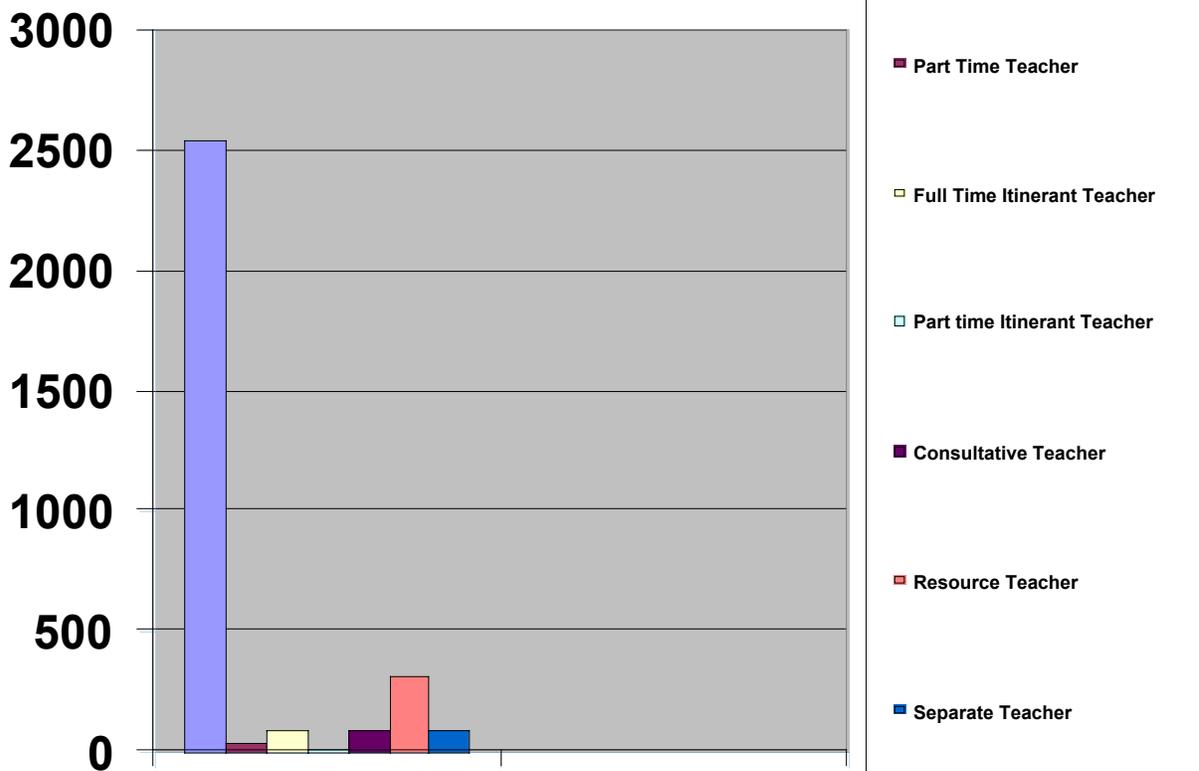
APPENDIX A: Summary of Elementary School Survey for Teachers

The Elementary School Survey for Teachers was administered May 12 – June 13 of 2003 using an online survey created with Zoomerang software.

| | | | |
|--|---|----------------------------|-----------------------|
| Total respondents: | 2859 | | |
| Position and Responsibilities: | Position | Number of Responses | Response Ratio |
| <i>(respondents were instructed to check all that applied)</i> | Pre-kindergarten Teacher | 49 | 2% |
| | Kindergarten Teacher | 294 | 10% |
| | First Grade Teacher | 362 | 13% |
| | Second Grade Teacher | 329 | 12% |
| | Third Grade Teacher | 370 | 13% |
| | Fourth Grade Teacher | 359 | 13% |
| | Fifth Grade Teacher | 343 | 12% |
| | LEP/ESL Teacher | 171 | 6% |
| | Foreign Language Teacher | 23 | 1% |
| | Counselor | 48 | 2% |
| | Dance Teacher | 11 | 0% |
| | Music Teacher | 117 | 4% |
| | Theatre Arts Teacher | 11 | 0% |
| | Visual Arts Teacher | 86 | 3% |
| | Media Coordinator | 114 | 4% |
| | Physical Education Teacher | 69 | 2% |
| | Technology Facilitator | 70 | 2% |
| | Special Education Teacher | 226 | 8% |
| | Other, Please Specify* | 303 | 11% |
| | <i>* Other positions reported included Literacy Facilitators, Title I Teachers, Curriculum Coordinators, Math and Literacy Coaches, AIG Teachers, Lead Teachers, Sixth-Eighth Grade Teachers (teaching in K-8 schools), Math and Reading Tutors, Combined Dance and Theatre Arts Teachers, Remedial Reading Teachers, Early Intervention Specialists, A+ Coordinators, and Teachers of Various Exceptionalities</i> | | |

| Teaching Position <i>(respondents were instructed to check all that applied)</i> | Number of Responses | Response Ratio |
|--|---------------------|----------------|
| Full Time Teacher | 2541 | 90% |
| Part Time Teacher | 40 | 1% |
| Full Time Itinerant Teacher | 87 | 3% |
| Part time Itinerant Teacher | 6 | 0% |
| Consultative Teacher | 84 | 3% |
| Resource Teacher | 310 | 11% |
| Separate Teacher | 87 | 3% |

Teaching Allotments for Elementary School Survey Participants:



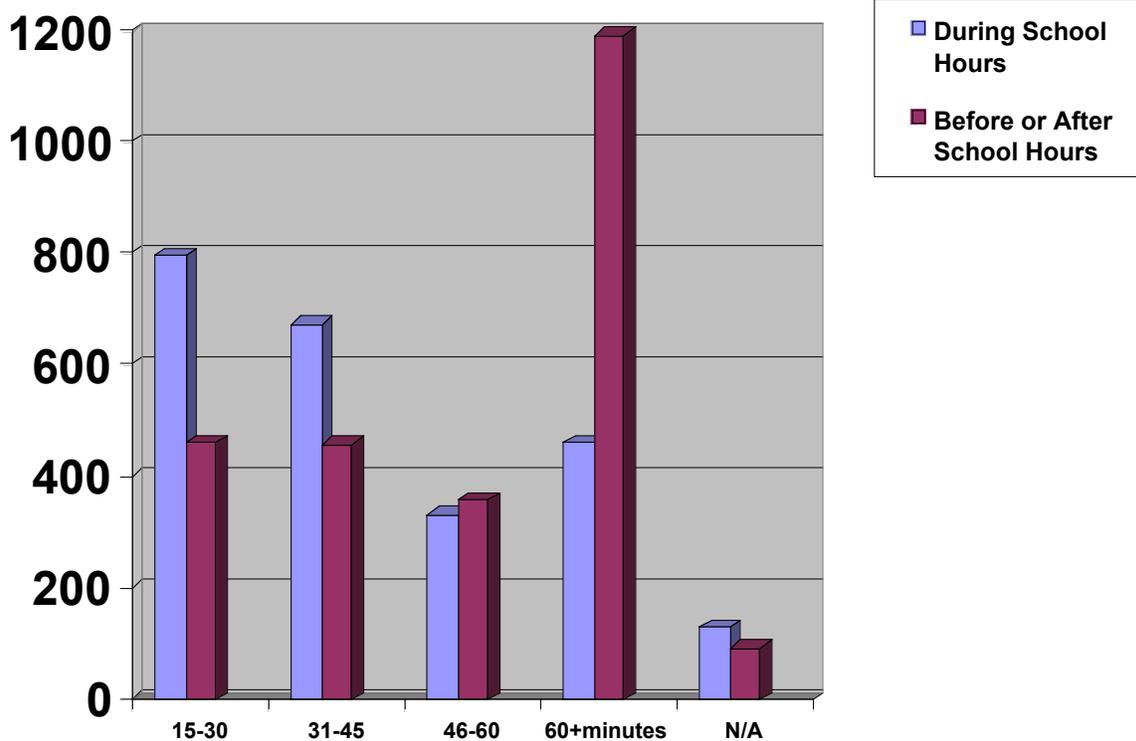
Amount of Planning Time Per Week (The top percentage indicates total respondent ratio; the bottom number indicates actual number of respondents selecting the option).

| <i>Planning With:</i> | None | 15-30 Minutes | 31-45 Minutes | 46-60 Minutes | 61+ Minutes |
|--|-------------|---------------|---------------|---------------|-------------|
| Grade Level | 24% 652 | 22% 594 | 21% 561 | 11% 303 | 22% 603 |
| Media Coordinator | 82% 2006 | 15% 375 | 2% 47 | 0% 8 | 1% 19 |
| Technology Facilitator | 83% 2033 | 14% 350 | 2% 44 | 0% 11 | 1% 18 |
| Specialist Planning with Classroom Teacher | 75% 1875 | 18% 445 | 4% 108 | 2% 39 | 2% 42 |
| Dance Teacher | 98% 2270 | 1% 20 | 0% 6 | 0% 4 | 0% 9 |
| Music Teacher | 90% 2136 | 7% 166 | 2% 38 | 1% 12 | 1% 28 |
| Theatre Arts Teacher | 98% 2238 | 2% 24 | 0% 9 | 0% 4 | 0% 11 |
| Visual Arts Teacher | 92% 2140 | 5% 111 | 1% 28 | 0% 11 | 1% 24 |
| ESL/LEP Teacher | 86% 2009 | 11% 256 | 2% 39 | 1% 12 | 1% 32 |
| Foreign Language Teacher | 98% 2215 | 2% 38 | 0% 10 | 0% 1 | 0% 7 |
| Special Education Teacher | 75% 1768 | 19% 443 | 4% 84 | 1% 27 | 1% 31 |
| Physical Education Teacher | 90% 2152 | 7% 159 | 2% 39 | 1% 13 | 1% 21 |

The MAJORITY of planning takes place: *(The top percentage indicates total respondent ratio; the bottom number indicates actual number of respondents selecting the option).*

| <i>(respondents were instructed to check all that applied)</i> | 15-30 Minutes | 31-45 Minutes | 46-60 Minutes | 61+ Minutes | N/A |
|--|---------------|---------------|---------------|-------------|-----------|
| During School Hours | 33% 797 | 28% 676 | 14% 334 | 19% 463 | 5% 131 |
| Before or After School Hours | 18% 462 | 18% 458 | 14% 360 | 46% 1193 | 4% 94 |

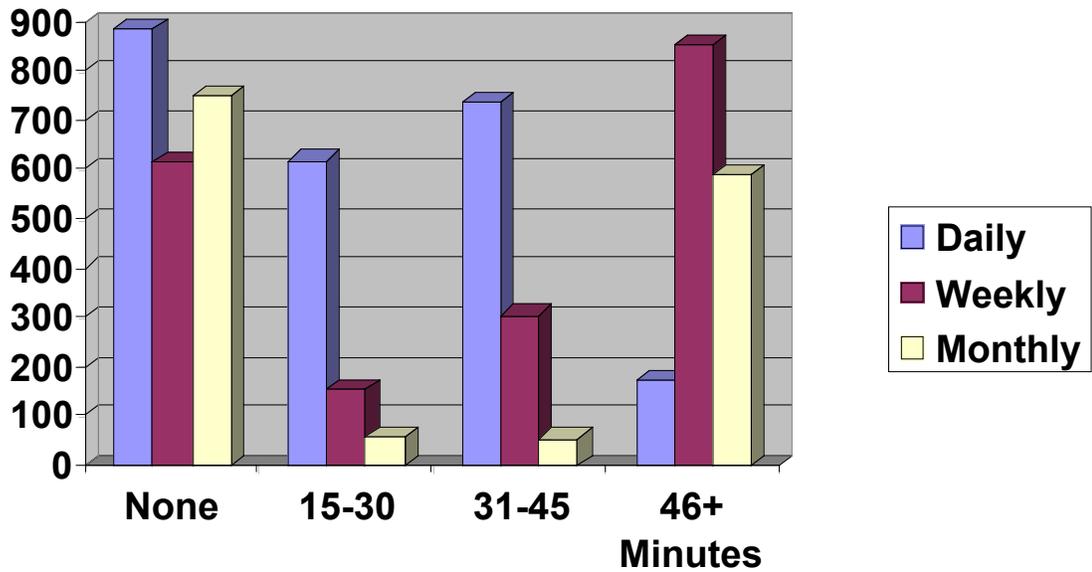
When Planning Time Takes Place for NC Elementary School Teachers:



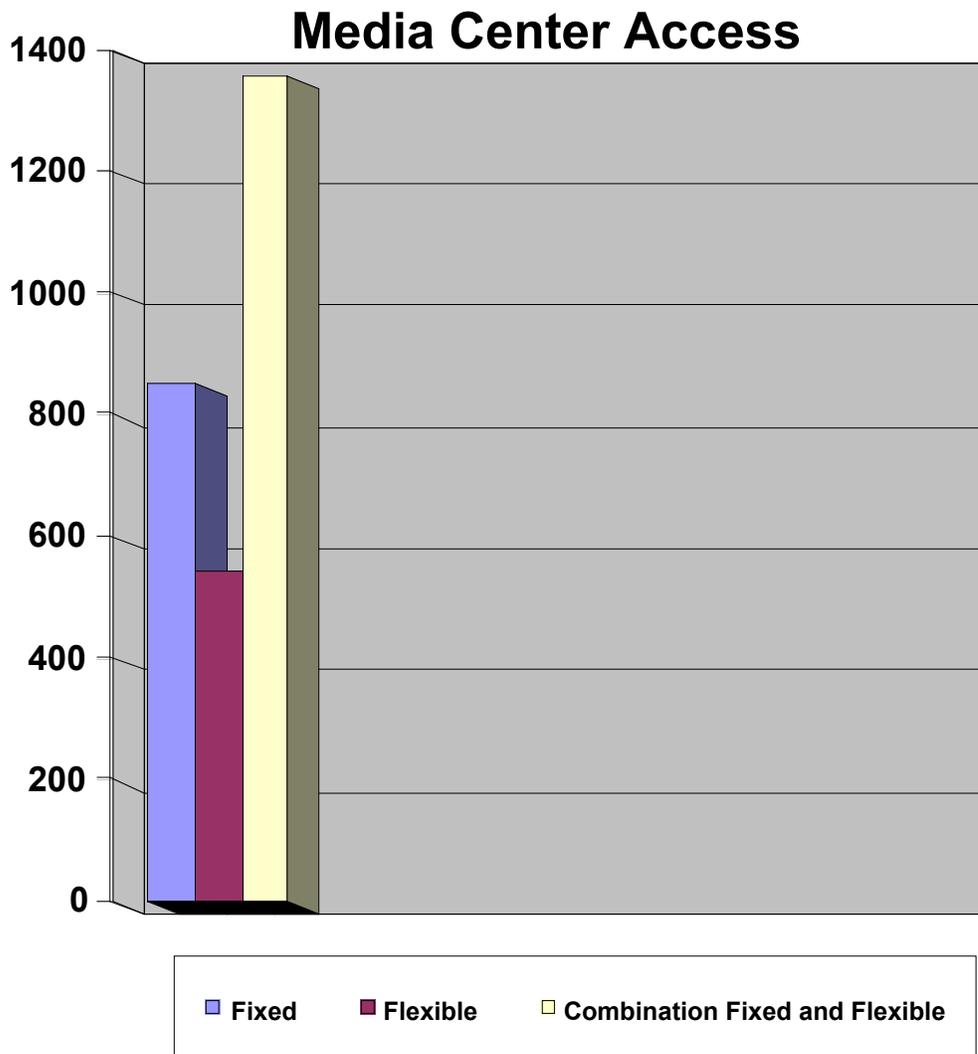
Regular, Protected Planning Time for Teachers: *(The top percentage indicates total respondent ratio; the bottom number indicates actual number of respondents selecting the option).*

| | None | 15-30 Minutes | 31-45 Minutes | 46+ Minutes |
|---------|------------|---------------|---------------|-------------|
| Daily | 37% 890 | 26% 622 | 30% 740 | 7% 176 |
| Weekly | 32% 617 | 8% 159 | 16% 307 | 44% 858 |
| Monthly | 52% 755 | 4% 58 | 4% 57 | 41% 594 |

Protected Planning Time for NC Elementary School Teachers:



| Media Center Schedule: | | |
|--------------------------------|---------------------|----------------|
| | Number of Responses | Response Ratio |
| Fixed Schedule | 852 | 31% |
| Flexible Schedule | 542 | 20% |
| Combination Fixed and Flexible | 1359 | 49% |

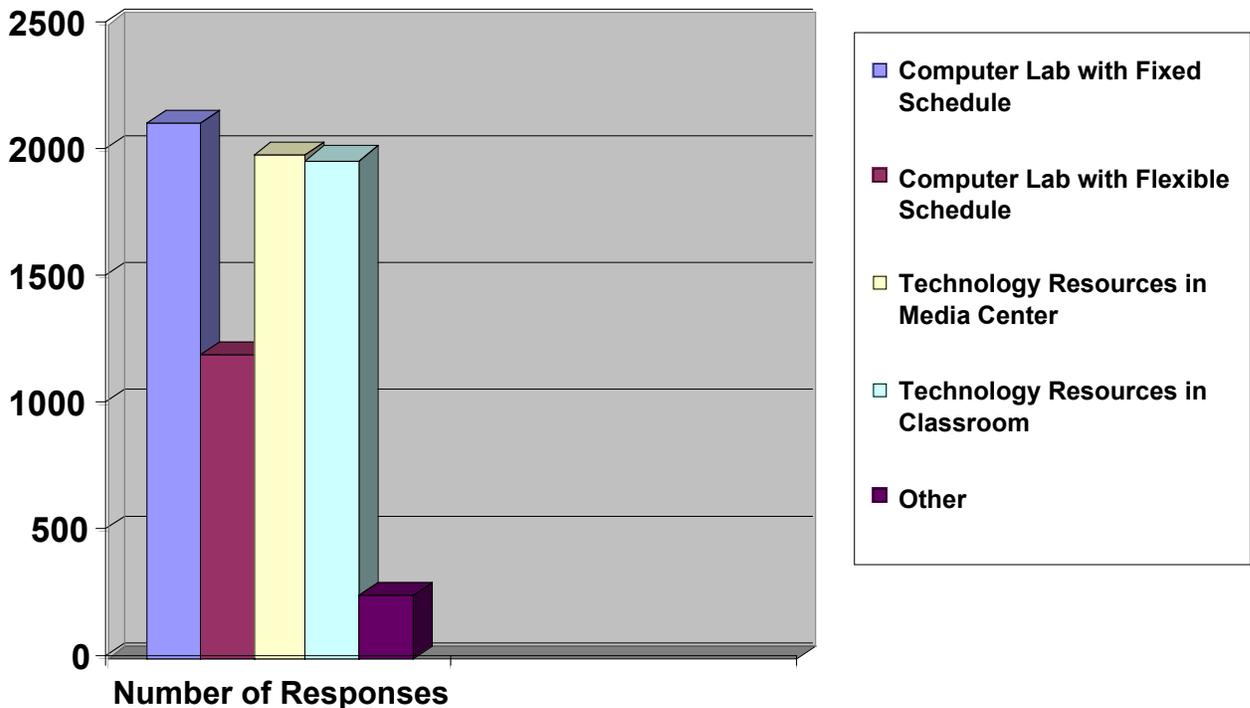


Opportunities for Student Access to Technology Resources:

(respondents were instructed to check all that applied)

| | Number of Responses | Response Ratio |
|--|---------------------|----------------|
| Technology Resources in Computer Lab with Fixed Schedule | 2113 | 75% |
| Technology Resources in Computer Lab with Flexible Schedule | 1201 | 43% |
| Technology Resources in Media Center (e.g. computers, internet access, digital cameras, scanners, probes, etc) | 1985 | 71% |
| Technology Resources in Classroom (e.g. computers, internet access, digital cameras, scanners, probes, etc) | 1968 | 70% |
| Other, please specify* | 246 | 9% |

* Other responses included combination of fixed and flexible access in computer lab, no computers in computer lab or classroom, mobile carts, wireless laptops, mini-labs, various numbers of computers in classrooms with and without internet access, lists of computer software and hardware.

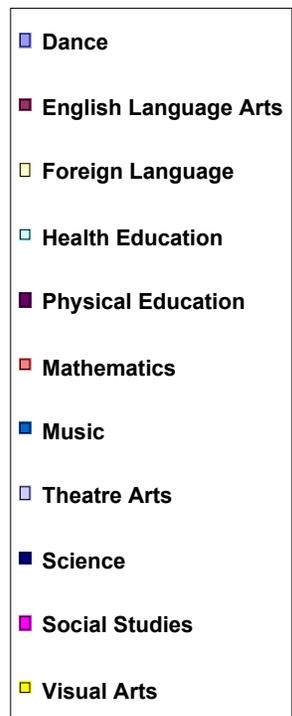
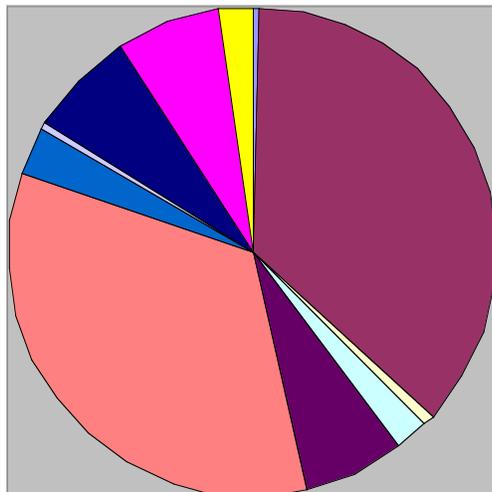


Frequency of Instruction for Subject Areas:

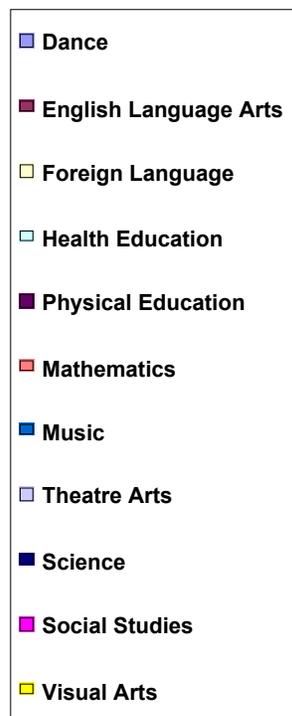
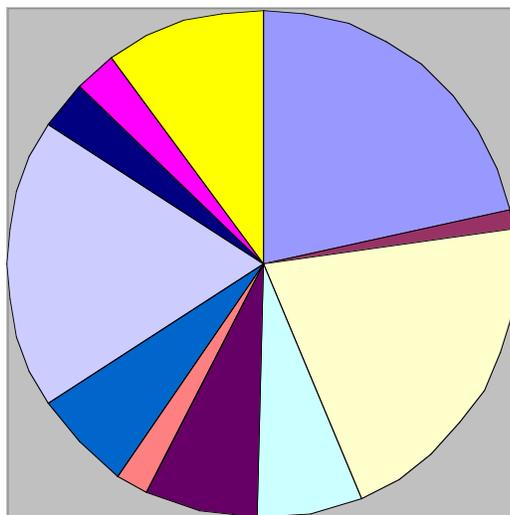
(The top percentage indicates total respondent ratio; the bottom number indicates actual number of respondents selecting the option).

| | Not Taught | Occasionally Taught (Spread Over School Year) | Once a Month | Once a Week | 2-4 Times a Week | Taught Every Day |
|-----------------------|-------------|--|--------------|-------------|------------------|------------------|
| Dance | 80% 2113 | 14% 375 | 2% 42 | 3% 71 | 1% 21 | 1% 23 |
| English Language Arts | 4% 115 | 4% 117 | 1% 21 | 2% 45 | 6% 150 | 83% 2233 |
| Foreign Language | 76% 1982 | 11% 286 | 1% 33 | 6% 160 | 4% 97 | 2% 50 |
| Health Education | 25% 655 | 39% 1016 | 10% 253 | 12% 313 | 9% 236 | 5% 138 |
| Physical Education | 26% 698 | 6% 158 | 2% 43 | 32% 844 | 20% 520 | 15% 389 |
| Mathematics | 7% 189 | 7% 188 | 1% 40 | 3% 68 | 4% 103 | 78% 2080 |
| Music | 24% 645 | 11% 284 | 3% 92 | 49% 1285 | 6% 166 | 7% 176 |
| Theatre Arts | 67% 1747 | 20% 529 | 4% 116 | 5% 125 | 2% 46 | 1% 26 |
| Science | 11% 288 | 16% 432 | 6% 167 | 13% 331 | 38% 1002 | 16% 420 |
| Social Studies | 10% 272 | 15% 403 | 6% 160 | 12% 330 | 40% 1054 | 16% 427 |
| Visual Arts | 37% 959 | 15% 397 | 7% 181 | 31% 801 | 6% 145 | 5% 145 |

Subject Areas Taught Daily

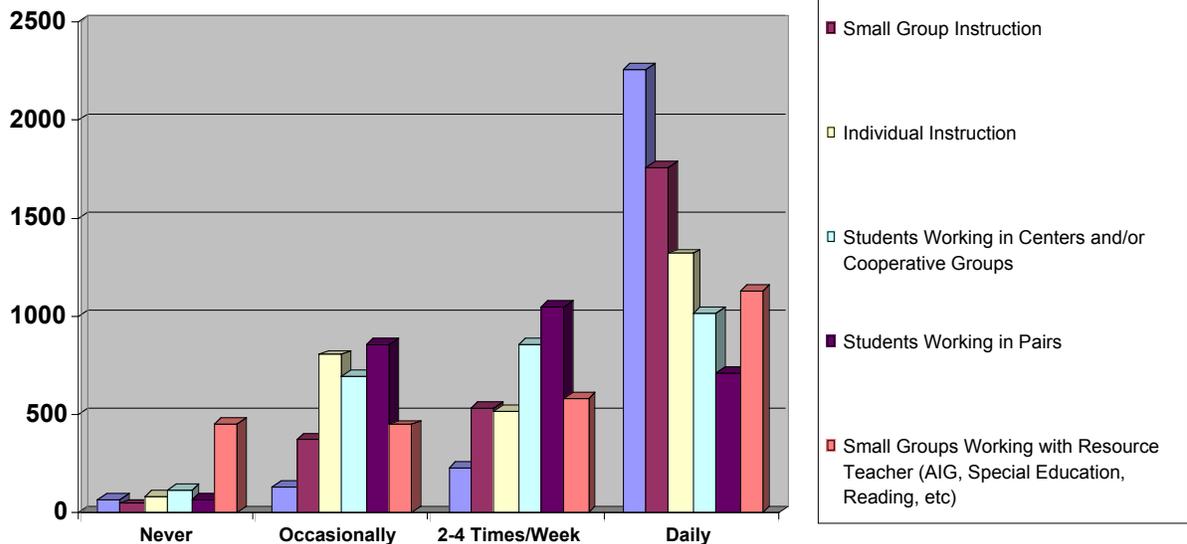


Subject Areas Not Taught



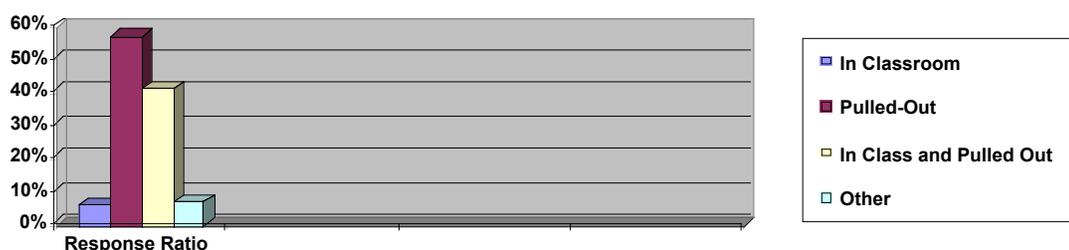
| Amount of Instructional Time per Week for the Following Practices: | | | | |
|--|------------|----------------------------|-----------------------|-------------|
| | Never | Occasionally, as Needed | 2-4 times per Week | Daily |
| Whole Group Instruction | 3% 69 | 5% 137 | 9% 232 | 84% 2267 |
| Small Group Instruction | 2% 41 | 14% 374 | 20% 541 | 65% 1769 |
| Individual Instruction | 3% 75 | 30% 802 | 19% 513 | 49% 1319 |
| Students Working in Centers and/or Cooperative Groups | 4% 117 | 26% 694 | 32% 854 | 38% 1023 |
| Students Working in Pairs | 2% 67 | 32% 862 | 39% 1045 | 27% 712 |
| Small Groups Working with Resource Teacher (AIG, Special Education, Reading, etc) | 17% 454 | 17% 445 | 22% 577 | 44% 1140 |

Instructional Practices



| Setting for Students Receiving Special Services (LEP, EC, Reading Recovery, etc): | | |
|---|---------------------|----------------|
| | Number of Responses | Response Ratio |
| In Regular Classroom | 155 | 6% |
| Pulled-Out of Regular Classroom | 1546 | 57% |
| Both in Classroom and Pulled Out | 1131 | 41% |
| Other, please specify* | 202 | 7% |
| * Other responses included receiving services in self-contained EC classroom, pulled out of special area classes (arts education, physical education, foreign language, etc), after-school programs, inclusion, modifications made in classroom, pulled out for tutoring and remediation. | | |

Setting for Students Receiving Special Services



| When Students are Pulled Out of the Regular Classroom for Special Services, Subjects that are Missed Are: | | |
|---|---------------------|----------------|
| | Number of Responses | Response Ratio |
| Computer Applications | 397 | 17% |
| Dance | 32 | 1% |
| English Language Arts | 1128 | 48% |
| Foreign Language | 90 | 4% |
| Health Education | 207 | 9% |
| Homeroom | 220 | 9% |
| Mathematics | 848 | 36% |
| Music | 226 | 10% |
| Physical Education | 240 | 10% |
| Recess | 808 | 35% |
| Science | 835 | 36% |
| Social Studies | 39 | 2% |
| Theatre Arts | 169 | 7% |
| Visual Arts | 169 | 7% |
| Other, please specify* | 690 | 29% |
| * Other responses included that students are pulled from special areas, during choice reading time, during center time, during writing exercises, during "enrichment" classes, random, nothing is missed, during information/library skills time, during morning activities, during read aloud, go late to specials, depends on day, during snack, during recess, during electives, during story time, and missing a variety of subjects. | | |

For self-contained classrooms, teachers reported the following amounts of time during the school day spent with their entire classes for instruction:

Open response answers included a variety of the following:

- Not applicable;
- A range from one hour to six hours, (or the entire day);
- The amount of time with their entire class varied from day to day throughout the week;
- With entire classes all day except during lunch, recess, and special area classes;
- Utilize departmentalization, where teachers teach specific subjects, such as all English language arts classes on a block schedule, and therefore see all of the classes at their grade level during the ELA block.

Participants rated their response to the statement, “*My schedule allows sufficient amounts of time for students to receive a balanced curriculum which includes ALL AREAS of the North Carolina Standard Course of Study,*” as follows:

| | Number of Responses | Response Ratio |
|-------------------|---------------------|----------------|
| Strongly Disagree | 395 | 15% |
| Disagree | 780 | 29% |
| Neutral | 531 | 20% |
| Agree | 827 | 30% |
| Strongly Agree | 179 | 7% |

Optional Teacher Contact Information:

764 teachers opted to provide their contact information including their names, school names, school systems, phone contact information and email addresses.

Optional Submission of Classroom Schedules:

Approximately 300 teachers opted to send copies of their classroom schedules to the Elementary Curriculum Committee at NCDPI.

Optional Additional Comments:

512 participants provided additional comments to the survey as an optional open-ended response. Some of these comments can be found throughout the Balanced Curriculum Document.

APPENDIX B: Summary of Elementary School Survey for Principals and Site-Based Administrators

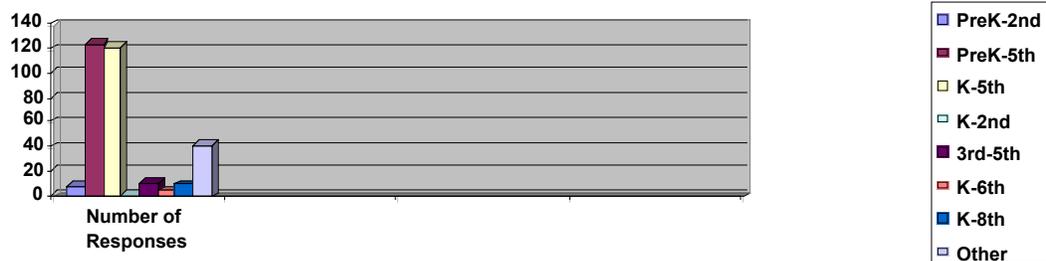
The Elementary School Survey for Principals and Site-Based Administrators was administered July 11 –August 25 of 2003 using an online survey created using Zoomerang software.

| | | | |
|--|------------------------|----------------------------|-----------------------|
| Total respondents: | 333 | | |
| Position and Responsibilities: | Position | Number of Responses | Response Ratio |
| | Principal | 307 | 94% |
| | Assistant Principal | 10 | 3% |
| | Other, Please Specify* | 11 | 3% |
| <i>*Other positions reported included Principal, Director of Instruction and Instructional Resource Teacher.</i> | | | |

| School Grade Span | Number of Responses | Response Ratio |
|-------------------------------|---------------------|----------------|
| PreK-2 | 9 | 3% |
| PreK-5 | 125 | 38% |
| K-5 | 122 | 37% |
| K-2 | 1 | 0% |
| 3-5 | 11 | 3% |
| K-6 | 5 | 2% |
| K-8 | 10 | 3% |
| Other, Please Specify* | 43 | 13% |

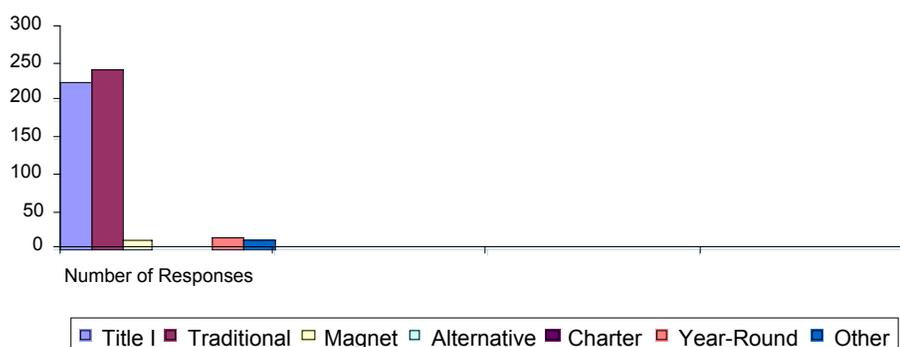
**Other responses included PreK-4, 2-5, PreK-12, PreK-3, PreK-1, 4-6, PreK-6, 2-4.*

Grade Span of Schools



| Type of School <i>(respondents were instructed to check all that applied)</i> | Number of Responses | Response Ratio |
|---|----------------------------|-----------------------|
| Title I School | 224 | 69% |
| Traditional Calendar School | 240 | 74% |
| Magnet School | 10 | 3% |
| Alternative School | 1 | 0% |
| Charter School | 1 | 0% |
| Year-Round School | 17 | 5% |
| Other, Please Specify* | 11 | 3% |
| <i>*Other responses included Title I Targeted Assistance, part of the A+ Schools Network, Gifted Talented Theme School, High priority school.</i> | | |

Type of School



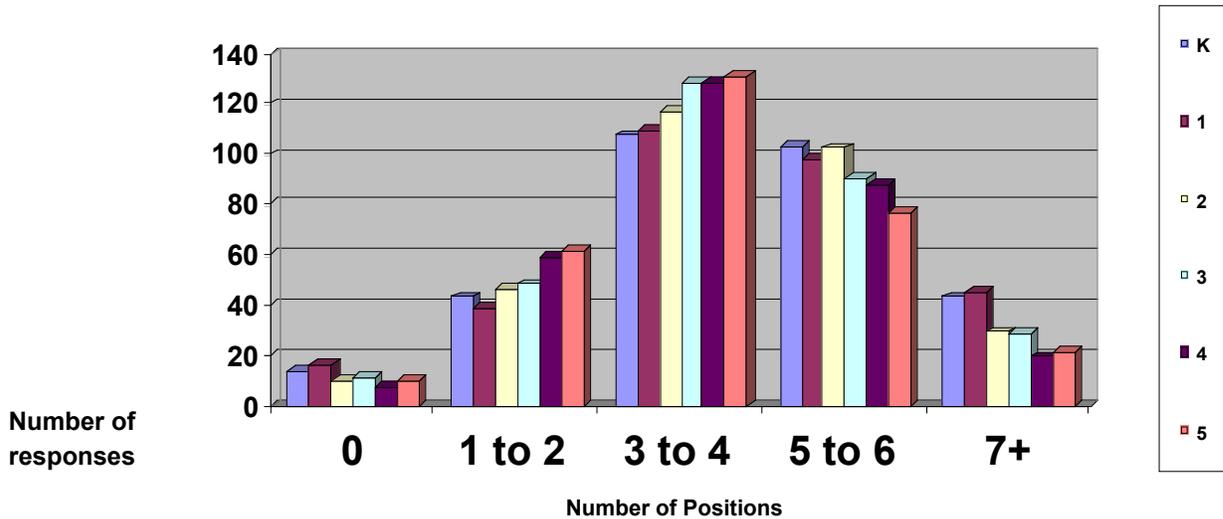
| Number of Students Served: | Number of Responses | Response Ratio |
|-----------------------------------|----------------------------|-----------------------|
| Less than 200 | 16 | 5% |
| 200-499 | 139 | 43% |
| 500-749 | 147 | 45% |
| 750+ | 25 | 8% |

Approximate Number of Classroom Teachers in Each Grade Level:

(The top percentage indicates total respondent ratio; the bottom number indicates actual number of respondents selecting the option).

| | 0 | 1-2 | 3-4 | 5-6 | 7+ |
|---------------------|----------|------------|------------|------------|-----------|
| Kindergarten | 4% 14 | 14% 44 | 34% 108 | 33% 104 | 14% 44 |
| First Grade | 5% 17 | 13% 39 | 35% 110 | 32% 99 | 15% 46 |
| Second Grade | 4% 11 | 15% 47 | 38% 118 | 33% 103 | 10% 30 |
| Third Grade | 4% 12 | 16% 49 | 42% 129 | 29% 91 | 9% 29 |
| Fourth Grade | 3% 8 | 20% 60 | 42% 129 | 29% 89 | 7% 20 |
| Fifth Grade | 4% 11 | 20% 62 | 43% 131 | 25% 77 | 7% 22 |

Number of General Education Teachers at Each Grade Level

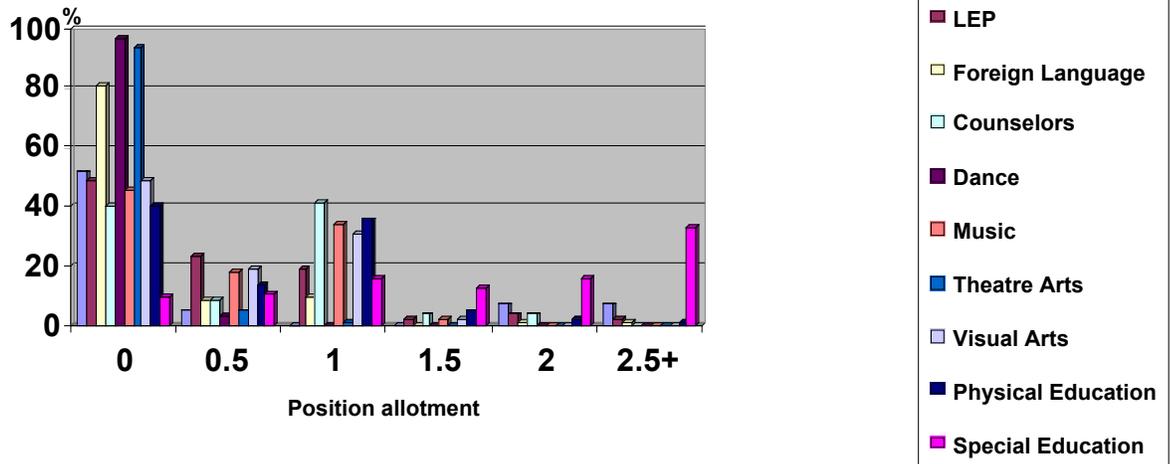


Approximate Number of Other Licensed Teachers in the School:

(The top percentage indicates total respondent ratio; the bottom number indicates actual number of respondents selecting the option)

| | 0 | 0.5 | 1.0 | 1.5 | 2.0 | 2.5+ |
|--|------------|-----------|------------|-----------|-----------|------------|
| Pre-Kindergarten Teachers | 52% 132 | 5% 13 | 28% 70 | 0% 1 | 7% 19 | 7% 19 |
| LEP/Limited English Proficient Teachers | 49% 126 | 24% 62 | 19% 49 | 2% 5 | 4% 11 | 2% 5 |
| Foreign Language Teachers | 81% 150 | 9% 16 | 10% 18 | 0% 0 | 1% 1 | 1% 1 |
| Counselors | 41% 136 | 9% 28 | 42% 138 | 4% 12 | 4% 13 | 0% 1 |
| Dance Teachers | 97% 159 | 3% 5 | 0% 0 | 0% 0 | 0% 0 | 0% 0 |
| Music Teachers | 46% 146 | 18% 58 | 34% 108 | 2% 5 | 0% 1 | 0% 1 |
| Theatre Arts Teachers | 94% 158 | 5% 9 | 1% 1 | 0% 0 | 0% 0 | 0% 0 |
| Visual Arts Teachers | 49% 131 | 19% 50 | 31% 83 | 2% 5 | 0% 0 | 0% 0 |
| Physical Education Teachers | 41% 133 | 14% 45 | 36% 116 | 5% 16 | 2% 8 | 1% 3 |
| Special Education Teachers | 10% 33 | 11% 36 | 16% 52 | 13% 43 | 16% 53 | 33% 109 |

Percent Ratio of Other Licensed Teaching Positions in Schools



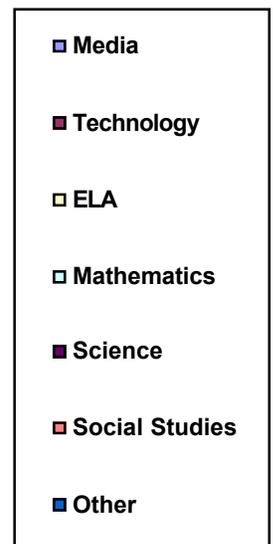
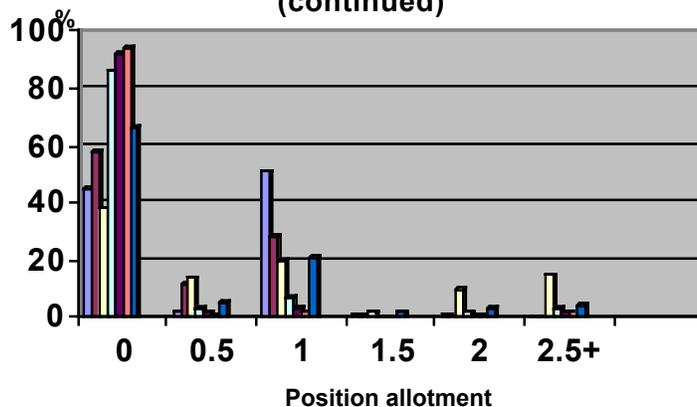
Approximate Number of Other Licensed Teachers in the School (continued):

(The top percentage indicates total respondent ratio; the bottom number indicates actual number of respondents selecting the option)

| | 0 | 0.5 | 1.0 | 1.5 | 2.0 | 2.5+ |
|---|------------|-----------|------------|---------|-----------|-----------|
| Media Coordinators | 45% 148 | 2% 5 | 51% 166 | 1% 4 | 1% 2 | 0% 1 |
| Technology Facilitators | 58% 132 | 12% 26 | 28% 63 | 1% 2 | 1% 2 | 0% 1 |
| Reading/Writing (Literacy) Specialists | 38% 98 | 14% 36 | 20% 52 | 2% 6 | 10% 26 | 15% 37 |
| Mathematics Specialists | 86% 155 | 3% 5 | 7% 12 | 0% 0 | 2% 3 | 3% 6 |
| Science Specialists | 92% 153 | 2% 3 | 3% 5 | 0% 0 | 1% 2 | 2% 3 |
| Social Studies Specialists | 94% 154 | 1% 1 | 2% 4 | 0% 0 | 1% 2 | 2% 3 |
| Other, Please Specify* | 66% 86 | 5% 6 | 21% 27 | 2% 3 | 3% 4 | 4% 5 |

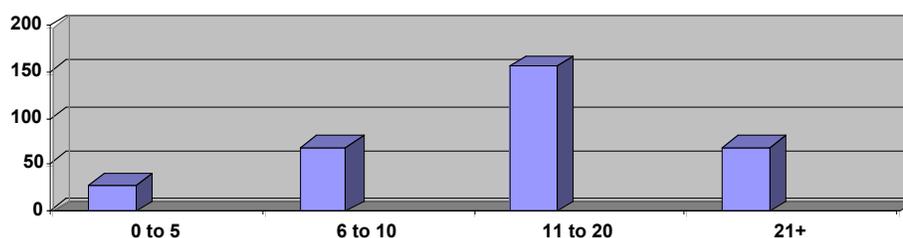
**Other responses included: Title I curriculum facilitator, Title I home school coordinator, curriculum facilitator, Success for All reading teacher/tutor, lead teachers from Title I funds and remediation funds, instructional resource teachers, Reading Recovery teachers, writing, speech, AIG teachers, instructional specialists, vocational teachers, early childhood prevention specialist, director of instruction.*

Percent Ratio of Other Licensed Teaching Positions in Schools (continued)



| Approximate Number of Paraprofessionals (Teaching Assistants) in the School: | Number of Responses | Response Ratio |
|--|---------------------|----------------|
| 0-5 | 28 | 9% |
| 6-10 | 70 | 21% |
| 11-20 | 157 | 48% |
| 21+ | 71 | 22% |

Number of Paraprofessionals in Schools



| Who is Responsible for the Development of the Schedule in the School: | Number of Responses | Response Ratio |
|---|---------------------|----------------|
| Central Office Administration | 43 | 13% |
| Principal | 301 | 91% |
| Assistant Principal | 122 | 37% |
| Scheduling Committee | 109 | 33% |
| Other, Please Specify* | 91 | 28% |

**Other responses included school improvement team, leadership team, representative teachers, whole staff input, grade level chairs, classroom teachers, support teachers, pull-outs done by teachers, any teacher who wants input, grade level teams, individual teachers, teachers and instructional assistants, school SIMS coordinator, lead teacher, volunteers, guidance counselor, language arts coordinator, curriculum coordinator, instructional resource teacher, EC/AIG teachers determine pull-out schedule.*

Describe the Scheduling Process in the School:

A summary of the open-ended responses includes:

- Recommendations taken from grade levels for principal to develop schedule (this was mentioned several times)
- Central office administration approves opening and closing times submitted by principal; principal requests teacher input in scheduling special area classes; input is used by principal and scheduling committee to finalize school schedule
- Factors taken into consideration include: creating common planning time for grade levels; 50-60 minutes of Physical Education; 30 minutes of Art and Music; Flexible scheduling for Media center and Computer lab; lunch time in grade level order
- School district sets school opening and ending times; principal creates master schedule to include lunches and resource classes; each grade level given one day a week of back-to-back specials to allow for 90 minutes of grade level planning; vertical teams (2nd-5th grades) plan on Wednesdays
- Curriculum facilitator and principal establish schedule
- Leadership Team designs schedule around itinerant teacher schedules, common grade level planning, and collaboration with specialists; goal is to protect as much instructional time as possible (this was mentioned several times)
- Some grade levels are blocked, others meet special areas on multiple days of the week
- Leadership Team drafts and gets teacher input
- Committee develops schedule (this was mentioned several times)
- School Improvement Team makes recommendations to principal if there is a need or request for change
- Individual teachers are given the opportunity to suggest preferences; administration develops schedule around teacher input and local time constraints; committee meets and reacts to proposed schedule; further changes are made; process begins in spring and ends in fall when teachers return for the new school year
- Principal develops the schedule during the summer, making sure that each homeroom class receives services from special areas at least one time per week; principal tries to ensure that grade levels are schedules for special areas at the same time to create common planning; first 20 minutes of school day is used for uninterrupted independent reading (whole school); 90 minutes per day of reading and math are required in each homeroom; lunch and one hour per week in the computer lab are also scheduled by principal
- Input from grade levels shared with School Improvement Team
- Principal/Assistant Principal schedule special areas and lunch; grade levels set schedules around this; EC and special services set their own schedules
- Principal and Assistant Principal design schedule with input from classroom teachers, specialists and the Leadership Team; schedule is taken to Leadership Team for approval
- School Improvement Team meets during the summer to develop schedule
- Central office sets itinerant teachers schedules; principal and planning committee then create master schedule which includes 90 minutes of math and 150 minutes of literacy per day; teachers create their classroom schedule based on these determinations
- Day is scheduled for maximum teaching time; avoid fragmenting the day; teacher collaborative time occurs during special area classes which are set for the same time each day
- Teachers are invited to give suggestions to grade level representatives on the scheduling committee; committee discusses pros and cons of existing schedule; chair of committee shares input with principal; the schedule becomes a complex balancing act in order to insure that all populations receive optimum service
- Four blocks per day with alternating BEP classes on A and B days
- Primary focus is collaborative planning time for classroom teachers, we then develop a master schedule (this is mentioned several times)

Describe the Scheduling Process in the School (continued):

- Scheduling is part of the School Improvement Process for our school; the SI Team makes recommendations to the principal on various factors related to the School Improvement Plan to consider when scheduling; the principal takes these recommendations and formulates a schedule which is then approved by the SI Committee
- Several parameters are considered: first is time of day for lunch for grade levels, at least an hour and 20 minute block for literacy and an hour for math, then recess so that there are only a certain number of classes outside at the same time
- Previous year's schedule is examined and then modified (looking at teacher requests, special area classes and available time slots)
- A schedule is developed for all special area classes, teachers develop their classroom schedule around special area times
- Principal develops a schedule to allow for blocks of time for literacy and math, lunch and recess are scheduled around these times (this is mentioned several times)
- Basic schedule was designed by a committee several years ago, the schedule is updated yearly by administration to adjust for new staff and additions/deletions of classes at each grade level
- We have a master calendar day – all decisions are made by all
- Block with pull-out for EC, resource, ESL
- Site-based with assistance from central office
- Principal sets parameters such as uninterrupted instructional time, adequate time between special area classes; at least one common planning time for grade levels each week.
- Teachers are responsible for organizing their own academic time within the course of the day
- We develop the AIG Teacher's schedule first, then adjust 4th/5th grade classes for AIG students to be served appropriately; EC children's IEP/service delivery plans are also important in developing classroom schedules; we strive to offer inclusion and pull-out programs based on students' needs; we use time guidelines for each content area and special area that the central office staff provides to us; special area classes are held at the same time each day to provide collaborative planning for grade levels
- We begin with recommendations and guidelines from the state and local school system; within that framework we begin the process with input from all stakeholders until we reach consensus about what will be best for our students; the principal does the final draft. Itinerant teachers are scheduled at the district level
- We have had a task force researching creative ways to allow for more planning time; the committee is meeting to create a schedule that will benefit all specialists and classroom teachers; the scheduling committee will approve the final schedule
- Work specials around recess and lunch
- The scheduling is driven by the allocation of itinerant teacher time (provided by central office) – (this was mentioned several times)
- Teachers and administration create schedule (this was mentioned several times)
- Grade levels decide how they schedule their day based on administrator's guidelines – e.g. two hours per day spent on literacy
- Teachers are surveyed and new schedule is developed based on input from surveys (this was mentioned several times)
- Curriculum coordinator and principal develop the schedule
- A scheduling committee recommended a schedule based on differentiated blocks of instructional time per grade level. Priority was given to ensuring continuous, uninterrupted blocks of time for English language arts and mathematics, not around "specials;" what specialists wanted was given the lowest priority; every grade level has daily common planning time; students who are identified for specials resources are pulled within each grade level at the same time each day
- Principal works with central office staff (this was mentioned several times)
- Principal is mainly responsible for the schedule with input from the leadership committee
- Principal, assistant principal, and SIMS coordinator work closely to arrange schedule
- We try to provide each other with a break each day

Describe the Scheduling Process in the School (continued):

- Students are taught the basics and they go to block; the teachers' schedules show what is being taught at a given time
- We reviewed several schedules and modeled our new schedule after a highly successful magnet school in Wake County. Our process began with the SI Team evaluating last year's schedule and instructional programs; after recognizing the need to have a more comprehensive schedule to accommodate remediation and differentiation needs, we voted as a faculty on adopting our current schedule. We have modified the schedule approximately six times; we chart our various scheduling options, review these with teachers, modify, and review until the schedule is balanced, preserves appropriate chunks of academic teaching time with the fewest disruptions, and provides appropriate, collaborative planning time for teachers and enrichment opportunities for students.
- We have looked at a number of models of scheduling and include protected instructional blocks, full inclusion in grades 3,4, and 5, and common planning time as consistent principles for scheduling.
- All grade levels receive a two hour uninterrupted block of literacy and a one hour block for math. science and social studies are integrated. Grade levels receive a 30-minute recess and a 30-minute lunch. Enhancements are on a daily basis allowing teachers a daily planning period which lasts approximately 40-45 minutes.
- Each grade level receives two 90-minute blocks for math and reading instruction; lunch and specials area scheduled around these blocks
- Blocks of time are scheduled for core academics (this was mentioned many times)
- Teachers are given blocks of instructional time with a daily 30-minute block for specials such as music and physical education and a 30-minute block for computers. We have PE two times per week, scheduled library time once a week, and music or Spanish 2 times a week.
- Based on research, needs assessments, data from K-2 assessments, and EOGS, priority is determined for time spent on reading. We have multi-aged flex guided reading groups school-wide (K-5); 1/5 hours of time is protected for guiding reading each day. Teachers schedule their own activities for the rest of the day. Workshop Way is utilized as a classroom management tool to support integrated practice and areas of remediation/enrichment for children. Shared reading is done to close out the day. Writing, math, science and social studies are set up and included in workshop Way. Thursday and Friday are the days the itinerant teachers are at our school. Grade levels are scheduled to receive 1.5 hour planning blocks on these days. Reading teachers see the children all week. All certified and classified personnel have guided reading groups or are responsible for conferencing.
- Media coordinator and principal work out schedule
- Priorities are set – our main priority is a 90-minute block of school-wide Success for All reading; 2nd priority is common planning time for grade levels; every teacher must have a special each day; juggle until everything fits
- We schedule our EC students and our itinerant schedules before individual classroom schedules are set
- A 2 hour and 15 minute literacy block and one hour math block allow students to focus primarily on these areas with integration with science and technology via thematic units. All students receive at least one enhancement class per day; classroom teachers have daily planning; EC teachers co-teach with K-5 teachers, utilizing and inclusion model
- Central office set the master schedule for the instructional day; they also gave input into the amount of time each academic subject should receive during the school day

Overall, does the schedule allow for:

(The top percentage indicates total respondent ratio; the bottom number indicates actual number of respondents selecting the option)

| | Never | Occasionally | Daily |
|--|--------------|---------------------|--------------|
| Collaborative planning for grade levels and special areas | 5% 15 | 55% 179 | 40% 132 |
| Protected blocks of instructional time in English language arts | 1% 2 | 7% 23 | 92% 301 |
| Protected blocks of instructional time in Mathematics | 1% 4 | 11% 36 | 88% 284 |
| Classroom (unspecified) protected blocks of instructional time | 9% 29 | 32% 100 | 59% 187 |
| Whole-school protected blocks of instructional time | 29% 93 | 30% 95 | 41% 131 |
| Limited pull-out programs | 2% 7 | 46% 150 | 51% 166 |

| Degree to which the factors below influence the school schedule: <i>(The top percentage indicates total respondent ratio; the bottom number indicates actual number of respondents selecting the option)</i> | | | |
|--|---------------------|-----------------------|-------------------------|
| | No Influence | Some Influence | Strong Influence |
| Budget | 13% 42 | 43% 141 | 44% 145 |
| Resources | 5% 17 | 38% 124 | 57% 186 |
| Facilities | 13% 44 | 46% 149 | 41% 133 |
| Scheduling of Itinerant Teachers | 11% 37 | 37% 118 | 52% 167 |
| Sharing of Teachers or Teacher Assistants | 19% 61 | 44% 142 | 38% 122 |
| Scheduling and Services for Exceptional Children | 7% 23 | 50% 164 | 43% 142 |
| Scheduling and Services for LEP Children | 23% 75 | 55% 175 | 22% 70 |
| Mandates from School System | 19% 62 | 51% 167 | 30% 96 |
| Protecting Blocks of Instructional Time | 2% 8 | 24% 76 | 74% 238 |
| Lunch | 9% 30 | 49% 160 | 42% 135 |
| Recess | 54% 176 | 37% 119 | 9% 29 |
| Scheduling of Special Area Classes | 8% 27 | 50% 161 | 42% 134 |
| Providing Instructional Planning Time for Grade Levels | 7% 23 | 35% 112 | 58% 186 |
| Providing Instructional Planning Time for Interdisciplinary Teams of Teachers, Specialists, and/or Special Education Teachers | 18% 59 | 53% 172 | 29% 93 |

For what approximate amount of time and when does the MAJORITY of Planning Time take place for Teachers in the School:

(The top percentage indicates total respondent ratio; the bottom number indicates actual number of respondents selecting the option)

| | Less than 30 Minutes | 30-45 Minutes | 46-60 Minutes | 61+ Minutes | N/A |
|----------------------------------|----------------------|---------------|---------------|-------------|----------|
| During School Hours | 12% 38 | 64% 207 | 14% 44 | 9% 29 | 2% 5 |
| Before/After School Hours | 16% 48 | 44% 135 | 22% 69 | 14% 42 | 5% 15 |

Optional Contact Information:

138 administrators opted to provide their contact information including their names, school names, school systems, phone contact information and email addresses.

Optional Submission of School Schedules:

Approximately 70 administrators opted to send copies of their classroom schedules to the Elementary Curriculum Committee at NCDPI.

Optional Additional Comments:

54 participants provided additional comments to the survey as an optional open-ended response. Many of these comments can be found throughout the Balanced Curriculum Document.

**APPENDIX B:
Federal and State Legislation and State Board of Education Policy**

Federal Legislation and Resources

| | |
|---|--|
| <p>Helpful Links to Federal Legislation:</p> | <p>http://www.access.gpo.gov/congress/ - United States Congress</p> <p>http://thomas.loc.gov/ - The Library of Congress: Thomas Legislative Information on the Internet</p> <p>http://www.senate.gov - United States Senate</p> <p>http://www.house.gov/ - United States House of Representatives</p> <p>http://www.house.gov/house/Educat.html - US House of Representatives Educational Resources</p> <p>http://www.ncpublicschools.org – NCDPI – includes links to federal and state legislation/resources and State Board of Education policies and resources</p> |
| | <p>No Child Left Behind</p> |
| | <p>http://www.ed.gov/nclb/landing.jhtml - US Department of Education/No Child Left Behind home page and links to resources for students, parents, teachers, and administrators regarding the reauthorization of the Elementary and Secondary Education Act, Signed into law by President George W. Bush on January 8, 2002.</p> <p>The NCLB Act, which reauthorizes the ESEA, incorporates the principles and strategies proposed by President Bush. These include increased accountability for States, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for States and local educational agencies (LEAs) in the use of Federal education dollars; and a stronger emphasis on reading, especially for our youngest children.</p> |
| | <p>http://www.ed.gov/policy/elsec/leg/esea02/index.html - Text of the NCLB legislation.</p> |

| | |
|--|--|
| | <p>http://www.ed.gov/about/offices/list/oese/legislation.html - Office of Elementary and Secondary Education (OESE) – Laws, regulations and guidance for administrators.</p> |
| | <p>http://www.ed.gov/about/offices/list/oela/index.html?src=oc -The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) administers Title III of No Child Left Behind Act (2001). OELA also provides national leadership in promoting high quality education for English language learners (ELLs). Traditionally, this population has been known as limited English proficient students (LEPs).</p> |
| | <p>http://www.ed.gov/about/offices/list/osers/index.html?src=oc The Office of Special Education and Rehabilitative Services (OSERS) is committed to improving results and outcomes for people with disabilities of all ages. In supporting President Bush's <i>No Child Left Behind</i> agenda and the <i>New Freedom Initiative</i>, OSERS provides a wide array of supports to parents and individuals, school districts and states in three main areas: <u>special education</u>, <u>vocational rehabilitation</u> and <u>research</u>.</p> <p>http://www.tea.state.tx.us/special.ed/rules/pdf/idea99sxs.pdf - IDEA - Individuals with Disabilities Education Act – Assistance to states for the education of children with disabilities.</p> <p>http://www.ideapractices.org/law/index - IDEA - Individuals with Disabilities Education Act – Laws, regulations, and resources</p> |
| <h3>NC State Legislation – Public School Law</h3> | |
| <p>NC State Legislation – Public School Law</p> | <p>Note: The Public School Laws of North Carolina are available through NCDPI publications: http://www.ncpublicschools.org</p> <p>The bound editions are issued by the State Board of Education and encompass Chapter 115C – Elementary and Secondary Education. All local education agencies, NC school sites, principals, and administrators have copies of the NC Public School Laws.</p> |
| <p>Helpful Links to Access State Legislation and Legislative Resources:</p> | <p>http://www.ncga.state.nc.us/homePage.pl - North Carolina General Assembly Home Page</p> <p>http://www.ncpta.org/legislativemain.html - NC PTA Legislative Information and Resources</p> |

| | |
|--|---|
| | http://www.ncpublicschools.org – NCDPI – includes links to federal and state legislation and resources and State Board of Education policies and resources |
| Subchapter I. General Provisions | |
| Article I: Definitions and Preliminary Provisions | |
| 115C-1 | General and uniform system of schools. |
| Subchapter II. Administrative Organization of State and Local Education Agencies | |
| Article 2: State Board of Education | |
| 115C-12 | Powers and duties of the Board generally (includes duties and responsibilities of the NC State Board of Education) |
| Article 3: Department of Public Instruction | |
| 115C-21 | Powers and duties generally. |
| Article 4: Office of the Controller | |
| Article 5: Local Boards of Education | |
| 115C-47 | Powers and duties generally. |
| Article 6: Advisory Councils | |
| Article 6A: State Assistance and Intervention in Low Performing School Units. | |
| Subchapter III. School Districts and Units. | |
| Article 7: Organization of Schools | |
| 115C-75 | Recommended school classification (includes how different types of public schools are classified and defined). |
| Subchapter IV. Education Program. | |
| Article 8: General Education | |
| Part I. Courses of Study | |
| 115C-81 | Basic Education Program (describes the education program to be offered to every child in the public schools). |

| | |
|---|---|
| 115C-81.1 | Basic Education Program funds not to supplant local funds for schools. (includes guidelines for vocational and technical education programs and clerical personnel to implement the Basic Education Program). |
| 115C-81.2 | Comprehensive Plan for Reading Achievement (charges the State Board of Education to develop a comprehensive plan to improve reading achievement in the public schools). |
| Part 2. Calendar. | |
| 115C-84.2 | School Calendar |
| Part 3. Textbooks. | |
| 115C-85 | Textbook needs are determined by course of study. |
| 115C-86 | State Board of Education to select and adopt textbooks. |
| 115C-98 | Local boards of education to provide for local operation of the textbook program, the selection and procurement of other instructional materials, and the use of non-adopted texts. |
| Part 3A. School Technology. | |
| 115C-102.6A | Elements of the State school technology plan (long-term plan for using funds from the State School Technology fund and other sources to improve student performance in the public schools through the use of learning and instructional management technologies). |
| Part 4. Fees. | |
| Part 5. Interstate compact on Education. | |
| Article 8A. North Carolina Education Standards and Accountability Commission. | |
| Article 8B. School-Based Management and Accountability Program. | |
| Part 1. Implementation of Program. | |
| Part 2. School-Based Management. | |
| 115C-105.25 | Budget flexibility. |

| | |
|---|--|
| 115C-105.26 | Waivers of State laws, rules, or policies (when included as part of a school improvement plan accepted under GS 115C-105.27, local boards of education shall submit requests for waivers to the State Board of Education). |
| 115C-105.27 | Development and Approval of School Improvement Plans. |
| 115C-105.30 | Distribution of staff development funds. |
| 115C-105.33 | Safe and orderly schools. |
| Part 3. School-Based Accountability. | |
| 115C-105.35 | Annual performance goals. |
| 115C-105.37 | Identification of low-performing schools. |
| 115C-105.37A-39 | Assistance and intervention for low-performing schools, assistance teams, review by State Board, teacher competency assurance, dismissal or removal of personnel. |
| 115C-105.40 | Student academic performance standards. |
| 115C-105.41 | Students at-risk of failure, personal education plans. |
| Article 8C. Local Plans for Alternative Schools/Alternative Learning Programs and maintaining Safe and Orderly Schools. | |
| Article 9. Special Education | |
| Part 1. State Policy | |
| 115C-106 | Policy. |
| 115C-107 | Children can learn. |
| 115C-108 | Definition of special education and related services. |
| 115C-109 | Definition of children with special needs. |
| Part 2. Nondiscrimination in Education. | |
| 115C-111 | Free appropriate education for all children with special needs. |
| 115C-113 | Diagnosis and evaluation; Individualized education program. |

| | |
|---|--|
| Part 3. Appeals | |
| Part 4. Regional Educational Training Center. | |
| Part 5. Council on Educational Services for Exceptional Children. | |
| Part 6. Range of Services Available. | |
| 115C-122 | Early childhood development program; evaluation and placement of children. |
| Part 7. State Schools for Hearing-impaired Children. | |
| Part 8. State School for Sight-impaired Children. | |
| Part 9. Central Orphanage of North Carolina. | |
| Part 10. State and local Relationships. | |
| Part 11. Rules and Regulations. | |
| Part 12. Nonreduction Provision. | |
| Part 13. Budget Analysis and Departmental Funding. | |
| Part 14. Handicapped Children, Ages Three to Five. | |
| Article 9A. Children with chemical Dependency. | |
| Article 9B. Academically or Intellectually Gifted Students. | |
| 115C-150.5 | Academically or intellectually gifted students. |
| 115C-150.6 | State Board of Education requirements. |
| 115C-150.7 | Local plans. |
| 115C-150.8 | Review of disagreements. |
| Article 10. Vocational and Technical Education. | |
| Article 10A. Testing | |
| Part 1. Commission on Testing. | |
| Part 2. Statewide Testing Program | |

| | |
|---|---|
| 115C-174.11 | Components of the testing program. |
| Article 11. High School Competency Testing. | |
| Article 12. Statewide Testing Program. | |
| Article 13. Community Schools Act. | |
| Article 13A. State Advisory Council on Indian Education. | |
| Article 14. Driver Education | |
| Article 15. NC School of Science and Mathematics. | |
| Article 16. Optional Programs. | |
| Part 1. Educational Research. | |
| Part 2. Adult Education. | |
| Part 3. Summer Schools. | |
| Part 4. Performance-Based Accountability Program. | |
| Part 5. Outcome-Based Accountability Program. | |
| Part 6. Project Genesis Program. | |
| Part 6A. Charter Schools. | |
| Part 7. Extended Services Program. | |
| Part 8. Intervention/Prevention Grant Program for NC School Children. | |
| Article 17. Supporting Services. | |
| Part 1. Transportation. | |
| Part 2. Food Service. | |
| Part 3. Library/Media Personnel. | |
| 115C-265 | Rules and regulations for distribution of library/media personnel funds; employment of personnel. |

| | |
|--|--|
| Subchapter V. Personnel. | |
| Article 18. Superintendents. | |
| Article 19. Principals and Supervisors. | |
| Article 19A. Standards board for Public School Administration. | |
| Article 20. Teachers. | |
| 115C-296.1 | NC Professional Teaching Standards Commission. |
| 115C-296.2 | National Board for Professional Teaching Standards Certification. |
| 115C-301 | Allocation of teachers; class size. (Includes allocation of positions, maximum class size, maximum teaching load, alternative maximum class sizes, second month reports, waivers and allotment adjustments, State Board rules, penalty for noncompliance). |
| 115C-301.1 | Duty free period. (Includes stipulations for daily duty free periods for teachers during regular student contact hours). |
| 115C-307 | Duties of teachers. |
| Article 21. Other Employees. | |
| Article 21A. Privacy of Employee Personnel Records. | |
| Article 22. General Regulations. | |
| Article 23. Employee Benefits. | |
| Article 24. Interstate Agreement on Qualifications of Educational Personnel. | |
| Article 24A. Certified Personnel Evaluation Pilot Program. | |
| Article 24B. Career Development Pilot Program. | |
| Article 24C. Teacher Enhancement Program. | |
| Article 24D. Lead Teacher Pilot Program. | |
| Article 25. Admission and Assignment of Students. | |
| Article 26. Attendance. | |

| | |
|---|--|
| Article 27. Discipline. | |
| Article 27A. Management and Placement of Disruptive Students. | |
| Article 28. Student Liability. | |
| Article 29. Protective Provisions and maintenance of Student Records. | |
| Article 30. Financial Powers of the State Board of Education. | |
| Article 31. The School Budget and Fiscal Control Act. | |
| Article 31A. Civil Penalty and Forfeiture fund. | |
| Article 32. Loans from State Literary Fund. | |
| Article 32A. Scholarship Loan Fund for Prospective Teachers. | |
| Article 32B. Computer Loan Revolving fund. | |
| Article 32C. Fund for the Reduction of Class size in Public Schools. | |
| 115C-472.10 | Establishment of the Fund for the Reduction of Class Size in Public Schools. |
| Article 33. Assumption of School District Indebtedness by Counties. | |
| Article 34. Refunding and Funding Bonds of School Districts. | |
| Article 34A. Critical School Facility Needs Fund. | |
| Article 34B. Qualified Zone Academy Bonds. | |
| Article 35. Voluntary Endowment Fund for Public Schools. | |
| Article 36. Voted Tax Supplements for School Purposes. | |
| Article 37. School Sites and Property. | |
| Article 38. State Insurance of Public School Property. | |
| Article 38A. Public School building Capital fund. | |
| Article 39. Nonpublic Schools | |
| Part 1. Private church Schools and Schools of Religious Character. | |

| | |
|---|---|
| Part 2. Qualified Nonpublic Schools. | |
| Part 3. Home Schools. | |
| Recent Legislative Additions: | |
| In 2001, HB 195 - NC History Taught/Student Citizen Act of 2001 (Session Law 2001-363) | |
| In 2002, SB 1275 - Requires K-8 teachers to take 3 renewal credits in reading methods during each renewal cycle. | |
| In 2003 HB 303, the Healthy Active Children in Grades K-8 bill, which is eligible to be passed by the Senate in spring of 2004 during the short legislative session, would impact elementary scheduling and curriculum. The bill would require weekly minimum amounts of time for physical activity in grades K-8, based on the Healthful Living Standard Course of Study, and of significant duration to provide health benefits to children. | |
| NC State Board of Education Policies | |
| NC State Board of Education Policies Links | http://sbepolicy.dpi.state.nc.us/ - NC State Board of Education Policy Manual On-Line http://www.ncpublicschools.org – NCDPI – includes links to federal and state legislation and resources (including education legislative updates) and State Board of Education policies and resources The priorities and accompanying policy categories below are linked directly from this document. |
| Priority | Summary Definition |
| High Student Performance: HSP Series | The policies included in the High Student Performance priority represents NC State Board of Education guidelines related to accountability, testing, and student achievement. Also included in this priority series are policies addressing accreditation, the ABCs Model, exceptional children, textbooks, driver's training, the Standard Course of Study, kindergarten, and second languages. |
| HSP-A | Testing |
| HSP-B | Accreditation |
| HSP-C | ABCs Accountability Model |
| HSP-D | Exceptional Children |
| HSP-E | Educational Technology |
| HSP-F | Standard Course of Study |

| | |
|--|--|
| HSP-G | Basic Education Plan |
| HSP-H | Textbooks |
| HSP-I | Workforce Development |
| HSP-J | Kindergarten/Early Childhood |
| HSP-K | Second Languages |
| HSP-L | Miscellaneous Graduation Policies |
| HSP-M | Course for Credit |
| HSP-N | Student Accountability Standards/Graduation Requirements |
| HSP-O | Tech Prep |
| HSP-P | Charter Schools Administration (moved to EEO-U) |
| HSP-Q | Dropouts |
| HSP-R | Drivers Education |
| HSP-S | Student Health Issues |
| HSP-S-000 | Healthy Active Children - Policy regarding physical education and physical activity in the public schools |
| Quality Teachers, Administrators, and Staff: QP Series | The policies included in the Quality Teachers, Administrators, and Staff priority pertain to licensure, the PRAXIS test, benefits for employees of the public schools, teacher education program approval, and personnel issues. Also included in this priority series are policies related to the Statewide Teacher of the Year program and the National Board of Professional Teaching Standards. |
| | <i>(The QP series is undergoing renovations on the NCDPI State Board of Education website – please check the links above for updates on policies in the QP series)</i> |
| Safe, Orderly, and Caring Schools: SS Series | The policies included in the Healthy, Active Children in Safe, Orderly, and Caring Schools priority contain guidelines for reporting acts of violence in public schools, student safety directives, policies regarding dropouts, and alcohol and drug prevention guidelines. |
| SS-A | Safe Schools Program Guidelines |
| SS-B | Student Safety |
| SS-C | Alcohol/Drug Prevention |
| SS-D | Athletics |
| Effective and Efficient Operations: EEO Series | The policies included in the Effective and Efficient Operations priority contain policies that define the State Board of Education's operating procedures, policies governing advisory committees to the Board, policies regarding the State Board of Education Foundation, interagency agreements, merger, contracts, school transportation and construction, child nutrition, financial information, salary for employees of the public schools, and charter schools. |
| EEO-A | Superintendent Contracts |

| | |
|---|--|
| EEO-B | Advisory Committees |
| EEO-C | State Board of Education/Department of Public Instruction Op |
| EEO-D | Interagency Agreements |
| EEO-E | Federal Programs |
| EEO-F | Merger |
| EEO-G | Year-Round Education |
| EEO-H | Transportation |
| EEO-I | State Plans |
| EEO-J | Children's Trust Fund |
| EEO-K | Community Schools |
| EEO-L | Student Attendance |
| EEO-M | Allotments |
| EEO-N | Finance Officers |
| EEO-O | Contracts and Grants |
| EEO-P | School Facilities |
| EEO-Q | Insurance |
| EEO-R | Fiscal Management |
| EEO-S | Child Nutrition |
| EEO-T | Public School Employee Salary Schedules |
| Strong Family, Community, and Business Support: FCB Series | The policies included in the Strong Family, Community and Business Support priority will contain guidelines for involving parents, business and community members in public education, including universality and equity, accountability for results, governance, financing, and staffing and professional development. |

APPENDIX C:

Flexible Grouping Variables

POSSIBLE BASES FOR GROUPING LEARNERS

| | |
|------------------------------|------------------|
| Skills development | Task/activity |
| Interest | Social choice |
| Work habits | Random selection |
| Prior knowledge (content) | Students choice |
| Prior knowledge (strategies) | |

POSSIBLE FORMATS FOR GROUPS

| | |
|-------------------------|-------------|
| Composition: | Leadership: |
| Individuals | Teacher-led |
| Pairs | Student-led |
| Small groups (3-4) | Cooperative |
| Mid-Sized Groups (7-10) | |
| Half-class | |
| Whole group | |

POSSIBLE MATERIALS FOR GROUPS

Same material for all groups
Different levels of material with similar theme
Different themes within a topic
Different topics

APPENDIX D: Designs for Flexible Grouping

| Ways to Group | Rationale |
|--|--|
| Genre Study: <ul style="list-style-type: none"> • Fairy Tales/Myths • Content Area Materials • Realistic Fiction/Historical Fiction • Informational Texts • Legends • Fantasy/Fables • Drama • Poetry • Consumer Materials | <ul style="list-style-type: none"> • Examine characteristics of text type • Maximize reading and writing • Use to enhance multi-sensory experiences to enhance learning • Provide direct instruction and scaffold learning experiences • Collaborate with other learners • Use short term, small groups to promote student learning and competency • Maximize reading and writing growth and competence |
| Word Study <ul style="list-style-type: none"> • Synonyms/Antonyms • Prefixes/Suffixes/Root Words • Word Origins • Conjunctions • Phrases • Descriptions • Images • Mood/Tone | |
| Learning Centers <ul style="list-style-type: none"> • Manipulative • Multi-sensory • Open-ended • Process Focused • Contracts | |
| Cooperative Groups (Method for structuring and managing peer interactions) <ul style="list-style-type: none"> • Partners • Small Groups | |
| Guided Reading Groups <ul style="list-style-type: none"> • Skill-based • Strategy-based | |

| Ways to Group | Rationale |
|--|---|
| Heterogeneous/Whole Group <ul style="list-style-type: none"> • Read Alouds • Shared Reading • Literature Circles/Genre Studies • Readers’/Writers’ Workshop • Integrated Content Studies | <ul style="list-style-type: none"> • Support North Carolina Standard Course of Study (NCSCS) competency goals and objectives • Provide students with a wide range of problem-solving abilities that foster independent learning |
| Skills Groups/Strategy Groups <ul style="list-style-type: none"> • Phonemic Awareness/Word identification Skills • Word Study • Comprehension • Editing • Spelling • Mathematics | <ul style="list-style-type: none"> • Enhance motivation to develop expertise in a chosen content area • Enable students to investigate and clarify a topic • Identify and examine author’s (composer’s, choreographer’s, artist’s, scientist’s, etc) craft |
| Interest Groups <ul style="list-style-type: none"> • Content Area Projects • Theme Studies • Illustrator/Authors Studies | <ul style="list-style-type: none"> • Establish the structures of balanced literacy and balanced curriculum |
| Research/Project Groups <ul style="list-style-type: none"> • Author Study • Research projects • Compositions | <ul style="list-style-type: none"> • Promote classroom management through establishment of routines, time, and opportunity(ies) to focus on task(s) at hand • Use classroom assessment to document and differentiate instruction |

Appendix E:
**Suggested Duration and Frequency of Approaches to Integrate
 English Language Arts Study throughout the School Program**

Combining the Ingredients: Creating a Balanced Curriculum

| APPROACH | DURATION | FREQUENCY | GROUPING | FOCUS |
|--|------------------|--------------------------------------|-----------------------------|--|
| Shared Reading Songs/Chants | 5 - 25 minutes | daily | small group/ whole group | builds community, develops oral language, reinforces patterns |
| Guided Reading | 20-30 minutes | 3-4 times weekly | small group (flexible) | increases reading competence, develops reading strategies, and knowledge of print conventions |
| Reading Aloud | 5-15 minutes | daily | whole class | exposes learners to literary language, develops background knowledge, enables readers to make connections, and builds community |
| Independent Reading | 15 – 30+ minutes | daily | independent | develops fluency, reading stamina, vocabulary and comprehension on independent reading level |
| Interactive Writing/ Language Experience (K-2) | few minutes | weekly | individual | develops speaking/reading/writing connections |
| Writing | 45+ minutes | daily - in many contexts | individual/partners | develops knowledge of reading/writing connections, print conventions, author's craft, writing fluency, and writing competence, enforces understanding of various content areas |
| Literature Circles/Genre Studies | 30 – 60 minutes | two or more days a week | small groups | develops higher level thinking, insights into literature and connections (text to self, text to text, text to world) |
| Journals/ Learning Logs | 10 – 20 minutes | several times weekly all areas | individual | develops metacognition, comprehension, reflection, and evaluation |
| Mini-Lessons | 5 – 15 minutes | daily | whole class/small group | develops concepts, strategies, and skills |
| Projects | 40 – 45 minutes | as needed for curriculum integration | small groups | promotes interdisciplinary study |

RESOURCES AND BIBLIOGRAPHY

This list of resources is intended as a service to NC administrators and educators; inclusion on this list does not constitute an endorsement on the part of NCDPI.

Curriculum and Assessment

Association for Supervision and Curriculum Development (1999). *Curriculum Mapping: Charting the Course for Content*. [Set includes Facilitator's Guide, Tape 1 and Tape 2]. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

<http://academy.d20.co.edu/aie/over.htm> - Academy International Elementary School (IB)

Billmeyer, R. (2001). *Capturing All of the Reader Through the Reading Assessment System: Practical Applications for Guiding Strategic Readers*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Brandt, R., Ed. (1998). *Assessing Student Learning: New Rules, New Realities*. Arlington, VA: Educational Research Service.

Siedel, K., ed. (2000). *Assessing Student Learning: a Practical Guide* (CD-ROM). Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Bredenkamp, S., & Rosegrant, T. (Eds.). (1992). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Vol. 1*. Washington, DC: National Association for the Education of Young Children.

<http://www.naeyc.org/> - National Association for the Education of Young Children.

Costa, A.L., & Kallick, B., Eds. (2000). *Assessing and Reporting on Habits of Mind*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Cunningham, P.M., & Allington, R.L. (1999). *Classrooms That Work: They Can All Read and Write*, 2nd Ed. New York: Longman.

Danielson, C., & Abrutyn, L. (1997). *An Introduction to Using Portfolios in the Classroom*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Educators in Pomperaug Regional School District 15, Connecticut. (1996). *Performance-based Learning and Assessment*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Glasgow, N.A. (1997). *New Curriculum for New Times – a Guide to Student-Centered, Problem-Based Learning*. Thousand Oaks, CA: Corwin Press, Inc.

<http://nasbe.org> – National Association of State Boards of Education

<http://www.aplus-schools.org/index.htm> - A+ Schools Program – Schools that Work for Everyone.

<http://www.ed.gov/index.jhtml> - US Department of Education

<http://www.help4teachers.com> – The Layered Curriculum

<http://www.learnnc.org> - The North Carolina Teachers' Network

<http://www.learnnc.org/dpi/instserv.nsf> - NCDPI Instructional Services Resources and Information for all Disciplines

<http://www.ncpublicschools.org/> - Public Schools of North Carolina

<http://www.ncpublicschools.org/curriculum> - Public Schools of North Carolina Standard Courses of Study for all Disciplines

<http://www.nea.org/> - National Education Association

<http://www.newhorizons.org/> - New Horizons for Learning

<http://www.sreb.org/programs/srr/srrindex.asp> - Southeast Regional Education Board – Early Childhood and Elementary Education

Lewin, L., & Shoemaker, B.J. (1998). *Great Performances: Creating Classroom-Based Assessment Tasks*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Marzano, R.J. (2000). *Transforming Classroom Grading*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

National Association of State Boards of Education. *A More Perfect Union: an Education System that Embraces All Children*. (2002). Alexandria, VA: NASBE.
<http://www.nasbe.org> – The National Association of State Boards of Education

National Association of State Boards of Education. *From Sanctions to Solutions: Meeting the Needs of Low-Performing Schools* (2002). Alexandria, VA: NASBE.
<http://www.nasbe.org> – The National Association of State Boards of Education

National Association of State Boards of Education. *The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools*. (2003). Alexandria, VA: NASBE.
<http://www.nasbe.org> – The National Association of State Boards of Education

North Carolina Department of Public Instruction (1999). *Classroom Assessment: Linking Instruction and Assessment*. Raleigh, North Carolina: Public Schools of North Carolina.
http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

North Carolina Department of Public Instruction (2002). *Character Education: Informational Handbook and Guide for Support and Implementation of the Student Citizen Act of 2001*. Raleigh, North Carolina: Public Schools of North Carolina.

Stiggins, R.J. (1997). *Student-Centered Classroom Assessment, 2nd Ed.* Columbus, OH: Merrill.

Torp, L., & Sage, S. (2002). *Problems As Possibilities: Problem-Based Learning For K-16 Education, 2nd Ed.* Alexandria, Virginia: The Association for Supervision and Curriculum

Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Curriculum Integration

Fogarty, R. (1991). *How to Integrate the Curricula*. Palatine, Illinois: IRI/Skylight Publishing, Inc.

Fredericks, A.D. (1992). *The Integrated Curriculum – Books for Reluctant Readers, Grades 2-5*. Englewood, CO: Teacher Ideas Press.

<http://www.learnnc.org/dpi/instserv.nsf> - NCDPI Instructional Services Resources and Information for all Disciplines

<http://www.ncpublicschools.org/curriculum> - Public Schools of North Carolina Standard Courses of Study and Grade Level Competencies for all Disciplines

<http://www.ncwiseowl.org/Elementary/default.htm> - NC Wise Owl, Elementary Resources.

<http://www.newhorizons.org/> - New Horizons for Learning

Jacobs, H.H. (1989). *Interdisciplinary Curriculum: Design and Implementation*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Jacobs, H.H. (1997). *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Kelner, L.B. (1993). *The Creative Classroom: A Guide for using Creative Drama in the Classroom, PreK-6*. Portsmouth, NH: Heinemann.

North Carolina Department of Public Instruction (1997). *Arts Education K-12: Integrating with Reading, Writing, Math and Other Areas*. Raleigh, North Carolina: Public Schools of North Carolina.

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

North Carolina Department of Public Instruction (1998). *Integration Strategies Through Science*. Raleigh, North Carolina: Public Schools of North Carolina.

http://149.168.35.203/publications_catalog/ - NCDPI
Publications Catalogue

North Carolina Department of Public Instruction (2001). *Information Skills Integration Strategies Support Document for Elementary Media Coordinators and Classroom Teachers*. Raleigh, North Carolina: Public Schools of North Carolina.

http://149.168.35.203/publications_catalog/ - NCDPI
Publications Catalogue

North Carolina Department of Public Instruction (2003). *Reference Guides for Integrating Curriculum, K-5*. Raleigh, North Carolina: Public Schools of North Carolina.

http://149.168.35.203/publications_catalog/ - NCDPI
Publications Catalogue

Novick, B., Kress, J.S., & Elias, M.J. (2002). *Building Learning Communities with character: How to Integrate Academic, Social, and Emotional Learning*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Wilson, L., with Malmgren, D, Ramage, S., & Schulz, L. (1991). *An Integrated Approach to Learning*. Portsmouth, NH: Heinemann.

Differentiation and Instructional Delivery

Armstrong, T. (2000). *Multiple Intelligences in the Classroom (2nd Ed)*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Armstrong, T. (2003). *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Association for Supervision and Curriculum Development (2001). *At Work in the Differentiated Classroom- Video Series*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Association for Supervision and Curriculum Development (2001). *A Visit to a Differentiated Classroom (video)*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Association for Supervision and Curriculum Development (2001). *Differentiated Instruction Professional Development Planner*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Association for Supervision and Curriculum Development (2003). *Instructional Strategies for the Differentiated Classroom (Four Videos and Facilitator's Guide)*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Campbell, L., & Campbell, B. (1999). *Multiple Intelligences and Student Achievement: Success Stories from Six Schools*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Coil, C. (1999). *Encouraging Achievement*. Dayton, OH: Pieces of Learning.

Daniels, H. (2002). *Literature Circles: Voice and Choice in Book Clubs and Reading Groups, 2nd Ed.* Portland, Maine: Stenhouse.

- Hyerle, D. (1996). *Visual Tools for Constructing Knowledge*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)
- Nunley, K. F. (2001). *Layered Curriculum: The Practical Solution for Teachers with More Than One Student in Their Classroom*. Kearney, NE: Morris Publishing.
<http://www.help4teachers.com> - Dr. Kathie Nunley's Web Site for Educators
- Smutny, J.F. (2003). *Differentiated Instruction*. *Phi Delta Kappa Fastbacks* no. 506, 7-47.
- Thornburg, D. (2002). *The New Basics: Education and the Future of Work in the Telematic Age*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
- Tomlinson, C.A., & Allan, S. D. (2001). *Leadership for Differentiating Schools and Classrooms*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)
- Tomlinson, C.A., & Eidson, C.C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)
- Tomlinson, C.A. (2001). *How to Differentiate Instruction in the Mixed-Ability Classrooms, 2nd Ed*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)
- Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.
<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Learning and Brain Research

Caine, R. N., & Caine, G. (1994). *Making Connections: Teaching and the Human Brain*. New York: Addison-Wesley, Innovative Learning Publications.

Diamond, M and Hopson, J (1999) *Magic Trees of the Mind: How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth Through Adolescence*. New York: Plume.

Herrmann, N. (1989). *The Creative Brain*. Lake Lure, NC: Ned Herrmann/Brain Books.

<http://www.newhorizons.org/> - New Horizons for Learning

Jensen, E. (1998). *Teaching with the Brain in Mind*. Alexandria, Virginia: The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Sprenger, M. (1999). *Learning and Memory: The Brain in Action*. The Association for Supervision and Curriculum Development.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Sprenger, M. (2002). *Becoming a "Wiz" at Brain-Based Teaching : How to Make Every Year Your Best Year*. Thousand Oaks, CA: Corwin Press.

Zull, J.E. (2002). *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*. Stylus Publishing.

Scheduling and Classroom/School Structure

Adams, L. & Cessna, K. (1991). *Designing systems to facilitate collaboration: Preventing School Failure*. Summer 91, Vol. 35, Issue 4 p 37-42.

Allington, R. L., & Cunningham, P. M. (1996). *Schools that Work: Where all Children Read and Write*. New York, NY: Harper Collins.

Boardman, E., ed. (2002). *Dimensions of Musical Learning and Teaching: a Different Kind of Classroom*. Reston, VA: MENC: The National Association for Music Education.

<http://www.menc.org> – National Association for Music Education

- Carroll, J.M. (1994). "Organizing time to support learning." *The School Administrator*. 51, 3, 26-33.
- Daniels, H., & Bizar, M. (1998). *Methods that Matter: Six Structures for Best Practice Classrooms*. York, Maine: Stenhouse.
- Gandara, P. (2000). *The Dimensions of Time and the Challenge of School Reform*. State University of New York Press, New York.
- Henry, N.B. (1945). *The forty-fourth yearbook of the national study of education: American education in the postwar period: Part II structural reorganization*. Chicago: The University of Chicago Press.
- <http://www.coreknowledge.org/CKproto2/index.htm> - Core Knowledge Foundation
- <http://www.magnet.edu> – Magnet Schools of America
- Huyvaert, S.H., (1998). *Time is of the Essence: Learning in Schools*. Allyn & Bacon; Boston.
- Inger, M. (1994). *Year-Round Education: A Strategy for Overcrowded Schools*. ERIC/CUE Digest Number 103.
<http://www.ericfacility.net/ericdigests/ed378267.html>
- Irmsher, K. *Block Scheduling*. Eric Digest. March 1996, number 104, EDO-EA-96-04.
- Jacobson L.J. (1997). 'Looping' catches on as a way to build strong ties. *Education Week*, 1, 18-19.
- Kennedy, R.L. & Witcher, A. E., Eds. (1998). *Time and Learning: Scheduling for Success*. Hot Topics Series: Phi Delta Kappa International.
- Kralovec, E. (2003). *Schools That Do Too Much*. Beacon Press, Boston.
- Lincoln, R.D. (1997). Multi-year instruction: Establishing student-teacher relationships. *Schools in the Middle*, vol6, 3, 15-18.
- MENC Southwestern Division Symposium on Time and Scheduling (1995). *Scheduling Time for Music*. Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education

National Education Commission on Time and Learning Report (1994). Washington, DC: US Department of Education.
<http://www.ed.gov/index.jhtml> - US Department of Education

Penta, M.Q.. (2001). *Comparing student performance at program magnet, year-round magnet, and non-magnet elementary schools. Eye on Evaluation.* Wake County Public School System, Raleigh, NC Dept of Evaluation and Research.
WCPSS-E&R – R-01.27.00.

U.S. Department of Education, Office of the Under Secretary (1999). *Hope for Education: A Study of Nine High-Performing, High-Poverty, Urban Elementary Schools.* Washington, DC: U.S. Department of Education.
<http://www.ed.gov/index.jhtml> - US Department of Education

Arts Education: Dance, Music, Theatre Arts, Visual Arts

email: join-artsed@lists.dpi.state.nc.us - arts education listserv which contains periodic updates on issues, events, and opportunities in arts education.

Boardman, E., Ed. (1989). *Dimensions of Musical Thinking.* Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education

Carey, N. & Kleiner, B. & Porch, R & Farris, E. & Burns, S. (2002). *Arts Education in Public Elementary and Secondary Schools.* U.S. Department of Education and The National Center for Education Statistics.
<http://www.ed.gov/index.jhtml> - US Department of Education

Chief Council of State School Officers. (1994) CD-ROM: Collection of Unrefined Arts Assessment Exercises Developed for the 1997 NAEP Arts Education Assessment. Washington, DC: CCSSO.
<http://www.ccsso.org> – Chief Council of State School Officers

Chief Council of State School Officers. (1998). Arts Literacy for a Changing America (teleconference video) Washington, DC: CCSSO.
<http://www.ccsso.org> – Chief Council of State School Officers

Chief Council of State School Officers. (1998). *Guidelines for Video-Taping Performance Assessment.* Washington, DC: CCSSO.
<http://www.ccsso.org> – Chief Council of State School Officers

- Chief Council of State School Officers. (1998). *Young Children and the Arts: Making Creative Connections*. Washington, DC: CCSSO.
<http://www.ccsso.org> – Chief Council of State School Officers
- Chief Council of State School Officers. (1999). *Arts Assessments: Lessons Learned from Developing Performance Tasks*. Washington, DC: CCSSO.
<http://www.ccsso.org> – Chief Council of State School Officers
- Chief Council of State School Officers. (1999). *Presentation Materials from the National Arts Assessment Institute* (Book and CD-ROM). Washington, DC: CCSSO. <http://www.ccsso.org> – Chief Council of State School Officers
- Chief Council of State School Officers. (2000). *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*. Washington, DC: CCSSO.
<http://www.ccsso.org> – Chief Council of State School Officers
- Chief Council of State School Officers. (2000). *Learning Partnerships: Improving Learning in Schools with Arts Partners in the Community*. Washington, DC: CCSSO.
<http://www.ccsso.org> – Chief Council of State School Officers
- Chief Council of State School Officers. (2001). *Gaining the Arts Advantage: More Lessons from School Districts that Value Arts Education*. Washington, DC: CCSSO.
<http://www.ccsso.org> – Chief Council of State School Officers
- Chief Council of State School Officers. (2002). *Model Standards for Licensing Classroom Teachers and Specialists in the Arts: A Resource for State Dialogue*. Washington, DC: CCSSO.
<http://www.ccsso.org> – Chief Council of State School Officers
- Consortium of National Arts Education Associations (1994). *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*. Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education
- Cutietta, R., ed. (1999). *Strategies for Teaching Specialized Ensembles* (music). Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education

Fiske, E.B. (2000). *Champions of Change: The Impact of the Arts on Learning*. The President's Committee on the Arts and The Arts Education Partnership.
<http://aep-arts.org/> - Arts Education Partnership

Hansen, D. (2002). *Handbook for Music Supervision*. Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education

Hickey, M., ed. (2003). *Why and How to Teach Music Composition: A New Horizon for Music Education*. Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education

<http://aep-arts.org/> - Arts Education Partnership

<http://groups.msn.com/nctae1/> - NCTAE – North Carolina Theatre Arts Educators

<http://www.aahperd.org> - NDA – National Dance Association

<http://www.aate.com> - AATE – American Alliance for Theatre and Education

<http://www.artseducationcoalition.org> - Arts Education Coalition/NC Alliance for Arts Education

<http://www.edta.org> - ETA – Educational Theatre Association

<http://www.learnnc.org/dpi/instserv.nsf> - NCDPI Instructional Services Website (click on dance, music, theatre arts or visual arts education to access curriculum, resources, and the arts education newsletter)

<http://www.menc.org> - MENC – The National Association for Music Education

<http://www.naea-reston.org> - NAEA – National Art Education Association

<http://www.ncaahperd.org> - DANCE – Dance Association for North Carolina Educators

<http://www.ncaea.appstate.edu> - NCAEA – NC Art Education Association

<http://www.ncdancealliance.org> - NCDA – North Carolina Dance Alliance

<http://www.ncmea.net> - NCMEA – North Carolina Music Educators Association

<http://www.nctc.org> - NCTC – North Carolina Theatre Conference

<http://www.ndeo.org> - NDEO – National Dance Education Organization

Jensen, E. (2001). *Arts with the Brain in Mind*. Alexandria, Virginia: The Association for Supervision and Curriculum Development. <http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Kelner, L.B. (1993). *The Creative Classroom: A Guide for using Creative Drama in the Classroom, PreK-6*. Portsmouth, NH: Heinemann.

Kvet, E. J., and Tweed, J. M., eds. (1996). *Strategies for Teaching Beginning and Intermediate Band*. Reston, VA: MENC: The National Association for Music Education. <http://www.menc.org> – National Association for Music Education

Lindeman, C. A., ed. (2002). *Composing and Arranging: Standard 4 Benchmarks*. Reston, VA: MENC: The National Association for Music Education. <http://www.menc.org> – National Association for Music Education

Lindeman, C. A., ed. (2003). *Benchmarks in Action: A Guide to Standards-Based Assessment in Music*. Reston, VA: MENC: The National Association for Music Education. <http://www.menc.org> – National Association for Music Education

Moore, M. C., with Batey, A. L., and Royse, D. M. (2002). *Classroom Management in General, Choral and Instrumental Music Programs*. Reston, VA: MENC: The National Association for Music Education. <http://www.menc.org> – National Association for Music Education

National Association for Music Education (1999). *Opportunity to Learn Standards for Music Technology*. Reston, VA: MENC: The National Association for Music Education. <http://www.menc.org> – National Association for Music Education

- National Association for Music Education (2001). *Spotlight on Assessment in Music Education*. Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education
- National Association for Music Education (2003). *Spotlight on Technology in the Music Classroom..* Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education
- National Association for Music Education. (2000). *Music Makes the Difference: Music, Brain Development, and Learning*. Reston, VA: MENC.
<http://www.menc.org> – National Association for Music Education
- National Association of State Boards of Education. *The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools*. (2003). Alexandria, VA: NASBE.
<http://www.nasbe.org> – The National Association of State Boards of Education
- National Study of School Evaluation and the National Association for Music Education (1998). *Program Evaluation: Visual and Performing Arts*. Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education
- North Carolina Department of Public Instruction (1997). *Arts Education K-12: Integrating with Reading, Writing, Math and Other Areas*. Raleigh, North Carolina: Public Schools of North Carolina.
http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue
- North Carolina Department of Public Instruction (1997). *Arts Education K-12: A State Perspective on Classroom Instruction*. Raleigh, North Carolina: Public Schools of North Carolina.
http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue
- North Carolina Department of Public Instruction (1998). *Arts Education K-12: The Effective Use of Itinerant Teachers*. Raleigh, North Carolina: Public Schools of North Carolina.
http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

North Carolina Department of Public Instruction (2001). *Arts Education Standard Course of Study and Grade Level Competencies, K-12*. Raleigh, North Carolina: Public Schools of North Carolina.

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

North Carolina Department of Public Instruction (2001). *Arts Education Facilities Planner, K-8*. Raleigh, North Carolina: Public Schools of North Carolina.

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

North Carolina Department of Public Instruction (2002). *Arts Education Teacher Handbook: Dance*. Raleigh, North Carolina: Public Schools of North Carolina.

<http://www.ncpublicschools.org/curriculum/artsed/resources.html>
- NCDPI Arts Education Resources

North Carolina Department of Public Instruction (2002). *Arts Education Teacher Handbook: Theatre Arts*. Raleigh, North Carolina: Public Schools of North Carolina.

<http://www.ncpublicschools.org/curriculum/artsed/resources.html>
- NCDPI Arts Education Resources

North Carolina Department of Public Instruction (2002). *Arts Education Teacher Handbook: Visual Arts*. Raleigh, North Carolina: Public Schools of North Carolina.

<http://www.ncpublicschools.org/curriculum/artsed/resources.html>
- NCDPI Arts Education Resources

North Carolina Department of Public Instruction (2003). *Arts Education Teacher Handbook: Music*. Raleigh, North Carolina: Public Schools of North Carolina.

<http://www.ncpublicschools.org/curriculum/artsed/resources.html>
- NCDPI Arts Education Resources

Reese, S., McCord, K., and Walls, K. (2002). *Strategies for Teaching Technology* (for Music). Reston, VA: MENC: The National Association for Music Education.

<http://www.menc.org> – National Association for Music Education

Reimer, B., ed. (2000). *Performing with Understanding: The challenge of the National Standards for Music Education*. Reston, VA: MENC: The National Association for Music Education.

<http://www.menc.org> – National Association for Music Education

- Sims, W. L. (1995). *Strategies for Teaching Prekindergarten Music*. Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education
- Small, A. r., and Bowers, J. K., eds. (1997). *Strategies for Teaching Elementary and Middle-Level Chorus*. Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education
- Stauffer, S. L., and Davidson, J., eds. (1996). *Strategies for Teaching K-4 General Music*. Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education

Character Education

- <http://character.org/> - The Character Education Partnership
- <http://www.nccharacter.org/> - The NC Center for Character Education
- <http://www.ncga.state.nc.us> - North Carolina General Assembly
- <http://www.ncpublicschools.org/charactereducation> - NC Character Education
- North Carolina Department of Public Instruction (2002). *Character Education: Informational Handbook and Guide for Support and Implementation of the Student Citizen Act of 2001*. Raleigh, North Carolina: Public Schools of North Carolina.
<http://www.ncpublicschools.org/charactereducation>

Computer Skills and Information Skills

Computer Skills and Information Skills: Media Programs

- American Association of School Librarians & the Association of Education Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago, IL: American Library Association, 1998.
<http://www.ala.org> – American Library Association
- Anderson, R.C., L.G. Fielding, & P.T. Wilson. (1988). Growth in Reading and How Children Spend Their Time Outside of School. *Reading Research Quarterly* 23: 285-304
- Bradburn, F. B. (1999). Crunch Time. *School Library Journal* 45.11: 42-46.

- Cunningham A. & Stanovich, E. (1998). What Reading Does for the Mind. *American Educator* 22, 1&2, 8-15.
- Farmer, L. J. (1991). *Cooperative Learning Activities in the Library Media Center*. Englewood, CO: Libraries Unlimited.
- Fast Facts: Recent Statistics from The Library Research Service ED 3/110.0/No. 141, August 15, 1998.
- Flexible Access to the School Library Media Center: For the Children*. North Carolina Public Schools. 2000. 9 August 2000
<http://video.dpi.state.nc.us/media/StaffDev.html>.
- Fox, C. (2001). Designing a Flexible Schedule for an Elementary School Library Media Center. *Library Talk*, 14, 1,10, 4p.
- Haycock, K. (1998). Collaborative Cultures, Team Planning, and Flexible Scheduling. *Emergency Librarian* 25.5, 28.
- Haycock, K. ed. (1999). *Foundations of Effective School Library Media Programs*. Englewood, CO: Libraries Unlimited.
- Hindes, M. A. (1990). *The Search Process and Attitudes of Students Accessing CD-ROM Resources: A Case Study of Two High School Media Centers*. Ed.D dissertation, University of Georgia.
- Houle and Montmargquette (1984) An Empirical Analysis of Loans by School Libraries. *Alberta Journal of Educational Research*.
- Lance, K. (2000). *How School Librarians Help Kids Achieve Standards: The Second Colorado Study*. CO: Library Research Service.
Available at
http://www.lrs.org/Impact_study.htm#CO.
- Lance, K. C., et al. (1999). *Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools*. Juneau, AK: Alaska State Library.
- Lance, K.C. et. al. (1992). *The Impact of School Library Media Centers on Academic Achievement*. Colorado Department of Education.
- National Association of State Boards of Education. *Any time, Any Place, Any Path, Any Pace: Taking the Lead on e-Learning Policy (2001)*. Alexandria, VA: NASBE.
<http://www.nasbe.org> – The National Association of State Boards of Education

North Carolina Department of Public Instruction. (2000). *Impact: Guidelines for Media and Technology Programs*.
<http://www.ncwiseowl.org/Impact/Impact.htm>

Ouellette, G., et. al., (1999). The effects of exposure to children's literature through read aloud and an inferencing strategy on low reading ability fifth graders' sense of story structure and reading comprehension. *Reading Improvement*, 36, 2, 73-89.

Van Deusen, J. D. (1996). The School Library Media Specialist as a Member of the Teaching Team: 'Insider' and 'Outsider.' *Journal of Curriculum and Supervision* 11.3, 229-248.

Wolcott, L. L. (1994). Understanding How Teachers Plan: Strategies for Successful Instructional Partnerships. *School Library Media Quarterly* 22, 3, 161-165.

Zweizig, D. A. and Hopkins D. M. (1999). *Lessons from Library Power: Enriching Teaching and Learning*. Englewood, CO: Libraries Unlimited.

**Computer
Skills and
Information
Skills:
Instructional
Technology**

Becker, H. & Riel. M. (2000). Teacher professional engagement and constructive-compatible computer usage (Report no. 7) Irvine, CA: *Teaching, Learning, and Computing*. Available at
www.crito.uci.edu/tlc/findings/report_71.

CEO Forum on Education and Technology. (2001). *Key Building Blocks for Student Achievement in the 21st Century*, Washington, D.C: CEO Forum. Available at:
<http://www.ceoforum.org/reports.cfm?RID=6>

Langone, J. (April 1998). Managing inclusive instructional settings: technology, cooperative planning, and team-based organization. *Focus on Exceptional Children*, 30,8, 1-15.

McNabb, M.L. (1999). *Technology Connections for School Improvement. Teacher's Guide*. North Central Regional Educational Laboratory. U.S. Department of Education.
<http://www.ncrel.org/tplan/tplanB.htm>

NETS Project. (2000). *National Educational Technology Standards for Students - Connecting Curriculum and Technology*. Eugene, OR: International Society for Technology in Education.

Tomei, L. (2003) *Challenges of Teaching with Technology across the Curriculum: Issues and Solutions*. Hershey, PA: Idea Group Publishing.

Tomei, Lawrence A. (2001). *Teaching Digitally: A Guide for Integrating Technology into the Classroom Curriculum*. Norwood, Mass.: Christopher-Gordon Pub.

<http://www.learnnc.org/dpi/instserv.nsf/category2> - NCDPI Computer Skills/Technology page – Includes links to resources and information for Computer and Technology Skills through NCDPI Instructional Services.

<http://www.learnnc.org/dpi/instserv.nsf/category6> - NCDPI Informational Skills page – Includes links to resources and information for Informational Skills through NCDPI Instructional Services.

<http://www.ncpublicschools.org/curriculum> - NC Computer Skills and Information Skills Standard Courses of Study and Grade Level Competencies.

Early Childhood

Bredenkamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.

<http://naeyf.org> – National Association for the Education of Young Children

Bredenkamp, S. & Rosegrant, T. (Eds.). (1992). *Reaching Potentials: Appropriate Curriculum and Assessment for Young children: Volume 1*. Washington, D.C.: National Association for the Education of Young Children.

<http://naeyf.org> – National Association for the Education of Young Children

Dodge, D., Colker, L., & Heroman, C. (2002). *The creative curriculum for preschool, 4th edition*. Washington, DC: Teaching Strategies, Inc.

Helm, J. H., Beneke, S., & Steinheimer, K. (1998) *Windows on learning – documenting young children's work*. New York, NY: Teachers College Press.

Hohmann, M. & Weikart, D. (1995). *Educating Young Children*. Ypsilanti, Michigan: High Scope Press.

<http://www.dpi.state.nc.us/SUCCESS/> - Success INC, a Resource for Early Childhood Professionals on the NCDPI Infoweb

Jones, E., Evans, K., & Rencken, K.S. (2001). *The Lively kindergarten*. Washington, DC: National Association for the Education of Young Children.

<http://naeyc.org> – National Association for the Education of Young Children

Kenney, S. H., and Persellin, d. (2000). *Designing Music Environments for Early Childhood*. Reston, VA: MENC: The National Association for Music Education.

<http://www.menc.org> – National Association for Music Education

National Association for Music Education (1995). *Prekindergarten Music Education Standards..* Reston, VA: MENC: The National Association for Music Education.

<http://www.menc.org> – National Association for Music Education

National Association for Music Education (2000). *Spotlight on Early Childhood Music Education*. Reston, VA: MENC: The National Association for Music Education.

<http://www.menc.org> – National Association for Music Education

North Carolina Department of Public Instruction. (1997). *NC Guide for the Early Years*. Raleigh, NC: Public Schools of North Carolina.

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

North Carolina Department of Public Instruction. (2002). *Learning Through the Eyes of a Child*. Raleigh, NC: Public Schools of North Carolina.

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

Sims, W. L. (1995). *Strategies for Teaching Pre-Kindergarten Music*. Reston, VA: MENC: The National Association for Music Education.

<http://www.menc.org> – National Association for Music Education

Exceptional Children

Kochhar, Carol A., West, Lynda L. and Taymans, Juliana M. (2000). *Successful Inclusion*. Upper Saddle River, NJ: Merrill.

Cole, Sandi, Horvath, Barbara, Chapman, Carrie, Deschenes, Ebeling, David G., & Sprague, Jeffrey (2000). *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*. Bloomington, IN: Center on Education and Lifelong Learning.

Erickson, Lynn H. (2001). *Stirring the Head, Heart and Soul: Redefining Curriculum and Instruction*. Thousand Oaks, CA: Corwin Press.

Erickson, Lynn H. (2002). *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts*. Thousand Oaks, CA.: Corwin Press.

<http://www.cec.sped.org/ab/> - Council for Exceptional Children

<http://www.ncpublicschools.org/ec/> - NCDPI Exceptional Children Division

<http://www.newhorizons.org/> - New Horizons for Learning

Lewis, Rena B., and Doorlag, Donald H. (2003). *Teaching Special Students in General Education Classrooms*. Upper Saddle River, NJ:Merrill.

McGregor, Gail, & Vogelsberg, R. Timm (2000). *Inclusive Schooling Practices: Pedagogical and Research Foundations*. Baltimore, MD: Paul H. Brooks Publishing Co.

National Association of State Boards of Education. *Winners All: A Call for Inclusive Schools* (1992). Alexandria, VA: NASBE.
<http://www.nasbe.org> – The National Association of State Boards of Education

National Association of State Boards of Education. *Winning Ways: Creating Inclusive Schools, Classrooms, and Communities*. (1995). Alexandria, VA: NASBE.
<http://www.nasbe.org> – The National Association of State Boards of Education

National Association for Music Education. (2003). *Readings on Diversity, Inclusion, and Music for All*. Reston, VA: MENC: The National Association for Music Education.
<http://www.menc.org> – National Association for Music Education

Schaberg, G. (1998). *TIPS: Teaching Music to Special Learners*. Reston, VA: MENC: The National Association for Music Education.

<http://www.menc.org> – National Association for Music Education

Sobol, E. S. (2001). *An Attitude and Approach for Teaching Music to Special Learners*. Pentland Press. ISBN 157197296x

Tomlinson, Carol Ann, Kaplan, Sandra N., Renzulli, Joseph S., Purcell, Jeanne, Leppien, Jann, Burns, Deborah (2002). *The Parallel Curriculum*. Thousand Oaks, CA.: Corwin Press.

Wiggins, Grant, & McTighe, Jay (1998). *Understanding by Design*. Alexandria, VA: ASCD.

Guidance

NC Department of Public Instruction (2001) Comprehensive School Counseling: Standard Course of Study and Guidance Curriculum. Raleigh, NC. www.ncpublicschools.org/curriculum/ School Counseling: www.ncpublicschools.org/alternative/counseling/index.html

American School Counselor Association (1997, 2003) The ASCA National Model: A Framework for School Counseling Programs. Alexandria, Va. www.schoolcounselor.org.

Healthful Living Education (Health Education and Physical Education)

American Forest Foundation. (1993). Project Learning Tree: *Environmental Education*.

Butler, J., Griffin, L., Lombardo, B., Nastasi, R. (2003). *Teaching games for understanding in physical education and sport: An international perspective*. Reston, VA: National Association for Sport and Physical Education.
<http://www.aahperd.org/> - American Alliance for Health, Physical Education, Recreation and Dance

Corbin, C., and Pangrazi, R. (2004). *Physical activity for children: A statement of guidelines*. Reston, VA: National Association for Sport and Physical Education.
<http://www.aahperd.org/> - American Alliance for Health, Physical Education, Recreation and Dance

- Council for Environmental Education. (1992). *Project Wild: K-12 Activity Guide (3rd ed)*. Gaithersburg, MD: Council for Environmental Education.
- Glover, D.R. & Midura, D.W. (1992). *Team Building through Physical Challenges*. Champaign, IL: Human Kinetics Publishers.
- Graham, G. (2001). *Teaching Children Physical Education: Becoming a Master Teacher (2nd ed)*. Champaign, IL: Human Kinetics Books.
- Graham, G., Holt/Hale, S. & Parker, M. (2004). *Children Moving: A Reflective Approach to Teaching Physical Education (6th ed)*. New York, NY: McGraw Hill.
- Holt/Hale, S. (2001). *On the Move: Lesson Plans to Accompany Children Moving (5th ed)*. Mountain View, CA: Mayfield.
- Housner, L.D. (2000). *Integrated Physical Education: A Guide for the Elementary Classroom Teacher*. Morgantown, WV: Fitness Information Technology.
- <http://www.learnnc.org/dpi/instserv.nsf/category5> - NCDPI Healthful Living Web page – Includes links to resources and information for Healthful Living Education (Health and Physical Education).
- <http://www.ncpublicschools.org/curriculum> - NC Healthful Living Standard Course of Study and Grade Level Competencies
- Kamiya, A. (1985). *Elementary Teacher's Handbook of Indoor and Outdoor Games*. West Nyack, NY: Parker Publishing Company.
- Kogut, S., Editor. (2003). *Beyond activities: Learning experiences to support the national physical education standards, Elementary Volume*. Reston, VA: National Association for Sport and Physical Education.
- <http://www.aahperd.org/> - American Alliance for Health, Physical Education, Recreation and Dance
- Kovar, S.K., Combs, C.A., Campbell, K., Napper-Owen, G., & Worrell, V.J. (2004). *Elementary Classroom Teachers as Movement Educators*. New York, NY: McGraw Hill.
- Midura, D.W. & Glover, D.R. (1995). *More Team Building Challenges*. Champaign, IL: Human Kinetics Publishers.
- NASPE. (1995). *Moving into the Future: National Standards for Physical Education*. St. Louis, Missouri: Mosby.

National Association for Sport and Physical Education. (2000). *Appropriate practice in movement programs for young children*. Reston, VA: NASPE.
<http://www.aahperd.org/> - American Alliance for Health, Physical Education, Recreation and Dance

National Association for Sport and Physical Education. (2000). *Appropriate practices for elementary school physical education*. Reston, VA: NASPE.
<http://www.aahperd.org/> - American Alliance for Health, Physical Education, Recreation and Dance

National Association for Sport and Physical Education. (2000). *Opportunity to learn standards for elementary physical education*. Reston, VA: NASPE.
<http://www.aahperd.org/> - American Alliance for Health, Physical Education, Recreation and Dance

National Association for Sport and Physical Education. (2002). *Active start: A statement of physical activity guidelines for children birth to five years*. Reston, VA: NASPE.
<http://www.aahperd.org/> - American Alliance for Health, Physical Education, Recreation and Dance

National Association of State Boards of Education. *Fit, Healthy, and Ready to Learn: Part 1 – Physical Activity, Healthy eating, and tobacco use Prevention*. (2000). Alexandria, VA: NASBE.
<http://www.nasbe.org> – The National Association of State Boards of Education

National Association of State Boards of Education. *How Schools Work and How to Work with Schools (for health professionals)*. (1992). Alexandria, VA: NASBE.
<http://www.nasbe.org> – The National Association of State Boards of Education

O’Sullivan, M., and Henninger, M. (1999). *Assessing student responsibility and teamwork*. Reston, VA: National Association for Sport and Physical Education.
<http://www.aahperd.org/> - American Alliance for Health, Physical Education, Recreation and Dance

Orlick, T. (1978). *The Cooperative Sports & Games Book: Challenge without Competition*. New York, NY: Pantheon Books.

Orlick, T. (1982). *The Second Cooperative Sports & Games Book*. New York, NY: Pantheon Books.

Plimpton, C.E. & Sweeney, V.J. (2000). *Physical Education for the Elementary Classroom Teacher*. Ann Arbor, MI: Huron Valley Publishing.

Pre K-8 Activity Guide (5th ed). Washington, D.C.: American Forest Foundation.

Rohnke, K. & Butler, S. (1995). *Quicksilver*. Dubuque, IA: Kendall/Hunt Publishing.

Rohnke, K. (1984). *Silver Bullets*. Dubuque, IA: Kendall/Hunt Publishing.

Rohnke, K. (1989). *Cowstails & Cobras II*. Dubuque, IA: Kendall/Hunt Publishing.

www.drwoolard.com/ncpe4me.htm - NCPE4Me Physical Education listserv

Limited English Proficient (LEP)/ English as a Second Language

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

<http://www.learnnc.org/dpi/instserv.nsf/category4> - NCDPI ESL Web page – Includes links to resources and information for ESL.

Literacy (English Language Arts)

Anderson, Carl. (2000). *How's It Going? A Practical Guide to Conferencing with Students*. Portsmouth, NH: Heinemann.

Andrews, L. J., and Sink, P. E. (2002). *Integrating Music and Reading Instruction: Teaching Strategies for Upper-Elementary Grades*. Reston, VA: MENC: The National Association for Music Education.

<http://www.menc.org> – National Association for Music Education

Atwell, Nancie. (1998). 2nd ed. *In the Middle: New Understandings About Writing, Reading, and Learning*. Portsmouth, NH: Heinemann.

Atwell, Nancie. (1989). *Coming to Know: Writing to Learn in the Intermediate Grades*. Portsmouth, NH: Heinemann.

- Bear, Donald R. et al. (2000). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. New York: Merrill-Prentice Hall.
- Beck, Isabel; McKeown, Margaret, G., and Kucan, Linda. (2002). *Bringing Words to Life; Robust Vocabulary Instruction*. New York: Guilford Press.
- Buehl, Doug. (2001). *Classroom Strategies for Interactive Learning*. 2nd ed. IRA. ISBN0-87207-284-3
<http://www.reading.org/index.html> - International Reading Association
- Buss, Kathleen and Karnowski, Lee. (2000). *Reading and Writing Literary Genres*. Portsmouth, Delaware: IRA.
<http://www.reading.org/index.html> - International Reading Association
- Calkins, Lucy McCormick, with Shelley Harwayne. (1990). *Living Between the Lines*. Portsmouth, NH.
- Calkins, Lucy. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.
<http://www.reading.org/index.html> - International Reading Association
- Calkins, Lucy. (2001). *Lucy McCormick. The Art of Teaching Reading*. Longman. ISBN 0-321-0859-9.
- Christenson, Teresa A. (2002) *Supporting Struggling Writers in the Elementary Classroom*. Newark, Delaware: International Reading Association.
<http://www.reading.org/index.html> - International Reading Association
- Fountas, Irene C. and Pinnell, Gay Su. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH. Heinemann.
- Gambrell, Linda B. and Almasi, Janice F. (Eds.). (1996). *Lively Discussions! Fostering Engaged Reading*. IRA. ISBN 0-87207-147-2.
<http://www.reading.org/index.html> - International Reading Association
- Harvey, Stephanie. (1998). *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8*. Portland, Maine. Stenhouse.

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

<http://www.learnnc.org/dpi/instserv.nsf/category3> - NCDPI English Language Arts Web page – Includes links to resources and information for English Language Arts.

<http://www.ncpublicschools.org/curriculum> - NC English Language Arts Standard Course of Study and Grade Level Competencies

Johns, Jerry L. and Lenski, Susan. (1997). *Improving Reading: A Handbook of Strategies*. 3rd ed. Kendall/Hunt.

Keene, Ellin Oliver and Zimmermann, Susan. (1997). *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Heinemann. ISBN 0-435-07237-4.

Lenski, Susan and Johns, Jerry L. (2000). *Improving Writing: A Handbook of Strategies*. Duquibue, Iowa: Kendall/Hunt.

Lewin, Larry and Shoemaker, Betty Jean. (1998). *Great Performances: Creating Classroom-Based Assessment Tasks*. ASCD. ISBN 0-87120-339-1.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

Marzano, Robert J. et. al. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. ASCD. ISBN 0-87120-504-1.

<http://www.ascd.org> - The Association for Supervision and Curriculum Development (ASCD)

McMahon, Susan I. and Raphael, Taffy E. (1997). *Book Club Connection: Literacy Learning and Classroom Talk*. IRA. ISBN 0-8077-3614-7.

<http://www.reading.org/index.html> - International Reading Association

Opitz, Michael F. and Rasinski, Timothy V. (1998). *Good-Bye Round Robin: 25 Effective Oral Reading Strategies*. Heinemann. ISBN 0-325-00098-0.

Raphael, Taffy E. et al. (1997). *Book Club: A Literature-Based Curriculum*. Small Planet. ISBN 0-9656211-0-3.

Ray, Katie Wood. (2000). *Wondrous Words: Writers and Writing in the Elementary School*. NCTE.

Ray, Katie Wood. (2001). *Writing Workshop: Working Through the Hard Parts (And They All Are Hard Parts)*. Urbana, Illinois: NCTE.

Roser, Nancy L. and Martinez, Miriam G. (1995). *Book Talk and Beyond; Children and Teachers Respond to Literature*. IRA. ISBN 0-87207-129-4.

<http://www.reading.org/index.html> - International Reading Association

Wooten, Deborah A. (2000). *Valued Voices: An Interdisciplinary Approach to Teaching and Learning*. IRA. ISBN 0-87207-270-3.

<http://www.reading.org/index.html> - International Reading Association

Mathematics

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

<http://www.learnnc.org/dpi/instserv.nsf/category7> - NCDPI Mathematics Web page – Includes links to resources and information for English Language Arts.

<http://www.ncpublicschools.org/curriculum> - NC Mathematics Standard Course of Study and Grade Level Competencies

Science

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

<http://www.learnnc.org/dpi/instserv.nsf/category8> - NCDPI Science Web page – Includes links to resources and information for Science.

<http://www.ncpublicschools.org/curriculum> - NC Science Standard Course of Study and Grade Level Competencies

Second Language (Foreign Language)

Armstrong, P.W. and Rogers, J.d. (1997). Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math and Language arts. *Learning Languages, Spring 20-31*.

- Conzemius, A., and Sandrock, P. (2003). *From Vision to Reality – Developing World Language Programs in Elementary Grades: Lessons Learned*. Wisconsin: Department of Public Instruction.
- Curtain, H. (1990). *Foreign Language Learning: An Early Start*. ERIC clearinghouse on Languages and Linguistics (Document No. EDO-FL-90-12).
- Curtain, H., and Pesola, C.A.B. (1994). *Languages and Children: Making the Match – Foreign language Instruction for an Early Start Grades K-8*. Longman: New York.
- Dumas, L.S. (1999). Learning a Second Language: Exposing Your Child to a New World of Words Boosts Her Brainpower, Vocabulary, and Self-Esteem. *Child, February, 72, 74, 76-77*.
- Dyle, D. (2000). *Reclaiming the Legacy: In Defense of Liberal Education*. CBE Web Publication and The Council for Basic Education.
<http://www.c-b-e.org/> - Council for Basic Education
- Garfinkel, A. and Tabor, K.E. (1991). Elementary School Foreign Languages and English Reading Achievement: a New View of the Relationship. *Foreign Language Annals, 29/1, 45-52*.
- Genesee, F., and Cloud, N. (1998). Multilingualism is Basic. *Educational Leadership, march 62-65*.
- Gilzow, D.F. & Branaman, L.E. (2000). *Lessons Learned: Model Early Foreign Language Programs*. Center for Applied Linguistics and Delta Systems Co.
<http://www.cal.org/> - Center for Applied Linguistics
- http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue
- <http://www.actfl.org/> - American Council on the Teaching of Foreign Languages
- <http://www.educ.iastate.edu/newvisions> - New Visions in Action: Foreign Language Education
- <http://www.flanc.org/index.stm> - Foreign Language Association for North Carolina (FLANC)
- <http://www.learnnc.org/dpi/instserv.nsf/category9> - NCDPI Second Languages Web page – Includes links to resources and information for Second Languages.

<http://www.ncpublicschools.org/curriculum> - NC Second Languages Standard Course of Study and Grade Level Competencies

Met. M. (1998). *Critical Issues in Early Second Language Learning: Building for Our Children's Future*. Addison-Wesley Educational Publishers Inc.

National Association of State Boards of Education. *The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools*. (2003). Alexandria, VA: NASBE.
<http://www.nasbe.org> – The National Association of State Boards of Education

Robinson, D.W. (1992). The Cognitive, Academic and Attitudinal Benefits of Early Language Learning. *Critical Issues in Early Language Learning*. White Plains, NY: Longman.

Social Studies

<http://www.learnnc.org/dpi/instserv.nsf/category10> - NCDPI Social Studies Web page – Includes links to resources and information for Social Studies.

<http://www.ncga.state.nc.us> - North Carolina General Assembly

<http://www.ncgov.org/> - Official website for the State of North Carolina.

<http://www.ncpublicschools.org/curriculum> - NC Social Studies Standard Course of Study and Grade Level Competencies

North Carolina Department of Public Instruction (2002). *Character Education Informational Handbook and Guide*. Raleigh, North Carolina: Public Schools of North Carolina.
http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

North Carolina Department of Public Instruction (2003). *Elementary Social Studies Matrix*. Raleigh, North Carolina: Public Schools of North Carolina.
http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

North Carolina Department of Public Instruction (2003). Elementary Social Studies Tips for Parents to Help Develop Effective Citizens. Raleigh, North Carolina: Public Schools of North Carolina.

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue

North Carolina Department of Public Instruction (2003). K-2 Social Studies Trainer of Trainers Manual. Raleigh, North Carolina: Public Schools of North Carolina.

http://149.168.35.203/publications_catalog/ - NCDPI Publications Catalogue