DOCUMENT RESUME

ED 087 737 SP 007 718

TITLE	From Books to the Real World: A Field Learning Experience. Final Report.
INSTITUTION	Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE	Aug 73
NOTE	44p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Educational Development; *Educational Innovation; *Elementary Grades; *Field Experience Programs; Field Trips; *Grade 5; *Instructional Trips

ABSTRACT

The Crestwood Community-Based Learning Experiences Project was undertaken to test the feasibility of conducting an out-of-school learning program and to determine the cost of establishing such a program. For 3 months, 6 teachers and 206 fifth-grade children participated in a total of 20 field experiences which were implemented at three levels: a) teacher -initiated, in-class activity including sessions with representatives of prospective field sites; b) large-group field trips to observe community sites; and c) actual involvement in the activity of the facility or agency visited. The following participant reactions were noted impressionistically: a) children's interest was carried to and maintained at very high levels; b) teachers responded enthusiastically to the challenge of developing an out-of-school learning program; and c) parents generally approved of the program although a small but vocal minority strongly disapproved. From this pilot test it was concluded that field experience programs a) will initially require consultant services to assist teachers with planning, b) will require special parent involvement procedures, c) can be supported by the resources which exist in any community, d) are warranted solely on the basis of their realism and relevance, and e) are viable and inexpensive. (The budget for this program is included.) (HMD)

FINAL REPORT

From Books to the Real World

a field learning experience

Prepared at:

The Educational Development Center
Wilkes College
Wilkes-Barre, PA 18703

August 1973

Costs of this publication and the project activity involved in its preparation were satisfied with federal funds from the Elementary and Secondary Education Act of 1965 through a contract between the Pennsylvania Department of Education and Wilkes College.

Additional information concerning the project may be requested from the Educational Development Center, Wilkes College, Wilkes-Barre, Pennsylvania 18703.

FOREWORD

The Educational Development Center at Wilkes College is one of seven such facilities established by the Pennsylvania Department of Education in order to pursue research and development activities.

The Wilkes College Educational Development Center, with the support of the Pennsylvania Department of Education, planned and initiated the Crestwood Community-Based Learning Experiences Project in connection with its assigned mission in the development of curriculum models which may have statewide ramifications.

Financed by the Pennsylvania Department of Education, the Crestwood project represents a test of the feasibility of establishing field experiences programs at the elementary school level.

We acknowledge the assistance and support of the Coordinating Council of the Educational Development Center in planning the project; the Superintendent of the Crestwood School District, Eugene Sangiuliano, and the Board of School Directors of the Crestwood School District for their support and participation; and the Bureau of Planning and Evaluation of the Pennsylvania Department of Education for making the project possible.

Specifically, we are most grateful to the project staff, all of whom gave generously of their time and without whom this project would not have been possible. Serving as project staff were:

Stephen Beres, Principal, Crestwood Elementary School
Thomas Gallagher, Teacher, Crestwood Elementary School
Harry Langan, Teacher, Crestwood Elementary School
Paul Purta, Teacher, Crestwood Elementary School
Charles Ryan, Teacher, Crestwood Elementary School
Richard Soper, Teacher, Crestwood Elementary School
Elvira Stegmueller, Teacher, Crestwood Elementary School
William Talmon, Teacher, Crestwood Elementary School

Finally, this report is dedicated and presented to all those teaching in elementary schools in Pennsylvania who have devoted and continue to devote themselves to making the school experience personally rewarding for each child coming within their realm of influence.

Joseph A. Skok, Director
Educational Development Center
Wilkes College

TABLE of CONTENTS

I. Historical Development

Modern educators in general and the Pennsylvania Department of Education in particular have been dedicated to creating an educational institution that is reflective of societal needs and based upon the premise that children arrive at school naturally curious and willing to learn. Studies dating back to the 1930's have clearly demonstrated that the usual school setting tends to treat--or mistreat--children in such a way that their educational morale--that is, their interest in school and learning--tends to decline in proportion to the number of years spent in school. Recent findings of the Pennsylvania Department of Education's Educational Quality Assessment Program clearly corroborate the decline of interest in learning and also show that, for large numbers of Pennsylvania school children, the decline of interest in school is paralleled by a decline in the children's feelings of worth as individuals.

Efforts to counter the almost universal educational tendency toward the Hickory Stick Curriculum Model have been many, varied, and long standing. The teachings of Rousseau, Pestalozzi, Thorndike, and Dewey offer the base upon which to construct educational programs that offer children learning experiences that are derived from meaningful, real-life situations. Such was the goal of the Community-Based Learning Experiences Project conducted at the Crestwood Elementary School in Mountaintop, Pennsylvania.

Beginning in the spring of 1972, a group of staff members from the Pennsylvania Department of Education were asked by the secretary of

education to prepare a position paper which was to set forth recommendations for the establishment of educational field experiences as a central and integral aspect of the curriculum. The paper which resulted--Learning Outside the Classroom: The Role of Field Experiences in the School Program--has been published recently by the Pennsylvania Department of Education. The Crestwood Community-Based Learning Experiences Project was designed and conducted as a practical test of the recommendations incorporated in the Pennsylvania Department of Education publication. Conducted during the 1972-1973 school year at the fifth grade level, the Crestwood project pilot tested recommendations offered and sought to expand the base of knowledge concerning the establishment of field experiences programs as an integral rather than an "add on" part of the normal school offerings. Approximately two hundred children and six teachers participated. The actual field experiences occurred from April 2, 1973 through June 9, 1973.

II. Strategies

The strategies for implementing the Crestwood Community-Based Learning Experiences Project were fairly straightforward and simple. Several principles were used as guides in the planning and implementation.

First: No such project can be successful unless the board of education and school administration are committed.

At the superintendent's request, after consultation with the school board Education Committee, the Crestwood Board of School Directors

adopted a resolution committing the board to participate in the project and establishing the project as a regular part of the school curriculum. Especially important was the latter half of the resolution since the project was then removed from the "add on" status. This permitted administrators to act freely without seeking specific approval from the board for each activity to be undertaken. It also negated the necessity for individual parental permission slips and such other nuisance requirements which usually confuse attempts on the part of teachers to take children away from their regular school classroom for learning experiences.

Second: No project can succeed unless teachers participate willingly.

In the Crestwood project, fifth grade teachers were informed of the general intent of the project and were asked to participate on a volunteer basis. Six of the eight teachers volunteered to participate actively in the project. Two others declined to participate actively but offered support as needed.

Third: Planning must be done primarily by the teachers.

A broad skeletal outline of the project goals was presented to those teachers who volunteered to participate, and time (school time) and consultant help was provided so that teachers could work out specific project outlines and activities. From the general "let's go out of school to learn" goal evolved a system of three levels of pupil activity.

Level One: Awareness

All children were to be made aware of their community in seven teacher-determined areas. (See Appendix "A" for unit plans in seven topic areas.) Level One began with in-class teacher activity and was followed by bringing into the school representatives from local government, newspapers, radio, local history, ecology, and the other planned topic areas to follow up teacher discussions with a large group pupil-resource person activity.

Level Two: Observation

The second level of activity saw children making a more or less classic field trip to selected community locations in large groups. The children visited television stations, libraries, newspapers, local government installations, and other facilities in the seven topic areas to add additional impressions and information to the children's repertoire and to further define their interests in select areas. Field trips were followed by in-depth in-class activity.

Level Three: Involvement

The third level of activity, which was the real intent of the project, sought to involve small groups of children who demonstrated a more than casual interest in actual involvement with the activity of the agencies and facilities visited during the first two levels of activity. Mini-unit activity in ecology, newspaper, drama, surveying, and photography were samples of small group

activities that involved groups of eight to twelve children in: (1) actually preparing a two-page section in the local newspaper, (2) photographing their school environment, (3) sampling air and water quality in the community, and (4) other relevant mini-group activities. Because of the time constraints, many opportunities for small group activities were not fully exploited. One less likely area that showed high interest was local history. The children seemed intrigued by the prospect of piecing together local history by collecting and arranging artifacts.

Fourth: Parents must be kept informed and included in the planning activity.

No area caused more difficulty for teachers and administrators than did parent attitudes. In a simple and honest attempt to involve parents from the beginning of the project, a meeting of parents was called when planning was still in its beginning stages. The initial meeting was attended by approximately fifty of the two hundred sets of parents involved. From the beginning it was apparent that a small group (approximately ten parents) was already adamantly opposed to any program that took children away from a classroom reading-recitation type of learning experience. Though the majority of parents was supportive of the project at the initial meeting and the weight of the majority opinion quieted the opposition, it was clear that the highly vocal minority would be heard from again. To provide an avenue for

discussion, a parent committee was formed to review the project planning activity. Several of the most vocal opponents were invited to participate on the committee.

Fifth: Children should be involved in planning their learning activity.

An active campaign to involve the children in the planning activities was conducted. Teachers used class time to discuss the project with the children. A questionnaire was designed by the teachers and each child was asked to respond anonymously to questions concerning the types of activities to be included in the project. The most impressive aspect of the student planning activity was the very high level of sophistication shown by the students in all planning activity. The children clearly demonstrated that they were interested in studying their community and that they had reasonable and valid ideas about what should be studied and how their study could best be accomplished.

III. Implementation

As with all projects, the Crestwood Community-Based Learning Experiences Program began with an idea. The idea originated at the Wilkes College Educational Development Center as a result of activities involved with the preparation of the paper, Learning Outside the Classroom, for the secretary of education. The idea was first discussed with the Crestwood School District superintendent in very general terms, and his interest and willingness to participate were affirmed.

The second planning step took the rudimentary idea to the Educational Development Center Coordinating Council where it was discussed, refined, and finally recommended for implementation. The project was formally written and presented to the Crestwood Board of School Directors for approval and to the Pennsylvania Department of Education for consideration for funding. A contract was approved by the Pennsylvania Department of Education which awarded $15,125 to Wilkes College for the implementation of the project.

The third and most important planning step took the basic idea to the school principal and teachers. At that stage, the specifics of the project were planned. Teachers elected to participate or not to participate and the process of developing detailed plans began.

Time was provided by the school district for planning activity. Substitutes were hired to release participating teachers on three occasions and teachers were paid for three additional nonschool planning days from project funds. Additional planning time was available since the Crestwood Elementary School operates on double sessions, and two planning hours are available to teachers each day before or after the teaching day, depending upon the session taught.

Instruction in the fifth grade at the Crestwood Elementary School is departmentalized, and each teacher is responsible for one subject area. As planning progressed, a team-teaching approach developed and a unit from the social studies curriculum dealing with the development of the city was used as the core for the development of seven units to be the

specific guides for project activity. Units dealt with activities involving the newspaper, ecology, local government, surveying, drama, television broadcasting, and a unit on library study that was conducted without a specific unit plan written format. (A copy of the unit plans of activities are included as Appendix "A".)

With the plans as guides, teachers in morning sessions and afternoon sessions implemented pupil activity leading through the three levels of involvement--awareness, observation, and involvement. Project activities began on April 2, 1973.

Because of time constraints, it became apparent that a choice had to be made concerning the degree to which to carry out project activity. Two choices were available. One choice was to carry out one or two units completely; the other choice was to do each of the units to a lesser degree. Because the program was a pilot project designed primarily to test the feasibility of the idea, teachers opted to try each unit to whatever degree was possible in the time available.

As a result, morning session students participated in thirteen out-of-class experiences and afternoon session children were involved in community excursions seven times. All of the trips were within twenty-five miles of the school with the exception of a combined morning and afternoon session trip on June 9, 1973, to the state capitol in Harrisburg, one hundred and ten miles away. In addition, the unit on surveying involved children in out-of-school activity conducted on the school grounds and not included in the field trip list.

For each out-of-school activity, classroom activity was conducted by individual teachers in individual classes, and large group meetings with community resource persons were held within the school in connection with each of the out-of-school activities.

IV. Results

Since the real purpose of the project activity was to (1) test the feasibility and cost of conducting an out-of-school learning program and (2) to uncover any unforeseen or extraordinary problems involved with the establishment of such a program, no really strict measures of student gain in information or skills were included in the design. It was hypothesized during the planning sessions that a six-week treatment would result in no statistically significant differences simply by virtue of the relatively short treatment period and by virtue of the low sensitivity of available measurement devices to small gains in skills and attitudes.

1. Testing

It was hypothesized that if any gains were to occur, they would be in the areas of interest in school and self-concept. In an attempt to establish data to reject the null hypothesis that significant gains would occur in these areas, two subsections of the Pennsylvania Department of Education Educational Quality Assessment Program measures dealing with interest in school and self-concept were administered to the treatment group--the fifth grade morning and afternoon sessions--and to

a quasi-control group--the sixth grade morning and afternoon sessions. Tests were administered by regular classroom teachers after all project activity had been completed. T tests were performed comparing the mean scores on each of the two criteria, and, as predicted, no statistically significant results occurred. Further, none of the T values were of a magnitude large enough to suggest trend.

Additionally, standard achievement test data derived from the regular end-of-the-year standardized testing of fourth, fifth, and sixth grade children showed no divergence from expected values or means, nor did a comparison with previous years' test results indicate in any way a lesser or greater score on normal achievement tests by those who participated in the treatment group.

A primary reason for considering the Educational Quality Assessment Program test data and the achievement test results in connection with the project was to answer a small but highly vocal parent group contention that children would be harmed especially with regard to basic skills' learning as a result of the out-of-class activity conducted in connection with the project.

2. Children Reaction

Though no significant differences were noted on the formal testing procedures, masses of impressionistic data, from children's reactions, and especially from the reaction of the community resource persons who worked with the children, strongly supported the contention that children's interest levels were and remained exceptionally high.

Equally obvious was the high level of children's interests in local community facilities and services. The type and level of sophistication of questions posed by the children to community leaders, press representatives, and other resource persons offer impressive testimony to the high level of involvement of children in the project.

3. Teacher Reaction

One of the most obvious and direct benefits derived from the project was in the area of teacher training. Teachers who agreed to participate in the project were typical of teachers found in most elementary schools. Some were young, one was a beginning teacher, and some were highly experienced. One teacher, though relatively new to teaching, was a veteran of twenty odd years as an Air Force officer.

At the beginning of the project it was obvious that none of the teachers had had training in alternative teaching methods. Equally obvious was the fact that no teacher really knew how to go about bringing the community and the school together. Questions asked of the project coordinator at the beginning of the project ranged from "Where can I get twenty county maps?" to "Would it be all right to . . .?" As the project emerged, it was indeed gratifying to find that teachers were not asking questions at all; they were going ahead and doing what was necessary whether it was arranging among themselves to teach each other's classes or arranging the logistics for a visit to the state capitol.

One specific curricular gain was easily observed. Teachers, for perhaps the first time, began to seriously question the content of

their courses and question among themselves the validity and appropriateness of course content. No result of the project offered more promise for improvement of instruction than did this intrinsic questioning.

4. Board Reaction

Because of the loud objection from fifteen of the two hundred sets of parents involved, the Board of School Directors became aware of this project to a greater degree than perhaps any other activity of the school curriculum. Board members visited the project, studied the project, held meetings concerning the project, and in the end reaffirmed their endorsement of the project in all of its ramifications. On several occasions at regular board meetings, they were required to and did publicly defend the project.

5. Community Reaction

No issue short of money has stirred public reaction to a school program to the degree that the Crestwood Community-Based Learning Experiences Project did. Because of the efforts to discontinue the project by a group of approximately five fifth grade mothers, a local controversy emerged. The disagreeing mothers canvassed the community for signatures to a petition to remove the program from the school. Their efforts offered substantial testimony to their skills as a community pressure group though only twenty-three legitimate signatures appeared on their petition (thirty odd signatures if husband and wife signatures are counted separately). Almost every parent of a fifth grader--and in some cases fourth and sixth grader parents--were contacted by phone, by open

house party meetings, and by other techniques. The result was to make the community almost completely aware of the project and of the school program in general. The local weekly newspaper, which had editorially supported the project before the controversy erupted, eagerly accepted articles and letters to the editor concerning project activity.

6. Evaluation Team Report

As part of the evaluation of the project, an independent evaluation team was commissioned to visit and review the project according to the format established for the evaluation of Elementary and Secondary Education Act Title I and Title III projects in Pennsylvania. Three persons skilled in evaluation and in pertinent subject areas visited the project for two days. Team members observed classes; talked with parents, teachers, children, and administrators; and prepared a written evaluation. (A copy of the evaluation is attached as Appendix "C".)

Project staff concurred with the evaluation and recommendations in all cases except with the recommendation that project activity be conducted before or after school. It was concluded by all staff members involved that if the project was worthy, it was worthy of school time. The essence of the Pennsylvania Department of Education policy on field experiences, now elevated to a priority policy, is that field experiences programs not be "add on" programs.

All other recommendations of the evaluation group were accepted and endorsed by those involved with the project.

V. Conclusions and Recommendations

In general, the recommendations of the evaluation committee are accepted and included (Appendix "B") as part of the final report of the Crestwood Community-Based Learning Experiences Project. In addition, the following observations are added, based upon the experiences of those involved in the planning and conducting of the project. It can be reasonably concluded that:

1. Field experiences programs are viable, inexpensive (See Appendix "C" - Budget.), and present no difficult problems with administration. No hard comparative data exist that show statistically significant differences between field experiences programs and regular programs. It is recommended that strictly controlled experiments be conducted to compare pupils' affective and cognitive learning in the standard classroom with pupils' learning in field experiences programs.

2. It is obvious that children enjoy field experiences. Given equal performance on all measures, the field experiences program is warranted solely on the basis of the interest, realism, and relevance it offers to children. It is one viable means toward reducing the high degree of what Charles Silberman's study Crisis in the Classroom defines as the "grim and joyless" atmosphere in today's schools. Further study may indicate that field experiences programs can help to reverse the high degree of declining interest in school shown in the statewide Educational Quality Assessment Program testing.

3. Teacher training and curriculum revision potential inherent in the planning of field experiences programs offer sufficient advantage to merit the careful consideration by boards of education of this method as an option to standard in-service procedures. In planning field experiences programs, teachers and administrators are placed in a situation where close and critical attention must be directed toward the inclusion or exclusion of curricular methods, content, and materials.

4. Teacher planning time is critical to the success of programs in field experiences. Teachers must do the planning. Administrators must explore viable ways to provide released time for teachers to plan.

5. Teacher planning efforts will benefit spontaneously and no real need exists to train teachers in the "art" of planning. Consultant resources must, however, be provided as needed. The best consultants are those members of the school's staff who by training and temperament can offer assistance to teachers involved with project activities.

6. A critical ingredient in the success of field experiences programs, and perhaps all school programs, is the educational leader. The elementary principal, at the elementary level, is the logical person to serve as project coordinator. In order for the project to succeed, the principal must be committed to the program, must be supportive of teachers, and must be highly knowledgeable of community resources. The principal is in a key position to serve as liaison between the school and the community and between the project teachers and other school administrators.

7. Standard parent involvement recommendations must be reconsidered in view of strong suggestion which indicates that:

a. Field experiences programs will be opposed by some upwardly mobile, middle-class families whose children are parentally programmed for college and the professions.

b. Involvement with project planning will probably not convince this minority of parents of the value of the project.

c. The minority, probably less than 10%, will be highly vocal and likely to overwhelm program supporters at public meetings.

d. The offer of regular classroom programs for the opposition parents' children will probably be refused unless the children are assigned to only the in-class programs at the beginning of the school year.

e. As with most school program questions, the majority of parents will be apathetic to field experiences programs.

f. Each community will react in a different manner, and the only certain means of determining community reaction to field experiences programs is to try the program.

8. Community resources sufficient to support field experiences programs exist in all communities; however:

a. Many agencies will offer support verbally, but support will diminish as project activities develop.

b. Public agencies will be more likely to provide support than private agencies.

c. Support from all agencies can best be developed through continuing, long-range involvement with agencies inclined to be willing to assist.

d. Direct contact between teachers and assisting agencies is highly desirable.

e. No set of "golden rules" for developing community resource support exists nor can any such rules be defined. The key to identifying resources is a person, teacher, or administrator who knows the community and who is free to seek community resource assistance.

APPENDICES

Appendix A

UNIT PLANS OF ACTIVITIES

ACTIVITY: Newspaper

I. Prospectus: To provide active involvement in the preparation and production of a community newspaper. Children will become involved in the collection and writing of news, editorial responsibility, printing and production of the product, financing, and distribution of a paper. They will produce a newspaper of their own for publication either as a separate venture or as a supplement to a local newspaper.

II. Objectives:

A. Language Arts Skills:
   1. Organizing ideas and details.
   2. Developing ideas and details into paragraphs.
   3. Organizing, planning, and conducting interviews.
   4. Writing letters.
   5. Using the telephone.
   6. Communicating with people.
   7. Writing objectively.
   8. Using basic English.

B. Mathematics Skills:
   1. Mathematics skills to plan and lay out a newspaper.
   2. Skills to schedule and plan production of a newspaper and estimate production schedules, costs, and profits.

C. Social Studies Skills:
   1. Relating to the role of the newspaper within a community.
   2. Relating to the role of civic responsibility.
   3. Relating to the role of responsibility for statements made in the newspaper.
   4. Relating to the role of copyright laws.
   5. Relating to the role of how a newspaper can formulate public opinion.

D. Science Skills:
   1. Manufacture of paper.
   2. Photographic principles used in the preparation of newsphotos and offset printing plates.
   3. Principles used in translating the written story into typeset copy.
   4. Physics and chemistry of how an offset press works.

III. Activities:

A. All students interested in the newspaper project should tour a newspaper plant early in the project to see all facets of preparation and production of a newspaper. Resource persons should be available to discuss newspaper production at the inception of the program.

B. Students participating directly in the project will work with technicians and professional persons within a newspaper plant including the:
1. Editorial staff.
2. Production staff - planning, scheduling, distribution.
3. Technical staff - copy preparation, photography, platemaking, printing, and finishing.
4. Administrative staff - building maintenance, accounting and business office, supply and logistics.

C. Students participating in other projects will act as reporters to prepare articles reporting program activities.

IV. Culminating Activity: The children will plan, edit, and produce a project newspaper, either as a separate venture or as a supplement to a local newspaper. Students participating in the project will make up the staff of the paper. Reporters will be students working on this and other projects.

V. Supplements:

A. Activity Concept.

B. Social Studies.

C. Mathematics.

D. Language Arts.

E. Science.

F. First-Day Activity.

ACTIVITY: Ecology

I. Prospectus: To provide the students with an awareness of the importance and value of environmental protection and of the role of various community agencies in relation to these environmental controls. The students will become aware of whether or not total ecological control, if practical, impairs the technological development of society.

II. Objectives:

A. The children will gain a knowledge of the process of recycling in relation to ecology.

B. The children will discuss the concept of who really suffers from pollution.

C. The children will investigate the pollution in our community.

D. The children will study the classes of endangered animal species.

E. The children will discuss the federal, state, and local controls over pollution and other ecological controls.
   1. Legislation versus progress.
   2. The individual's role in ecological control.

III. Activities:

A. A resource person will explain statistics on the increase in pollution in our industrial society.

B. The students will view filmstrips showing the results of not stopping pollution.

C. Classroom activity will include the discussion of a photo journalism article produced by the photo journalism mini-activity expressing local pollution problems.

D. Classroom activity will include the discussion of the effects on the community if total ecological control is enforced.

E. The students will participate in an activity on collecting materials to be recycled.

F. Classroom activity will include the discussion of the position of industry in ecological control.

G. A resource person from the Pennsylvania Department of Forestry and Waters will discuss the effects of pollution on our state's natural resources.

IV. Skills:

A. Language Arts Skills:
   1. Listening.
   2. Writing reports.
   3. Analyzing.

B. Social Studies Skills:
   1. Learning the effects of ecological control on a community.
   2. Learning about who pays for ecology.

C. Mathematics Skills:
   1. Gaining knowledge of cost ratios in ecological control.
   2. Gaining knowledge of ratios which compare pollution to industrial development.
   3. Gaining knowledge of ratio problems dealing with pollution.

V. Culminating Activities:

A. The students will be engaged in a recycling project in the community.

B. Various groups of students will test and report their results on the air, water, and solid waste problems of our community.

ACTIVITY: Local Government

I. Prospectus: To visit various institutions within the local governmental structure.

II. Objectives:

A. The students will visit various institutions within the local governmental structure such as the State Police Barracks, Courthouse, School Board, Transportation Department, Sanitation Authority, Redevelopment Authority, Recreation Department, Department of Streets, Water Company, Fire Department.

B. As a result of these visitations, the students should be able to determine the types of services provided to the community by these different departments and agencies.

III. Activities:

A. State Police Barracks:
   1. Determining the various duties of the State Police:
      a) communication
      b) community relations
      c) crime prevention
      d) law enforcement
      e) laboratory work
      f) traffic control
      g) drivers' licenses
      h) nonweapon duties
      i) state-local cooperation
   2. Defining the various duties of the State Police.

B. Courthouse:
   1. Observing the roles of judge, defense attorney, prosecuting attorney, etc.
   2. Determining how a case gets to court.
   3. Learning what an arraignment is.
   4. Determining how a jury is selected.
   5. Determining how a jury arrives at a verdict.
   6. Determining how a judge arrives at a sentence.

C. School Board:
   1. Meeting with the School Board members
   2. Determining their roles in the community.

D. Transportation Department:
   1. Determining the different types of transportation services in the community.
   2. Determining the effect that modern transportation has on the development and growth of the community.
   3. Determining the effect of modern transportation on traffic.

E. Sanitation Authority:
   1. Gaining knowledge of the function of the Sanitation Authority.
   2. Gaining knowledge of the three areas of sanitation--water, garbage disposal, landfill/river:
      a) number of pounds of garbage collected from each family annually.
      b) cost of disposal annually.
      c) riding on a garbage route.
      d) prediction of increases in population - prediction of increases in costs.
      e) mathematics - salaries, cost of machinery, maintenance.
      f) interview of employees:
         1) reasons for working with the Sanitation Authority.
         2) salary of employees.

F. Redevelopment Authority

G. Recreation Department

H. Department of Streets

I. Water Company

J. Fire Department

IV. Culminating Activity: The students will form committees and prepare reports on various institutions within the local governmental structure which they have visited and will present the information they have gathered to their classmates in a series of panel discussions.

ACTIVITY: Surveying

I. Prospectus: To provide an opportunity for students to work with the tools of a surveyor to gain an insight into the role of a surveyor in the community. Activities will be conducted at the school and on the school grounds. A surveyor will be available as a consultant resource person.

Children will become acquainted with working with maps and will be able to make a map of a given area, drawn to scale. They will produce this map by using new geometrical skills acquired through the activities.

II. Objectives:

A. The students will develop basic map making skills.

B. The students will learn to relate geometrical skills with the actual skills of a surveyor.

C. The students should be able to measure unknown areas with a transit.

D. The students will make a map of the school area.

E. The students should be able to relate scale drawing skills to map making skills.

F. The students should be able to define terms such as surveyor, transit, scale drawing, benchmark, contour, evaluation, slope, plumb, triangulation.

G. The students will observe the surveyor's role in planning the layout of a city.

III. Activities:

A. The students will meet and discuss with a surveyor his role in the community and will become acquainted with the tools of his trade.

B. A classroom activity for social studies class will be a discussion of the stages of city planning with emphasis placed on laying out a city and the role of the surveyor in this stage.

C. A classroom activity will be designed in connection with the surveyor to discuss and show various types of maps (scale drawings, topographical maps, physical maps, political maps).

D. A field activity will be conducted to teach and to show the use of a transit and other tools of the surveyor and also to teach the students to relate these skills to map making skills.

E. Small group activities will be used for children to select an area to map and to use the skills acquired.

F. The students will use area formulas to find the area of a given segment of land.

G. In the mathematics classroom activity, the students will learn to define scale drawings, to improve measurement skills, and to relate the skills of drawing angles with a protractor to map making skills.

H. In the mathematics classroom activity the students will learn to define and use the patherogram theory to measure an unknown diagonal and to identify geometrical shapes or right triangles, rectangles, and squares.

IV. Skills:

A. Social Studies Skills:
   1. City planning (population, community services, resources, geographical location).
   2. Reading map symbols.
   3. Map reading.
   4. Identifying various types of maps.
   5. Redevelopment related to city planning.

B. Mathematics Skills:
   1. Use of geometric shape.
   2. Area formulas.
   3. Use of a protractor.
   4. Scale drawing.
   5. Linear measurement.
   6. Use of a transit.
   7. Map drawing.
   8. Ratio and proportion.

V. Culminating Activity: The students will apply their knowledge of surveying by surveying the school grounds and making a map of them. Groups of children will select an area of ground near the school and survey the plot and make a map to a given scale of the area. These individual maps will then be combined into a composite map to be compared with the official map to check and to correct results.

ACTIVITY: Drama

I. Prospectus: To provide the students with involvement in writing, staging, and producing a dramatic production. The children will work with college level drama students to discover the skills required to develop a drama theme, write dialogue, and to produce and stage a dramatic production.

Proposed Source: Wilkes College drama students.

II. Objectives:

A. Language Arts and Humanities Skills:
1. Developing a story theme suitable for dramatizing.
2. Writing suitable dialogue for the story theme.
3. Developing speaking skills.
4. Developing artistic skills to create stage sets.
5. Learning to use effective lighting.

B. Social Studies Skills:
1. Gaining knowledge of the history of drama and its role in various societies.
2. Gaining knowledge of the role of drama in twentieth century American society.
3. Gaining knowledge of drama and public opinion.
4. Gaining knowledge of drama and its relationship to other media - television, radio, and motion pictures.

C. Mathematics Skills:
1. Measuring materials for constructing sets.
2. Planning production time.

D. Science Skills:
1. Learning about light.
2. Learning about sound.

III. Activities:

A. The students participating in this project will work directly with participating drama students. They will visit with authorities in the area of drama for discussions concerning the history of drama, its role in societies, and its role in our society.

B. Working with drama students, the children will plan and develop a story idea suitable for drama. They will write a script for a short play to include dialogue and staging instructions.

C. Students will, as their interests dictate, participate in the production of the play. This will include sets, staging and lighting, acting, and production.

IV. Culminating Activity: The students will present one or more performances of the play for classmates in the school auditorium.

ACTIVITY: Television Broadcasting

I. Prospectus: To provide activity involvement in the area of commercial and public television broadcasting. The children will investigate the business of operating a TV broadcasting station. They will write, produce, and broadcast television programs consisting of panel discussions, commentaries, and educational service programs.

Proposed Source: Public Broadcasting Station WVIA, Channel 44, Wilkes-Barre/Scranton; and Station WBRE, Channel 28, Wilkes-Barre.

II. Objectives:

A. Language Arts Skills:
1. Organizing ideas and details.
2. Researching source information.
3. Interviewing resource persons - preparing reports of interviews.
4. Writing scripts of presentations - questions for panel discussions - editorial commentaries.
5. Presenting ideas orally.

B. Mathematics Skills:
1. Scheduling activities - planning, programming.
2. Estimating production costs and integrating costs with the budget.
3. Planning the budget.
4. Learning the mathematics of television transmission.

C. Social Studies Skills:
1. Relating to the role of the television media within the community.
2. Relating to the role of public responsibility for material and statements made through the media.
3. Relating to the role of the media in formulating public opinion.

D. Science Skills:
1. Photographic principles used in the preparation of filmed television programs.
2. The physics of television.

3. Electronics:
   a) definition of electricity (flow of electrons)
   b) basic circuits
      1) open and closed
      2) short circuits
      3) switches
   c) resonance
   d) battery structure - AC versus DC current
   e) cathode tube.
4. Photography:
   a) cameras
   b) projectors
   c) commercial film.

III. Activities:

A. All students interested in the television project should tour a television broadcasting studio early in the project to view all facets of television production. A resource person should be available to discuss television production.

B. Students participating directly in the project will work with technicians and professional persons within the television broadcasting studio including the:
   1. Production staff.
   2. Planning staff - scheduling, programming.
   3. Editorial staff - newscasting.
   4. Programming staff - copy preparation and writing.
   5. Technical staff - photography, transmission.
   6. Administrative staff - building maintenance, accounting and business office, supply and logistics.

C. Students participating in other projects will act as panel members and members of the cast of productions.

IV. Culminating Activity: The children will tape activities from other activities which are suitable for presentation through the television media, such as the play from the drama activity and the panel discussions from the local government activities.

Appendix B

EVALUATION TEAM REPORT

EVALUATION TEAM REPORT

OF THE

CRESTWOOD ELEMENTARY SCHOOL

COMMUNITY-BASED LEARNING EXPERIENCES PROJECT

A. Committee Members:

1. Dr. Robert G. Piatt
2. Mrs. Evelyn Miller
3. Mr. John T. Lambert

B. Commendations:

1. The Crestwood Community-Based Learning Experiences Project extends the classroom into the community and brings the community into the classroom. This is an exciting concept in education that is highly flexible and designed to make the school program viable.
2. Throughout the stages of the program (awareness, experience, follow through), students are given an opportunity to explore many career options.
3. The program presents many options for structuring a curriculum that teaches basic skills in a way that interests children and leads to enjoyment in learning.
4. We commend the teachers for the time and energy given in developing the instructional units.
5. We commend the children for their friendliness, positive attitudes, and understanding of the program.
6. We commend the board of education and administration for supporting this innovative program.
7. We commend the parents for taking pride in their children's school and program.

Recommendations:

1. A sequenced course of study should be developed in written form for each curricular area, K-12. The course of study for the fifth grade--the target area for the community-based learning experiences project--should integrate the community experiences with the teaching of basic skills of listening, speaking, reading, and writing.

2. Community-based learning experiences, exploratory in nature, should be "in-depth" experiences with involvement for small groups of students.

3. Attention must be given to careful planning of each experience, detailing plans for the "awareness" stage as well as the actual experience. A program of follow-up activities should be provided integrating the experience into the basic curriculum.

4. Terminal behaviors to be developed by the children participating should be delineated for each community-based learning experience. Each experience should be evaluated in terms of achievement of these behaviors. The evaluation should be completed prior to the scheduling of the next experience so that experiences are not random and are sequenced in terms of needs and developing interests of the children.

5. Interest groups providing "in-house" activity for small groups of children should be correlated with the "out-of-school" experiences. Each child should be scheduled to participate in several of these interest groups during the course of the school year.

6. The community-based learning experiences project might be expanded to all grade levels, K-12, with experiences sequenced in terms of curriculum, interests, and needs of the students.

7. Channels of communication between administrators, teachers, parents, and children must be open. Parents should be involved in the planning and decision making. Verbal communication should be supplemented by written communication so misunderstandings do not exist.

8. Parents might be given a reasonable option for an alternative program, one other than the community-based learning experiences project. Such an alternative should not discriminate against a child's educational sequence or class placement.

9. Parents should be notified in writing of scheduled out-of-school trips; signed authorizations should be received from parents before a child is scheduled for a trip.

10. Modification of the community-based learning experiences program might need to be made in terms of the following:
    a) benefit to the individual child;
    b) cost per child;
    c) integration of the program with the teaching of basic skills;
    d) other needed priorities within the school system such as split shifts, limited library service, teachers involved with programs in more than one grade (for example, 5/6), the need for alternative educational plans such as open classrooms, learning centers, etc.

11. The nature of parent involvement in a school program should be defined and given consideration in the community-based learning experiences project.

12. The nature of the process of change should be considered and the process implemented in creating change in the school program.

13. Parents with talents and skills that would enhance the school program should be encouraged to work with children and teachers. (For example, a father who teachers at a local college or an educated mother who is fluent in French should be invited to participate in the program.)

14. We recommend more involvement with the parent council. All parents are sincerely interested in the school program.

15. Since the school is on a split session, we recommend small group visitation before or after their particular session. This would be an extension of the pupil's school day.

16. We recommend more audio-visual aids be utilized by the students and staff.

17. We recommend that the program be continued. However, we recommend that the six-week program be extended to cover the entire school year. More pupil involvement could then take place.

Appendix C

BUDGET

BUDGET

Category	Allotted	Spent
Teacher Stipend	$ 1,500.00	$1,500.00
Transportation	4,500.00	1,981.20
Consultants and Resource Persons	3,000.00	1,186.80
Travel and Subsistence		
Travel	1,000.00	84.90
Subsistence	625.00	479.82
Instructional Materials	2,800.00	521.59
Dissemination Expense	500.00	500.00
College Expense		
Planning Coordination 5 days @ $100/day	500.00	500.00
Evaluation 3 days @ $100/day	300.00	300.00
Fiscal Management 4 days @ $100/day	400.00	400.00
TOTALS	$15,125.00	$7,454.31