

DOCUMENT RESUME

ED 414 647

EA 028 823

AUTHOR Livingston, JoAnne  
 TITLE Breaking the Tyranny of Time: Voices from the Goals 2000 Teacher Forum.  
 INSTITUTION Department of Education, Washington, DC.  
 ISBN ISBN-0-16-048647-5  
 PUB DATE 1994-11-00  
 NOTE 27p.  
 AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Mail Stop: SSOP, Washington, DC 20402-9328.  
 PUB TYPE Reports - Descriptive (141)  
 EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS Elementary Secondary Education; Extended School Day; Flexible Scheduling; \*Instructional Effectiveness; \*Professional Development; School Schedules; Teacher Collaboration; Teaching (Occupation); Time Blocks; \*Time Factors (Learning); \*Time Management  
 IDENTIFIERS \*Goals 2000

ABSTRACT

In November 1994, the U.S. Department of Education invited a group of exceptional public and private school teachers (n=114) to Washington, D.C., to hear their thoughts and to explore ways in which the federal government can work with educators to achieve the National Education Goals. The teachers centered on two dimensions of the time challenge: "What time barriers must be overcome?" and "How can time be restructured?" The participants identified the following barriers to time: teacher isolation, school-day design, top-down thinking, slowness in responding to research, the need for family and community involvement, inadequate student assessment, and the demand for continual improvement. Teachers offered the following solutions to the time bind: (1) Focus on student learning as the constant and time as the variable; (2) create more flexibility rather than more instructional time; (3) realize that increasing planning time for teachers is more important for improving instruction than increasing instructional time with students; (4) encourage attitudinal change along with structural change; (5) involve teachers as policy-making partners in any solutions to the time problem; and (6) connect the issues of time and school reform. The document also lists eight recommendations made by the National Education Commission on Time and Learning's April 1994 report, "Prisoners of Time." A list of participating teachers is included. (LMI)

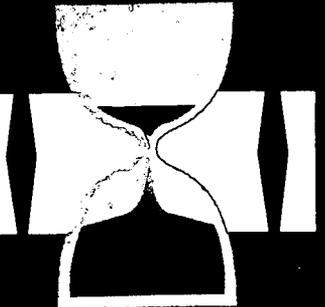
\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

EA

ED 414 647

# BREAKING THE TYRANNY OF TIME

*Voices from the Goals 2000 Teacher Forum*



U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EA 028823



# BREAKING THE TYRANNY OF TIME

*Voices from the Goals 2000 Teacher Forum*

*November 1994*

U.S. Department of Education  
Washington, D.C.

Richard W. Riley  
*Secretary*

Therese Knecht Dozier  
*Special Advisor on Teaching*

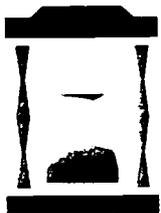
---

For sale by the U.S. Government Printing Office  
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328  
ISBN 0-16-048647-5

3

BEST COPY AVAILABLE

## Foreword



The Clinton Administration is dedicated to providing a world-class education for every child in America. It is, therefore, critical to tap the knowledge, experience, and insight that teachers have gained as classroom practitioners. That is why one of the first steps I took as Secretary of Education was to appoint Terry Dozier, a practicing classroom teacher and former National Teacher of the Year, as my special advisor.

I am committed to the importance of honoring what teachers know and listening to what they say. I want to ensure an ongoing dialogue between teachers and the Department as the Administration develops and implements critical education policy. The President and I know that all too often past efforts to improve education have viewed teachers as objects of reform, rather than partners in reform. The Goals 2000 Teacher Forum is a direct result of the Department's desire to change this attitude and to actively engage teachers at all levels of change.

In November 1994, for the second year in a row, the U.S. Department of Education invited a group of exceptional public and private school teachers to Washington to

hear their thoughts and to explore ways in which the federal government can work with educators to achieve the National Education Goals. Each 1994 State Teacher of the Year was invited to attend and to bring a partner based on guidelines developed to ensure diverse representation. Private school organizations also nominated teachers to attend the gathering.

*Breaking the Tyranny of Time* captures the voices of the 1994 Forum teachers—their concrete recommendations and their passion to become partners in all levels of education reform. In choosing to discuss the critical element of time, one of the greatest issues in education reform, the Forum teachers have shown their commitment to participate in every aspect of school improvement. I hope you take seriously the words of these exemplary teachers.

Handwritten signature of Richard W. Riley.

Richard W. Riley  
Secretary of Education

BEST COPY AVAILABLE

For most teachers, time is the enemy; meeting the challenges of clock and calendar is a relentless process of speeding up just to keep up. Each day feels like an exercise in subtraction, as essential teaching and learning tasks get squeezed out by other concerns. Year by year, new instructional mandates fragment the curriculum further, deducting precious hours from core learning. Extra duties erode the already insufficient time needed for planning lessons and collaborating with other teachers. Professional development slips under the avalanche of meetings, paperwork, and extra-curricular demands. In the face of that tyranny of time, teachers are asked to do the impossible every day—and they do.

*Prisoners of Time*, the April 1994 report issued by the National Education Commission on Time and Learning, put the issue bluntly:

*Learning in America is a prisoner of time. For the past 150 years, American public schools have held time constant and let learning vary. The rule, only rarely voiced, is simple: learn what you can in the time we make available.... Time is learning's warden. Our time-bound mentality has fooled us all into thinking that schools can educate all of the people all of the time in a school year of 180 six-hour days.... The boundaries of student growth are defined by schedules for bells, buses, and vacations instead of by standards for student learning. (National*

*Education Commission on Time and Learning, Prisoners of Time, Washington, DC: U.S. Department of Education, 1994, p.7)*

The 119 outstanding teachers of the 1993 Goals 2000 Teacher Forum identified time as the most critical resource for the success of school reform. The 1994 Forum teachers agreed, feeling the same urgency to focus on the challenge of time. In their intense focus sessions in Washington during the 1994 Forum, the teachers centered on two dimensions of the time challenge:

- What time barriers must be overcome to provide more time for teachers to teach and for students to learn?
- How can time be restructured so students have the best chance not just for success but for excellence?

The 1994 Forum teachers spoke passionately from their own experiences, compared strategies, and voiced the solutions they themselves had discovered. From every state, the U.S. territories, Puerto Rico, and the District of Columbia, each state Teacher of the Year brought another teacher leader as a partner; some were Christa McAuliffe Fellows, some were Presidential Math and Science Awardees, most were from public schools, some taught in private and parochial schools, all were classroom veterans. Every one of them was an expert in the daily and yearly battles with classroom clocks.

## The Tyranny of Time



*"Time can be our friend or our enemy. Right now in educational reform, it is not only our enemy, it is winning.... We've got to bring our oppressor—time—over to our side, and start the war from here!"*

Becky Dingle  
Alston Middle School  
Summerville, South Carolina

BEST COPY AVAILABLE

## Why should I continue to read this document?

To know I'm not alone and to identify the time barriers:

- ✓Teacher isolation
- ✓School-day design
- ✓Top-down thinking
- ✓Slowness in responding to research
- ✓Need for family and community involvement
- ✓Inadequate student assessment
- ✓Demand for continual improvement

### ✓Teacher Isolation

In a time when the most effective private sector companies are insisting on techniques such as teaming, planning, and collaboration as ways to enhance business creativity and productivity, education still keeps teachers isolated in their classrooms. "Teachers have to deal with loneliness," said a teacher from the East Coast. "We need more time to share the good stories with each other, not just the problems." Another Forum teacher pointed out, "The most underutilized resource for American teachers is other teachers."

Teachers want, need, and must have more contact and collaboration with their colleagues, as well as with higher education professionals. Such contact, they said, could provide and promote continuity and cohesiveness between levels of education and could reinforce reform efforts. "Effecting change means teachers acting together," was how one teacher expressed it.

### ✓School-Day Design

"Unyielding and relentless, the time available in a uniform six-hour day and 180-day year is the unacknowledged design flaw in American education"—that's how *Prisoners of Time* (p.8) focused the problem. If clock and calendar need to be restructured, the teachers were ready to do it, but only if it meant they could use the additional time to plan their work. This was the universal cry of Forum participants.

A deeper reading of the focus group sessions shows, however, that although teachers would definitely restructure the use of time, they had some clear caveats. Districts seeking reform, participants agreed, should also resist the temptation to gobble up every reformist "flavor of the month." Reform's ultimate goal should be to ensure more effective learning.

Participants insisted that the most important time-oriented change is to create uninterrupted planning periods focused on teaching preparation. Developing lessons, coordinating with other teachers, sharing discoveries about how to teach, integrating instruction across disciplines, and extending the use of resources, all crucial to improving instruction, take enormous amounts of time which teachers are being denied.

There is a direct correlation, most teachers said, between planning time and instructional quality. Teachers described often conflicting demands that they experienced as they battled to carve out 15 minutes to think about the impact of today's teaching on tomorrow—let alone on next week's, next month's, or next year's. "I can't think of anything else that has impacted my teaching more than losing the 45 minutes of planning time I used to have. It really affects creativity," said a history and government teacher from the Midwest.

Sometimes when a school reconfigures time so that teachers can do more instructional planning, or creates more time for profes-

sional development activities, parents and others in the community are quick to criticize. Why? There is a persistent belief that teachers are only “working” when they are in front of students. More than one teacher insisted that the myth of face time is crippling to education, and the testimony of teachers is needed to combat it. Teachers do not require more of the same: learning and teaching have changed and so must delivery and presentation.

#### ✓Top-Down Thinking

Who makes the decision about school time and how it’s used to teach and learn? More often than not, teachers are not involved in this decision. Practitioners emphatically asked to be partners with administrators in planning the effective use of time. Because teachers know classrooms and students, they recognize that teachers themselves need to help make policy rather than having it made for them. But they recognize that this shift in teacher roles is tough to make. “Sometimes teachers are afraid of change. The devil they know is not as scary as the unknown,” a teacher from the Gulf Coast confessed.

A deeper dimension of the reform issue is the recognition that teachers need to become more proactive, not just about the concerns of teachers but on the broad range of reform concerns.

“Teachers lack the confidence to take risks because many administrators won’t support them,” a Forum teacher from the Deep

South said. A colleague from the upper Midwest concurred: “You have to show confidence in teachers if you want them to take chances.” There can be no solution to the time question or to any of the challenges of education reform that does not include teachers as policy-making partners.

#### ✓Slowness in Responding to Research

We seem to be living in a time warp. One teacher from a large Midwestern state described the world our kids live in as “light years away from the world we grew up in.” Decision makers who are from that old world make policy that seems oblivious to the last two generations of research on how children learn and how teachers should teach to be effective.

Rethinking from the ground up how time is used as an educational resource rather than merely fiddling with the system—that’s what many Forum teachers recommended. Minor or major adjustments in the school day or year, as useful as they may be, are no panacea. For example, the sheer arbitrariness of the 40- or 45-minute period, many said, was simply nonsense. Forum participants agreed that strategies for merely recalibrating the measuring sticks for teaching time won’t accomplish much when it comes to educational quality, unless they are accompanied by structural changes in how the time is used. These include clearer ideas of what is to be accomplished in the time gained, smaller class sizes, increased parental and community involvement,

*“We have to change the dimension of thinking from top-down to bottom-up.... We need to have time to make changes, adjustments, and decisions. Certainly AT&T doesn’t make lifetime decisions in two hours.”*

Bonnie Walston  
Parkside High School  
Salisbury, Maryland

*“In my school students have eight 50-minute classes. One day I decided to follow a student around. By the end of the second period, I was ready to jump out of my seat. It’s difficult and cruel to force [this pattern] on [students].”*

Becky Dingle  
Alston Middle School  
Summerville, South Carolina

*"Students need more time to just get the 'ah-ha' of recognition before we have to move on to the next thing."*

Karla Davis  
La Vega Elementary School  
Waco, Texas

substantive changes in classroom management, and empowered teachers who can use the time in the ways they believe will benefit their students most. The day and year should not be restructured; they should be reinvented.

#### ✓Need for Family and Community Involvement

A teacher from the Pacific Northwest wished that all those concerned with the education of children could pull together more effectively. "I see schools, parents, and business in different corners," she said. "They need to come out...and talk."

The role of parents in the education of their children cannot be overestimated. Thirty years of research has shown that greater family involvement in children's learning is a critical link to achieving a high-quality education. By becoming involved in their local school community, parents can provide the essential leadership that will lead to improvements in educational opportunities for their children. Getting parents more involved in the basic mission of schools is essential if the barriers to using school time more effectively are to fall, participants agreed. "We've been going to work at 6:30 a.m. and staying until 6:30 p.m. to try to meet with parents...we wanted them to have input on how to best serve their children. But the candle has burned at both ends for too long; we have to have time to plan in order to work with parents," an Eastern Shore high school teacher insisted.

The whole community—from parents to businesses—must make education a top priority. Teachers spoke of the value of school-business partnerships and other volunteer collaboration programs, which they believe help communities understand schools better. Another way to increase teacher visibility and to publicize school achievements is the Teacher for a Day program described by a teacher from South Dakota. Local business leaders were invited to teach in schools for a day. Professors from a nearby college of education taught high school classes for a little "reality therapy" while high school teachers were transformed into professors for a day.

Communication within the community sometimes boils down to good old-fashioned politics, suggested a New England teacher. Her basic sentiment was seconded by a teacher from a Pacific Coast state, who reminded participants of their status as Teachers of the Year. "You have a lot of credibility in your communities," he said, "and you need to be in the forefront of change." Many others expressed the conviction that teachers who had been singled out because of their achievements and professionalism had a responsibility to get out and talk to groups like Rotary and Kiwanis about education reform.

Taxpayers and policy makers still argue sometimes about supplementing the tools of the nineteenth century (textbooks, chalk, and blackboards) with the technologies of the twenty-first (CD-ROMs, modems, and fiber

optics). Schools must be provided with current technology. No one would think of visiting a doctor who did not use technology to best serve her patients. Why should we expect teachers to do without any technological advantages that would help them to best serve their students?

The scarcity of dollars for time-using and time-saving technologies is only one reflection of education's position on a community's priority list, teachers said. The scarcest resource of all may be time itself. One particularly difficult parental and community attitude, many participants agreed, is the tendency to value extracurricular and outside school activities over academics. In what must be a universal lament among school teachers, one teacher complained that soccer, ballet, swim team, et cetera, all compete for class time.

#### ✓ **Inadequate Student Assessment**

Assessment structures were also identified as prominent barriers. Time to do real assessment is one barrier but artificial grading periods also represent another of school time's prisons. A fine arts teacher from the Midsouth noted the locked-in dates for school grading: "It is an artificial structure to grade every six weeks. It does not work. When it comes to grading a student's acting, it may take a whole year [to have a grade]. For me, it might be better to grade on a semester basis; it may be even better to grade with a fail/pass."

There was broad agreement that teachers have to be trained to assess students in different ways, especially in interdisciplinary contexts, where performance and skill standards are both more fluid and less well developed. Then even more time is necessary because parents, needing to understand how new teaching approaches and contexts "change the assessment game," may feel insecure about things like grade point averages and college admission.

#### ✓ **Demand for Continual Improvement**

In days and months already jammed with impossible demands, how can teachers find time to grow professionally? Yet time for professional development and updating teaching techniques is critical for true school reform. A teacher from the West Coast described the importance of all teachers' professional development: "It needs to be in the contract that teachers are guaranteed so many days for professional development, that they will be guaranteed substitute teachers, and that teachers will be involved in deciding what the in-service will be."

*"It is a misuse of time for teachers not to have a telephone in the room and a computer on the desk.... We are archaic without a telephone."*

Kay Brost  
Broadus Elementary School  
Broadus, Montana

## What must we do to free our children, our teachers, and our schools from the tyranny of time?

What are some “timely” solutions?

- ✓ Focus on student learning as the constant and time as the variable.
- ✓ Create more flexibility rather than more instructional time.
- ✓ Realize that increasing planning time for teachers is more important for improving instruction than increasing instructional time with students.
- ✓ Encourage attitudinal change along with structural change for a stronger academic day.
- ✓ Involve teachers as policy-making partners in any solutions to the time problem.
- ✓ Connect the issues of time and school reform.

Identifying the barriers of time is one thing; knocking them down and doing something different is another. Forum participants were urged to suggest strategies for overcoming the barriers they identified—not on a one-for-one basis, but in terms that could create a new climate for change.

### ✓ Focus on student learning as the constant and time as the variable.

Ask the right questions in the right order, begged the forum teachers. Three simple questions sum up their strategic thinking:

- What do students need to know and be able to do? Here learning is the constant in education and time the variable.
- How will we get students to where they need to be in their learning? Time, again, is understood in context and not as having more than an instrumental value in education.
- What will we assess and how will we do it? The answer to this question tells us if our ends have been achieved and if our means, which include time, resources, structures, persons, and processes, are adequate to our ends. This way of thinking also has the advantage of providing the right context for the time issue in another way: it makes time a tool for achieving education reform instead of a barrier.

Critical to an overall, strategically effective approach to the time issue, as pointed out by

one Mid-Atlantic state teacher, is the inescapable fact that students learn at different rates. This fact has an impact on everything, from classroom management to curriculum design. “We need,” she said, “policy changes that allow both the student and the teacher to be flexible...to change the climate and environment of the school.”

### *Recommendation 1. Reinvent schools around learning, not time.*

*We recommend a commitment to bring every child in the United States to world-class standards in core academic areas. (Prisoners of Time, p.30)*

The deepest educational need, and the most important reform principle, is to find ways to make teaching more effective. Adopting a school day and year that meet instructional needs is thus the best way to “de-tyrannize” the clock and calendar.

**Recommendation II. Fix the design flaw: Use time in new and better ways.**

*We recommend that state and local boards work with schools to redesign education so that time becomes a factor supporting learning, not a boundary marking its limits....At a minimum, fixing the design flaw means recognizing that very young children enter school at very different levels of learning readiness....Above all, fixing the design flaw means that time should be adjusted to meet the individual needs of the learner, rather than the administrative convenience of adults. (Prisoners of Time, p.31)*

The only way to engage students in their own learning is by having fewer, smaller classes that don't necessarily meet daily. Most of the Forum's secondary school teachers agreed that daily meetings in many classes are unnecessary, but that classes should last longer and their duration should be geared to content. In all, participants were united in insisting that the division of the school day into uniform time periods has no particular basis in learning theory.

Models for the improved use of time are important, not because a given model will work everywhere, but because a particular

model can break new ground almost anywhere. Models are simply guides; no single approach will work for every teacher or school.

Adopt a curriculum based on the principle of flexible pacing—one that allows students to move through their learning individually instead of in lock step, that permits them to take the time they need to learn, rather than just move through the material. The flexibility to meet students' learning and developmental needs, and not mere administrative convenience, should provide the rationale for how time is apportioned. Restructuring our priorities should help us design a school day which is more educationally sound than our present one.

**✓ Create more flexibility rather than more instructional time.**

Forum teachers insisted that the key to cracking the time issue, both for individual teachers and for schools, is not just providing more time but having flexibility to use it. "Let us be the instructional managers," the teachers said. "Let us make the decisions about the kinds of professional development we need and how it is acquired."

However, these teachers confessed that flexibility is often something that they achieved only because they instituted changes first and asked questions later. Describing the flexibility of the schedule she designed for at-risk students in an alternative school setting, a teacher from the Midwest

*"The current state of teaching is like trying to change a wheel on a car that is going 60 mph. Interdisciplinary teaching is a way to stop the car and change the tire."*

Joanne Johnson  
Goshen Elementary School  
Eugene, Oregon

*"I'm interested in modifying teaching styles so they are more compatible with the way the brain processes information...I was able to free up 20 days of class time by eliminating tests and doing continuous assessment."*

Jeb Schenck  
Hot Springs County High School  
Thermopolis, Wyoming

*“Time is the scarcest commodity we have to deal with....Deciding the priorities of how to spend our time in school is the most important decision that will be made about education.”*

Helen Raucher  
Hebrew Academy  
Silver Spring, Maryland

*“The best time tip I heard was the use of a regular substitute [for staff development time]. It enables the teacher to continue where the substitute left off rather than to reteach the lessons as we teachers usually do.”*

Jeannie Routsis  
Public School 11  
Clifton, New Jersey

said. “Administrators find it easier to bestow forgiveness than grant permission.” Encouraging risk-taking among teachers could help make things happen as much or more than issuing administrative edicts about changes in policy.

Technology might offer both time and curriculum flexibility, many teachers thought. “For example, notebook computers, with various curriculum software packages, open up new ways to assess and grade students, and free up more time for teachers.” a high school social studies teacher from the Midwest said.

**✓ Realize that increasing planning time for teachers is more important for improving instruction than increasing instructional time with students.**

One teacher from the South described how the change to the middle school concept in her district, and with it the move to a common lunch period for teachers, had led to six full days of staff development yearly. The first day of each semester was changed to a teacher planning day and her colleagues can now receive graduate credit for the time they spend planning.

In her school district, an hour early dismissal twice a month was used to support instruction by freeing up time for grade-based planning. Three years of following this plan has resulted in dramatic improvements in student achievement because teachers were given valuable planning time.

In some schools, substitute teachers have become part of an overall strategy to give teachers planning time. Similarly, at a far western high school, a small grant was used to hire adults, often parents, to execute record keeping and other paperwork tasks, thus creating extra time for teachers to plan, to develop special projects, or to do their own instructional research. Teachers in several focus groups suggested that every school should have at least one permanent substitute in the building every day precisely for these purposes.

**Recommendation III. Establish an academic day.**

*We recommend that schools provide additional academic time by reclaiming the school day for academic instruction...if American students are to meet world-class standards all children will need more academic time. Reclaiming the academic day will mean providing at least 5.5 hours of core academic instructional time daily....What this means is obvious: many worthwhile student programs—athletics, clubs, and other activities—will have to be sacrificed unless the school day is lengthened. (Prisoners of Time, p.32)*

**✓Encourage attitudinal change along with structural change for a stronger academic day.**

All lasting change begins in the minds and hearts of the people making it. Attitudinal changes about time must be as deeply rooted in the community as they are in the school. At the policy level, restructuring how time is used, or extending the school day or year, are changes that require prior support from teachers, parents, and the community. That means developing a persuasive rationale for change and a determined communication campaign. At the building level, a good principal will allow and empower teachers to restructure their own use of time. By the same token, however, teachers have to empower themselves by abandoning the attitude and posture of second-class citizens.

Solutions and strategies will emerge in the classroom or in the context of instructional teams just as readily as they do in the policy directives of school boards or the administrative decisions of principals, and perhaps more so. The perspective most needed, however, is that of time as a resource that can be shaped and reshaped to meet educational needs, rather than as the straitjacket into which teaching and learning have to be stuffed.

But both administrative and community support are needed to make such arrangements work. In a school in one far western state, the principal was supportive in rearranging bus schedules, as were parents

and relatives of students, who pitched in to pick up students on the short day. A school in an eastern industrial state created 2.5-hour blocks for grades 1-4 by eliminating pull-outs for special services and bringing special education teachers into the regular classroom. Sometimes the initial resistance to ideas like starting the school-day later can disappear when parents realize that it is easier to arrange their families' morning schedules: in one community, businesses actually liked it because it was less disruptive for their after-school workers.

In districts or schools where block scheduling is the norm, teachers and students find it helps them gain the time they need. The extended time created by block scheduling means teachers can break away from talk and chalk, the instructional day is less fragmented and more focused, and students remain engaged with subject matter for longer periods. The extended student contact does mean that teachers have to be more creative, using time in ways that can appeal to a variety of student learning styles. "Let the needs of the kids drive the process of change," one middle school teacher said.

Manipulating the school's master schedule, departmentalizing subjects, team teaching—adjustments like these have created time and increased teacher competencies in many elementary schools. One teacher from the Deep South, for example, reported that when she moved out of a self-contained classroom into a four-member team, she was able not only to expand her repertoire of teaching

*"We need to change our mind-set about making mistakes. Making mistakes is not failing. It's part of the process of bringing about change."*

Jay Nitschke  
New Rockford Central High School  
New Rockford, North Dakota

*"If we have to go to four periods a day to improve teaching, then we should.... We have to get away from the Carnegie unit and we need to look at restructuring."*

Bonnie Walston  
Parkside High School  
Salisbury, Maryland

***“Here’s a new paradigm of what teachers should be—partners, not pawns.”***

Anne Jolly  
Phillips Preparatory School  
Mobile, Alabama

***“I have a radical suggestion: what if every principal, assistant principal, and guidance counselor were required to teach courses? This would send a couple of messages: 1) This would put administrators up-to-date with the problems in classrooms; 2) Students would see what the priorities are.”***

Francis Mustapha  
South Side High School  
Fort Wayne, Indiana

techniques but also to share them with her colleagues.

One recommended pattern found effective in many schools is using the morning to teach core subjects, such as those stated in the National Education Goals, while reserving afternoons for enhancement subjects and extracurricular activity.

***Recommendation IV. Keep schools open longer to meet the needs of children and communities.***

*We recommend that schools respond to the needs of today’s students by remaining open longer during the day and that some schools in every district remain open throughout the year....Schools open throughout the year can also provide many services to adults, serving as centers in which community agencies offer adult education, “intergenerational” literacy efforts teaching parents and children together, and programs stressing, for example, parenting or job skills. When the walls of the prison of time are torn down, schools can realize their full potential as community learning centers, vibrant and responsive to the educational needs of citizens of every age. (Prisoners of Time, p.34)*

The 180-day, 6-hour model appears to be obsolete. In many large cities, for example, where schools are faced with the needs of at-risk children, it makes sense to keep schools open from 6 a.m. to 6 p.m., all year long. But teachers cannot bear this burden alone: help is needed from parents and community volunteers.

While time is important, Forum participants agreed universally that there is little point in manipulating it for its own sake. Time’s real value lies in how it supports teaching and learning, and that means designing new structures to support instruction.

**✓Involve teachers as policy-making partners in solutions to the time problem.**

No matter what tools were proposed for breaking the tyranny of time, one theme resounded clearly in every discussion and focus group: let teachers be partners in design, policy making, and implementation. “Don’t waste our time.” begged one teacher. “Value our opinion. We are in the trenches. We know what works with kids.” Again teachers asked for time to work in real partnerships with school boards, administrators, curriculum supervisors, and even with state and national departments of education. Education must become more collegial if it is to be effective.

One teacher described the school-based management program her school had adopted. Instructional teams met during the school day while community partners took

over their classes, using specially prepared lessons. Many other teachers reported that when instructional management is done at the building level, the needs of students and teachers become less homogenized and more visible; this makes it possible for site teams to design specific strategies for both.

**Recommendation V. Give teachers the time they need.**

*We recommend that teachers be provided with the professional time and opportunities they need to do their jobs.*

*The daily working life of most teachers is one of unrelieved time pressure and isolation; they work, largely alone, in a classroom of 25-30 children or adolescents for hours every day. Unlike teachers in many systems overseas, who can take advantage of continuous, daily opportunities for professional development, American teachers have little time for preparation, planning, cooperation, or professional growth....The issue is not simply teachers. It is not just time. The real issue is educational quality. (Prisoners of Time, p.36)*

abreast of current trends and content, not for their own benefits but for the sake of their students. Time for preparation, collaboration, and professional development is critical, these Forum teachers said. They offered two professional development benchmarks:

- Encourage collaboration among teachers as a way to magnify and focus the impact of teaching; and
- Make extensive use of mentoring as a professional development model, especially for first-year teachers. In many countries, beginning teachers are deliberately given light teaching loads, so they have ample time to observe experienced and skillful teachers. In this country the opposite is true—new teachers are loaded down.

**Recommendation VI. Invest in technology.**

*We recommend that schools seize on the promise of new technologies to increase productivity, enhance student achievement, and expand learning time. (Prisoners of Time, p.37)*

Whether they come from crowded urban centers or tiny rural communities, teachers feel isolated from one another. To gain perspective to be truly effective policy

*“Somewhere the problems facing my district have already been solved by some other school district’s creative staff and likewise, we may hold the solution to their problems...get online!”*

Johnnie Lyn Bennett  
North Warren Regional High School  
Blairstown, New Jersey

*“I recommend that there be a five-year education degree. During the entire fifth year, the student would be in the classroom with a mentor teacher.”*

Patrice Buchanan  
Thurgood Marshall Elementary School  
Newark, Delaware

*“We have service centers for technology...staffed by teachers identified for excellence in those areas, who are able to assist you in your classroom.”*

Earl Hughes  
New Haven Elementary School  
Union, Kentucky

In order to be effective policy makers, however, teachers need more time to stay

*"I have learned more when going to visit another classroom where a program is being used with kids than I have from sitting in conferences hearing about the same program."*

Deane O'Dell  
McGrath School  
McGrath, Alaska

*"We are all change agents and seed planters.... We need to use the media to spread the word about the positive, good things that go on in the classrooms, not just about the violence and gang activity. We need to plant the seed that we are here to service these kids, and get businesses and other stakeholders to join us. We can't do it alone."*

Veronica Harts  
Fairview Elementary School  
Lake Charles, Louisiana

makers. teachers must break their isolation daily—not just for occasional workshops or meetings based on someone else's agenda. In small states, communication is relatively easy for those who take the trouble; people hear quickly what is happening elsewhere through meetings and personal networks. But many broader-range communication tools, teachers said, are neither readily available nor encouraged.

One successful reform strategy that impacts significantly both time and overall reform issues involves telephones. Teachers yearn for an "old" technology available to very few teachers—a telephone at one's desk—linked by voice mail to every parent and by modem to the Internet. But even providing basic resources for time-saving and time-expanding technologies is a district-by-district struggle. More than a decade ago, computers promised to rid teachers and administrators of mundane record keeping, permitting them to spend more time designing instructional programs for their students. Yet even easy telephone access, routine in homes and in businesses, is rare for teachers, who must run down a flight of stairs or wait until a lunch break to make a parent call or arrange for a community resource.

A different use is being made of education technology in one southeastern state: a statewide, on-line information network provides access to information for and from other teachers. This network could link teachers to others within and outside their communities.

Flexibility and funding to attend conference are important for every teacher, but being able to visit other schools is equally critical. A mid-Atlantic state teacher noted that conference-going teachers need to be alert to the innovations they learn about away from home. "It is easier to sell something when it's working someplace else."

Another communication arena where teachers, time, and technology can come together is in reaching out to the wider community. If teachers are to be a vital link in education policy shaping, then their communities must know what is happening in schools and why.

An important element in any communication strategy is to work closely with the community, according to a teacher from one mountain state. In sparsely populated rural states as well as congested urban areas, access to interactive television, public television, and, increasingly, to E-mail is helping to fill communication gaps. Many schools, for example, are developing their own programs for local cable.

Such approaches can go a long way toward changing attitudes simply by filling an information vacuum, or by helping parents and others in the community understand the thinking that shapes educational choices at the building level. One forum teacher urged her colleagues not to underestimate the power of the media to effect change. "Our school administration always wants to look good," she said, the implication being that

this disposition could be used to refocus public attitudes. Part of the communication task involving the community is raising teacher visibility. One teacher recommended involvement in scouting and coaching as an excellent way for teachers to become more community oriented.

**✓Connect the issues of time and school reform.**

While the problems of time and school reform are national, the solutions are uniquely local. A community's schools must again become its pride and its priority. Some even suggested that schools should return to an earlier age, when they were the center of each local community. An elementary school teacher from the Midwest suggested that schools might again provide one-stop shopping for everything, from education to health care services—a recommendation that has also been advanced by the Time and Learning Commission.

Virtually every focus group maintained that making the link between communication strategies and changing attitudes is crucial, not just for breaking the tyranny of time but also for successful education reform overall. The common public perception is that teachers have free time, and that anything they do outside a classroom does not constitute teaching.

***Recommendation VII. Develop local action plans to transform schools.***

*We recommend that every district convene local leaders to develop action plans that offer different school options and encourage parents, students, and teachers to choose among them.*

*School reform cannot work if it is imposed on the community top-down. Genuine, long-lasting reform grows from the grassroots....Districts of any size, with a sense of vision, boldness, and entrepreneur-ship can experiment with block scheduling, team teaching, longer days and years, and extending time with new distance-learning technologies.*

*No community in the United States is so small or impoverished that it cannot benefit from an examination of how it uses time....(Prisoners of Time, p.38)*

Teachers and school administrators can change these perceptions by doing what they do best—educating the public that there is much more to teaching than time spent with students. One does not criticize doctors, after all, for reading professional journals or going to medical meetings. To change it, we must change what we call it, suggested a teacher of the homeless. "Change the title from teaching day to

*"Teachers need to get gently mouthy. They need to make their feelings known to the right people."*

Margaret Thiel  
McGill Elementary School  
McGill, Nevada

*"If you don't toot the horn for your own kids, no one else will. I call politicians, business people, other community leaders."*

Lori Urogdy Eiler  
Shaw High School  
East Cleveland, Ohio

*"I use every resource available to ensure that there are no missed opportunities resulting from failure to make contact with someone I knew was available to help me."*

Gail Tuckman  
Abrams Hebrew Academy  
Yardley, Pennsylvania

*"Teachers must commit to long-term personal investment in change. Once I thought I would be a Teacher of the Year for a year, but now I realize that I will be a Teacher of the Year for always."*

Virginia Freyermuth  
Duxbury Junior/Senior High School  
Duxbury, Massachusetts

*"We [teachers] have to become articulate and let others know what our students are doing. We have to get into the political arena. We may fumble at the beginning, but we can get better. We also have to get parents on our side. Once they see that certain changes benefit their children, they become the best advocates."*

Cheri Skurdall  
North County Union High School  
Newport, Vermont

working day." Such a simple expedient of changing the term could break down misconceptions of how teachers actually spend their time.

By professionalizing their own attitudes about their own work, teachers could help change public attitudes. As one teacher from the Deep South put it, "Teachers need to be more positive about their profession, promoting its advantages and contributions."

Part of professionalization must mean taking a long, hard, administrative look at the non-classroom tasks teachers are often required to do. School districts and principals need help in finding alternative ways to keep these tasks from claiming valuable time for teaching and, especially, for planning.

**Recommendation VIII. Share the responsibility: Finger pointing and evasion must end.**

*We recommend that all of our people shoulder their individual responsibilities to transform learning in America....In America's great education debate we find too often a belief that the solution is up to the government or "the system." Nothing could be further from the truth. It is up to us. Most of what needs to be done can only be done by the people most directly involved. (Prisoners of Time, p.40)*

The teachers who came to Washington, D.C. reminded each other that restructuring the ways schools use time, and indeed, education reform in general, require patience. We are involved in a long-term process—20 to 25 years—teachers told one another, and it doesn't help to get discouraged when things don't happen overnight. Teachers need to encourage each other to share in this vision and to work towards it.

In most cases, it takes at least one generation to bring about structural and attitudinal changes that have staying power. The chief assets in the change process are an alert eye for opportunities, quick reaction time to take advantage of them, and the durability and tenacity to stay the course. Progress, not perfection, is the goal.

The teachers who participated in the 1994 Goals 2000 Teacher Forum took home some fresh perceptions on the vulnerabilities of the system and some strategic insights on how to address challenges, both in the schools where they work and the communities where they live. But perhaps above all, the lesson was one of their own solidarity.

The fact that so many teachers, working so far apart, could look the tyranny of the clock in the face, and measure its days, was more than gratifying; it was inspiring. Time need not be a tyrant; it, after all, is our greatest resource. The Forum teachers hope that like all tyrannies, this one also lives on borrowed time.

**ALABAMA**

Anne Jolly  
Phillips Preparatory School  
3255 Old Shell Road  
Mobile, AL 36607

Susan R. Broderick  
Thomas L. Head Elementary School  
3950 Atlanta Highway  
Montgomery, AL 36109

**ALASKA**

Matt Weaver  
Colony High School  
HCOI Box 6048  
Palmer, AK 99645

Deane O'Dell  
McGrath School  
PO Box 290  
McGrath, AK 99627

**ARIZONA**

Margo Stone  
Centennial Elementary School  
2200 W. Wetmore  
Tucson, AZ 85705

Karen Butterfield  
Northern Arizona University  
Center for Excellence in Education  
Box 5774  
Flagstaff, AZ 86011

**ARKANSAS**

Lois Freeman  
University Heights Elementary/Nettleton Schools  
300 Bowling Lane  
Jonesboro, AR 72401

Sandy West  
Batesville Middle School  
955 Water Street  
Batesville, AR 72501

**CALIFORNIA**

Sandra McBrayer  
The Progressive Learning Alternative Center  
for Education  
1245 Market Street, Suite A  
San Diego, CA 92105

Sylvania Williams, Jr.  
Targeted Opportunity Program  
505 16th Street  
San Diego, CA 92101

Mary Hall \*  
Fremont Christian School  
4760 Thornton Avenue  
Fremont, CA 94536-6409

**COLORADO**

Marjorie E. West  
Glennon Heights Elementary School  
11025 W. Glennon Drive  
Lakewood, CO 80226

Shermita West  
Patterson Elementary School  
1263 S. Dudley Street  
Lakewood, CO 80226

**CONNECTICUT**

Judith S. Gross  
John Winthrop Elementary School  
85 Eckart Street  
Bridgeport, CT 06798

# Forum Participants



*"Sharing a vision is the beginning of implementing a dream...one classroom at a time. I feel connected to people with a vision that could change the future of a lot of children, even the future of a nation."*

Anne Jolly  
Phillips Preparatory School  
Mobile, Alabama

*"A two-hour late starting time,  
once a month, frees up time for  
staff development and planning  
that allows staff to explore innov-  
ative educational ideas."*

Susan Ruch  
Fairview Elementary School  
Carroll, Iowa

Joreen Mattras  
Griswold Intermediate School  
211 Slater Avenue  
Jewett City, CT 06351

**DELAWARE**  
Patrice Buchanan  
Thurgood Marshall Elementary School  
101 Barret Run Road  
Newark, DE 19702

Barbara Huston  
Talley Junior High School  
1110 Cypress Road  
Wilmington, DE 19810

**DEPARTMENT OF DEFENSE**  
Sarah J. Yoshida  
Seoul American Elementary School  
DODDS-P/K SAES  
Box 168 Unit 15549  
APO AP 96205-0005

**DISTRICT OF COLUMBIA**  
Barbara Pope Bennett  
Benjamin Banneker Academic High School  
800 Euclid Street, N.W.  
Washington, DC 20001

**FLORIDA**  
Jerry Murray  
Gaither Senior High School  
16200 N. Dale Mabry HWY  
Tampa, FL 33618

Louis Greco  
Florida School for the Deaf and Blind  
207 N. San Marco Avenue  
St. Augustine, FL 32084

**GEORGIA**  
Vallye Blanton  
Lake Park Elementary School  
P.O. Box 869  
Lake Park, GA 31636

Jeff White  
Trickum Middle School  
948 Cole Crive  
Lilburn, GA 30247

**HAWAII**  
Marlene Hirata  
Pohakea Elementary School  
91-750 Ft. Weaver Road  
Ewa Beach, HI 96706

Lourdes Clark  
Farrington High School  
1564 North King Street  
Honolulu, HI 96817

**IDAHO**  
M. Colleen Kelsey  
New Vision Alternative High School  
Box 40  
Post Falls, ID 83854

Sue Hansen-Barber  
Silver Valley Special Services Cooperative  
Box 500  
Wallace, ID 83873

**ILLINOIS**  
Adela Coronado-Greeley  
Inter-American Magnet School  
919 West Barry  
Chicago, IL 60657

William H. Chapin  
Warren Township High School  
500 North O'Plaine Road  
Gurnee, IL 60031

**INDIANA**

Francis Kemba Mustapha  
 South Side High School  
 3601 South Calhoun Street  
 Fort Wayne, IN 46807

David A. Thompson  
 Blair Pointe Elementary School  
 300 Blair Pike  
 Peru, IN 46970

**IOWA**

Keith Robinson  
 Maple Valley Community School  
 410 South 6th Street  
 Mapleton, IA 51034

Susan Ruch  
 Fairview Elementary School  
 18th & North Grant Road  
 Carroll, IA 51401

Edith Armbrecht \*  
 Clemons Lutheran School  
 302 Bevin Street  
 Clemons, IA 50051

**KANSAS**

Mickey Bogart  
 Manhattan High School  
 2100 Poyntz  
 Manhattan, KS 67601

Nancy Costigan  
 Kennedy Middle School  
 1309 Fort Street  
 Hays, KS 67601

**KENTUCKY**

Earl W. Hughes  
 New Haven Elementary School  
 10854 U.S. Highway 42  
 Union, KY 41091

Beverly J. Wells  
 Squires Elementary School  
 3337 Squire Oak Drive  
 Lexington, KY 40515

**LOUISIANA**

Veronica S. Harts  
 Fairview Elementary School  
 3955 Gertsner Memorial Highway  
 Lake Charles, LA 70605

Mike Iles  
 DeRidder Junior High School  
 415 North Frusha Street  
 DeRidder, LA 70634

**MAINE**

Dorothy A. Neal  
 Sacopee Valley High School  
 RR 1, Box 5168  
 Hiram, ME 04041

Mary Frances Ward  
 Riverton Elementary School  
 1600 Forest Avenue  
 Portland, ME 04103

Constance Ayotte \*  
 St. Joseph School  
 393 Main Street  
 Lewiston, ME 04240

**MARYLAND**

Bonnie L. Walston  
 Parkside High School  
 1015 Beaglin Park Drive  
 Salisbury, MD 21801

Mary Jo Price  
 Ocean City Elementary School  
 Golf Course Road  
 Ocean City, MD 21842

*"We're chopping up the day too much for students. I would like to have more flexibility to allow students to be involved in the planning of their own lessons without worrying about the clock."*

**Suzanne Goodrich-Mears  
 Walker Grant Middle School  
 Fredericksburg, Virginia**

Helen Raucher \*  
Hebrew Academy of Greater Washington  
2010 Linden Lane  
Silver Spring, MD 20910

**MASSACHUSETTS**  
Virginia Freyermuth  
Duxbury Junior/Senior High School  
St. George Street  
Duxbury, MA 02332

June Kuzmeskus  
Pioneer Valley Regional School  
Route 10  
Northfield, MA 01360

**MICHIGAN**  
Robert Van Camp  
Henry Ford II High School  
11911 Clinton River  
Sterling Heights, MI 48313

Linda Diane Todd  
Coldwater High School  
275 North Fremont  
Coldwater, MI 49036

**MINNESOTA**  
Bonnie Marie Lutz  
Evansville Elementary School  
Box 40  
Evansville, MN 56326

B.J. Rylander  
School District 208  
234 2nd Avenue  
Evansville, MN 56326

**MISSISSIPPI**  
Carolyn Cadney  
Biloxi High School  
1424 Father Ryan Avenue  
Biloxi, MS 39530

Ethel Ross  
Shelby Elementary School  
P.O. Box 28  
Shelby, MS 8774

**MISSOURI**  
Gina Bell-Moore  
Hazelwood Central High School  
15875 New Halls Ferry Road  
Florissant, MO 63033

Claudette M. Scott  
Ingels Elementary School  
11600 Foodlane  
Kansas City, MO 64134

**MONTANA**  
Kay Brost  
Broadus Elementary School  
518 N. Trautman, Box 500  
Broadus, MT 59317

Kathy Ann Dietrich  
Newman Elementary School  
605 South Billings Blvd.  
Billings, MT 59101

**NEBRASKA**  
Lynn Rylander Kaufman  
Harvey Oaks School  
15228 Shirley Street  
Omaha, NE 68144

*"In West Africa, the idea is that we are masters of time. In the United States, we are controlled by time, but many things are not done on time."*

Francis Mustapha  
South Side High School  
Fort Wayne, Indiana

Gary Corneer  
Lincoln High School  
2229 J Street  
Lincoln, NE 68510

**NEVADA**  
Mike Tremayne  
Austin High School  
PO Box 160  
Austin, NV 89310

Margaret Thiel  
McGill Elementary School  
P.O. Box 1296  
McGill, NV 89318

**NEW HAMPSHIRE**  
Joyce Vining Morgan  
Exeter AREA Junior and Senior High Schools  
30 Linden Street  
Exeter, NH 03833

Leslie Haslin  
Rockingham County Adult Tutorial Program  
40 Linden Street  
Exeter, NH 03833

**NEW JERSEY**  
Johnnie Lyn Bennett  
North Warren Regional High School  
Box 410 Lambert Road  
Blairstown, NJ 07825

Jeannie Routsis  
Public School 11  
147 Merselis Avenue  
Clifton, NJ 07011

**NEW MEXICO**  
Linda S. Bates  
Roswell High School  
500 W. Hobbs  
Roswell, NM 88201

Cindy Davis  
Gil Sanchez Elementary School  
520 N. Main  
Belen, NM 87002

**NEW YORK**  
Anita Sharon Skop  
The Frederick R. Wachtel School  
1100 Elm Avenue  
Brooklyn, NY 11230

Thelma Longboat  
Black Rock Academy 51  
101 Hertel Avenue  
Buffalo, NY 14213

**NORTH CAROLINA**  
Sandra C. Wells  
Hall Fletcher Elementary School  
60 Ridgelawn Road  
Asheville, NC 28806

Richard Armstrong, Jr.  
Alexander Central High School  
241 School Avenue  
Taylorsville, NC 28681

James Michael Arim \*  
Charlotte Latin School  
9502 Providence Road  
Charlotte, NC 28277-8695

*"One reason we have so little planning time is because we know students need more school time, and we often give our planning time up to spend more time with students."*

Barbara Renfrow-Baker  
Woodridge Elementary School  
Bellevue, Washington

*"Teachers are prisoners of time  
and a lot of the bars we're operat-  
ing behind are established by non-  
educators."*

Earl Hughes  
New Haven Elementary School  
Union, Kentucky

**NORTH DAKOTA**

Bonnie M. Smith  
Hettinger Public School  
Box 1188  
209 South 8th Street  
Hettinger, ND 58639

Jay Nietschke  
New Rockford Central High School  
430 1st Avenue North  
New Rockford, ND 58356

**NORTHERN MARIANAS ISLANDS**

Ernesto O. Alano  
Hopwood Junior High School  
P.O. Box 746 CK  
Saipan, MP 96950

**OHIO**

Jacqueline Kay Collier  
Cline Elementary School  
99 Virginia Avenue  
Centerville, OH 45458

Lori Urogdy Eiler  
Shaw High School  
15320 Euclid Avenue  
East Cleveland, OH 44112

**OKLAHOMA**

Mary Jane Bassett  
Woodward High School  
13th and Downs, Box 849  
Woodward, OK 73801

Kevin C. Hill  
Epperly Heights Elementary School  
3805 Del Road  
Del City, OK 73115

**OREGON**

Joanne E. Johnson  
Goshen Elementary School  
34020 B Street  
Eugene, OR 97405

Mike Weddle  
Waldo Middle School  
2805 Lansing Avenue, N.E.  
Salem, OR 97303

**PENNSYLVANIA**

Yvonne F. Savior  
Tilden Middle School  
66th Street and Elmwood Avenue  
Philadelphia, PA 19142

Jean Ditulo  
O'Hara Elementary School  
115 Cabin Lane  
Pittsburgh, PA 15238

Gail Tuckman \*  
Abrams Hebrew Academy  
31 W. College Avenue  
Yardley, PA 19067

**PUERTO RICO**

Nelie Lebron-Robles  
Mediana Alta Elementary School  
Box 1980 Suite 201  
Loiza, PR 00772-1980

**RHODE ISLAND**

Linda Jean Harvey Filomeno  
William D' Bate Memorial Elementary School  
60 Kossuth Street  
Providence, RI 00772-1980

Ruth Thumtzen  
Thompsen Middle School  
Broad Steet  
Newport, RI 02840

**SOUTH CAROLINA**

Dodie Magill  
 Pelham Road Elementary School  
 All Star Way  
 Greenville, SC 29615

Becky Dingle  
 Alston Middle School  
 500 Bryan Street  
 Summerville, SC 29483

**SOUTH DAKOTA**

Glenna Fouberg  
 Aberdeen Public Schools/Alternative Learning Center  
 203 3rd Avenue SE  
 Aberdeen, SD 57401

Barbara Haar  
 Rapid Valley Elementary School  
 2601 Covington  
 Rapid City, SD 57701

**TENNESSEE**

E. Frank Bluestein  
 Germantown High School  
 7653 Old Poplar Pike  
 Germantown, TN 38138

Judy M. Therber  
 Bellevue Middle School  
 655 Colice Jeanne Road  
 Nashville, TN 37221

**TEXAS**

Mary E. Fortenberry  
 Newton High School  
 P.O. Box 448  
 Newton, TX 75966

Karla Davis  
 LeVega Elementary School  
 3100 Wheeler Street  
 Waco, TX 76705

Richard E. Lombardi \*  
 The Hockaday School  
 11600 Welch Road  
 Dallas, TX 75229

**UTAH**

Scott Hendrickson  
 American Fork High School  
 510 North 600 East  
 American Fork, UT 84003

Kim Brinton  
 Edgemont Elementary School  
 1085 East 9800 South  
 Sandy, UT 84094

**VERMONT**

Cheri Skurdall  
 North Country Union High School  
 Veteran's Avenue  
 Newport, VT 05855

Joan Simmons  
 Craftsbury Academy  
 Church Street  
 Craftsbury Common, VT 05827

**VIRGINIA**

Suzanne T. Goodrich-Mears  
 Walker Grant Middle School  
 One Learning Lane  
 Fredericksburg, VA 22401

Margaret R. Strang  
 Bailey Bridge Middle School  
 12501 Bailey Bridge Road  
 Midlothian, VA 23112

*"Policy decisions should come from  
 the best possible people, the people  
 with the most practical experience:  
 those in the classroom now."*

Jean Ditillo  
 O'Hara Elementary School  
 Pittsburgh, Pennsylvania

*“We need to share with each other, our successes and programs that work, across the state and the nation.”*

**Marlene Hirata**  
Pohakea Elementary School  
Ewa Beach, Hawaii

#### **WASHINGTON**

Carol Coe  
Puyallup High School  
105 Seventh Street Southwest  
Puyallup, WA 98371

Barbara J. Renfrow-Baker  
Woodridge Elementary School  
12619 S.E. 20th Place  
Bellevue, WA 98005

Ed Roller \*  
King's Way Christian School  
3300 NE 78th Street  
Vancouver, WA 98665

#### **WEST VIRGINIA**

Jerry D. Stover  
Clay County High School  
1 Panther Drive  
Clay, WV 25043

Carolyn S. Young  
Capital High School  
1500 Greenbrier Street  
Charleston, WV 25311

#### **WISCONSIN**

Mary Weddig  
Merrill Junior High School  
1201 N. Sales Street  
Merrill, WI 54452

Mark D. Totten  
Stevens Point Area Senior High School  
1201 North Point Drive  
Stevens Point, WI 54481

Ruben Rakow \*  
St. John Lutheran School  
8945 St. John Road  
Suring, WI 54174

#### **WYOMING**

Sharon Yovich  
Thayer Elementary School  
1948 Grand Avenue  
Laramie, WY 82070

Jeb Schenck  
Hot Springs County High School  
331 Park Street  
Thermopolis, WY 82443

Becky Stewart \*  
St. Anthony Catholic School  
218 East 7th Street  
Casper, WY 82601

\* Representing a private school organization.

*Edited by JoAnne Livingston  
U.S. Department of Education*





**U.S. DEPARTMENT OF EDUCATION**  
*Office of Educational Research and Improvement (OERI)*  
*Educational Resources Information Center (ERIC)*



## NOTICE

### REPRODUCTION BASIS

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").