Staff:

Staff Advisor----Mr. Glenn Fowler
Asst. Superintendent of Schools

Building Principal----Miss Lillian Verduin

Teacher A----Mr. Walker----team leader

Teacher B and C----Miss Kleiner and Miss Traverse

Student Teacher A and B----Miss Becz and Miss Krusch

Librarian----Miss Sadler

Art Teacher----Mrs. Corso

Vocal Music----Mr. Owens

Physical Education----Mr. Tagliaferri

Teacher-Nurse----Mrs. Hambright

Remedial Reading----Miss DiGeronimo

Remedial Reading Supervisor----Mrs. Bather

Speech Specialist----Mrs. Ohiaka

Present Enrollment----78 pupils

Self-Contained Ratio----26-1

Team Teaching Ratio----By bringing in additional help this ratio
will be greatly reduced where the need is greatest.

Facilities:

Our facilities are by no means complete. This is a pilot program and we are not receiving extra financial backing; therefore, we must utilize the materials provided for a self-contained classroom. We must improvise but we have managed to provide a lab period in science once a week. We are correlating mass teaching with the lab work and the skills taught in the classroom. This will better prepare them for the elevated science program in the Junior and Senior High School situation.

Research Paper:

The topic World War II has been chosen. The staff feels that this topic is broad enough and timely enough to allow for individual interest and individual ability levels. This 10 month project is designed to emphasize the problem-solving method of study.

Procedure:

Grouping exists at the present moment in the following subjects:

        Math - 5 ability groups
        Reading - 5 ability groups
        Social Studies - 5 ability groups
        Science - 4 ability groups and 1 lab period per week

The Informal Reading Inventory and the Grays reading test has been administered to each 6th grade pupil. These tests allow the staff to determine the actual reading level of the children. This reading level will determine grouping in all reading based subjects. This information will be fed to the librarian and she will have reading material for each child at his own level.

Basic Concepts Underlying the Team Teaching Situation:

1. In this democratic society our schools should provide an environment where the children of all the people are given countless opportunities to grow at their own rate in an individual way - physically, mentally, emotionally and socially. Team teaching is an attempt to reduce the pupil-teacher ratio and allow for educational programs that will meet the needs of the bright, the average, and the slow learning children.

2. Students are given diagnostic tests designed by the staff and grouped according to their strengths and weaknesses.

3. Each student is enabled to proceed at his own pace, competing with himself, thus providing a built-in motivational device.

4. The child will be grouped to encourage success rather than failure and frustration.

5. The outcomes for the teacher are: opportunities to better prepare units of work and learning opportunities, to achieve better communication with colleagues, to have better utilization of his individual skills and strengths, to teach more children effectively.

6. This situation will allow the staff to steer away from the old educational concept of gearing education for the average child.

7. Each member of the staff is more effectively utilized than in the self-contained classroom.

8. There is more opportunity for the children to work independently wherever possible.

9. The teaching team makes possible the use of individual study assignments for the more advanced group of students. The projects can be selected according to the individual intellect and need; however, study topics must have a direct connection with subject area and must be approved by the team leader. Through team organization the supervising teacher can meet with the students regularly while one of the teacher-aides works directly with the students.

10. Student evaluation becomes a team process. This is accomplished through inter-action among the team about experiences and observations of the students. Through this method teachers can gain a clearer picture of a students over-all behavior and performance.

11. Team teaching provides for large group instruction. Through cooperation and team planning duplication is eliminated. This gives a master teacher an opportunity to reach more students. These examples lend themselves well to mass grouping:

1. Presentation of certain types of demonstrations and films.

2. Introduction to new units.

Problems:

1. Discipline problem. If this problem exists the program will fail. Washington School was chosen for this pilot program because of the absence of such a problem.

2. Lack of communication among the specialists involved in the same child.

3. Scheduling presents an administrative problem where all must revolve around the team teaching situation.