

Chapter 1

MIDLAND U.S.A. AND ITS SCHOOLS

Every good story has a setting. For the children whose stories are contained in Part I of this book, that setting is Midland U.S.A. Although not Everytown, Midland has the businesses, schools, and populations that are characteristic of many towns, and its values and customs influence and are influenced by the people who live there. As you meet Casey, Sarah, Malcolm, Raul, Leslie, and Yu-shin, you will see that their stories are intertwined with those of others—their families, their friends, their teachers, and the other children and adults who interact with them. You will also see that their stories are influenced by the places they live, work, and play in—their homes, their schools, and the other venues they frequent. This chapter introduces you to those places and provides a context in which to understand the children and to make decisions about how you, as a teacher, can best build on their diverse backgrounds and abilities to create effective and empowering classrooms and schools.

MIDLAND

Midland, with a population of 10,000, is nestled in the southeast corner of a state in the center of the United States. As the county seat, it serves as the commercial center for the 18,000 residents of its surrounding villages and countryside. Its nearest large city, with a population of 250,000, is 60 miles away, about an hour's drive on an interstate highway.

Commerce

Midland's businesses include Nisota Inc., an automobile manufacturing plant; several small factories that serve the automobile after-market; the Welbuilt Box Company, a midsized manufacturer of cardboard boxes; and Serv-Right Company, a distribution center for rubber kitchenware. Cowon Inc., a Korean-owned electronics company, plans to locate a major manufacturing plant in Midland.

2 BUILDING ON STUDENT DIVERSITY

A four-block downtown houses three banks, a drugstore, two local clothing stores, a bookstore, a variety of arts and crafts stores, a mom-and-pop breakfast and lunch counter, and all of the city and county services. On the outskirts of town are a major discount store, two supermarkets, a large home improvement store, a chain drugstore, and a handful of small specialty stores, along with a few national chain fast-food restaurants.

Sprinkled along the town's two main streets are car dealerships, tire stores, equipment rental stores, law offices, insurance agencies, branch banks, and funeral homes. Midland serves the people who live throughout the county as well as those who live within the city limits.

Although much of the county's land is agricultural, the number of people making a living from farming is less than 5% of its population.

Features

In addition to being the county's center of commerce, Midland is also the county seat. A century-old courthouse graces the city's center. The annual county fair is held in Midland in July. A harvest festival sponsored by local civic groups is held in the fall.

Midland College, located in the center of the city, is a private liberal arts college, with 1,100 undergraduate students and 100 graduate students in education and business. A small YMCA is affiliated with the college and serves as the center of the college's indoor sports program. It is open to the public and is widely used for community events.

A large local park features tennis courts, baseball diamonds, and basketball courts. One of the old school buildings has been converted into an after-school youth center with outdoor sports facilities and a skateboard park. A 2-mile bike path follows an abandoned railway. The city has two golf courses, one private and one public. There is a private swim club, open only to members. A state park with a fishing lake is located about 5 miles outside the city.

Schools

The Midland City School District serves 2,300 students: 800 in Midland High School, 600 in Midland Middle School, and roughly 300 in each of three elementary schools. The school board consists of five members, each elected by voters in the district. The district's motto is "Reaching Higher, Every Day in Every Way." It is currently under "Continuous Improvement," the middle of the categories assigned to districts by the state department of education, based on its scores on required achievement tests.

Cultural Background

The earliest settlers of Midland were English farmers who migrated west in the early 1800s. The descendants of these first families are still in Midland; some are still farmers, some own businesses, and some are the town's professionals.

As the town grew, it attracted other European Americans, and throughout the early 20th century, African Americans. In the past 5 years, Mexicans have come to work in the small manufacturing plants; some have sought and achieved U.S. citizenship. There is a very new group of Laotians, sponsored by a local church. A few Japanese families are here with the Nisota plant. It is anticipated that several Korean families will come to town with the new Cowon plant.

Ethnic demographics are as follows:

European American	78%
African American	10%
Mexicans and Mexican Americans	5%
Laotians	1%
Japanese	2%

Religion

Most of Midland's residents are Protestants, with about 40% claiming membership in main-line churches, including Methodist, Presbyterian, and Baptist, and about 20% in evangelical sects, including Jehovah's Witnesses. About 15% are Roman Catholic. There are very small numbers of Jews, Buddhists, and Muslims, who must drive to the nearby large city to find organized religious services. Most of the religious organizations in Midland have active youth groups.

CLOVER VALLEY ELEMENTARY SCHOOL

Located at the eastern edge of Midland is Clover Valley Elementary School. Built in 1925, the town's former high school houses 300 students in kindergarten through fifth grade. It is a rather imposing two-story square brick structure with a large front lawn and several acres of playground space in the back. There are two sections of each grade, putting the average class size in the high 20s. In addition to 12 classroom teachers, there are "specials" teachers in art, music, and physical education. There are two "intervention specialists" to work with children with identified special needs and their regular classroom teachers. There are three teachers' aides, who work primarily with prekindergarten, kindergarten, and first-grade classes. Classes are self-contained through the third grade, but teachers of the same grade often collaborate on lesson plans and units. The fourth and fifth grades are partially compartmentalized, with one teacher specializing in science and math and the other in language arts and social studies. Although there is an increasing number of English Language Learners (ELLs), there is as yet no schoolwide plan to accommodate their needs.

Activities

Special events include a Round-Up for kindergarteners in the summer, a Fall Festival to raise money for the parent-teacher organization, a Winter Holiday Song Fest, and a Spring Music Review. Events and parent-teacher conferences are well attended.

Students

About a quarter of the children are from the town's wealthiest subdivision. Their parents are the town's doctors, lawyers, business owners, and senior management of the automobile

4 BUILDING ON STUDENT DIVERSITY

plant. More than half of the children are from the working-class neighborhood around the school, which was built just after World War II. Most of their parents work in the town's service industries, and a few have jobs in the auto parts and box factories. The remaining students come from a trailer park just at the outskirts of town and a three-block section where most of the town's African Americans live. Their parents work primarily in the town's service industries: fast food, retail, and maintenance. A handful of students are children of the Japanese managers of the automobile plant. Fifty percent of the children receive free or reduced-price lunch.

The school district is rated by the state as a "Continuous Improvement" district. For the district as a whole, the scores on the mandated achievement tests continue to be below the state average. At Clover Valley, the scores vary widely from very high to very low, with the average for most tests just at the state average. In an effort to raise scores districtwide, each elementary school has an intensive summer school program, a volunteer-based tutoring program, and an extensive testing skills and review program for those students who do not pass the achievement tests at their grade level.

Words From the Staff and Students

Mrs. Sloan, principal: "I just love working at Clover Valley! This is my third year here, and we've really made some strides at making this building a good place for boys and girls. I've been working with the teachers to institute a new schoolwide discipline plan that puts more responsibility on the children to solve behavior problems. We've had some consultants in working with us, and I think that most of the teachers are starting to think it's a good idea. I don't see as many names on the board as I used to!"

Mr. Peters, janitor: "This building is pretty old, and sometimes I feel like I'm just keeping it glued together. Still, it's always clean, and nobody's complained yet that I don't do a good job. The kids here are pretty well behaved for the most part, although you do get a wild one from time to time. Mrs. Sloan does a good job of keeping things under control."

Ms. Kearns, art teacher: "You should see some of the children's artwork at Clover Valley! There are some real talented young artists here, and I try to display as much of their work as possible. Overall, this is a pretty good place to work. Some of the teachers act like they'd rather be doing something else, but most are very good and like the students a lot."

Mr. Bush, intervention specialist: "We instituted inclusion here quite a few years ago, but we're just starting to get a handle on how to integrate the regular kids with the ones with special needs. I still have a couple of teachers who wish I'd just take "my kids" back to the resource room! I've taken some courses at the local college to help me work with kids and teachers, and I think I'm making some progress."

Mrs. Kettering, third-grade teacher: "I'm still not sure about that Mrs. Sloan. She has a lot of new ideas—and sometimes I think we'd be better off doing things the way we used to."

Leslie Carr, first grader: "This is a really good school. My teacher is Mrs. Clawson, and she's really good. We have class meetings to see how we can make things better."

Tonya Yosaka, fifth grader: "I like it here at Clover Valley. We get to read a lot, and the teachers are very nice. I really like art and music. I want to sing in the show choir when I get to high school."

MIDLAND MIDDLE SCHOOL

Located on the outskirts of the city limits and within sight of the high school is Midland Middle School. Built in 1990, it is a one-level building with four wings. The wings surround a common area that consists of a dining facility that can be transformed into a large meeting room, a gymnasium with a small stage area, a library, two smaller meeting rooms, and administrative offices. The building is fully disability accessible and houses the county's middle school unit for students with multiple disabilities.

Like the other buildings in the district, Midland Middle School is well maintained. The building recently won a Spruce Up Midland award from the Midland Chamber of Commerce for the innovative landscaping that the eighth-grade students completed as a service learning project last year. In the evenings after ball games, the building is accessible for community meetings, and the large, well-equipped computer lab is open to district families until 9 p.m. Monday through Thursday.

Midland Middle School serves 600 students in Grades 6 through 8. It is one of the few area middle schools that went through the North Central Association of Colleges and Secondary Schools optional middle school accreditation process. It is also one of only a few regional middle schools that embrace the middle school philosophy. Three of the four wings each house all the classrooms for one grade level, as well as a teacher workroom and two small intervention classrooms. The fourth wing houses classrooms for music, visual arts, living skills, and a computer lab with 25 desktop computers. The classroom for students with multiple disabilities and a resource classroom for students identified as gifted are also housed in this wing.

Grade-Level Organization

The approximately 200 students per grade level are divided into family groups of 50 students. Eight content teachers provide instruction for the 200 students, with four teachers assigned to two family groups—one teacher for reading/language arts, one for math, one for social studies, and one for science. The family groups are flexibly subdivided into groups of 25, so that the groupings can be more or less heterogeneous as needed. Thus each day, each content teacher provides instruction for four groups of 25 students.

Each grade level has one intervention specialist and one special education paraprofessional who provide support to general education teachers and special education instruction in the classrooms reserved for intervention services. The home-base teacher for each group of 25 students also serves as that group's intervention coordinator and monitors his or her students' progress across academic subjects, as well as their behavior. The middle school has recently applied for an adolescent literacy/reading intervention grant that will provide funds to hire a reading specialist to provide intensive reading instruction for the most challenged readers. Although there is a small and growing number of students who are ELLs, there are no special services available to them beyond what individual teachers choose to do in their own classrooms.

Scheduling

Midland Middle School uses a "double blocking approach" to scheduling. Every day each student receives 80 minutes of mathematics instruction, 80 minutes of reading/language arts

6 BUILDING ON STUDENT DIVERSITY

instruction, and either 80 minutes of science or social studies. One semester each family group takes science, and the next semester each family group takes social studies. In addition, all students rotate through 80-minute 9-week minicourses in computer technology, music, art, and life skills each year. Finally, all students have a 40-minute physical education period each day, as well as a 40-minute lunch and recess period.

Last year, in an effort to improve achievement scores, 40 minutes were added to the middle school day to provide one intervention period per day for each student. However, this time is also the time used for sixth- to eighth-grade band and choir, which alternate every other day every two weeks. Students who choose to be in both band and choir do not have a regular intervention period and use recess time for any intervention needs they have.

Behavior Management

Midland Middle School has struggled with inconsistent building and classroom rules both within and across wings for several years. Disrespect for peers, teachers, and the facility seemed to be increasing. Last year the building established a buildingwide positive behavioral support team, which consisted of one teacher from each 50-member family group, a teacher from each special area, two intervention specialists, and representatives from the secretarial staff, custodians, and cafeteria workers. Led by the building principal, this group established five buildingwide rules and several routines for the common areas. In addition, each wing has established a common set of classroom rules and routines shared by all the teachers their family group shares. The buildingwide and wing-specific rules and routines are now in the process of being implemented, with every teacher taking time to discuss and model what the expected behaviors look and sound like, what the positive consequences for appropriate behavior are, and what the negative consequences for inappropriate behavior are.

Activities

In addition to sixth- through eight-grade band and chorus, there are several informal clubs that meet periodically over the lunch recess period. One teacher leads a poetry-writing club and another hosts a foreign language club in which eighth graders have the opportunity to learn basic conversational Spanish. Several teachers oversee intramural volleyball and basketball during lunch recess times. A small group of students meets in a room weekly during recess to have a Bible study. This group is student led, but a teacher is in the room to ensure that acceptable standards of behavior are maintained.

Approximately 25 students serve as the Midland Middle School yearbook staff, and another 20 participate in a minitheatrical production that the seventh-grade language arts teacher produces each spring. Several eighth-grade students have indicated an interest in starting a peer mediation and conflict resolution program similar to one they heard about from friends who attend a nearby middle school. They presented their suggestion to the student council, whose members had little interest in promoting the development of such a program. However, one of the student council advisers seemed quite interested.

Midland Middle School also has after-school competitive seventh- and eighth-grade girls' volleyball, soccer, and basketball programs and seventh- and eighth-grade boys' soccer, basketball, and wrestling programs. The games of these teams are often almost as well attended

as some of the high school athletic events. Approximately 50% of the students participate in one or more sports; however, this number is skewed toward those who either live within walking distance or can afford transportation to and from practices and games. Due to decreased funding, the district is contemplating a “pay-to-play” policy for competitive sports at the middle school.

Students

The students at Midland Middle School reside in nearby Midland and in some small surrounding rural communities. The population is primarily made up of blue-collar manufacturing and rural employees. Eighty-one percent of the student body is European American and 96% is Christian. African American students comprise about 10% of the student population. There is a growing Mexican population (approximately 5%), and 4% of the students are from Southeast Asia. To date, the school has not had consistent ESL (English as a second language) services available to their students, an issue that is being discussed by the building’s parent advisory council and district’s community advisory group.

Other issues on the agenda for the building-level parent advisory council are the continued below-state-average achievement test scores and a growing concern about weekend alcohol and marijuana use among seventh and eighth graders. Last year, three students had to be rushed to the hospital with alcohol poisoning, and four were put on probation for illegal drug use. Rumors of illegal substance use by members of the eighth-grade basketball teams have begun to tarnish the school’s reputation in the community and throughout the county.

The building’s DARE officer does not believe that his activities in the building are having any positive impact and is soliciting parent and teacher input. Two seventh-grade girls and three eighth-grade girls gave birth last year. All but one of the girls has returned to school this year.

As a part of the schoolwide behavioral support initiative, there have been several concerted efforts to address the increasing number of cliques and escalating name-calling. From the first day of school forward, sixth graders enter from their respective elementary buildings with the stereotypes those buildings have developed over time. Students coming from the most rural of the elementary buildings are known as “hayseeds” before they get in the door, and the children coming from the elementary school that serves the area nearest the factories are known as “boxers.” Carefully configured family groups that blend students from all four buildings do much to minimize geographical name-calling by the end of the sixth-grade year. However, those negative messages are replaced with ones more related to physical appearance, race, or religion. Several “cultural sensitivity” assemblies and follow-up homeroom-based activities have done little to lessen the name-calling. Graffiti has begun to be a problem.

Words From the Staff and Students

Mr. Geiser, principal: “I retired from a high school principal’s position in another district but came to Midland Middle School when Mrs. Sanders, the previous principal, died unexpectedly. I’ve lived in Midland all my life. Mrs. Sanders and her staff worked hard to develop a solid program for our kids, so why let it go to pot? Every year, though, it seems harder to stay on top of all the new initiatives and state requirements.”

8 BUILDING ON STUDENT DIVERSITY

Ms. Biddle, assistant principal: “Last year I was really getting worried about the discipline and student attitudes at Midland. However, it seems like we’ve begun to turn the corner with this new schoolwide behavioral support plan. Now if I could just find something that might help with the name-calling. I received two calls last week from board members who had heard rumors about the graffiti. So which do I focus on—clean walls or implementing this reading intervention grant? I’m already here 10 hours a day.

Mrs. Piper, secretary: “I know I don’t make much money here, but I love the kids. It breaks my heart when I see some of them come in without breakfast or watch them sleep away their day in the sick room because they’ve been up all night. And it makes me so mad when I hear them be mean to each other. I never let my girls talk like that. How can parents just not care what their kids say and do?”

Ms. Jasper, sixth-grade science teacher: “I’d never thought I’d like it here in Midland, but this middle school was the only one that offered me a position. Whoever thought that there would not be a teacher shortage in this day and age! But, you know, the town is growing on me, and I’ve become really attached to so many of the kids. Some seem to have all the advantages and don’t even realize it. Others just seem to have had no breaks at all. Surprisingly, I find myself being their champion more often than not. Having the double-blocked periods for labs has really let me learn my students’ strengths and difficulties. How can teachers so misunderstand their students? You just have to get to know them and see them in action.”

John and Julie Jackson, parents of two boys who attend the middle school (John serves on the building’s parent advisory committee, and Julie speaks on health-related careers every year on eighth-grade career day). John: “The name-calling and conflicts among groups of students seem to be escalating. It just wasn’t an issue when I was in school. All these moves are diluting the quality of our children’s education. It’s silly to think that teachers should have to ‘teach’ kids how to behave in the lunchroom and hallways. When I got in trouble at school, I got in bigger trouble that night at home. Man, I learned not to act up a second time. What’s wrong with these parents anyway?”

Julie: “What parents? Some of these kids are just about living on their own. I just don’t understand why they don’t put their kids first. We always do.”

Raul Ramirez, eighth grader: “This school is OK. But sometimes the kids are mean. Really mean.”

MIDLAND HIGH SCHOOL

Located just outside the city limits is Midland High School. Built in 1981, it is a fairly modern two-story structure with an attached gymnasium/auditorium. The halls are wide and fully disability accessible. One elevator is available for the second floor, and a ramp as well as a staircase connects the gym to the main building. About 15% of the student population is in a special education program, including a multiple-handicapped unit. There is ample parking surrounding the school, and most students drive or ride a bus to school. The closest housing development is over 2 miles from the building. Being located outside of city limits and surrounded primarily by fields and rows of trees has protected the school from frequent vandalism. The physical buildings look almost new.

Midland High School is a 4-year comprehensive high school of about 800 students. MHS is accredited by the Mid-Central Association of Colleges and Secondary Schools and by the

state department of education. It operates on a nine-period day, and classes are 42 minutes in length. Laboratory classes are often double periods. Its stated mission is to provide, along with the family and community, an excellent educational experience for all students to prepare them to achieve success in their careers, communities, and personal lives. MHS has competitive interscholastic athletics and an award-winning marching band and show choir, along with a variety of other extracurricular programs that afford opportunities for personal growth, citizenship, and leadership.

Activities

Extracurricular activities include student government, National Honor Society, jazz band, marching band, choirs, cheerleading, Academic League Team, newspaper, yearbook, Youth-to-Youth drug program, chess club, Leadership Council, pep squad, International Club, Future Farmers of America (FFA), and Educators of Tomorrow.

Interscholastic sports for boys include football, cross-country, soccer, golf, basketball, wrestling, baseball, tennis, and track. Among the girls' interscholastic sports are cross-country, soccer, golf, volleyball, tennis, basketball, softball, and track.

Requirements

Twenty-one credits are required for graduation: four credits of English, three of science, three of math, three of social studies, two of physical education and health, one of arts, and five of electives in foreign languages, the arts, business, or other academic areas. Fifty percent of the student population attend college or postsecondary education. More than 30% of the teachers have their master's degrees and an average of 17 years of teaching experience.

Students

Students reside in nearby Midland and some small surrounding communities. The population is primarily made up of blue-collar manufacturing and rural employees. Most students are working-class students who also hold part-time jobs after school and in the summers. By high school, though, the number of students applying for free lunch has dropped to 28%. Eighty-three percent of the student body is European American, and 98% of the student body is Christian. African American students comprise about 10% of the student population. Most African American students live in the eastern section of town and have attended the same elementary school. A growing Mexican population has risen to 5%, and some teachers have begun to talk about starting ELL services at the high school. A small group of Southeast Asian students also lives in the community, but most of these children are in elementary or middle school. About half the student population participates in athletics and extracurricular activities. The high school's events attract a large audience from the wider community. The high school provides a center of social activity and identity for the small city's population.

Despite the relatively high graduation rate, the school district is rated as a "Continuous Improvement" status by the state. The scores on the mandated proficiency test continue to be below the state average. As a result, several initiatives have been instituted in the last 2 years. Tutoring during study halls for those failing to pass the test, mandatory summer school, and stricter enforcement of truancy rules are some of the ways that the school has tried to address the problem.

10 BUILDING ON STUDENT DIVERSITY

In addition, traditional problems of absenteeism, teen pregnancy, and alcohol have been complicated recently by increasing drug problems among the students. As the economy has declined and jobs in the area have disappeared due to factory closings and moves, part of the population has turned to illegal sources of income. Because a large city is only 1 hour from the town, the availability of harder drugs has become more accessible. While alcohol is still the most popular drug among the city's teenagers, more and more cases of overdoses of heroin and crack cocaine are being seen at the local hospital. The high school has had to beef up its discipline staff to stop the increasing sales of drugs and related drug activity in the schools. Consequently, more student-on-student assaults and petty theft are being seen in the high school every year.

Words From the Staff and Students

Mr. Roberts, principal: "Midland High School is an excellent educational institution. It provides opportunities for all students. Like many high schools, we have our share of problems, but we have an excellent staff to work toward solving those problems."

Ms. Gross, assistant principal: "Most students at Midland do not take advantage of the education that is offered to them. I find it frustrating that students today expect others to do things for them rather than to work hard for their goals. Too many parents spoil their children and then blame the school when those children get into trouble. There should be parenting classes required of anyone wanting to have children."

Mr. Bond, janitor: "The school and the kids are pretty much the same as when I started 30 years ago. I've seen kids, teachers, and principals come and go, and still the school is pretty much the same. Seems like more kids are having bigger troubles these days, but you've got good kids and bad kids. Kids are kids."

Ms. Flack, ninth-grade English teacher: "I've seen a decline in the interest level of my students. It worries me. Each year it is more and more challenging to motivate my students. So many outside activities drain them of a focus on their academics. The best time, though, is when I can light a fire, when my whole class is involved and excited about a concept or a piece of literature. Just last week, one of students, who rarely participates, came up to me and told me that he had been so interested in *To Kill a Mockingbird* that he had decided to do his social studies report on the civil rights movement. Now that's rewarding."

Coach Marks, social studies teacher, track coach: "I really like teaching. I like the kids here. I thought this was what I wanted to do with the rest of my life. Ever since I was in high school track, I dreamed of coaching. But now I'm starting a family and I'm having a hard time making a living. Being gone all day and most of the night is a hardship as well. My brother has his own insurance agency, and I'm seriously thinking about switching careers."

Mrs. Huttman, special education teacher: "I feel as if I'm an **advocate** for my students. If no one will speak up for them, it is my responsibility. Sometimes I'm not a very popular person, but I think that it is my job to make sure my students are treated fairly and afforded the same opportunities as all other students. None of my kids is ever cheerleader or football star or class president, but each of them has the right to have the same chance at an education and in activities as any other kid in this high school. Our school and our community have a long way to go before every child feels that he or she can succeed."

Jessica Linn, 12th-grade student: "I have to thank my parents and my teachers for giving me a wonderful education. Midland High School has been a great place to get a solid

foundation for college. I will really miss my friends and my teachers when I leave this year. There are so many things to be involved in here, and students should take advantage of those activities. I do believe I had a very well-rounded experience here.”

Malcolm Singer, 10th-grade student: “This place is really boring. If it weren’t for my friends and the awesome parties, I would’ve quit a long time ago. The teachers here all seem to have their pets, and if you’re not part of a certain crowd, nobody cares about you. I can’t wait to leave.”

ACTIVITY 1: EXAMINING THE SCHOOL AND COMMUNITY

Directions

Choose one of the Midland schools and consider the following:

1. What is the cultural, ethnic, and socioeconomic makeup of the community?
2. How is this reflected in the school?
3. What makes this school unique or challenging?
4. How is this school attempting to meet the diverse needs of its students?
5. Does this school provide equal educational opportunities for all students?

ACTIVITY 2: EXPLORING THE “HIDDEN CURRICULUM”

Every school has a hidden curriculum—the behaviors, attitudes, and expectations it unintentionally teaches its students. Ask yourself, in addition to the planned curriculum, what else do students learn in this school.

Directions

Choose one of the Midland schools and consider the following:

1. From the organization of time, materials, and priorities, what do students learn about what is important?
2. From policies, routines, procedures, and the physical structure, what do students learn about what is expected? Does this match with all of their home experiences? If not, describe the differences.
3. From comments from the principals, teachers, staff, and students, what are students learning about their worth in this school system?
4. Consider the students in the biographies. Which ones will have the hardest time adjusting to the school’s hidden curriculum? Why?

12 BUILDING ON STUDENT DIVERSITY

**ACTIVITY 3: SCHOOL AND
COMMUNITY COLLABORATION****Directions**

Divide into small groups as directed by your instructor. Choose one of the following sets of questions to discuss. Plan to share your answers in class in the format determined by your instructor.

1. Clover Valley Elementary School would like to start a school-business partnership with one of Midland's businesses. What first steps should it take? Who should take them? How would you contact the businesses? What benefits might there be for the school, the schoolchildren, and the business partner? What type of a planning group might you establish? Who might be part of it?
2. The Midland Council of Churches has approached one of the teachers, Ms. Jasper, at Midland Middle School about sponsoring an after-school tutoring and support program for at-risk middle school students. What steps should she take? What are some of the issues that need to be discussed? What might be the potential benefits? What might be some potential challenges? What type of a planning group might you establish? Who might be a part of it?
3. The guidance counselor at Midland High School is painfully aware that it is the only high school in a three-county area that doesn't have a career development program and job shadowing. Midland had tried to start a program 5 years ago but could not generate sufficient interest in the community to keep a local program going for more than a year. Several parents have asked him to try to develop this program again and have agreed to help him. He is not sure where his principal stands on the issue, since the principal received much bad press the last time the program was established. What steps should he take? With whom should he talk? In whom should he generate interest? What are some of the potential benefits and challenges of this type of program.
4. You are Mrs. Sloan, the principal at Clover Valley Elementary School. As more and more students enter your building with limited English skills, you are increasingly bothered by the central administration's refusal to establish an ESL program. You have been approached by several business leaders whose employees' non-English-speaking children attend your school. They would like to help you start an ESL program. They have pledged both financial and people support if you can get the administration to let you pilot a program that is based on sound principles of ELS instruction. What first steps should you take? With whom should you talk? What type of a planning group should you assemble? Where should you turn for program models? What might a good ESL program include?

Box 1.1 Rubric for Activity 3

<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
Not all group participants involved in discussion	All group participants involved in discussion	All group participants equally involved in discussion
Not all questions addressed	All questions addressed	All questions addressed in detail
Outside resources not considered	Outside resources considered	Outside resources used to answer questions
Several relevant stakeholders not considered	Most relevant stakeholders involved in planning process	Creative options included in planning process
Format guidelines not consistently followed	Format guidelines consistently followed	All relevant stakeholders involved in planning process Creative use of format

