

Summer 1984

## A Rainy Day Project for Noon Recesses

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A RAINY DAY PROJECT FOR NOON RECESSES

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Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Helen A. Andrews  
August, 1984

## ABSTRACT

### A RAINY DAY PROJECT FOR NOON RECESSES

by

Helen A. Andrews

August, 1984

The Rainy Day Project was designed to meet the needs of approximately 758 students, 35 certified teachers including specialists, and 10 classified staff members during days designated by administrative personnel as closed outdoor playground days. It was created as a result of inclement weather conditions in the Grays Harbor County region of Washington State. The primary purpose for the creation of this project was to give students an alternative to sitting in classroom modules or standing under eaves of the school building. The alternative activity was the showing of video tapes during two different lunch recesses. The alternative aided in curtailing discipline problems for supervising personnel brought about because of the conditions facing the student population. Another purpose for this project was to obtain a better understanding of the procedure used during a curriculum change within an elementary school setting. The results indicate an overwhelming support for this project to be continued during the 1984-85 school year.

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## Chapter 1

### BACKGROUND OF THE STUDY

The background of this study will first investigate the building administrator's responsibilities when considering a program change, second to present the need for shared decision making within an educational setting to secure successful change, and third to present the need for this project.

The first stage of educational development within the American school system is considered the informative years upon which all future learning is dependent. According to Cordelia Moffett, the responsibility of ensuring student achievement rests upon the elementary school principal's ability to select the most advantageous curriculum for the school population. Moffett (1979) states that "Today's society, with its dynamic nature and rapidly changing economic, political and social constructs places much responsibility on educational leadership in the schools" (p. 8).

Such an educational leader must exhibit knowledge, initiative, consideration, fairness, energy, goal orientation, wisdom, organizing ability and skill in motivating people. However, not all principals in today's educational setting are leaders possessing these qualities.

It is only through the administrative certification process that they are made aware of the attributes surrounding the effective educational leader within the American learning institution.

According to Weldy (1979), "Today's principals are very process oriented and their decisions are unquestionably more difficult" (p. 43). Because of this difficulty many principals first consult and seek advice from others who might share responsibility or be affected by a decision. This facet has made teachers, students, parents, and society in general more insistent that their input is necessary for good decision making to take place especially in the area of curriculum change.

Many program designers, such as Taba, Tyler & Dewey, Daniel & Laurel Tanner, emphasize the need to gather data from outside sources before planning a curriculum change within the educational setting. This is synergy in the highest form. Through this type of sharing many problem areas can be brought to light and solved by the proactive administrator. It is also possible to reach a much higher level of understanding concerning the needs and desires of staff, students, and all other concerned parties.

The study done by Griffith in 1957 demonstrated that the more a staff is involved in curriculum change the higher the staff morale and support for the new program.

It was through a staff and administrative sharing session that the writer became aware of the need for the Rainy Day Project.

#### Statement of Problem

While serving as Elma Elementary's Administrative Intern, the writer became aware that although many energetic activities existed for students during outdoor lunch recess periods, a limited number of similar programs were observed when inclement weather conditions prevailed and students remained inside classrooms.

#### Purpose

The purpose of this project was to design and field test the showing of video tapes for student relaxation during two daily non-instructional lunch recess periods when weather conditions prohibited the Elma Elementary student population of 750+ from staying warm and dry outdoors. The purpose further sought to prepare students for afternoon work by creating an enjoyable alternative to outdoor play.

#### Definition of Terms

Curriculum - The sum of all the experiences of children

for which the school/educator accepts responsibility by creating plans, selecting activities, establishing procedures, and providing reinforcements. These four tasks shape the environment and facilitate the learner's experiences within the environment, thus becoming the curriculum.

Curriculum Change - Any deviation from the ascribed curriculum.

Elementary School - A facility for the purpose of educating (mentally, physically, and emotionally) students from kindergarten through the sixth grade.

Classroom Module - A large room sectioned into five distinct teaching areas. It may house up to 120 students of the same grade level, four teachers, and two aides. It contains a workroom for teachers, and a remediation center for additional learning clarification.

Program Designer - A person who establishes a plan of action through which existing curriculum can be met, monitored, and adjusted.

Proactive Administrator - An educational leader with foresight who views any and all situations from all aspects before making a decision.

### Organization of the Remainder of the Paper

While this chapter has given the background of the study, Chapter 2 will be devoted to a review of literature pertaining to curriculum change and the components necessary to implement and secure the change. A description of the procedures used in designing and field-testing this project will comprise Chapter 3. In Chapter 4, information resulting from the field-testing experience will be addressed. Chapter 5 will provide a summary, conclusion and a few recommendations.

## Chapter 2

### REVIEW OF THE LITERATURE

The ERIC system and Educational Research Service search resulted in little information addressing the showing of video tapes to elementary school aged children during indoor noon recess periods due to inclement weather conditions. Some inferences to free play were mentioned, but concerned themselves with nutrition, creative play during instructional time, and the value of television as an educational tool. Due to the irrelevance of this information it was excluded.

Documentation compiled, therefore, stresses the role the administrator and staff performs when implementing a new curriculum design and its evaluation.

As quoted by Weldy (1979), the U. S. Senate Select Committee of Equal Educational Opportunity in 1974 reported that:

"In many ways the school principal is the most important and influential individual in any school. He is the person responsible for all the activities that occur in and around the school building. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. He is the main link between the school and the community, and the way he performs in that capacity largely determines the attitudes of students and parents about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their

ability, one can almost always point to the principal's leadership as the key to success" (p. 1).

Many articles indicated that the principal was the key element to the success or failure of an innovative idea (Cochran, 1980; Corbett, 1982; DeLellis, 1979; Duch & McIntyre, 1983; Frey & Young, 1983; Ingram, 1979; Jacobsen, 1980; Magoon & Linkous, 1979; Miller & Lieberman, 1979; Mills, 1982; Moffett, 1979; Odden, 1983; Staven, 1982; Vestal, 1983; Willis, 1981).

The literature further stated that without staff support no program would succeed for any length of time (Shepherd & Ragan, 1977).

#### Literature Indicating the Importance of

#### Staff Involvement in Curriculum Change

Allen Odden (1983) reports commitment to a new program as being the most critical element in school improvement. He further states that "Collaborative planning and good collegial relationships among teachers are also important ingredients" (p. 31).

Based upon Griffith's study in 1957 dealing with teacher morale, Magoon & Linkous (1979) support the stand that when a shared-decision making element exists high staff morale follows. If these elements exist, according to Frey & Young (1983), the staff is more goal oriented and chances for new

project involvement within the educational facility increase.

Additional authors who considered staff involvement in curriculum change are listed in the bibliography section of this document.

#### Literature Indicating Importance of Communication

##### Skills for the Administrator in Curriculum Design

Staven (1982) states:

" . . . an effective principal practices patience, persuasion, and participation. He provides a suitable climate for the nurturing of excellence. . . .He is a teacher of teachers" (p. 122).

Jacobsen (1980) substantiated this by stating:

"Successful leaders adapt their leadership behavior to meet the needs of the group and of the particular environment. . . .Good leadership is not a luxury but is a necessity for survival. Without such leadership, our educational institutions will be unable to adapt effectively to changing and difficult times, let alone teach and function with excellence" (p. 49, 50).

Cochran (1980) and DeLellis (1979) concur that the administrator needs to be people-oriented before change can be initiated.

#### Literature Indicating the Importance of

##### Evaluation of New Program

Evaluation is constantly needed to maintain change in any new program within an educational setting. This type

of change monitoring is discussed by Corbett (1982). According to this publication, the principal is the key element to the success or failure of any program.

Vestal (1983) states that change is a four step process which involves:

1. Collect and share information.
2. Establish curriculum priorities.
3. Plan the curriculum change.
4. Monitor the curriculum (p. 30).

Without these four steps a change cannot be successful, according to Willis (1981).

#### Conclusions From the Review of Literature

This review of literature indicates that the principal be strongly people-oriented, as well as, have a strong understanding of curriculum requirements and deficiencies within his/her building.

Moffett (1979) states:

". . .the role of the principal is to facilitate needed change, be it dictated by society or promoted by teachers, administrators, or other educational agencies. In planning for systematic change, principals should include:

1. Identifying needs or reasons for change
2. Developing an understanding and acceptance of needs or reasons for change

3. Establishing objectives, setting the plan of action, and determining an evaluation procedure for change
4. Recognizing resistance to change and planning ahead for ways to presolve or eliminate these.

Change is simply a means to an end. . . .The effective elementary principal must, therefore, be committed to change, and creative enough to involve all persons affected by the change through communication, interaction, and active participation. Change should always be inaugurated based on consideration of the school, the teachers, the students, and the community and significant others" (p. 10).

With these four effective administrative principles for program development clearly illustrated, Chapter 3 will develop the procedure used to operationally institute this innovative change within the Elma Elementary School day.

## Chapter 3

### INTRODUCTION

Curriculum organization centers upon the logic of the subject matter, the nature and needs of children, or societal demands. These key elements have been the basis for which learning experiences have been organized.

This chapter seeks to manifest the importance of logic, psychology, and sociology in curriculum planning. Due to the nature of the activity being presented, Hilda Taba's definition of curriculum design as quoted by Shepherd & Ragan (1982) will be adhered to:

"The important thing is whether (this) structure permits instruction and activities needed to serve the objectives of the school, and not how it can be classified. Since the nature of the general organization of the curriculum determines what can be done in the classroom, the dominant organization of the program should be flexible enough to permit a variety of specific approaches to curriculum and teaching. This cannot be done by an obstinate loyalty to a given form, no matter what its merits are" (p. 79).

## HILDA TABA'S INFLUENCE UPON PROJECT DESIGN

Hilda Taba's seven-step curriculum design was modified to display the Rainy Day Project. Taba's curriculum style displayed most of the sequencing needed to adequately demonstrate this alternative program to outdoor play.

The design by Hilda Taba (Curriculum Development) as shown on page 78 of Modern Elementary Curriculum by Gene D. Shepherd & William B. Ragan includes:

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning experiences
7. Determination of what to evaluate and the ways and means of doing it

The modified version used to develop the Rainy Day Project follows the first three steps exactly. Taba's fourth, fifth, and sixth steps are combined to form only two steps within this project's format. Step four is labeled Problems Related to the Organization of the Program and step five which combines Taba's steps five and six is categorized as Organization of the Program. The seventh step of Taba's design then becomes the sixth and final step in this co-curricular format.

The modified format for curriculum design is then as

follows:

1. Diagnosis of Needs
2. Formulation of Objectives
3. Selection of Content
4. Problems Related to the Organization of the Program
5. Organization of the Program
6. Determination of What to Evaluate and the Ways and Means of Doing It.

### Step I: Determining a Need

Several events indicated a need for the Rainy Day Project to be created within the physical confines of Elma Elementary School. The geographic region receives a great deal of rain during the winter months of the school year. Heavy rains brought by Pacific Ocean storms cause standing water on the playground which in turn dictates closure of outdoor playground equipment.

Although Elma Elementary is only thirteen years old, it has a poor drainage system. The school building has no downspouts from which water may flow from the gutters located on all sides of the multi-angular roofline. See illustration of building design in appendix section. When the buildings were first erected downspouts were attached to the gutters but over the years students have used these verticle drains as "firemen poles" and accidentally disconnected them so often that the maintenance cost became prohibitive and the general removal of damaged downspouts occurred. At present, when it rains heavily water simply pours through the gutter and drains onto the sidewalks. Obviously anyone standing too close to these drains can become wet. This point leads to indicator three: the students. On very rainy days when playground equipment is closed due to standing water, the students, during non-instructional periods, must either remain inside their classroom modules or stand outside under

the eaves of the building awaiting their class' turn to play in the covered playground area. This covered structure may adequately house approximately two-hundred students. The students need to release pent-up energy created by sitting in the classroom. When students have to remain standing against the walls of the building while it is raining they become frustrated and hostile. These emotions emerge in the form of fighting or splashing water at each other. Supervising students within a covered area and an equal number of students against facility walls is nearly impossible for the classified personnel responsible during this free-play period.

When students remain in their classroom modules during non-instructional time, keeping the students quiet becomes a difficult task for the classified personnel. There are up to 120 students in any one module, therefore, disruptions take place for the teachers whose work preparation area is adjacent to the open classrooms. These staff members are entitled by contract to thirty minutes of planning time during each school day. This time is usually available during the students' lunch recess at the elementary level. It was for this reason the teachers were supportive of this project.

#### Step II: Formulation of Objectives

The objectives had to address the three issues determining

the need for this project. Therefore the objectives were stated as:

1. Give teachers thirty minutes of planning time regardless of weather conditions.
2. Create an enjoyable alternative to outdoor play for students when inclement weather prevented normal recess activity from taking place.
3. Design a program that eased supervision problems created by inclement weather.
4. Remove students from an academic environment as much as possible so that better relaxation could occur.
5. Keep students dry, warm, and comfortable throughout non-instructional lunch-time breaks.
6. Prepare students for afternoon subject matter by providing an outlet for release of pent-up energy.

To attain these objectives some rescheduling of classified personnel had to take place. On days when the project was in operation, the usual outside aide escorted her designated grade level to the demonstration room of the elementary building. (See illustration section for clarification of room location.) Students were to have eaten their lunches and gone to the restroom prior to coming to the demonstration area. If students had not finished morning work, they remained in their modules with another aide and completed this material. They were not allowed to come to the demonstration area after their

class had been brought if they had failed to complete their morning assignments.

Students were encouraged to eat their lunches and use the restroom facilities in the same amount of time permitted on normal outdoor days. By following this format teachers were given thirty minutes of planning time and the students were able to remove themselves from an academic environment for a short period of time. This aspect caused a reduction in the frustration levels for both staff and students.

The demonstration area is a fully carpeted area containing a sunken round area with two seating levels. Students were allowed to sit or lie beside anyone they chose while viewing the video tape. Quiet talking was allowed, but walking was curtailed due to the large number of students in attendance (up to 400 during the primary showing). Socialization with other grade levels was encouraged. By having all students within the same building during the inclement weather remaining dry and warm, the behavioral problems for the supervising classified personnel were lessened.

### Step III: Selection of Content

Several alternative programs were viewed before selecting

the video tape method. Intramural sports activities were considered but dismissed because of the lack of available space. Another topic area was tournament games within the individual module. This alternative did not meet the first objective pertaining to planning time of teachers, since the teachers' work area was adjacent to where student games would be played and was therefore discarded. Films and video tapes were the two items analyzed in depth.

Important aspects examined were cost, availability of selections, and the longevity of availability to the Elma Elementary School.

Although films could be obtained immediately from the city's library at no expense, the selection of films was not wide enough to meet the school's needs. Another reason for selection of video tapes over films was the lack of film availability for the full school year. Timberland Library closed film handling during the month of January within Grays Harbor County.

The video tapes became the next area to investigate. Availability for the immediate need was there. Teachers were so supportive of this program they were willing to bring personal tapes from their homes. Several video tape outlets were examined for cost and availability of tape selections. Membership fees from \$25.00 to \$90.00 and set rate rental agencies were uncovered. Fortunately for the Rainy Day Project,

a new video shop opened within the Elma Business community.

This new shop provided easy access to tapes, a wide selection (all previously screened by a qualified teacher and labeled according to appropriate viewing group) at the low cost of \$3.00 per tape without a membership fee. Tapes could be picked up before school if necessary which due to the unpredictable weather in Grays Harbor County was a definite advantage. Finally, if tapes were returned unshown by noon to the agency, there was no charge.

The owner of Elma's Video Rental Shop provided the elementary school with a catalog showing all available tapes. The staff members examined this for possible selections. The students gave their input and their wishes were considered. The final selections were made by administrative personnel and their decisions were based upon weather forecasts for the Grays Harbor area.

#### Step IV: Problems Related to Program Organization

Several adjustments in time scheduling had to be made for student viewing. The kindergarten classes operate on a full-day every-other-day schedule. This meant Monday-Wednesday students attend every Monday and Wednesday all day and alternate every other Friday with Tuesday-Thursday students, who follow the same practice on their designated

days. Grades four through six have intramural sports activities during their lunch recess in the gymnasium. The fourth grade music class takes place in the demonstration room during the primary lunch recess. This was a big problem since the demonstration room is the only room secluded enough and large enough to seat half the school population at one time. There are two lunch periods: primary and intermediate. During the primary lunch period, the sixth graders receive their lunches from the demonstration area. There are classified personnel to supervise outside recesses for each lunch period and personnel to supervise module environments during the same time period. All these areas had to be addressed before this project could be implemented.

#### Step V. Program Organization

Because of teacher support all problems were handled extremely well. The initial video tape selection was viewed within a twenty-four hour period. Adjustments pertaining to its operation were made continuously.

Humorous films were selected for viewing by the younger students since maximum viewing time was between twenty and thirty minutes and tapes running longer would not be possible for the kindergarten children due to their unique schedule.

Tapes of up to 120 minutes were selected for the intermediate level because continuing from one day to the next had little affect upon student enjoyment. As weather conditions became more stable and forecasts indicated only one day of rain, even the older students watched and enjoyed the shorter more humorous tapes.

The outside aides were assigned to supervise the demonstration area on rainy indoor recess days. These aides helped to establish the rules of conduct for each group of students. Prior to the initial showing session, these rules were addressed and discussed with the student population. A copy of the rules for each lunch recess is found in the appendix section of this study.

The primary students were brought to the demonstration area and taken back to their classroom module by their assigned aide. These aides helped with all student needs during this time period.

Lunches were served within the sixth grade classroom module when the Rainy Day Project was being used.

The fourth grade music class took place within their classroom module and the fourth grade health class went into the library. These solutions alleviated all other problems and met five of the six objectives set for this project. Teachers had their planning time and students were allowed to sit with their friends and enjoy light-hearted tapes that

helped them to relax and prepare for an afternoon of studying. Students were also dry and warm because they had been kept indoors. Aides had an easier time controlling the student population while the video tapes were being viewed because the students were genuinely interested in the operation of this program.

#### Step VI: Determination of Evaluating Program

Throughout the program all staff members, both classified and certified, were asked for input concerning student attitude toward this program; their conduct to-during-from the showings; objectives being met to ease teacher lunch time problems; appropriateness of tape selection and any other comments they felt needed addressing. It was hoped that increased staff support would improve the project. As the project progressed, adjustments in its operational procedure were made from these staff recommendations. A survey consisting of seven questions was addressed by the staff. The objective of the survey was to evaluate the success of the program. The questions of this survey and staff input make up a portion of Chapter 4, while a copy of the tallied survey appears in the appendix section of this document.

## Chapter 4

### RESULTS

Fifty evaluation forms were distributed to all personnel within the elementary school setting. The overall return registered 67%, however, the response from personnel actively involved, measured 94.3%.

The results of the seven questions posed indicated positive attitudes for the program to continue next school year. A composite of the survey responses follows with comments to appear in the next chapter:

1. Were students excited about coming to the Rainy Day Showings?  
Yes 23      No 0      Sometimes 10
2. Were students prepared to address afternoon subject matter as well as they would have been without this program?  
Yes 18      No 5      Sometimes 6      No response 4
3. Were tapes selected appropriate for grade level viewing?  
Yes 24      Not sure 1      No 0      No response 8
4. Was reassignment of supervising recess personnel satisfactory?  
Yes 30      No 1      No response 2
5. Were there an appropriate number of taping days?  
Yes 14      No response 6      Too many 4      Too few 9
6. Were most of your recommendations addressed during the operation of Rainy Day Showings?  
Yes 24      No response 5      No 1      Sometimes 3

7. Would you like to see this program continued next year?

Yes 32          No 1

The program appears to have met almost all the objectives posed in the second step of Taba's curriculum plan as shown below. Objective six, however, was not completely met since students still seem to need exercise and fresh air to fully release built up energy.

1. Give teacher thirty minutes of planning time regardless of weather conditions.
2. Create an enjoyable alternative to outdoor play for students when inclement weather prevents normal recess activity from taking place.
3. Design a program that eased supervision problems created by inclement weather.
4. Remove students from an academic environment as much as possible so that relaxation could occur.
5. Keep students dry, warm, and comfortable throughout non-instructional lunch-time breaks.
6. Prepare students for afternoon subject matter by providing an outlet for release of pent-up energy.

## Chapter 5

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### Background

The Rainy Day Project was designed as an alternative program to outdoor play due to inclement weather conditions within the Grays Harbor County area of Washington State. The project utilized video tapes to aid in student relaxation during non-instructional lunch recess periods.

#### Procedures

The project followed the guidelines set forth by Hilda Taba's Curriculum Design as presented by Shepherd & Ragan (1977). Because of the unique aspects affecting this project, Taba's design was slightly modified to produce a more efficient manner of designing, implementing, and evaluating the study. Staff input was requested after each showing to increase staff involvement and support for the project and to allow improvements, through adjusting various aspects, resulting in a better program. Final evaluation forms were designed to further investigate the success of the project. These were tallied and studied for future use (copy for viewing in appendix). The program was in operation throughout the 1983-84 school year and has ascertained a place during the 1984-85 academic year.

## Results

Results indicated high support by staff for this project. By involving staff members, a sense of ownership evolved and satisfaction for the study's accomplishment was evident in the desire to see the program continue next year.

The majority of teachers (32 out of 35) felt that planning time was secured by this project.

A creative and enjoyable alternative to outdoor play for students when inclement weather prevented normal recess activity was developed through this project and was supported by the staff. Some reservations arose concerning the need for outdoor activity to be available so students could release built-up energy during their lunch break regardless of weather conditions.

Supervision became much easier than previously encountered because students were located in either their classroom module or the demonstration area. No longer did aides have to be concerned about covered playground area monitoring and supervision of students standing beside the building walls out-of-sight. (See building plan for clarification of viewing problems.)

Students were more comfortable during the afternoon instructional sessions because they were dry and warm. This helped students to be more attentive to the instructions

being given and less concerned with personal comfort.

This study did not, however, prove to prepare students for academic endeavors performed during the afternoon instructional session. Students still had a reserve of energy that made them excessively active and caused discipline problems to occur. The rate of discipline problems was higher on rainy days than clear ones preceeding the study, but the project caused little change during afternoon instructional time. The study design was lacking in this area and a new approach to reduce and possibly alleviate the situation will be rendered in the recommendation section of this chapter.

Having students removed from their classroom modules and brought to the demonstration area appeared to help students to relax. One classroom teacher in an upper grade remarked, "It provides some release and a break from the classroom environment." This aspect aided in providing social behavior skills to develop because students were allowed to converse with one another, which was not allowed within the classroom module.

### Conclusions

Conclusions regarding the effectiveness of this study must be tentative. Although five of the six objectives sought were obtained, the sixth objective was one of the more vital.

Primary students especially need time to have active play during free time to fully prepare for academic endeavors. Without this aspect, regardless of what is tried, students cannot maintain self-control within an academic setting.

The evaluation form produced favorable comments in support of this project, however, the comment section of the survey rendered conflicting statements which indicated that as the students progress through the elementary educational facility their needs change. (Copy of final tally found in appendix section of this document.) What worked at the primary level did not necessarily work at the intermediate level.

The selection of tapes needed to be more carefully addressed and the cost factor (the budget for the program) needed identification. This budget would have allowed for better planning and tape selection. Not knowing how much could be spent caused the program designer to use the same tape for all levels which at times was inappropriate for one or the other level.

The best conclusion to draw from this project is that the more the staff is involved with the operation of a new program and the more they realize their input creates change from the administrative level, the better the support for the survival of the program is established and the higher the staff regards "their" program.

### Recommendations

Recommendations are suggested in the utilization and operational procedure of this study. The utilization of this study could be improved by the knowledge of how many tapes could be used per day and how many days would be allowed for completion of longer video tapes. Students in the upper grades would have enjoyed the tapes more if they could have seen the entire film within the period of a week rather than only on rainy days. Younger children did not enjoy the same films, but cared for light-humor which made them laugh and expend energy. It was also more conducive for kindergarten students, because tapes of this type could be viewed in one lunch recess period.

A schedule should be developed which would allow students ten minutes, at least, of exercise prior to the beginning of afternoon study. This could show, for instance, that the kindergarteners could go to the gym for an active game prior to returning to their classroom module; first graders could remain in the demonstration area for calisthenics; second graders could go to the covered area for basketball or soccer and the third graders could run around the school to use up excess energy before afternoon classes began.

It appeared that the primary students had greater difficulty in performing high academic excellence in the

afternoon than did the intermediate level students. Regardless of what procedure is proposed, students in the primary level need exercise time every day no matter what weather conditions are at the time.

This designer found that students at the intermediate level would have enjoyed having more say in tape selections. It is recommended that the student council members be given the opportunity to make choices concerning tapes students will view. More involvement by students would possibly aid in better enjoyment. This aspect would give staff a sense of direction concerning student wishes and possibly aid in more appropriate tape selections for this population of students.

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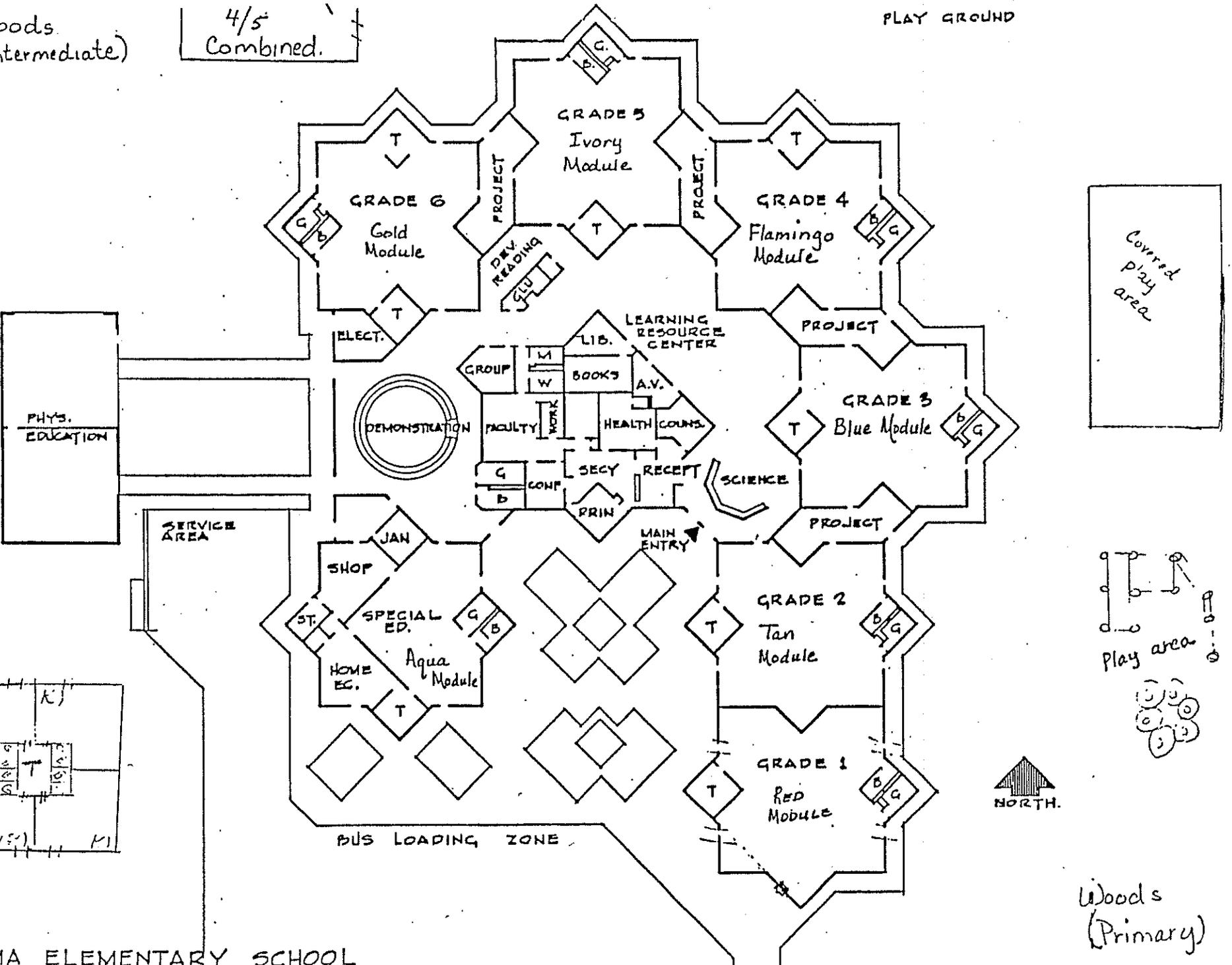
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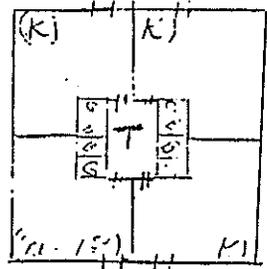
Woods  
(Intermediate)

4/5<sup>+</sup>  
Combined.

PLAY GROUND



36



## Elma Elementary School Description

Elma Elementary School is a well maintained thirteen year old open concept campus which presently houses 723 regular students from Kindergarten through sixth grades and 48 special ed. students.

In January 1979, an expansion project was completed adding four additional classrooms, doubling the space in the gymnasium, and adding a covered play area. The project was financed by impact funds received from Washington Public Power Supply System as a result of the Satsop project. One additional transportable classroom was added during the fall of 1979.

The school is situated upon approximately fourteen acres within a clearing bordered on each side by a grove of trees. Each grade is located within its own color coded module. Approximately 4,036 square feet is found in each complex which includes five classrooms, a teacher's work room, and two lavatories. The teaching spaces are approximately 700 square feet each. This space is too small for class sizes in excess of thirty students. Using state guidelines the building presently has 135 more students than it should house.

The building contains in addition to regular classroom modules, a generously sized learning resource center (library) which can house a complete grade level for library skill instruction; a Science Center for working on special projects; a Demonstration Center for instrumental music instruction, assemblies, and teacher/parent meetings; and "Thinker's Corner, the special reading remediation center. Special areas for Chapter I, a psychologist and the Communications Disorder Specialist, and the Wisconsin Reading Design aide can also be found within the facility.

Students may enter and exit their rooms from individual outside classroom doors, or when the need arises, they may move to special areas internally.

The major emphases of Elma Elementary are reading and math. Several special programs are offered to remediate students having difficulty in these two areas. A supplemental reading program is provided with funding coming from Chapter I, ESEA Act of 1964, and local funds. The district currently employs one teacher and seven teacher aides to provide reading services. Remediation in arithmetic skills is available for elementary-age students. The arithmetic remediation program is staffed

by a one-half time teacher and one teacher aide.

Elma, McCleary and Satsop students with learning deficiencies which require special education are instructed in Elma through a special education cooperative. Speech and hearing therapy are provided by a communications disorder specialist. Psychological services are provided by two school psychologists who provide assistance in student evaluation, placement and programming. The services of a physical therapist are provided for those students with physical disabilities. A full time school nurse provides services to all students. She monitors student health and provides health services while maintaining necessary student health records.

The Elma School District phased in an all day kindergarten program (90 full days a year) over a two year period. The movement from a half day to a full day program was based on the following criteria:

- 1) Research which found increased learning
- 2) Increased instruction minutes to meet state Basic Education requirements
- 3) Increased efficiency of district transportation
- 4) Parent support based on two surveys

Elma also has a unique program known as Pre-first Grade which helps those students not quite ready for first grade, but have completed kindergarten. During the year, students acquire additional readiness skills and behavioral skills which are needed to be successful throughout their educational years.



RAINY DAY PROGRAM

OBJECTIVE OF SURVEY: EVALUATE THE SUCCESS OF PROGRAM

Final staff assessment of program is as follows:

1. Were students excited about coming the Rainy Day showings?

Yes 23                      No 0                      Sometimes 10

Comments:

Would be out of the rain & cold.  
They seemed to work harder to be sure they could go to the show.  
Most were excited if the movie was grade appropriate for intermediate.  
They preferred seeing the tape in the module and we felt we were doing something for our kids.  
Usually they were wanting to know what was showing first.

2. Were students prepared to address afternoon subject matter as well as they would have been without this program?

Yes 18                      No 5                      Sometimes 6  
No response 4

Comments:

It was better than staying in the classroom, not as good as running off some energy. Maybe a 5 or 10 min. recess.  
Rain seems to put children on a high!  
They were hyped up, very noisy, & everyone had to go to the bathroom.  
Didn't notice any difference except they were dry!-1  
They come in real high from recess anyway.  
But they were quite rowdy in P.M. or loud.  
Probably  
They were very excited & uncontrollable, but they would have been worse if they had to sit inside.

3. Were tapes selected appropriate for grade level viewing?

Yes 24                      No 0                      Sometimes 8  
Not sure 1

Comments:

Sounds like they were, I didn't see them.  
Star Wars - too high.  
A couple of times they were too young--i.e. the Christmas cartoons  
Not sure of content.  
I think that one time the show might not have appealed to 4-6.

4. Was reassignment of recess supervising personnel satisfactory?

Yes 30                      No 1                      No response 2

Comments:

Teachers ended up having extra duty.

5. Were there an appropriate number of taping days?

Yes 14                      Too Many 5                      Too few 9  
No response 6



## RULES FOR RAINY DAY VIDEO TAPE VIEWING

### PRIMARY LUNCH SESSION

1. Students come and leave with module aide.
2. Bathroom breaks are permitted only when aide authorizes.
3. Tape begins when everyone is quiet for thirty seconds.
4. Unless permission is denied, students may sit with friends.
5. Very quiet talking is allowed.

### INTERMEDIATE LUNCH SESSION

1. Students entering the demonstration area must remain until recess is over.
2. Viewing begins when everyone is quiet for thirty seconds.
3. Students may sit with friends unless conduct warrants denial.
4. Quiet talking is allowed.
5. Students may attend intramural activities in lieu of video tape viewing.