**Scope, Sequence, and Social Studies**

As in most areas of education today, there is renewed interest in scope and sequence for developing effective social studies programs. A few recently published—and soon to be published—professional materials address this subject.

*History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* illustrates a recent successful effort to develop scope and sequence at the state level. It is available for $2.25 from Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802.

Curriculum developers preparing social studies scope and sequence for secondary schools should review the new College Board requirements for the college-bound student, contained in Academic Preparation for College: What Students Need to Know and Be Able to Do (New York: The College Board, 1983), pp. 25-27.

Valuable background information for scope and sequence development is provided in ASCD's 1982 publication, Social Studies in the 1980s (stock number 611-82270, $8.75). The book is based on information generated by Project SPAN, the multi-year project of the Social Science Education Consortium funded by the National Science Foundation.

The National Council for the Social Studies, in response to requests from curriculum leaders and teachers for direction in preparing social studies programs, will publish a report in late spring.

**Folksongs and Social Studies**

Folksongs convey powerful social messages that can give youngsters a rich sense of the affective environment of historical periods. "Folksongs in the Classroom," a nonprofit educational enterprise developed by Laurence I. Seidman, Long Island University, and John Anthony Scott, Fieldston School and Rutgers University, promotes folksongs as valuable instructional material.

Seidman and Scott publish a newsletter about folksongs, which includes lyrics, music, historical background, commentary, and suggestions for classroom use. Themes of past issues include the British Isles, the colonial period, the cowboy and the American West, whaling, and the Civil War.

Folksongs can be used at any grade level, but are particularly suited to the middle grades. A workshop service is also available.

For more information, contact Laurence I. Seidman, 140 Hill Park Ave., Great Neck, NY 11021.

**Resources on Nuclear War**

For teachers seeking materials on conflict and war, a study unit has been developed for the junior high school level in a project involving the National Education Association, the Massachusetts Teachers Association, and the Union of Concerned Scientists. Entitled "Choices: A Unit on Conflict and Nuclear War," the packet consists of ten lessons and a 144-page guide including 40 student handouts for re-production and distribution. The material does not promote a particular point of view, except to stress that choices need to be made in the resolution of conflicts. The materials were piloted by 47 teachers in 34 states.

Copies are available for $9.95 (stock number 1423-1-00) from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

**Social Studies and Brain Growth Research**

Geraldine Hellman-Rosenthal is creating a social studies curriculum consistent with research on the cyclic nature of brain development. Her curriculum is based on Epstein's idea that the brain grows at an irregular rate: rapidly for about two years, then little or no evidence of growth for another two-year period, continuing into late adolescence. The time periods are imprecise and, of course, vary among individuals.

Hellman-Rosenthal and others linking presentation sequences to brain growth hypothesize that learning will be improved if (1) new ideas, concepts, and skills are presented during periods of rapid brain growth; and (2) plateau growth periods are used to consolidate and integrate knowledge and skills.

The most obvious deviation from conventional programs is at the seventh and eighth grades which, while plateau growth years, typically call for increased loads of new information and skills. Those interested in pursuing this topic may contact Geraldine Hellman-Rosenthal, Social Studies Supervisor, Tulsa Public Schools, Tulsa, OK 74145.

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John Jarolimek is Professor of Education, University of Washington, Seattle.

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**Supervision**

**Pre-Supervisors Prepped**

Penn State and a nearby school district are working together to enhance the university's supervisor preparation program and augment clinical supervision in the district. Supervisors-in-preparation conduct several cycles of supervision with district teachers, gaining practical experience necessary for developing and refining their skills.

Teachers gain insight into their classroom behavior. The practicum has run once and is scheduled again for this year.

For more information, contact Lee F. Goldberry, Professor of Education, Pennsylvania State University, University Park, PA 16802.

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**Improved Evaluation: Improved Instruction**

In the Perth-Andover School District in New Brunswick, carefully planned evaluation procedures have resulted in improved teaching.

Robert J. Krajewski is Professor and Head, Department of Educational Administration and Counseling, University of Northern Iowa, Cedar Falls.
After using the same evaluation form for ten years, principals sought to reorient the supervisory process. Supervisors, district principals, and selected teachers attended curriculum study institutes and supervision clinics, and worked together to produce new evaluation procedures. Several advantages have emerged:

- An evaluation form and teaching performance overview (summative) were developed with representation from teachers at all grade levels, principals, and district office staff.
- Principals have refined evaluation techniques, using concepts of clinical teaching and clinical supervision in staff development.
- A feeling of cooperation and a stronger sense of trust between supervisors and teachers are evident.

For more information, contact Garth E. Hatheway, District Superintendent of Schools, School Districts No. 30, 31, P.O. Box 160, Perham-Andover, N.B., Canada E0JIV0.

Research on Supervision Under Way

Since Carl Glickman’s theory of alternative supervisory approaches matched to developmental levels of teachers (Developmental Supervision, ASCD, 1981), further research on the topic has been pursued. At the University of Georgia, one study has been completed, two others are in progress, and at least two more are scheduled to begin next year.

Researchers hope the next three to five years yield more insight into appropriate matches between supervisory interpersonal behaviors and individual teacher characteristics. Current research reveals that, of over 200 Georgia and Florida K-6 teachers, 67 percent prefer a non-directive, teacher self-plan approach while 30 percent favor a collaborative, mutual contract plan with the supervisor.

For more information, contact Carl Glickman, Associate Professor, Department of Curriculum and Supervision, University of Georgia, Athens, GA 30602.

Changing the Traditional Supervision Model

Pittsburgh’s team-approach elementary supervision pilot program (SIP) is designed to increase achievement of low-income and minority students. Now in its second year of operation, the program features using data to make instructional decisions, coordinating regular and special education supervisory activities, focusing supervisory time on areas of greatest need, and a collaborative supervisor/principal relationship.

Evolving from a University of Pittsburgh investigation of ways to improve the school district’s evaluation process, the program seeks to change the traditional supervision model: supervisors working in isolation from peers in a fragmented effort to meet the needs of as many clients as possible.

Two prerequisites for a cooperative, coordinated supervisor/principal relationship have been identified:

- A set of commonly held perspectives about the needs of the school
- A set of commonly held skills.

For more information, contact William Bickel, Senior Scientist, Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA 15260.

Making Managers Out of Workers

German manufacturers—often regarded as “world-class”—believe in developing technical competence in managers and supervisors, as well as in workers. Management is not considered a separate profession; even senior executives talk intelligently with well-trained workers about the technical aspects of workers’ tasks.

Technical competence at all organizational levels creates a bond between management and workers that fosters high morale stemming from the workers’ confidence in their own competence and that of their managers. In contrast, many foreign observers fault American managers at every level for their lack of in-depth technological expertise.

The Germans believe that their best workers will become successful managers, and they often do. As managers, their offices are often next to the production lines. Further, they continually circulate on the plant floor encouraging workers to actively participate in improving the quality of the manufacturing system.


Inservice Via TV

Houston’s Regional Education Service Center will broadcast inservice training sessions to schools this fall via four television channels. The system is interactive; teachers and other staff groups can ask questions and participate in discussions. In November, administrators and supervisors will view demonstrations of teacher evaluation techniques and then role-play these new skills in groups.

For more information, write to Ben Harris, College of Education, University of Texas at Austin, Austin, TX 78712.

ASCD in Action

CURRENT PROJECTS

Effective Supervisors. A committee of researchers and practitioners will conduct a study to identify effective supervisory practices at district and building levels. The group will also analyze district staffing patterns and their effects. Project Chair: Robert Anderson, Texas Pedagogics, Inc., Lubbock.

Supervision and Leader Behavior Training. Based on recent research, a committee of researchers and supervisors will design new two-day, four-day, and extended leadership training experiences to be offered as National Curriculum Study Institutes and other ASCD activities. Project Chair: Ben Harris, University of Texas, Austin.

Commission on Instructional Supervision. Similar to the ASCD Curriculum Committee, which has met annually at recent Annual Conferences, this group of 75 persons will meet and exchange information at the 1984 and 1985 Annual Conferences. Between conferences, they will be encouraged to communicate with others working on common problems.

Redefining General Education in the American High School. ASCD will publish a report in the spring of 1984 on results of a network of 17 high schools across the U.S. that have been reconsidering the subject required of all students and formulating their own locally developed concep-