

Administrator Responses to "The Season Experience"

Administrator Responses:

"Ratings were the highest of any program we've had in the years I've been here."

David Meaney, Associate Superintendent - Sacramento County Office of Education, Sacramento, CA

"I strongly endorse this comprehensive educational vehicle. It makes a difference in students' and teachers' lives and literally touches the future."

Gene Bedley, 1985 Hearst National Outstanding Educator of the Year

"We look forward to your follow-up sessions which specifically address the needs of our under-achieving students."

Janice Billings, Principal - Walker Junior High School, Anaheim, CA

"The enthusiastic reaction of the audience and intense follow-up class discussions about human relationships indicated the program's effectiveness."

Tom Nugent, Principal - Cordova High School, Sacramento, CA

"It was extremely exciting to see my staff become less judgmental and more patient and understanding with others."

Nancy McCormick, Principal - Center High School, El Toro, CA

"It was the best staff development activity we ever had. The impact of your program will be with us throughout the year."

Tom Nugent, Principal - El Toro High School, El Toro, CA

"I'd be the first to tell people they'll be missing the boat if they don't have your program!"

Bruce Taschner, Assistant Principal - El Toro High School, El Toro, CA

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Faculty Responses

Teachers' Success in the Classroom

The following changes were submitted by teachers who had follow-up training and geared their lessons to the needs of their Summer students.

Winter Teacher:

"My main application has been with remedial classes in which I have a majority of Summer personalities. First I developed games that could be structured into repetitive activities. By working as teams and setting up first, second and third places, I thought I could utilize their energy socially. I decided to roll dice as a way of combining the lesson with a game. It was very successful. These students were second from the bottom in ability level. After the dice rolling game, I gave them a test on probability. They had the highest average of any test given so far."

Winter Teacher:

"Numerical reimbursements became tangible rewards with the kids no one had answers to. We created token economies by establishing specific tokens for completed work. The tokens bought rewards that the SUMMER personalities indicated a desire for and businesses donated as prize packages, such as posters, tapes, T-shirts, or hamburger passes to MacDonald's. By setting up a snack bar on school grounds, points were earned for specific behavior like being on-task or turning in a report. The points were then traded in at the snack bar."

Winter Teacher:

"To keep the interest of my Summer students during a history lesson, I divided the class into four groups and conducted the class as if it were a quiz show. The students were not allowed to shout out answers or give them individually. They had to discuss possible answers with their teammates. When a decision was made, the captain was called upon for the answers. The winning team was dismissed five minutes earlier from class and was allowed to come to the class five minutes later the next day. I realized that making a game out of learning appealed to the Summer needs for competition and excitement."

Spring Teacher:

"Since ninety percent of my students are Summer personalities, I gave them an enjoyable, hands-on experience that utilized their sense of artistry and craftsmanship. The students made a patchwork quilt comprising the fifty states, their shapes, dates of union entry, and annual rainfall. Boys were encouraged to use sewing machines as artistic tools rather than approach them as feminine objects. My quilt project was a perfect way to keep their attention and validate their self-esteem."

Autumn Teacher:

"I tend to lecture less in Algebra and developmental math now. I also allow students to work independently when I see their desire to work on their own. Now I tell them to come and see me when they need help. It seems to satisfy their need to move around. Besides, it gives me a chance to sit still for a while! Ever since I created this more mobile, verbal group, there are no more discipline problems. To me, the most important thing about the Season program is the way it recognizes the different ways people approach life. We need to find those ways so that we are able to reach certain students."

Autumn Teacher:

"I don't jump on my Summer students like I did in the past. Now I'll ask those students to run errands for me when I realize their bodies need more activity. I realize that people aren't deliberately trying to annoy others. It's without malice. But what others do often creates hostility simply because of misinterpretation."

Spring Teacher:

"I was having problems with one particular Summer student. He is bright and spirited, but with a 30-second attention span. He was doing poorly in my class but was the star of our drama department. Now, when he becomes disruptive, I tease him about how he wishes he could be in drama class rather than be stuck in my class. Letting him know that I'm aware of his individuality and difficulty adjusting to a confined environment seems to let the air out of his pent up energy. He just settles down willingly."

Summer Teacher:

"After experiencing Seasons, I recognized the benefits of planning an Autumn schedule for the following calendar year of musical events. Although our productions have always been presented on time, a scrambling process always preceded them. It worried and frustrated my Autumn students. By developing my own Autumn side, I noticed less frustration among those students and easier facilitation for myself. I also decided it was in my best interest to get an Autumn assistant to keep the music room together!