



Innovations in Instructional Materials in Georgia

A White Paper
from Walch Education
2011

This page intentionally blank

Summary

Contemporary educators (from classroom teachers to state departments of education) recognize the need to employ differentiated teaching techniques and technologies to accommodate a variety of learning styles. Similarly, each teacher is different, each school system is different, and each state has its own unique requirements and needs.

This diversity of techniques and environments should imply equally diverse and flexible educational materials. At the same time, there is a critical need to employ curriculum that is “deeply aligned” with local requirements. Unfortunately, textbooks and other teaching tools have until now taken a “one-size-fits-all” approach. Using questionable research and offering expensive, complicated solutions, traditional textbook providers have attempted to demonstrate the efficacy of their materials with little regard for classroom realities.¹

In Georgia, the materials available to educators have been similar to those offered elsewhere. Teachers must adapt, complement, and supplement them to address demanding state standards and course expectations, and to effectively engage a diverse classroom of students.

Recently, however, innovations in textbook development and implementation are achieving positive results. Teachers can employ purpose-built textbooks, classroom materials, and online resources that focus specifically on Georgia’s requirements and readily support classroom differentiation. These resources are typically less expensive than traditional models, a significant advantage in today’s budget-constrained times.

The Numbers in Georgia

Across the U.S., today’s secondary school administrators and educators face unprecedented challenges. Student populations are increasingly diverse, expectations from parents continually accelerate, standardized tests proliferate, and graduation rates remain troublesome—all while budgets are continually tightened. In many ways, these challenges are only more acute in Georgia, and academic performance there is similarly often an uphill battle.

In 2009, Jobs for the Future’s Everyone Graduates Center identified Georgia as one of five “statewide crisis” states, defined as having “high concentrations of high schools with low graduation rates that are widespread across the state.”² The Alliance for Excellent Education estimates that, while the state reported a 72% graduation rate for the school year 2005–2006, the true figure is probably closer to 56%, and the numbers drop even further when looking exclusively at African-American, Hispanic, and Native-American student populations.³ For the school year 2007–2008, the National Center for Education Statistics puts the national graduation rate at 74.9%; Georgia stands at 65.4%.⁴

Other statistics are similarly disquieting. The 2009 results for NAEP Mathematics for 8th grade public school students reported a national average of 71% of students scoring at or above the basic level; Georgia was 39th in the nation, at 67%. For the 2007 NAEP in Reading for 8th grade public school students, the national average was 73%; Georgia was 38th in the nation, at 70%.⁵

These statistics suggest the significant challenges facing Georgia educators. Those challenges are only exacerbated by textbooks and other educational materials that are expensive and inadequate.

The Many Problems with Traditional Textbooks

Coherence across the spectrum of what is written, what is taught, and what is tested—sometimes called “deep alignment”—is critically important. A groundbreaking study by Felicia Moss-Mitchell in 1998, in DeKalb, GA demonstrated that deep alignment not only improves outcomes, but that it produces desirable gains.⁶

Traditional publishers simply aren’t up to the challenges of deep alignment and today’s dynamic educational environment. These publishers use a product development and sales model developed decades ago—one that is expensive, unwieldy, and protracted. This model prevents them from keeping pace with the new standards, courses, assessments, and educational techniques, and inhibits them from tailoring and aligning materials to specific needs and requirements.

This problem is widespread and recognized. For instance, while a given program’s alignment to a state’s content requirements and standards is considered to be a critical factor, it seldom happens. In the state of Washington in 2008, the Office of Superintendent of Public Instruction evaluated the leading mathematics textbooks as part of a statewide adoption process. The highest weighted criterion, at 70%, was “Content/Standards” alignment. Evaluating twelve Algebra 1 and 2 series, the best score given was 86% alignment, and the average was below 75%. For the average algebra textbook, in other words, fully one-quarter of what was needed was missing.⁷

In Alabama, a similar report evaluated seven high school mathematics programs. Again, an important criterion was how well each was aligned to state standards and content objectives. Only one program aligned well, and even that failed to incorporate the inquiry-based approach preferred by the evaluators.⁸

The situation in Georgia is no different. Most textbooks there do not reflect Georgia Performance Standards, Frameworks, Learning Tasks, course structures, and assessments. For the most part, they are merely repurposed material, previously developed at a national level, and don’t reflect local teaching and testing. Worse, they are frequently expensive to purchase and expensive to replace.

Today, traditional publishers release one of three types of textbooks in Georgia:

1. Textbooks that are essentially national versions, with little or no reference to Georgia standards and requirements. In this camp, one finds textbooks from publishers such as Glencoe, Pearson, and Saxon.
2. Textbooks that make a small concession to Georgia standards by offering correlation sheets. Examples from this category include textbooks published by Holt McDougal (formerly McDougal Littell), Steck-Vaughn, and Voyager.

3. Textbooks that partially address Georgia’s standards and requirements, such as Carnegie Learning’s, but that don’t incorporate critical elements such as the Department of Education’s Learning Tasks and only partially address the required courses (neglecting, for example, to provide textbooks for Support or Accelerated courses).

And what about cost? Unfortunately, expensive textbooks produced by traditional publishers are increasingly a luxury that Georgia schools cannot afford. The Georgia School Boards Association has noted that, since 2002, enrollment in the state’s public schools has grown by more than 200,000 students, while state education funding has dropped by \$4.5 billion over the same period. When the state does fund local districts, 92% of the money goes to pay for salaries, leaving 8% for everything else required to teach, including buildings, school buses—and textbooks.⁹ Local school districts are under an enormous burden to make up the difference.

Although Georgia’s traditional middle school and high school textbooks may be no worse than those used in the other 49 states, that is faint praise. As noted by Diane Ravitch, educational policy analyst and former U.S. Assistant Secretary of Education, “The painful truth is that today’s textbooks fail students and are directly implicated in the poor showing that U.S. youngsters make in international achievement tests.... The truth is that textbooks are hurriedly put together by teams of hack writers from development houses, known in the el-hi world as ‘chop shops.’”¹⁰

Similar points are made by author Tamim Ansary, referring to:

“ . . . the whole muddled mess that is the \$4.3 billion textbook business. Textbooks are a core part of the curriculum, as crucial to the teacher as a blueprint is to a carpenter, so one might assume they are conceived, researched, written, and published as unique contributions to advancing knowledge. In fact, most of these books fall far short of their important role in the educational scheme of things. They are processed into existence using the pulp of what already exists, rising like swamp things from the compost of the past.... Of course, no one looks at all the state frameworks. Arizona’s guidelines? Frankly, my dear, we don’t give a damn. Rhode Island’s? Pardon me while I die laughing. Some states are definitely more important than others.”¹¹

. . . and by Gilbert Sewall, director of the American Textbook Council:

“Publishers could and should be providing high school teachers and students with cheaper, smaller, more legible volumes, stripping trivia and superfluity from current volumes. The underlying problem...is a commercial one: a flawed production system. Four companies—Pearson, McGraw-Hill, Reed Elsevier, and Houghton Mifflin—offer “el-hi” textbooks in all major subjects and at all grade levels for states, districts and teachers to choose from. Why are there so few alternatives to the textbooks produced by these giants? Entry barriers to educational publishing are formidable. In every stage of production, from paper to printing, economies of scale favor mammoth enterprises.... Each of these four publishing giants is intent on maximizing its revenues and is essentially nihilistic about the means of doing so. Field representatives, sales forces, market researchers, product managers, and editorial directors help determine the content of a textbook.”¹²

Traditional Georgia textbooks are not immune to the circumstances described above. While the major publishers claim that their Georgia materials are developed and written with strict attention to state-based frameworks and standards, the evidence is otherwise: these texts are mere versions of existing national templates.

This situation is not unique to Georgia. In 2008, the Kentucky Legislative Research Commission looked into the cost of high school textbooks in that state. Among their findings:

“Representatives from the publishing industry stated that textbooks are primarily produced for the national market. Publishers often focus on the standards of larger states such as California, Texas, and Florida because textbook requirements vary across states and because of the volume of books that can potentially be sold in those states.”¹³

As a result, the report notes, “ineffective instructional resources in the classroom” are a frequent complaint.

Finally, as has been noted, even the expensive, well-documented research provided by leading publishers provides little assurance that their materials will be effective. In 2007 (updated in 2009), the Prince William County (VA) Education Reform Coalition studied school districts’ experience with a leading publisher’s mathematics program. They focused on 70 districts that had been cited by that publisher as “success stories.” The Coalition’s findings were that 40 of the 70 districts had discontinued use of the materials, and 25 of the remaining 30 districts were forced to supplement gaps in the curriculum.¹⁴

The investigation was prompted by the fact that Prince William County had spent, by early 2008, **\$2.4 million implementing the materials** in question for approximately 22,000 students, well over \$100 per student.¹⁵

But if Georgia educators, like educators elsewhere, are by and large offered what they don’t need, at exorbitant prices, what *do* they need?

A Model for Georgia-Based Materials

The solution to “ineffective instructional resources” is clear: in Georgia’s middle school and high school classrooms, instructional materials should reflect Georgia standards and Georgia priorities. The expectations for Georgia textbooks include:

- **Materials should accurately reflect current Georgia Performance Standards, Learning Tasks, and Frameworks.**

In mathematics, for example, the Georgia Performance Standards require “...a balance among concepts, skills, and problem solving.... At all grades, the curriculum encourages students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines.... Additionally, this

curriculum requires that mathematics classrooms at every grade be student-focused rather than teacher-focused using a balanced approach to instruction.”¹⁶

Georgia educators require materials that are designed, written, and implemented with Georgia standards and requirements in mind—not a national standard, or a standard from another state. In particular, the Learning Tasks component of the Georgia Performance Standards is a unique and distinctive requirement. At the same time, while every school district and every secondary school classroom needs materials addressing these standards, state law encourages districts to use the standards as a *base* from which to expand:

“The State Board of Education shall establish competencies that each student is expected to master prior to completion of the student’s public school education.... Based upon these foregoing competencies, the state board shall adopt a uniformly sequenced core curriculum for grades kindergarten through 12. Each local unit of administration shall include this uniformly sequenced core curriculum as the basis for its own curriculum, although each local unit may expand and enrich this curriculum to the extent it deems necessary and appropriate for its students and communities.”¹⁷

- **Materials should be flexible enough to adapt to different learning styles.**

Each student learns differently, and textbooks should not hinder that difference. As U.S. Secretary of Education Arne Duncan has noted, “We are a very long way from the classroom in Washington and if we have learned one thing from NCLB it’s that one-size-fits-all remedies generally don’t work.”¹⁸ Nor do one-size-fits-all textbooks: “When the textbook becomes the only source that teachers use, they recognize that this ‘one-size-fits-all’ curriculum does not really meet students’ needs. In their hearts, teachers realize that they are not teaching the way they should, but feel unsure about what they can do about it.”¹⁹

The era of the one-size-fits-all textbook is over, precisely because every Georgia district, every Georgia school, and every Georgia classroom embraces a diverse range of learning styles. To quote from just two public high schools’ web sites, “...our instructors utilize diverse methods that address individual student learning styles”²⁰ and “Students have diverse learning styles and should be provided with a variety of instructional approaches to support student learning.”²¹ Differentiated materials are indeed the hallmark of tomorrow’s learning tools.

- **Materials should support students working at various levels.**

Broadly speaking, students work at grade level, below grade level, or above grade level. But this is a general description of a much more nuanced academic environment: “...In virtually every classroom, there is a broad range of abilities and learning styles among the students, ranging from a minimum of three grade levels to as many as seven or eight in schools serving different socio-economic groups.... For inclusive classrooms to function effectively, however, teachers must shift from monolithic, one-level instruction to instruction intentionally designed for students with differing ability levels to learn together well.”²²

Again, every Georgia district, school, and classroom recognizes and addresses this imperative. The good news is that, in mathematics for instance, schools are required to offer Support and Accelerated programs for students who need support or who are working at an advanced level. The bad news is that these programs typically lack the instructional materials, including textbooks, to accommodate the different levels. Instead, teachers are forced to rely on the standard course materials, adapting them *ad hoc*.

- **Materials should be flexible and open to dynamic improvements.**

The State of Georgia adopts textbooks on a six-year cycle, currently established for selected courses according to the following school years:

- o 2010–2011 Social Studies
- o 2012–2013 Mathematics
- o 2013–2014 Science
- o 2015–2016 Grades 9–12 English Language Arts

States, like Georgia, that use adopted instructional materials place a significant strain on their classroom educators. During the six-year span over which a book has been adopted, there may be pedagogical advances, new technologies, changes in standards or tests, or new student populations—but once a traditional publisher’s textbook has been adopted, *there is no incentive for the publisher to revise or improve the text during that six-year period*. Instead, traditional publishers move on to other projects, and educators find themselves working with increasingly outdated materials.

Georgia educators require programs that can be revised, extended, enhanced, and improved once they are being used in the field. The textbook that cannot be improved upon with new information or new techniques has not yet been written.

- **Materials should be developed with a focus on local input.**

As has been documented, traditional publishers build textbooks with teams of writers and consultants, college professors, graphic designers, editors, and other highly paid specialists. They “test” these materials through a national network of field test and pilot sites. Simply look at the “acknowledgements” section in any modern textbook—odds are, hundreds of people have been involved. Of course, in this attempt to have something for everyone, traditional publishers fail to focus on the local educators with unique needs who know what they want and how they want it. It’s up to the highly paid marketers and sales staffs to convince local educators that the end result is right for them. Increasingly, however, they’re just not that gullible.

Georgia materials should reflect the reality of Georgia classrooms and needs. That can only happen when Georgia educators, and the state’s requirements and resources, are a central part of the materials’ development process, offering their ideas, guidance, and constraints, in order to produce more meaningful and useful programs.

- **Materials should be cost effective.**

Traditional publishers are loath to disclose the tremendous costs associated with developing new textbooks. These significant up-front costs, which often run into the many millions, are recouped *because* revisions are rarely made to (adopted) textbooks and the same materials are “force-fed” to districts nationwide. Unfortunately, the local district making a textbook purchase must bear the brunt of costs associated with design, development, sales, marketing, and overhead, all amortized out over six years, and then they have to live with a “one-size-fits-all” solution. The economics of traditional publishing require that they do so.

Instead, Georgia educators should have available less-expensive materials that they helped to develop, that are purpose-built for them, and that make economic sense for their classrooms. Ironically, it’s much less expensive to develop materials that focus on specific needs and requirements in Georgia, and such materials are less expensive to purchase and implement.

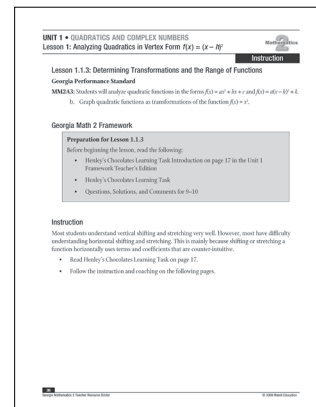
A New Way to Develop Educational Resources for Georgia

Walch Education, an educational publisher headquartered in Portland, Maine, has developed materials for middle school and high school classrooms since 1927. In recent years, however, the Walch team became aware that specific states and school districts had an unmet need. These states and districts were looking for materials that supported state standards, including required coursework and tests, but that also could be customized at the local level. No publisher existed who could deliver on this concept.

Taking up the challenge, Walch Education is committed to giving school districts exactly what they require, in a cost-effective, flexible format. In Georgia, that has led to an array of programs unique in the state. No other textbook publisher in Georgia offers comparable materials for middle school or high school classrooms.

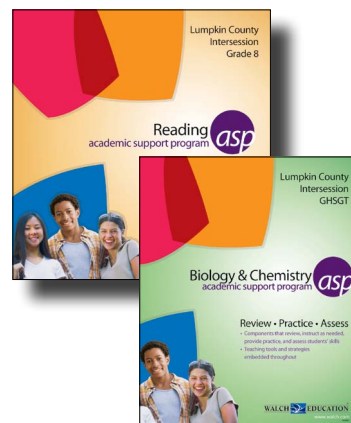
- **Walch Education’s Georgia programs are developed in partnership with Georgia school districts.** With input from classroom educators and district administrators, materials are developed that reflect current standards and teaching approaches. Among the districts Walch has partnered with in developing new programs are Clayton County, Cobb County, DeKalb County, Fulton County, Lumpkin County, and Savannah-Chatham County. Following collaboration with a development partner, materials are refined for a statewide application. As one partner has noted, “So often we are offered pre-packaged, pre-determined materials. But with our emphasis on Georgia’s performance standards being mastered by students in our particular district, it is critical that we have resources and materials that match our sequencing of the curriculum. And that’s what Walch provides...a customized set of rich teacher-friendly and student-friendly resources.”²³

- **Walch Education’s Georgia programs align to Georgia Performance Standards, Learning Tasks, and course descriptions.** Because Walch works so closely with Georgia educators in developing its materials, alignment to Georgia Performance Standards is built into every program. And since Walch Education materials are easily revised and adapted, they can be easily updated whenever Georgia Performance Standards are modified. (*See example at right.*)

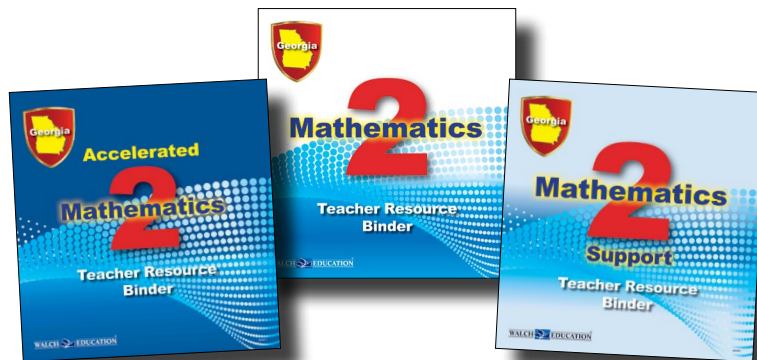


- **Walch Education’s Georgia programs are iteratively improved.** Walch’s Georgia programs, developed in partnership with local districts, are initially implemented in the partner’s district. They are then rigorously vetted and analyzed, resulting in quickly available improvements and revisions. With Georgia teachers giving feedback on classroom implementation, revisions come from in-the-field assessments, not corporate guesstimates. Frequently, Walch programs can be revised to match a district’s testing or classroom schedules.

- **Walch Education’s Georgia programs can be customized at the district level.** The cover of a Walch program says “Georgia Accelerated Mathematics 2” or “Georgia Academic Support Program for English Language Arts.” But while the program aligns to Georgia Performance Standards, it is also customizable at the local, district level. For example, in Lumpkin County, Walch took existing statewide materials and reformatted and restructured them to accommodate Lumpkin’s Intersession. These new programs are available in Reading, English Language, Writing, U.S. History, Biology & Chemistry, Geometry & Algebra, and Mathematics. They incorporate material that is familiar from other Walch programs in Georgia, but they have been tailored for a Lumpkin-County-specific need. (*See examples at right.*)



- **Walch Education’s Georgia programs target multiple ability levels.** Responding not only to statewide initiatives but also to requests from districts, Walch has in many instances developed programs that target students working at grade level, students who need support, and students performing at an accelerated level. The Georgia Mathematics 2 program, for instance, was developed in partnership with Clayton County. It includes a Math 2 version, a Math 2 Support version, and an Accelerated Math 2 version. Together with corresponding student workbooks, they comprise a complete suite of materials that can be implemented across the spectrum of student abilities. Similar suites are available in Georgia for Mathematics 1 and Mathematics 3.



Walch Education’s Georgia programs are cost effective and affordable. On a per-student basis, Walch programs cost on average \$15–\$25. This extremely economical rate contrasts sharply with the programs offered by traditional textbook publishers, which are often priced beyond what districts and schools can afford. Walch’s affordability is further enhanced by the multi-format approach: every Walch Georgia teacher resource book includes a CD-ROM containing all of the course material in a digital format.

Endorsement and Success

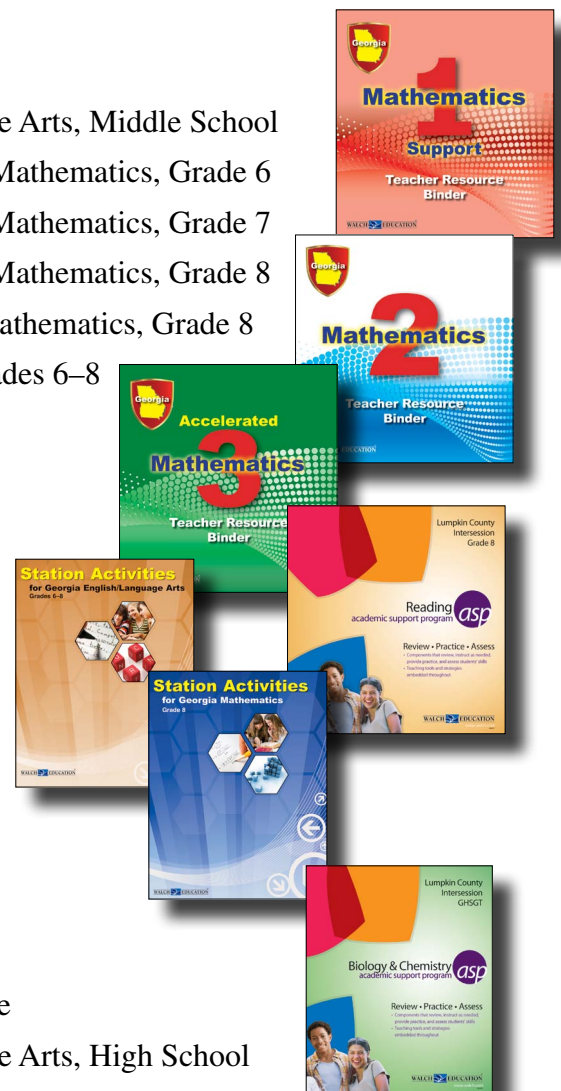
Walch Education’s Georgia programs are being used in more than 100 districts with more than 25,000 middle and high school students across the state. They are available across subject areas and grade levels:

Middle School

- Georgia Academic Support Program for English Language Arts, Middle School
- Georgia Academic Support Program for Comprehensive Mathematics, Grade 6
- Georgia Academic Support Program for Comprehensive Mathematics, Grade 7
- Georgia Academic Support Program for Comprehensive Mathematics, Grade 8
- Georgia Academic Support Program, 16-Day Intensive Mathematics, Grade 8
- Station Activities for Georgia English Language Arts, Grades 6–8
- Station Activities for Georgia Mathematics, Grade 6
- Station Activities for Georgia Mathematics, Grade 7
- Station Activities for Georgia Mathematics, Grade 8

High School

- Georgia Mathematics 1 Support
- Georgia Mathematics 2
- Georgia Mathematics 2 Support
- Georgia Accelerated Mathematics 2
- Georgia Mathematics 3
- Georgia Mathematics 3 Support
- Georgia Accelerated Mathematics 3
- Georgia Academic Support Program, High School Science
- Georgia Academic Support Program for English Language Arts, High School



In districts throughout Georgia, Walch Education programs have been identified as critical to improvements in the classroom. A few examples include:

- **In DeKalb County**, the *Georgia Academic Program, High School Science*, was implemented in the summer of 2008. Summer school students who used traditional programs had a pass rate of 47%. Summer school students using the Walch program had a pass rate of 61%.
- **In Fulton County**, the *Georgia Academic Support Program, Mathematics, Grade 8*, was implemented in the summer of 2007. 288 middle school students showed an average increase of 44% in their scores, from pre-test to post-test.
- **In Clarke County**, the *Georgia Academic Support Program for Comprehensive Mathematics, Grade 8*, was implemented in the summer of 2009. After five weeks, summer school students saw a 12.8% gain in their CRCT results.

Conclusion

For many years, traditional textbook publishers provided value to middle school and high school educators. But as classrooms grew more diverse, as requirements became more specific, and as budgets tightened, traditional textbook publishers developed more complicated, comprehensive, expensive “one-size-fits-all” solutions that became more of a hindrance than a support. Because of this monolithic and expensive model for developing and selling textbooks, districts have begun to look elsewhere for materials that meet standards and needs, yet are flexible enough to be customized at the local level.

Walch Education programs fill this critical gap. Developed and vetted in partnership with local Georgia educators, these programs align to Georgia Performance Standards, Learning Tasks, and course requirements; they address differentiation in the classroom; and they can be easily adapted to local environments. They are quickly becoming the preferred approach for how to teach effectively in the 21st century.

1. Prince William County (VA) Education Reform Coalition. *A Survey of School Districts Profiled in Pearson Scott Foresman Publishers' January 2007 Publication, "Investigations in Number, Data, and Space: Evidence for Success."* Prince William County, VA, 2009.
2. Balfanz, Robert, Cheryl Almeida, Adria Steinberg, Janet Santos, and Joanna Hornig Fox. "Graduating America: Meeting the Challenge of Low Graduation-Rate High Schools." Everyone Graduates Center. www.jff.org/publications/education/graduating-america-meeting-challenge-low/863 (Accessed November 5, 2010).
3. "Understanding High School Graduation Rates in Georgia." Alliance for Excellent Education. www.all4ed.org/files/Georgia_wc.pdf (Accessed November 5, 2010).
4. "Public School Graduates and Dropouts from the Common Core of Data: School Year 2007–2008." National Center for Education Statistics. www.nces.ed.gov/pubs2010/graduates/ (Accessed November 5, 2010).
5. "National Assessment of Education Progress, 2007 and 2009." National Center for Education Statistics. www.nces.ed.gov/ (Accessed November 5, 2010).
6. Moss-Mitchell, F. (1998, May). The effects of curriculum alignment on the mathematics achievement of third-grade students as measured by the Iowa Test of Basic Skills: Implications for educational administrators. Unpublished doctoral dissertation, Clark University.
7. "2008 High School Mathematics Core Comprehensive Materials Review & Recommendations Report." Office of Superintendent of Public Instruction (Olympia, WA). www.k12.wa.us/curriculuminstruct/pubdocs/PublishersNotices/OSPIMathematicsHS-IMR-Report06-19-09.pdf (Accessed November 5, 2010).
8. "Recommendations for the 2004 Alabama Mathematics Textbook Adoption." TEAM-MATH Textbook Review Team (Auburn University, 2004). www.team-math.net/reports/TEAM-MathTextbookJan2004.pdf (Accessed November 5, 2010).
9. Henry, Jeannie, and James Pope. "Local districts bear school costs." *Atlanta Journal-Constitution*, July 30, 2010, sec. Opinion.
10. Finn, Chester E., and Diane Ravitch. *The Mad, Mad World of Textbook Adoption*. Washington, DC: The Thomas B. Fordham Institute, 2004.
11. Tamim Ansary. "A Textbook Example of What's Wrong with Education." *Edutopia*, November 2004.
12. Sewall, Gilbert T. *World History Textbooks: A Review*. American Textbook Council, 2004.
13. Cave, Lisa, Mike Clark, and Christopher T. Hall. *The Costs of College and High School Textbooks in Kentucky*. Frankfort, KY: Legislative Research Commission, 2008.

14. Prince William County (VA) Education Reform Coalition. *A Survey of School Districts Profiled in Pearson Scott Foresman Publishers' January 2007 Publication, "Investigations in Number, Data, and Space: Evidence for Success."* Prince William County, VA, 2009.
15. Chumley, Cheryl. "Math Investigations cost totals \$2.4 million—so far." InsideNova. www.insidenova.com/news/2008/feb/21/math_investigations_cost_totals_24_mil_so_far-ar-456109 (Accessed November 5, 2010).
16. "Georgia Performance Standards: Mathematics." Georgia Department of Education. www.georgiastandards.org/Standards/Pages/BrowseStandards/MathStandards.aspx (Accessed November 5, 2010).
17. "Local Authority to Enhance State Minimum Curriculum." Georgia State Code 1981, § 20-2-140, enacted by Ga. L. 1985, p. 1657, § 1; Ga. L. 1987, p. 1169, § 1; 2007.
18. Duncan, Arne. "The Quiet Revolution: Secretary Arne Duncan's Remarks at the National Press Club." Speech, National Press Club, Washington, D.C., July 27, 2010.
19. Murray, Rosemary, et al. "Avoiding the One-Size-Fits-All Curriculum: Textsets, Inquiry, and Differentiating Instruction." *Childhood Education*, October 1, 2004.
20. LaGrange High School. LaGrange, GA. www.lagrangehighschool.org (Accessed November 8, 2010).
21. Towers High School. Decatur, GA. www.dekalb.k12.ga.us/schools/high/towers (Accessed November 8, 2010).
22. Peterson, Michael. "Authentic Multi-Level Learning." Whole Schooling Consortium, Wayne State University. www.education.wayne.edu/wholeschooling/WS/WSPncples/WS%207%20Multilevel.html (Accessed November 5, 2010).
23. Rumbaugh, Dr. Will, Instructional Area Superintendent, Fulton County Schools, Atlanta, GA

This page intentionally blank



extending and enhancing learning

40 Walch Drive • Portland, ME 04103
1-800-558-2846 • www.walch.com