

TO: Dr. Andrew H. Griffin, Assistant Superintendent
Office of Superintendent of Public Instruction
PO Box 47200
Olympia, WA 98504-7200

Re: Reimbursement for Training Received at the New Possibilities Teachers Institute

Name Jimmie W. Williams, Jr. 062799

Street [REDACTED]

City [REDACTED], WA Zip Code [REDACTED]

Social Security Number: [REDACTED]

Statement By Participant:

I am a certified teacher from Point Defiance Elem School during the 2000-2001 school year, and have received instruction from Carkhuff Thinking Systems, Inc., on the New 3Rs SkillKit and Learners Scoreboard designed to incorporate more effective learning behaviors. After the completion of this training, I will be expected to be able to perform the following:

1. Assess self and others on Possibilities Teachers/School indicators.
2. Apply skills immediately in the classroom.
3. Train other educators and/or parents on Possibilities Teachers/School indicators.
4. Provide an assessment to OSPI by March 12, 2001, 30 days from the end of training, and submit suggestions/recommendations on how to increase the effectiveness of the training to, (a): provide feedback on the training process, and, (b): provide feedback on the contents (books and material).

I understand that I will be compensated at a rate of \$350.00 (Three hundred and fifty dollars) by the Office of Superintendent of Public Instruction upon the completion of required training commencing on February 7, 2001 and ending on February 10, 2001. I further understand that my compensation will be issued to me after I have completed the assessments reflected in (4a and b), and the required assessment is received by Dr. Andrew Griffin, Office of Superintendent of Public Instruction (OSPI) by March 12, 2001.

Jimmie W. Williams, Jr. Feb. 7, 2001
Certificated Teacher's Signature Date

Statement by New 3Rs SkillKit and Teachers Scoreboard Training:

I do hereby attest to the fact that the person named above completed the training on the New 3Rs SkillKit and Teachers Scoreboard given by me on February 7-10, 2001 at the WestCoast SeaTac Hotel, SeaTac, WA.

Robert R. Carkhuff 2/10/01
Dr. Robert R. Carkhuff, Ph.D. Date

I do hereby attest to the fact that the person named above completed the assessment reflected in (4a and b).

Approved: Andrew Griffin Date: 3-20-01
Dr. Andrew H. Griffin, Jr., Ed.D.

cu
3/30/01
0620184

Completion of New Possibilities Teachers Institute Assignments in Accordance with February 7-10, 2001 Workshop

I have completed the task below as reflected in the signed, "Reimbursement for Training Received at the New Possibilities Teachers Institute."

1. Critique of Training Process:

As a teacher participant, we received the traditional school requirements of today's school: a place for teaching and learning. We were told that our schools were designed for another age — *Industrial Age*. Our schools did a good job meeting those requirements of Teaching and Learning of mechanical process systems for our machines and conditioned responding systems for people. Unfortunately our schools still screen out students to do *Industrial Age Task* and not preparing them to think and allowed to pursue higher education. Students are still being tracked by class from the moment they enter the school systems: their faith is determined by fourth grade. Student's career paths are set. Information content is transformed into learner skill knowledge and attitudes by instructional methods. All our previous learning followed an organizational condition of components i.e., *Information Content — Processes-Instructional Methods — Functions Learner Skills — Standards — Performance Measures*. Our probability schools operate to narrow the range of variability of performance around some central tendency, such as mean average, that we assume to reflect excellence or achievement. Basically the mission of the system is to reduce the range of learner performance around some attractive central tendency of the curve. Probabilities Schools measures components inputs are transformed into desired functions outputs by specific processes, procedure or methods, i.e. *Information Components — Instructional Processes — Learner Functions S-R Conditional Responding*.

The instructional process that transform the S1 information components into S-R learner functions are those that emphasize relating to information, or R1 instructional processes emphasize getting, giving, and merging with S1 informational inputs. The learner transform the S1 sentence inputs into S-R conditioned learner responses. Controlling conditions gives you the results of *Performance Standards Uniformity Measures*.

The Possibilities Schools

The concept of the three 3R's was different in the approach than the traditional 3R's of arithmetic, reading, and writing. Getting, Giving and Merging instruction. Getting Images, Giving Images, and Merging Images (R1) Relating Processes and Illustrating. (R2) Representing Process and information modeling and R3 Reasoning and Merging the learning process.

2. Critique of book and materials:
 - A. Vocabulary: Adjunct, catchy phrases, clear, and concise: Components, Functions, Processes, Conditions, and Standards.
 - B. Sequence: The readings explained pass, present, and future very clearly.
 - C. Layout: Precise and to the point. The use of rectangles and circles to demonstrate precise point of view.
 - D. Other: 5W2H, What's Up?, What It Is?, What's Best?, What Next?

3. Outcomes of follow-up experiences:
 - A. Home: Get, Give, and Merge have open up new possibilities of understanding between my wife and daughter.
 - B. Work: In our team meetings, we use learning-to-learn skills. We initiate relating by getting others' images of systems.
 - C. Community: Church has helped us identify a goal of becoming to be as powerful as the preacher in learning skills.

*s/b
Participant*

**New Possibilities Teachers Institute Assignments
February 7-10, 2001 Classified/Community**

1. Critique of Training Process:

As a participant in the "New Possibilities Teachers Institute" the training was very intense and powerful. This was the first time I have attended a training session and received so much information in only 1.5 days. I felt that a lot of strategic planning went into the overall planning of this training institute. I want to express my appreciation to Dr. Griffin, Dr. Carkhuff, Dr. Banks, Dr. Linder, Lee Crosby, and the entire staff of the Office of Superintendent of Public Instruction. The event was outstanding and professional. I attended the Classified/Community based sessions. I didn't know anything about what it was that I was about to experience. I was very nervous and anxious at first.

As we began the process and the information was presented the different processes became interesting, and I started to relax and began to participate in the discussions. I was challenged and introduced to the New Possibilities of learning through the processes of "The New 3-R's."

I would like to be considered for additional training for Community/Leaders, in the New Possibilities Teacher Institute.

2. Critique of book and materials:

Vocabulary: The vocabulary is very easy to comprehend and understand.

Sequence: The sequence of information seems to flow very well. I didn't find it difficult to understand the concepts.

Layout: Well illustrated, with lots of space on each page. The Diagrams are easy to read and understand.

3. Outcomes of follow-up experience:

In working with children and youth, I used the learning style of conceptual information often by "drill and skill".

As of February 13, 2001 I started using the "Possibilities School Concepts of the New 3-R's Model". By relating, representing, and reasoning.

1. R-1 "What Up"

The first thing I told the children was "what up", by relating information by various images. Audio and visual delivered the information.

2. R-2 "What It Is"

Representing the information to the children by giving them the contents of the song, asking them to think, and to think of a song as a story being told in the form of singing in a church choir. (Who, what, when, where, when, how and how well)

3. R-3 "What Else?"

The Children (learners) were ask to recall and related what tho had learned. By using the 5-W-2H, they will learn the first phase of reasoning. This is learned by "Getting, Giving, and Merging" by expanding on what we learn, we get more powerful images of information.

BUILDER'S REALTY INC.

FAX COVER SHEET

To: Dr. Andrew Griffin, Asst. Superintendent

Company: OSPI

From: Jimmie & Curtis Williams

No. of Sheets inc. cover: 7

Date: February 27, 2001

BUILDERS REALTY, INC.
713 LUCERNE LANE SE
P.O. BOX 8366
LACEY WA 98509

PHONE # (360) 459-2000 FAX # (360) 438-9233

FISCAL YEAR : 0001
 REPORT DATE : 03/30/01

STATE OF WASHINGTON
 SUPERINTENDENT OF PUBLIC INSTRUCTION
 VOUCHER DETAILS

SYSD: IA-TRANS-RPT
 REPORT NO. 1540W
 PAGE NO. 104

DOCNO	REFNO	VAR	REG	AGY	FND	APP	APP	PRG	PRG	OBJ	OBJ	SOURC	TRAN	LEDC	SUBSID	PAYEE	PAYEE NAME	AMOUNT	COMP TAX
V020186	SKILLS		350	001	04	CF	007	075A	NB	01		27600	739			062799	WILLIAMS, JIMMIE W.	350.00	350.00

AGENCY NAME	SUPT OF PUBLIC INSTRUCTION
	350-0

PAYEE WILLIAMS, JIMMIE W. RE: V020186

DWP82702

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FORM A2	STATE OF WASHINGTON
(REV. 4-91) F	VENDOR'S REMITTANCE ADVICE
WARRANT NO. 198392H	MO. 04 DAY 03 YEAR 01

INVOICE		REFERENCE	AMOUNT		
MO	DAY YR		INVOICE	DISCOUNT	NET DUE
04	02 01	V020186			350.00
		N/A			350.00 *