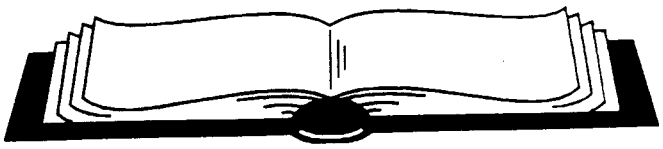
Code # 537
(office use only)

NEW JERSEY

2000-2001
Guidelines and
Application



BEST PRACTICES

Deadline for Application to County Office:
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category Arts (Visual) (Application is limited to one category. See page 3 for details.)
Practice Name Puppet Pedagogues: Puppets as Teaching Tools
Number of Schools with Practice 1 (If more than one school or district, read and complete information on page 2.)

County	Union County
District (Proper Name)	Cranford Public Schools
Address	132 Thomas Street Street/P. O. Box
	City Cranford, New Jersey 07016 Zip Code
Telephone 908-709-8872-6207	Fax 908-709-1708 Email sternwal@cranfordschools.org
Chief School Administrator	Dr. Emalene Renna
Nominated School #1 (Proper Name)	Cranford High School
Address	201 West End Place Street/P. O. Box
	Cranford, New Jersey 07016 City Zip Code
Telephone 908-709-6272	Fax 908-276-6552 Email dachncwi@cranfordschool.org
Principal	Dr. Laura Cardine
Program Developer(s)	Dr. Josephine Harris
Application Prepared By	Eileen Dachnowicz
Chief School Administrator's or Charter School Lead Person's Signature	Emalene Renna

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ____ Yes ____ No **County Superintendent's Signature** _____

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Code # 55 /
(for office use only)

NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.** No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **keyboarded on 8 ½" x 11" white paper, portrait** format. **Twelve-point or larger computer font** or **fourteen-pitch or larger typewritten font** must be used. (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages. Keyboard and number the statement followed by the response.** Format your response for accuracy and clarity.
5. **The information on page 4 and the responses** to statements must be copied **on one side of the page. The information on pages 1 and 2 (if applicable)** must be copied **on one side of the page.** Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
7. **The original and seven copies of the application** must be submitted to the county superintendent of schools by **November 27, 2000**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:

Type of School	Grade Levels
___ Elementary School	___
___ Middle School	___
___ Junior High School	___
XXX High School	10-12
___ Other: ___	___

Practice Name Mind Your Own Business ! Student-run school store
Number of Schools with Practice 1
Number of Districts with Practice 1
Location __ Urban/City __ Suburban With Urban Charcteristics
XX Suburban __ Small City/Town __ Rural

Check the ONE CATEGORY into which the practice best fits.

- ___ Arts (Visual and Performing Arts)
- ___ Assessment/Evaluation
- ___ Bilingual Education and Diversity
- ___ Citizenship/Character Education
- ___ Early Childhood Education Programs
- ___ Educational Support/Guidance and Counseling Programs
- ___ Educational Technology
- ___ Gifted and Talented Programs
- ___ Health and Physical Education
- ___ Language Arts Literacy
- ___ Mathematics
- ___ Professional Development
- ___ Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)
- ___ Safe Learning Environment
- XX School-to-Careers/Workplace Readiness
- ___ Science
- ___ Social Studies
- ___ Special Education
- ___ World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

2. List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards,** addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the ***Core Curriculum Content Standards*** published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at http://www.state.nj.us/education.

1. Describe the practice proposed for recognition and list its objectives. Detail how the practice is innovative, how it promotes high student achievement, and how it can be replicated.

"Mind Your Own Business" is an innovative project in our Business Management and Information Systems Department in which the students are responsible for the successful operation of our high school store. The school store originally developed some time ago with the single purpose of providing a "laboratory" setting offering some "real world" experience. However, because of insufficient training of students and staff, it was operating in the red. When Marketing Education I and II, and Cooperative Marketing III were new courses introduced into our department, I was offered the option of revising and updating the school store. The present practice, a result of that revision, has been in operation for three years.

Basically, the project is an organized and focused attempt to carry into operation the principles learned in marketing class. Prior to the start of the renovation of the store, a thorough analysis of inventory and records was done. After I introduced my students to basic economic/business concepts in the classroom, we mapped out a plan that would make the store fiscally solvent. Paid student employment was an option worth trying. Any marketing education student could apply, providing he/she had a study hall during the day or could work before or after school. Students work under the supervision of the teacher/coordinator, but have a voice in making important decisions that affect sales and profits. In class the students explore the following topics: economics, human resources foundation, promotion, selling, distribution, risk management, pricing, purchasing, information management, product planning and financing. All student employees are expected to apply these principles in the retail store and justify their decisions.

In describing the objectives of "Mind Your Own Business," I would highlight these:

1. ***To provide students with a real work situation for applying business skills learned in the classroom.***
2. ***To encourage students of varying abilities to work cooperatively with each other to achieve a goal.***
3. ***To help students shape a career plan that will build on their "Marketing" skills.***
4. ***To provide a service to students and staff that also increases school spirit.***

This practice spurs high student achievement because it trains the students to operate their own business at a profit. In the three years we have been operational, we have experienced financial and educational success. We have received an overwhelming response from students from all academic levels who want to work here. Not only are student-employees paid for providing a valuable service, but also they are being trained in a controlled environment under the supervision of a teacher. Students work in teams, gaining valuable experience in human relations. Many continue their interest by continuing on as business majors in college.

Making students responsible for running a profitable school store is a project that can easily be replicated by generally following these steps and more specifically following those indicated in response to question #4.

2. *List the specific Core Curriculum Standards, including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.*

Many of the Cross Content Standards as well as those of mathematics and the language arts are addressed by this practice.

1. *Applying business skills such as pricing, accounting, selling, product planning, and mark-ups and mark-downs; tracing inventory via the computer.*
   Developing occupational skills: Cross Content Standard 1 (8)
   Using technology: CCS 2(1-10)

2. *Observing appropriate employee behavior, e.g. punctuality, good attendance, effort, congeniality, completion of tasks.*
   Developing occupational skills: CCS 1 (1,3,5,6,8); CCS 3 (critical thinking); CCS 4 (Self-management)
   Math problem-solving: Mathematics 4.1 (10-18)
   Using cash register, calculator, computers: CCS 2 (2); M 4.5 (9)

3. *Working with a partner in promotion and purchasing plans.*
   Developing occupational skills: CCS 1 (8)
   Using technology: CCS 2(1-10)
   Critical thinking and Problem Solving: CCS 3 (1-15)
   Self-management skills and working in groups: CCS 3 (1-11)
   Math problem-solving: M 4.1 (10-18)
   Using computers: M 4.5 (9)

4. *Developing skill in dealing with customer.*
   Developing occupational skills: CCS 1
   Addressing Audience: Language Art Literacy 3.1 (8,9,18)

5. *Writing daily journal about transaction and letters.*
   Self-management skills: CCS 4 (1-4);
   Developing occupational skills: CCS 1 (1-3; 4-8).
   Writing: LAL 3.3 (18)
   Developing critical thinking/problem solving in life experience: CCS 3, M 4.1

6. *Providing valuable services for staff and students.*
   Developing occupational skills: CCS 1 (1-3; 5-8)
   Using technology: CCS 2; M 4.5 (9)
   Critical thinking: CCS 3.
   Self-management skills; cooperative work: CCS 4; M 4.1.

7. *Helping students to decide on a career by providing business work experience.*
   Career Planning: CCS 1 (4-7)
   Derive satisfaction through service: CCS 1 (6).

3. *Describe the educational needs of students the practice addresses. Document the assessment measures used to determine if the objectives of the practice have been met. Provide assessments and data to show how the practice meets these needs.*

The educational needs of students that this practice addresses are:

1. **The necessity of providing a real work experience in which the students could put into action the principles they learn in marketing class.**
2. **Opportunity to demonstrate employability skills such as honesty, work ethic, dependability, promptness and getting along with others.**
3. **The need to develop a feeling of success from productive work.**
4. **Practice in working cooperatively with others in diverse relationships: fellow employees; employers; customers.**

The assessment measures used to determine if the objectives/needs have been met:

1. ***To provide students with a real work situation for applying business skills learned in the classroom. (NEED #1 – Real Work; NEED #2 – Employability Skills)***
   - **The net profits of the school store. Originally started with $1,000 seed money, the school store has yearly sales of over $20,000 and a net profit of over $5,000 per year. Obviously, the students have applied the skills.**
   - **A three-page "Employee Evaluation Sheet" is filled out for each student/employee rating them in ability to follow directions, appearance, attitude, attendance/punctuality, cooperation, judgment, initiative, following rules, work quality, merchandise knowledge, salesmanship, cash register skills, overall evaluation. Result: 95% of the students achieved an "A" rating.**
2. ***To encourage students of varying abilities to work cooperatively with each other to achieve a goal. (NEED #4 – Cooperative Relationships)***
   - **Students work in teams and keep a portfolio of projects completed. An examination of student portfolios indicates a high level of success, further proven by the profits of their promotions.**
   - **Grades in the course (100% of students who worked in the school store passed Marketing I as opposed to 95% success rate of those who took the course without working in the store.) Success of student teams (generally matching students of different academic levels) indicated by academic improvement of BOTH participants. (*NEEDS #3, 4 –Success, Cooperation)***
3. ***To help students shape a career plan that will build on their "Marketing" skills.***
   - **High (100%) continuing rate of students in the two-year Marketing program for students who have worked in the school store. (*NEED #3*)**
   - **Personal testimonials from students who have worked in the school store for our National Service-Learning portfolio. Many state the school store changed their attitude to school and helped shape career plans; recent graduates attribute their choice of a college major in business to this experience.**
4. ***To provide a service to students and staff that also increases school spirit***
   - **Positive feedback from students and staff as recorded in school newspaper feature article on the school store and our service portfolio. *(NEED #4)***
   - **Requests from organizations, parent groups, class officers to keep store open on special occasions: Freshman Orientation; Parent-teacher Night; school play evening performance; after-school until 4 p.m.**

4. *Describe how you would replicate this practice in another school or district.*

This practice can be replicated by following some guidelines:

1. **Before moving to establish a School Store, decide on what are your goals. Best idea is to tie it in with the Business Education curriculum and the Core Curriculum and the Cross-Content Workplace Readiness Standards.**
2. **Decide on a physical structure easily accessible to staff and students.**
3. **Secure the strong approval of the administration for this school-to-work venture. Obtain seed money; $1,000 is sufficient.**
4. **A survey of students and staff is necessary in order to determine what kind of inventory would best fit the consumer needs of your school. Our experience has been that 20% of the merchandise accounts for 80% of the sales. Seasonal merchandise (school opening, Halloween, holiday, graduation, etc.) is usually a major drawing card. Also, balloons, greeting cards, snacks produce strong sales.**
5. **Ideally, the inception of this practice is the best time in which to write the school store into the marketing curriculum so that it becomes an essential learning tool.**
6. **If your school offers a Marketing I and Marketing II program, try to allocate different duties to students in each level. For example, Marketing I can be responsible for certain business reports such as determination of monthly sales tax and payroll; Marketing II can make major buying decisions and develop marketing strategies.**
7. **In the spring term before you set up store (and also in subsequent years), you should request volunteers. Working with the Guidance Department helps with schedules.**
8. **By June, you should have a good idea of projected inventory so you can order in time for September opening; organize a schedule of students who will come in during late August, early September to set up the store.**
9. **Be certain to prepare a chart of students who will man the store before and after school as well as for special occasions. Have a sign-in sheet; students are paid weekly from the profits (No payroll tax need be paid for those earning less than $600 per year; keep pupil earnings within these limits).**
10. **Establish a set procedure for opening and closing both for individual periods as well as the actual beginning and ending of the school day. The register sales must equal the amount in the register.**
11. **Students are responsible for daily journals; each receives a performance evaluation that counts toward their mark in the course.**
12. **At the conclusion of the year, the School Store makes a sizable donation (ours was $1,000) to the school. This can be used for buying books, equipment or for a scholarship to a graduating senior.**
13. **Establish follow-up surveys: 1) of student participants (who continues on to Marketing II, business major in college); 2) of student body and staff (customer satisfaction and suggestions). Use these surveys as both marketing, managing and monitoring tools.**