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DESIGNING, IMPLEMENTING, AND EVALUATING

A STAFF DEVELOPMENT PROJECT

TO IMPROVE STUDENT PERFORMANCE

USING A WHOLE LANGUAGE

COOPERATIVE LEARNING APPROACH

A Dissertation Presented

by

CAROL MARIE A. FALLON-WARMUTH

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1991

School of Education

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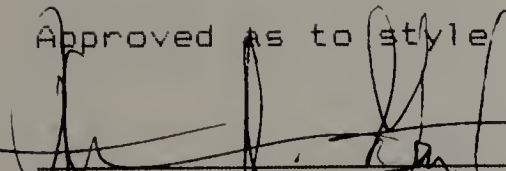
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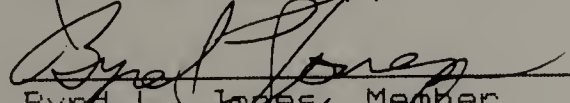
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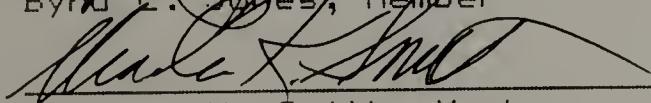
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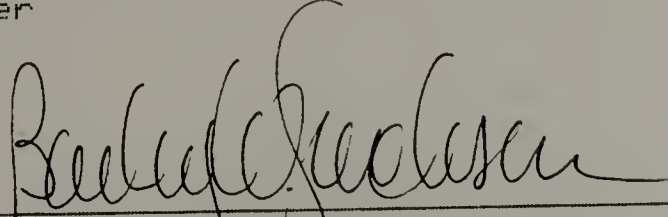
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DEDICATION

This dissertation is dedicated to:

My Mother, Marie G., who was the wind at my back and the sun in my soul.

To my sister, Maureen Ann, who was strong, loving, inquiring, and always kind.

and

To Joseph, whose enthusiasm I have relied upon to soar to new heights.

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Deep-felt appreciation and thankfulness is offered to the following for their assistance and incentive leading to the fulfillment of this study:

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Barbara Williams, whose insights and gift of listening increased communication.

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Washington Rose Second Grade Students and Parents,
whose endorsement enabled me to move in a positive
direction.

ABSTRACT
DESIGNING, IMPLEMENTING, AND EVALUATING
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USING A WHOLE LANGUAGE
COOPERATIVE LEARNING APPROACH
SEPTEMBER 1991

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This dissertation describes the design, implementation and assessment of a staff development project to develop a cooperative whole language approach. The foundation for this staff development project for elementary school was the recognition that language development is crucial to a child's ability to succeed in the school environment.

The educational objectives of this project were to motivate and encourage students of low income, African American families to write imaginatively and productively, and to teach writing to those same students to help them develop their own stylistic competence. These objectives necessitated the

organization of three components. First, a staff development program focused on a whole language approach so teachers could share cooperative learning strategies for improving selected aspects of writing instruction. Second, a language experience approach in which the language, experience, and feelings of minority students could be used to advance motivation, accuracy, and pride. Third, the creation of a positive school climate to help students overcome difficulties in communicating in standard English by developing a "school way of communicating" without forcing the student to conclude that the way the family converses at home is wrong.

Cooperative learning staff development sessions, predicated on a whole language approach, combined five underlying principles: (a) Distributed Leadership; (b) Heterogeneous Grouping; (c) Positive Interdependence; (d) Social Skills Acquisition; and, (e) Group Autonomy. These prompted the preparation of writing activities for the African American students in all aspects of the curriculum. Ongoing monitoring of students' progress and completed tasks were compiled in both a group and individual portfolios.

Basic to the success of this project was overcoming six beliefs: (a) a single set of subcultural customs shape the behavior of African American members

of our society; (b) language programs should involve only instruction in using standard English; (c) all African American children are apathetic and their classes are seldom exciting; (d) discipline is a unique problem in the African American classroom; (e) African American learners cannot become involved in inductive, inquiry centered learning; and, (f) staff development sessions are not required for teaching English to the African American child.

The proposed goal of this effective staff development project was not to change, but, to add a new dialect to an existing one by using a child centered, whole language, cooperative learning approach. By mixing the students' own experiences and the presentation of new experiences, a new dimension was introduced. The students were meetings established norms of success and were eager to accept additional challenges. Class improvement was clearly visible in a low income, urban elementary school.

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Chapter 1

INTRODUCTION

Language differences among English speaking Blacks in the United States are nothing new, although they are continually being rediscovered, and, new "solutions" being advocated. Around 1750, Quaker Anthony Benezet founded a far-sighted but small-scale school for Black children; in the 1960s, projects concerning the language of the "disadvantaged" (often a euphemism for Black) began to receive large grants from the Office of Education, Ford Foundation, Carnegie Corporation, and, others. None of these were distinguished by any substantial perception of the problem. In the 1960s, there had been a tendency to attribute the educational problems of Blacks to factors like linguistic and cognitive deprivation. There has been a great historical span, but no progress (Dillard, 1972).

A large number of speech correctionists and educators, along with a smattering of psychologists, have identified a correlation between the Black dropout rates and low grades in language arts and English classes, and, have assumed that many Blacks suffered from the kind of disability which is implicated under language pathology (Dillard, 1972). One Black speech correctionist psychologist, dean at a large university,

went so far as to indulge in learning theory; language, being a learned activity, can be learned badly.

Recent linguistic theory has emphasized that the human infant comes into the world with a preparation for language learning of a type which makes it independent--insofar as the first language is concerned--of any teaching procedures. It is, of course, necessary that the first-language learner have a model upon which learning efforts can be patterned (Dillard, 1972).

The lack of adequate structural and historical information about Black English (also called Negro Non-Standard English or Merican) has been a major handicap to educational programs for Black children. Incorporation of such knowledge into future programs should be of great benefit to them (Dillard, 1972).

Until recently, researchers, curriculum developers, and, teachers have looked at reading and writing as two distinct processes, one receptive in nature, the other expressive. While they were seen as roughly parallel processes, no clear connections were drawn at the theoretical or classroom level.

But this perspective is changing. In reading, the emphasis is shifting from a "skills" approach, with its concentration on word identification, to a psycholinguistic or "comprehension-centered" approach

which emphasizes overall meaning and comprehension at all levels (Peterson, 1986). Writing, too, is changing--from a "product" orientation in which grammar, spelling, handwriting, and, neatness have held paramount importance--to a process approach that makes meaning the primary importance for the writer (Petersen, 1986). Through the process of revising or editing, writers can refine their thoughts, structure, and grammar over successive drafts. Both reading and writing become true, active language experiences (Petersen, 1986). Predicated entirely on the premise of starting with the student's prior experiences, a firm foundation was built via this whole language approach.

The Problem

Background

Communications between persons is based upon sharing and projecting common imagery. Often in a diverse society these images are distorted by factors of environment. It would seem an important element of a student's reading and writing education to have the capacity to translate the perceptions of their background to the language of society in general, which, leads to common understanding between people.

The teaching of a cooperative writing process starts at the primary and elementary stages of a student's education (Johnson and Johnson, 1989). It is these stages at which a student has departed the home environment where cultural influences are the greatest, for the influences of the larger community. Part of the education process is the assimilation of the person into society. Persons involved in the Black Culture often remain segregated, physically and culturally, from the rest of society, which has led to poor development of language skills, inhibiting assimilation (Johnson and Johnson, 1989).

Educators need to develop more effective methods of analyzing students' writing in order to prescribe and apply individualized instructional techniques to teach greater writing fluency. This staff development project took a cooperative writing process approach, so that insights provided by linguistics could be translated into techniques for further improving selected aspects of writing instruction. The approach, mixed with a language experience strategy and ideas from the students, were used to promote motivation and accuracy. In addition, such teaching influenced cooperative writing activities in other areas of the New York State curriculum, for example, social studies, and science.

The Purpose

The purpose of this project was to bridge two language patterns: that of the Black Culture, and, Standard or School English Curriculum. The project's intent was to use the child's experiences as a beginning and build an acceptable level of writing proficiency. Opportunities were needed to connect personal experiences and the world through writing using the students' language, vocabularies, and sentences.

The focus was on what students did as writers. A whole language cooperative learning approach linked each student's inquisitiveness and experience to language and published books. The emphasis on making written language as significant as spoken language, was the motivational force to initiate language arts instructional improvement and curriculum changes.

Significance of the Problem

Why can't all Americans just speak Standard English? This question reflects the distress that many citizens feel about the linguistic diversity that has become a source of divisiveness in society and a source of failure in the schools. In many school districts, the number of languages and dialects spoken by children and their families is staggering, as the languages of

Central and South America, Africa, and Asia mix with various American dialects to create classrooms in which communication is virtually impossible. Across America, language-minority children are not learning the essential lessons of school and are not fully taking part in the economic, social, and political life of the country (Bowman, 1989).

The problem will soon become even more serious. Over the next decade or two, language-minority children will become the majority in our public schools, seriously straining the capacity of those institutions to educate them.

In a nation that is increasingly composed of people who speak different languages and dialects, the old notion of melting them together through the use of a common language is once again attractive. Requiring all children to speak the same language at a high level of proficiency would make the task of educating them a good deal easier. Unfortunately, what seems quite simple in theory is often difficult to put into practice. One of the most powerful reasons in this instance is the interrelationship of culture, language, and the children's development (Bowman, 1989).

Black children raised in a Black community learn a particular variation of the English language. It is a language system with its own characteristics. Largely

verbal, physical and rich in colloquialism, the child is used to hearing cadence and inflections synonymous with Black speech patterns isolated in the community. Although often considered as a barrier to learning, these speech patterns complement the traditional prerequisite skills needed to be successful in a cooperative writing process approach.

Many of the readiness experiences thought to be important in developing communication skills are provided within the African-American speech community. For example, at a very early age Black children learn to construct rhyming patterns. They often use contextual cues for making distinctions between words that sound alike but have different meanings, homophones. Black students adequately express a single idea in a variety of ways--paraphrasing; and they enjoy even at kindergarten age, rearranging words to create new ideas or novel expressions (Dillard, 1972). According to Brooks (1985) the recognition of a language system would suggest the need for different attitudes about what Black children learn, for example, systematic rule-governed language patterns, and about how they acquire these language patterns, for example, through natural yet complex language learning process.

Child development follows a pattern similar to culture. The major structural changes in

children—changes that arise from the interaction of biology and experience, such as language learning—are remarkably similar in kind and sequence across cultural groups. However, the specific knowledge and skills—the cultural learning—that children acquire at different ages depend on the children's family and community.

Learning a primary language is a developmental milestone for young children and is, therefore, a "developmentally appropriate" educational objective. Moreover, the informal, social method by which children learn their primary language is also "developmentally appropriate." However, the specific uses to which that language is put are determined by the culture (Bowman, 1989).

The idea of a developmentally appropriate curriculum evokes a vision of classrooms in which experiences are synchronized with each child's level of maturity and experience, so that what is taught is consistent with the child's capacity to learn. But teachers facing the challenge of teaching children from different cultural communities find themselves hard pressed to decide what constitutes an appropriate curriculum. Given the complexity of the interaction between culture and development, is it possible to design a developmentally appropriate curriculum at all?

If that question implies that the same curriculum can be used for all children, the answer must be no.

The following list provides a beginning for teachers to bridge the gap between the children's cultural background and the school's objectives, and forms a basis for this action research project:

1. Teachers needed to learn to recognize developmentally equivalent patterns of behavior
2. It was essential not to value some ways of achieving developmental milestones more highly than others because young children are particularly sensitive to the ways in which adults view them. Asa Hillard and Mona Vaughn-Scott (1982) state, because the behavior of African-American children is so different from that of their White peers, such children are often judged to be deficient in their development, rather than just different. The result is that normal, healthy children are sometimes diagnosed as sick or retarded

3. Teachers needed to begin instruction with interactive style and with content that was familiar to the children
4. School learning was most likely to occur when family values reinforced school expectations
5. When differences existed between the cultural patterns of the home and community, and those of the school, teachers had to deal with those discrepancies directly. Teachers and children must create shared understandings and new contexts that give meaning to the knowledge and skills being taught
6. The same contexts did not have the same meanings to children from different racial and ethnic groups. The same instructional materials and methods took on meanings different from those that the teacher intended. Formal assessment was delayed until teachers and children had jointly built a set of new meanings so that the children understood the language and behavior required in school

A developmentally appropriate curriculum can never be standardized in a multicultural community.

Thoughtful teachers, however, can use the principles of child development to make the new context of school

meaningful, to attach new kinds of learning to what children have already achieved, and to safeguard the self-image and self-confidence of children as their knowledge and skills expand (Bowman, 1989).

Setting

Community

The setting for this study was the Washington Rose School in Roosevelt, New York. Roosevelt, Long Island, New York, is an unincorporated village located in the south central portion of the Town of Hempstead. It had a population of approximately 14,200 and had no local government at the time of this study.

According to the Town of Hempstead's Community Profile of Roosevelt, prepared by the Department of Planning and Economic Development, the changes in the total number of housing units went from 3,577 in 1960; to 3,957 in 1970; to 3,866 in 1988. The 1960 to 1980 changes in "Median Value Specified Owner-Occupied Housing Units" increased from \$15,600 in 1960; to \$22,000 in 1970; to \$39,100 in 1980. The "Median Family Income" for that same period also rose from \$7,111 in 1960; to \$11,122 in 1970; to \$22,125 in 1980, lagging behind the Town of Hempstead average income for all periods listed.

Roosevelt became a racially isolated community as reflected by the following compositional shift. The total population and racial composition in 1960 was 82.3% White, 17.44% Black, and .3% Other, totaling 12,883; in 1970, 31.5% White, 67.5% Black, and 1.07% Other, totaling 15,008; and in 1980, 9.6% White, 88.7% Black, and 1.7% Other, totaling 14,109.

Washington Rose School

In the middle of the 1800s a one room school house was established in Roosevelt, New York. It was located on Washington Avenue near the present site of the Washington Rose School. Later, a three room building was constructed. It was used for community functions such as meetings, political activities, social gatherings, Sunday school and church services, as well as education.

With the increase in population, a requirement to expand the educational facility occurred. School No. 1 (Washington Avenue School), an eight room building was constructed. A few years later in 1915, a similar building called School No. 2 (Rose Avenue School), was erected. School No. 1 was completely destroyed by fire in 1922 and a modern sixteen room school with an auditorium was built. This today is known as the Washington Rose School, Roosevelt, New York.

Until the 1988-1989 school year, the Washington Rose School was a three through sixth grade educational environment. After 1989 the levels were changed from kindergarten through sixth grade to enable the Principal, faculty, and staff to closely monitor and guide the academic achievement of the students. Offerings included a kindergarten through sixth grade program, with gym, art, vocal and instrumental music adhering to the New York State curriculum guidelines. Reading, math, and social studies were District-wide aligned. Remedial labs in reading and math were provided under the parameters of Chapter I (a compensatory education program) and a computer lab program was created. A library was located on the premises and was staffed by a media specialist and a part-time clerical. The faculty composition consisted of one Black male, two White males, ten Black females, sixteen White females, and three Hispanic females. The faculty was guided by a Black female administrator.

According to the Superintendent's "Comprehensive Assessment Report to Roosevelt Board of Education and Public" (1988), the school enrolled 401 students. There was one student of the total population that was either American Indian, Alaskan, Asian or a Pacific Islander, 385 students who were Black (not Hispanic), seven

students who were Hispanic (not Black), and eight students who were White (not Hispanic).

Scope and Limitations

Generalization Limitations

The outcome of this cooperative writing process approach action research was qualified because it applied only to a portion of the students (the second graders at Washington Rose School) in the Roosevelt Public School System, Roosevelt, New York. The number of students involved was small (thirty-two) and the participating faculty consisted of only the Principal, one second grade teacher, and the fifth grade Writing Teacher.

The effects were also limited as they reflected the first stages of a developmental method of a writing process with several components. The attempt was expanded to incorporate the writing process throughout the entire curriculum, for example, reading, social studies, science, African-American studies, which correlated with the Harcourt Brace Jovanovich Program (a literary based reading program). The faculty member's unfamiliarity with a newly adopted program also limited the yields of this action research.

Design Problems

Items which may have prejudiced the effectiveness of the study were:

1. Student absenteeism
2. Faculty absenteeism
3. Faculty expectations
4. Student internalization of new learning patterns
5. Faculty members' difficulty adapting to new teaching patterns
6. Student reluctance to share experiences on paper
7. Faculty members' maladroitness with creativity
8. Regularly scheduled class periods interrupted by building activities
9. Faculty hesitation to accept less than "Standard English"
10. Student/Faculty rapport
11. Non District-wide aligned writing programs
12. The researcher and participants inexperience with the techniques of collaborative teaching

Experimenter Bias

Cautious attention was given to eliminate the probability of experimenter bias by the inclusion of the following strategies:

1. Elucidation of rationale and course of action

2. Voluntary involvement
3. Continuous study modification

The researcher's role, fifteen years in the Roosevelt Public School District, and a currently functioning second grade teacher at the Washington Rose School, Roosevelt, New York, brought advantages and disadvantages to the research which may have affected the results of the study.

Possible advantages included:

1. Researcher had been an educator of primary children for a number of years in the District
2. Researcher established a sincere and positive rapport with students and parents
3. Researcher had competence to work collaboratively with colleagues

Possible disadvantages included:

1. The faculty members' skepticism regarding researcher's "expertise"
2. The students' fear of rejection by the researcher if they were not successful
3. Limited time in which to discuss the progress of students with parents and colleagues due to regularly scheduled responsibilities

Research Questions

The rationale for a writing process incorporating a cooperative learning component offering methods of teaching writing developmentally to primary students was of a language experience approach, such that the language, feelings, and ideas of students were used to bring about instruction and accuracy. Based on a review of literature, collaboration of teachers, and voluntary Staff Development Workshops, this action research was the basis for a cooperative writing process utilizing individual teachers' resources incorporating students' experiences. The writing process showed innovations and ingenuity in the designing, planning, and implementation of special programs which aided teachers to use cooperative techniques in all academic areas. Therefore, the research questions established were:

1. Does the group method of teaching writing enable students to become more capable and comfortable with writing?
2. Will using the cooperative learning process increase pride and self-esteem?

3. Will students' attendance records improve as a result of creating a cooperative environment and extending personal experiences to school relationships?
4. Can a non-graded writing process be developed such that teachers may objectively determine student progress and deficiencies?
5. What techniques will result from staff development workshops to accomplish the cooperative process and achieve the goal of improved writing skills?

Outline of Chapters

Chapter I includes the statement of the problem, the purpose of the study, a description of the community and the school, the scope and limitations of the project, and research questions.

Chapter II reviews current literature relating to standard English, Black English, cooperative learning, staff development, and, effective schools.

Chapter III reports the procedures for conducting the study.

Chapter IV reports and analyzes the data resulting from the study.

Chapter V offers conclusions, suggestions for in-service training of faculty, and implications for future study.

CHAPTER II
REVIEW OF LITERATURE

Introduction

This review of literature provided a research basis for a cooperative developmental writing process in which students' language formed the bridge to learning language arts skills, and, correlation and integration of the cooperative writing process was achieved in academic areas of the curriculum at Washington Rose, Roosevelt, New York. Six objectives were established to advance individualized instructional techniques to teach greater writing fluency. They were:

1. Teachers learning to recognize developmentally equivalent patterns of behavior
2. Teachers expressing sound ways of achieving developmental milestones more highly than others
3. Teachers instructing with interactive styles and with content that was familiar to the children
4. School learning to occur when family values reinforced school expectations

5. Teachers dealing directly with discrepancies when differences existed between the cultural patterns of the home, community, and those of the school
6. Teachers realizing that materials sometimes did not have the same meaning to children from different racial and ethnic groups

Credibility to the study, provided through a review of selected literature, contains references regarding: Standard English, Black English, cooperative learning, staff development and effective schools.

Standard English

Usually people communicate within their own groups effectively. They are only considered to communicate incorrectly when their language is compared to a criterion such as standard English. When an attempt is made to homologize the group, problems occur.

Part of the problem of assimilating a group into a common language is cultural chauvinism. Language is equated with heritage and has been a strong political element of conflicts throughout history. Naturally, people of Black heritage resist implementation of modifications to their manner of speaking as well as

their style of life. It insults pride and is a burden seen as discriminatory.

Many Black people who insist that Black children must learn to read and write "standard" English (Edited American English) are concerned that Blacks have opportunity in the job market. Two strong forces oppose this view: nationalistic Blacks argue that employers should be compelled to respect Black dialect; the liberals, echoing that idea, point to the Whites who have gained position without effective command of standard English and to the Blacks who are restricted despite their language proficiency (Brooks, 1974).

There are conflicting viewpoints on the nature of "Standard English," and its role as it relates to subgroups in society, and, whether such a concept exists. From the Conference on College Composition and Communication:

We affirm the students' right to their own patterns and varieties of language--the dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and, immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety, will preserve its heritage and dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language. (Committee on CCCC Language Statement 1974, 2-3 Brooks, 1974)

In every society there are people who are in a position to judge what is good and bad concerning language by making decisions affecting other people. Employers responsible for placing people in public-contact positions consciously consider success and failure in language arts on the basis of the type of language used by employees. School teachers may unconsciously make evaluations about general intelligence on the same basis. Employers and personnel directors make use of judgments about language in their decisions concerning who gets hired for, and, advanced to other positions (Fasold and Wolfram, 1970).

Because the influence of their decisions effects the evolution of language, our use of the term "Standard American English" will refer to the informal standard language of teachers, employers of people who fill public contact positions, and, of other speakers whose speech resembles the speech of these two groups. This definition is based on the assumption that teachers and employers will not consistently enforce language forms that are super-standard to themselves. Standard American English, then, will be the real spoken language of the educated middle class (Wolfram and Fasold, 1974).

Black children are neither linguistically impoverished nor cognitively underdeveloped (Baratz and Shuy, 1969). Language may vary according to the speaker's environment and should be considered as instructional activities are planned. Teacher's should not automatically demand that young children speak standard English in the classroom. Language activities in the classroom should have a combined focus; each child should have opportunities to use their own language as well as to become familiar with standard written English. The advent of the information age raises to new levels of urgency the need for all students to be effective in their use of the written and the spoken word. The mastery of English is the first and most essential goal of education. (Boyer, 1983).

Black English

The current controversy over the study of Black English is partly the result of disagreement among three distinct academic groups--educators, psychologists, and, linguists--who come to the study of Black English from quite varied perspectives. Within each of the three disciplines there are internal controversies about the validity of the study and

applications of findings. Since the applications affect the lives and education of Black children many other interested parties, including Black parents, see Black English as a topic of concern for them. There are some who view raising the issue of Black English as counterproductive to the welfare of Blacks.

Furthermore, the social and political implications read into the topic create conditions that make objective study extremely difficult (Cullinan, 1974).

Traditionally, Black children who spoke a nonstandard dialect of English were viewed by educators as being in need of remediation. Teachers characteristically viewed nonstandard dialects as incorrect speech to be eradicated and replaced with some form of socially acceptable speech. Educators often labeled these children as "nonverbal," and, their language as "destitute," "underdeveloped," and, "incorrect." Psychologists who measured nonstandard dialect-speaking children's performance on tests administered in standard English, noted that many of these children did not perform well. Observations based on performance in standard English led psychologists to describe these children in terms of inadequate language and cognitive deficits (Cullinan, 1974).

The differing platforms from which various groups viewed the Black child's language resulted in disparate recommendations for educational programs, with important consequences for the children each group was attempting to help. A few of the educational programs probably had some slight effects, but, there is little evidence to support the claim that any were substantial factors in changing the language use, self-concept, or, learning ability of the children involved (Cullinan, 1974).

It was not until linguists challenged the traditional approaches and described Black English as a systematic, logical, and, fully adequate communication medium that the real issues became apparent. At present there is increasing acceptance of the linguists' position that all language varieties are equally valid, and, can accommodate all levels of thought. A variety of standard English is not intrinsically better than any nonstandard dialect, and, if social preference is shown to one variety of language, it must be recognized as a social value and not as evidence of the cognitive superiority of the speaker (Cullinan, 1974).

The first issue which must be dealt with is whether or not there is such a thing as Black English. Actually, linguists and anthropologists have been

studying the speech of Blacks for the past two or more decades. Until recently, however, a few linguists discounted the differences between Black English and other American dialects. Kurath (1928) and McDavid and McDavid (1951), observed that the speech of uneducated Blacks differed very little from that of illiterate Whites. More recent studies by Labov (1968), Stewart (1969), Fasold and Wolfram (1970), Dillard (1972), and others, now support the proposition that Black English is an identifiable language variety which differs systematically from the language of southern Whites as well as from network standard English (Cullinan, 1974).

Although some speech patterns are labeled "standard" and some "nonstandard," it is important to recognize that wide variation exists in the language used by both standard and non-standard speakers. For example, to label the language of a group "standard English" does not mean that all members of the group use all of the features of that dialect all of the time. It does mean, however, that a large proportion of the group characteristically uses features of that dialect, so that these speakers can be identified as standard speakers. In other words, there are varieties of standard English as well as varieties of Black English. Labeling the language of a group as either standard English, or, Black English simply means that

members of that group use features that are characteristically identified with one dialect or the other (Cullinan, 1974).

Critics who deny the existence of Black English point to the wide variation found in the speech of Blacks within the urban ghetto and to the variations in the speech of Blacks from different parts of the country. Nonlinguists find it difficult to believe that specific features can be isolated as characteristics of Black English. However, Fasold and Wolfram (1970) and Labov (1968), linguists who have recorded the speech of Blacks in New York, Detroit, Washington, D.C., and, elsewhere, have identified distinctive syntactic features of Black English. The principal pronunciation and syntactic differences between Black English and standard English are the following:

1. In all varieties of spoken English the sounds at the ends of words, as represented in their written form, may not be precisely articulated by the speaker. The weakening of the final sounds is affected by two major factors. The first factor, is whether the following word begins with a vowel sound or a consonant sound. When a word ending in a consonant sound precedes a word beginning with a vowel sound, there is a

greater likelihood that the speaker will articulate the complete sound. The second factor is whether the final consonant cluster is part of the root of the word, or, involves an inflectional ending.

2. In Black English the weakening of final consonants may be carried further than is acceptable in standard English, typically for the final sounds, -r, -l, -t, -d, -s, -z, and, to a lesser degree, -n. These consonant phonemes may have alternative realizations both in the middle of words and at the ends of words.
3. The most frequent consonant clusters occurring in English are those with t, d, or, s, (which may be pronounced /s/ or /z/ as the last element of the cluster). These sounds comprise the most important inflectional markers in English. Though these clusters are seldom simplified in standard English, they are often simplified in Black English, even if the second consonant signals a grammatical feature such as a marked tense or a plural.
4. Some regional dialects differ from each other in the sounds which systematically distinguish pairs of words.

5. The differences in pronunciation between Black English and standard English influence the grammatical patterns which distinguish Black English (Fryburg, 1974).

Several factors account for the layman's denial of the existence of Black English. Some of these are:

1. There is a large overlap between Black English and standard English.
2. Black English shares many features with other nonstandard dialects.
3. Many Black people do not speak Black English.
4. Blacks who do speak a dialect may be bidialectal to varying degrees, that is, they may use forms from both standard English and Black English, or, may be able to speak consistently in either standard English or Black English.
5. It takes a good deal of training and experience in phonology and syntax to make valid observations about dialect distinctions.
6. There is also variation among individuals and among the different styles of one individual (Cullinan, 1974).

An issue that has become increasingly important since the acknowledgment of the validity of Black English is whether or not Black children who speak it should learn to speak standard English. Since some

hold that the variety of English spoken by many Black children is an adequate linguistic system for learning, they reason that Black English should become the language of instruction. Others argue that Black English should be maintained and used only in the early school years as a bridge to subsequent learning of standard English. Still another group believes that facility in Black English should be retained as part of the speaker's culture but that all children should also be taught to read and speak standard English. In effect, this group is proposing that children who speak Black English should become bidialectal or multidialectal (Cullinan, 1974).

Bidialectalism is a general term referring to a speaker who is fluent in more than one dialect. In the case of the urban Black child, a bidialectal speaker is one who is fluent in both black English and standard English (although precise levels of performance in either language system have not been specified) and who can speak whichever dialect is appropriate to the situation. The most reliable indicator of bidialectalism is the ability of a speaker to converse with a group of primarily Black-English speakers or with a group of primarily standard-English speakers, and, to be considered in each case as a member of the group. That is, no notice would be paid to the manner

in which he spoke, but merely to the content of what he said (Cullinan, 1974).

Many argue that the mainstream culture needs to increase acceptance of Black English as a fully adequate linguistic system. Yet there is substantial evidence of the widespread nonacceptance of language variation. For example, in studies of attitude toward language, Shuy, Baratz, and Wolfram (1969) found that most people consistently rated the intelligence, the socioeconomic level, and, the education of Black English speakers lower than they did speakers of other dialects. Labov (1966), too, found poor acceptance of Black English speech in his study of the social stratification of English in New York City. There is evidence that Black children are handicapped vocationally, socially, and, academically, but it is also clear that mastery of speaking and reading standard English will not entirely overcome the handicaps (Cullinan, 1974).

Why should Blacks include standard English in their language repertoire? There is some indication that the dialect we adopt reflects a commitment to a role in life. By rejecting the language of the Establishment, some young people indicate their rejection of the values of the Establishment. On the other hand, students who view themselves as potential

members of a higher socioeconomic group have the motivation to benefit from instruction and move more rapidly to the use of standard English (Dillard, 1972).

To become successful in the mainstream culture, various racial and ethnic groups learned to communicate with members in the standard dialect of that culture. Countless Blacks who spoke Black English as children have achieved success vocationally, academically, and, socially. Many who have become proficient in standard English retain facility in their native dialect (Cullinan, 1974). Although Labov (1968) questions the likelihood of real expertise in both Black English and standard English, many Blacks demonstrate the ability to switch from one dialect pattern to another. Furthermore, nearly everyone is in some sense bidialectal, that is, each individual adapts his language style to achieve more effective communication as he mixes in different groups (Dillard, 1972).

Although proposals that Black children should become bidialectal makes sense, it is also evident that we know very little about how to accomplish this task. If children who speak Black English are to become bidialectal, however, it is clear that the attitudes of teachers and the techniques they use will be crucial. Bidialectalism has seldom been increased by restricting oral language usage in the classroom, having students

fill in blanks on sterile exercises, or, making them strive toward tidy language usage considered correct in English textbooks. If children are to become fluent in self-expression in the target language variety, they need many opportunities to practice it in a nonthreatening environment (Cullinan, 1974).

By keeping language whole and permitting students to communicate using Black English, students at Washington Rose School, Roosevelt, New York, learned language when it was required to communicate as well as understand others. Throughout the duration of the project, all varieties of oral and written language were accepted and encouraged

Cooperative Learning

After half a century of relative neglect, cooperative learning procedures are increasingly being used throughout public and private schools and colleges (Johnson and Johnson, 1989). As its use grows, there is a need to understand what cooperative learning is, the procedures teachers use in implementing it within their classes, the extensiveness of the research validating its effectiveness, the ways in which students are taught collaborative skills, the systems for modifying existing curriculum units to include predominantly cooperative lessons, and, the procedures

used to build professional support systems to facilitate the implementation of cooperative learning (Johnson, Johnson, and Holubec, 1986).

We are currently leaving an era of competitive and individualistic learning. The "me" classrooms and "do your own thing" seatwork are fading. We are entering an era of interdependence and mutuality in schools. The current trend is for "we" classrooms and "we are all in this together" learning, in contrast to fads which are generated from the top down. Trends are generated from the bottom up, and, like horses, they are easier to ride in the direction they are already going (Johnson, Johnson, and Holubec, 1987).

In most classrooms, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired future state of demonstrated competence of mastery in the subject area being studied, such as, conceptual understanding of mathematical processes, facility in the proper use of a language, or, mastery in the procedures of inquiry. Students' learning goals may be structured to promote cooperation, competition, or, nondependence among students as they strive to accomplish their learning goals. This specifies the ways in which students will interact with each other,

and, with the teacher during the instructional session (Johnson, Johnson, and Holubec, 1986).

The way in which teachers structure the social aspect of learning goals determines how students interact with each other, which in turn largely determines the cognitive and affective outcomes of instruction. An essential instructional skill is knowing how and when to goal structure students' learning: cooperatively; competitively; and, individualistically. Each goal structure has its place and in the ideal classroom all three goal structures would be appropriately used. All students learn how to work collaboratively with others, compete for fun and enjoyment, and, work autonomously. Students work on instructional tasks within the goal structure that are most productive for the type of task and instructional objective. It is the teacher who decides which goal structure to implement within each instructional activity. There is no aspect of teaching more important than the appropriate use of goal structures (Johnson, Johnson, and Holubec, 1988).

Teachers can structure lessons individualistically so that students work to accomplish learning goals unrelated to those of the other students. Individual goals are assigned each day. Students' efforts are evaluated on a fixed set of standards and rewards are

given accordingly. Each student has a set of materials and works at his or her own speed ignoring the other students in the class. In individualistic learning situations, students' goal achievements are independent, and, students perceive that the achievement of their learning goals is unrelated to what other students do (Johnson, Johnson, and Holubec, 1987). Whether or not students accomplish their goals has no influence on whether other students achieve their goals in an individualistic learning situation. Thus, students seek an outcome that is personally beneficial and ignore as irrelevant the goal achievement of other students (Johnson, Johnson, and Holubec, 1986).

For the past half century, competitive and individualistic goal structures have dominated American education. Students usually come to school with competitive expectations and pressures from their parents. Many teachers have tried to reduce classroom competition by switching from a norm-referenced to a criteria-referenced evaluation system. In both competitive and individualistic learning situations teachers try to keep students away from each other (Johnson, and Johnson, 1989).

There is a third option. Teachers can structure lessons cooperatively so that students work together to

accomplish shared goals. Students are assigned to small groups and instructed to learn the assigned material and make sure that the other members of their group do the same. Individual accountability can be checked by randomly selecting a paper to grade from each group. A criteria-referenced evaluation system is used (Johnson, Johnson, and Holubec, 1986).

In cooperative learning situations there is a positive interdependence among students' goal attainments; students perceive that they can reach learning goals if and only if the other students in the learning group also reach goals (Johnson, Johnson, and Holubec, 1987). Thus, students seek outcomes that are beneficial to all those with whom they are cooperatively linked. Students discuss the material with each other, help one another understand it, and encourage each other to work hard (Johnson, Johnson, and Holubec, 1987).

Cooperative learning is the most important of the three types of learning situations, yet currently it is the least used. Current evidence indicates that class sessions are structured cooperatively only seven to twenty percent of the time (Johnson and Johnson, 1989). We know effective instruction indicates that cooperative learning should be used when we want students to learn more, like school better, like each

other better, and, learn more effective social skills. It is clear from the research that classrooms should be dominated by cooperation among students and integrate competitive and individualistic work when it is appropriate (Johnson, Johnson, and Holubec, 1986).

There are a number of differences between the use of traditional classroom learning groups and cooperative learning groups. Some of these differences are as follows:

1. In cooperative learning groups there is a foundation built on positive interdependence among group members in which goals are structured so that students need to be concerned about the performance of all group members as well as their own.
2. In cooperative learning groups there is a clear individual accountability, where each student's mastery of the assigned material is assessed, each student is given feedback on progress, and, the group is given feedback on how each member is progressing so that the other group members know whom to help and encourage. In traditional learning groups individual students are not often held accountable for providing their share of the group's work, and, occasionally students will "hitchhike" on the work of others.

3. In cooperative learning groups the membership is typically heterogeneous in ability and personal characteristics, while traditional learning groups are often homogeneous.
4. In cooperative learning groups all members share responsibility for performing leadership actions and there is no formal leader, while in traditional learning groups a leader is often appointed and given charge of the group.
5. In cooperative learning groups responsibility for each other's achievement is shared. Group members are expected to provide help and encouragement to each other in order to ensure that all members do the assigned work. In traditional learning groups members are seldom held responsible for each other's learning.
6. In cooperative learning groups, students' goals focus on both maximizing each member's learning and maintaining good working relationships among members. In traditional classroom learning groups students most often focus only on completing the assignment.
7. In cooperative learning groups, the social skills students need to work collaboratively (such as leadership, communication, trust-building, and, conflict management) are

directly taught, whereas in traditional learning groups the interpersonal and small group skills students need to work together effectively are assumed.

8. When cooperative learning groups are used the teacher observes the groups, analyzes the problems of working together, and, provides feedback on how well each group is working together. In traditional learning groups teacher observation and intervention seldom take place.
9. In cooperative learning the teacher structures procedures so that groups may "process" how effective they are, while in traditional learning groups no group processing takes place (Johnson, Johnson, and Holubec, 1986).

The importance of cooperative learning goes beyond maximizing outcomes such as achievement, positive attitudes toward subject areas, and the ability to think critically. The ability of students to work collaboratively with others is the keystone to building and maintaining stable marriages, families, careers, friendships, and communities. Being able to perform technical skills such as reading, speaking, listening, writing, computing, and problem-solving are valuable, but, of little use if the person cannot apply those

skills in cooperative interaction with other people in career, family, and, community settings. It does no good to train an engineer, secretary, accountant, teacher, or, mechanic, if the person does not have cooperative skills. Schools have long been places that have promoted unrealistic expectations of what career, family, and, community life may be like. Most careers do not require people to sit in rows and compete with colleagues without interacting with them. Teamwork, communication, effective coordination, and divisions, of labor characterize real-life settings and it is time for schools to reflect the reality of adult life. A logical way to ensure that students master the skills required in most task-oriented situations is to structure the majority of academic learning situations cooperatively. Students can then learn technical knowledge and skills in a realistic setting working together with classmates (Johnson, and Johnson, 1989).

In the past many educators placed emphasis on reading and mathematics in ways that increased student alienation and isolation. Collaborative skills and friendships were not used to increase student achievement. Cooperative learning allows educators to promote both higher achievement and healthy, social and cognitive development simultaneously (Johnson, Johnson, and Holubec, 1986).

There is a long tradition of using cooperative learning strategies in U.S. education. Although cooperative learning has been ignored the past fifty years or so, it is now being rediscovered. Not only is there considerable research to validate the effectiveness of cooperative learning, but, there are clear procedures for teachers to follow and a clear supervisory model available. The myths supporting the overuse and inappropriate use of individualistic and competitive learning are being dispelled. What now remains is for the mature teaching force within the United States to modify their teaching practices to bring them into line with what is known about effective instruction and constructive social and cognitive development (Johnson and Johnson, 1989).

Some basic tenets in cooperative learning are:

1. Cooperative, competitive, and, individualistic learning are all important and should be used, but, the dominant goal structure in the classroom should be cooperation.
2. Whenever a learning task is assigned, a clear goal structure should be given so that students know what behaviors are appropriate within the lesson. The basic elements of the cooperative

goal structure are positive interdependence, individual accountability, face-to-face interaction, and, use of cooperative skills.

3. The teacher's role in structuring learning situations cooperatively involves clearly specifying the objectives for the lesson, placing students in productive learning groups, providing appropriate materials, clearly explaining the cooperative goal structure, monitoring students as they work, and, evaluating students' performance. The students should always be aware that they "sink or swim together" in a cooperative learning situation.
4. For cooperative learning groups to be productive, students must be able to engage in collaborative skills. Teaching cooperative skills can be done simultaneously with teaching academic material.
5. Given the mature teaching force within the United States and given the demoralization found within many school staffs, the implementation of cooperative learning needs to be coupled with the implementation of collaborative professional support groups among educators. Both the success of implementation efforts and the quality of life within most

schools depend on teachers and other staff members cooperating with each other. Support for the programs takes as careful structuring and monitoring as does cooperative learning (Johnson and Johnson, 1989).

The classroom environment should be established and maintained in a non-threatening manner. To teach a whole language approach using cooperative learning techniques provides for such a setting. Learners demonstrate understanding with help from group members and there is encouragement to work together. Mutual benefits are derived when roles are switched from resource person and helper to learner (Johnson, Johnson, and Holubec, 1986).

Staff Development

One of the key factors in achieving successful school improvement is staff development (an orderly "tuning" process required of all schools and staffs on a continuing basis) (Courter and Ward, 1983).

Because the teacher serves as the individual who has the most direct contact with students, the teacher also is the staff person who most often will be required to acquire and implement changes, and, who will be most apt to influence the form and outcomes of whatever

improvement occurs. Recent research on school improvement supports this view, indicating that the teacher is the pivotal force in the change process (Lieberman and Miller, 1978).

Hall and Loucks (1981) indicate the awareness of, and, attention to teachers' concerns are important aspects of any change process. They introduce the notion that teachers' concerns may range from how an improvement may affect them personally, to a desire to learn more about a proposed improvement, to an interest in "improving" a particular new procedure or process. They also present the idea of "levels of use" of a particular improvement. The levels they identify are nonuse, orientation, preparation, mechanical use, routine use, refinement, and, renewal. Griffin (1983) suggests that both levels of concern and levels of use need to be considered when initiating a school improvement effort. In order to assure that the professional growth activities undertaken are appropriate to the needs of the individuals who are involved (for example, teachers), importance of these two factors are emphasized. It is further noted that consideration of these factors makes it possible to determine whether teachers and other staff members, in

fact, need to change. As a result, improvement efforts undertaken should fit the context in which they are to operate.

Gross, Giacquinta, and Bernstein (1971) look at the teacher as a catalyst for implementation of school improvement. Successful improvement (that is, improvement that matches the intended changes in procedures and processes and achieves the intended changes in student outcomes) depends on the presence of several factors. Among them is the requirement that the innovation be clearly specified. In particular, they underline the importance of specifying any new role requirements for teachers. Also indicated is that teachers must be given the experiences necessary to develop any new skills or competencies that are required, be committed to improvement, and, be provided with whatever materials and equipment are needed. Finally, the importance of school administrators as supporters of the improvement process is necessary. Administrators can help teachers overcome problems that occur. The commitment of the school principal and other administrators is as important as that of the teachers.

The research pertaining to staff development offers guidelines for designing and implementing school improvement efforts. These guidelines include:

1. The importance of recognizing that a teacher is a key figure in any school improvement effort
2. The usefulness of collaborative approaches to school improvement
3. The recommendation that the change effort be focused at the school level as well as at the classroom level and involve the entire school staff
4. The suggestion that the ultimate goal of any school improvement effort should be to implant inquiry as an ongoing process in the school
5. The reminder that various support elements need to be provided, such as; time, materials, and, expert guidance and assistance (Courter and Ward, 1983)

Staff development involves the hope of finding techniques to improve situations more effectively than many of the cure-alls which have been put into effect. The term staff development, means any systematic attempt to alter the professional practices, beliefs, and understandings, of school personnel toward a stated objective (Griffin, 1983).

According to the National Society for the Study of Education (1901), there are at least four matters which formed the basis for rethinking school improvement and growth. These matters reflected: the characteristics of effective schools, specific powerful approaches to educational occupational development, expectations for the improvement of schools rather than the replacement of novel "teaching-learning" strategy being strongly experienced by society, and, schools viewed as social institutions needing to undergo change .

Improving our teaching can be focused on "tuning" our present skills or on learning new ways of teaching. When tuning our skills, we try to become more affirmative, involve students more, manage logistics more efficiently, ask more penetrating questions, induce students to be more productive, increase the clarity and vividness of our lectures and illustrations and, understand the subject matter we teach better (Joyce and Showers, 1980).

Mastering new teaching strategies or models and learning to put alternative curriculum in place is quite a different goal. To master a new approach we need to explore and understand its rationale, develop the ability to carry out the new strategies, and, master fresh content (Joyce and Showers, 1980).

Most of the training literature consists of investigations in which training elements are combined in various ways, whether directed toward the fine-tuning of styles or the mastery of new approaches. The major components of training according to Joyce and Showers (1980) are:

1. Presentation of Theory - The substance of theory components is the rationale, theoretical base, and, verbal description of an approach to teaching for a skill or instructional technique. Either for tuning of style or mastery of new approaches, presentation of theory can raise awareness and increase conceptual control of an area to some extent.
2. Modeling or Demonstration - Modeling involves enactment of the teaching skill or strategy either through a live demonstration with children or adults, or, through television, film, or other media. Modeling appears to have a considerable effect on awareness and some on knowledge. Demonstration also increases the mastery of theory.
3. Practice Under Simulated Conditions - Practice involves trying out a new skill or strategy. Simulated conditions are usually achieved by carrying out the practice either with peers or

with small groups of children under circumstances which do not require management of an entire class or larger group of children at the same time. It is difficult to imagine practice without prior awareness and knowledge; that is we have to know what it is we are to practice. However, when awareness and knowledge have been achieved, practice is a very efficient way of acquiring skills and strategies whether related to the tuning of style or the mastery of new approaches.

4. Structured Feedback - Structured feedback involves learning a system for observing teaching behavior and providing an opportunity to reflect on teaching by using the system. Feedback can be self-administered, provided by observers, or given by peers and coaches. Feedback alone does not appear to provide permanent changes, but, regular and consistent feedback is probably necessary if people are to make changes in very many areas of behavior and maintain those changes.
5. Open-Ended Feedback - Feedback consisting of an informal discussion following observation has uneven impact. Unstructured feedback best accomplishes an awareness of teaching style and

as such can be very useful in providing "readiness" for more extensive and directed training activities.

6. Coaching For Application - When the other training components are used in combination, the levels of impact are considerable for most teachers up through the skill level, whether the object is the tuning of style or the mastery of new approaches to teaching. Coaching (how to apply the new skills and models) can be provided by peers, supervisors, curriculum consultants, or others thoroughly familiar with the approaches. Coaching for application involves helping teachers analyze the content to be taught and the approach to be taken, and, making very specific plans to help the student adapt to the new teaching approach (Joyce and Showers, 1980).

The most effective training activities, then, will be those that combine theory, modeling, practice, feedback, and, coaching to application. The knowledge base seems firm enough so that we can predict that if those components are in fact combined in inservice programs, we can expect the outcomes to be considerable at all levels (Joyce and Showers, 1980).

Effective Schools

A substantial amount of research has been conducted which indicates the characteristics of schools having "effective" reading/writing Programs (Barnes, 1981; Berliner and Rosenshine, 1977; Borlich, 1979; Brophy and Good; Duffy, 1981, 1982; Good, 1979, 1983, Hoffman and Rutherford, 1982; Rosenshine and Stevens, 1984; Samuels, 1981). "Effective" is defined as those classes and schools in which students significantly "outperformed" less effective: classes and schools on standardized reading achievement tests. The following literature review will present some of the characteristics of effective reading/writing programs.

A major component for an "effective" reading/writing program is the presence of a strong instructional leader. (Gersten, Carmine, and Green, 1982; Hoffman and Rutherford, 1982; Samuels, 1981; Venezky and Winfield, 1979). That role can be filled by a principal with expertise in reading/writing, the reading specialist, or, the classroom teacher. Strong instructional leadership is evident when the leader sets clear goals and standards for the improvement of pupil achievement; possesses considerable knowledge of reading instruction; actively, though not

dictatorially, involves themselves in decision making with respect to reading program development; initiates and maintains a program of student assessment; and, reassessment, and continually observes and evaluates instruction offering positive constructive feedback. (Edmonds, 1978; Rutter, 1979).

Teachers considered to be effective provide the following examples regarding teaching and learning. First, they assume the school (faculty and administrators) is primarily responsible for student achievement. (Brophy and Evertson, 1974; Hoffman and Rutherford, 1982). Second, effective teachers expect students will learn. (Brookover and Lezotte, 1979; Rutter et al., 1979). There are no other places at which to point the finger for failure. Teachers and principals work within the confines of the social, political, and economical boundaries set forth by the situation. Therefore, "barriers" such as poverty, family background, limited resources, family difficulties, luck, race (Coleman, 1966; Jencks, 1972), lack of adequate knowledge base, teachers with insecure personalities wanting more security (Lortie, 1975), and schools which cannot function as a public enterprise, can be overcome.

When teachers have clearly formulated instructional objectives, and when they are able to

communicate them effectively to children, learning is enhanced. (Anderson, Evertson, and Brophy, 1979). Effective teaching occurs when students are aware of what they are going to be taught and why it is important. Through written objectives on the chalkboard, as well as teacher prepared worksheets, the students become familiar with various terminology, can read objectives, and, know what is expected of them. There is little doubt as to what the academic ends are in an effective classroom.

There are situations where the relationship between student achievement and effective teacher characteristics are difficult to understand due to their complex nature. The research on teacher praise (Brophy, 1981), for example, indicates that in some instances praise is positively correlated with achievement, but, in other instances it is not (factors such as socioeconomic status and student ability interacted to produce these findings). A look at the specific academic environment as well as the students' community was vital with regard to teacher effectiveness research.

There is a direct relationship between the length of the reading period and reading achievement (Berliner, 1981; Fisher et al., 1980). In addition, other ingredients, time allocation makes for an

effective program; for example, appropriate length, intensity of instruction. However, the allowance in the daily routine for reading/writing instruction affords the student a chance to improve skills. "Time on Task" is also a strong factor related to student achievement (Berliner, 1981; Fisher et al., 1980). Having clearly stated objectives, the students are able to devote themselves to the academic task at hand. Little time is spent on non-academic activities which would yield a minimal amount of improvement. Effective teachers are those who create situations for their students to be regularly successful (Brophy and Good; Fisher et al., 1980; Berliner, 1981), define high success as the student understands the task and makes only occasional careless errors.

Teachers who are effective managers are effective in teaching reading/writing skills (Anderson, Evertson, and Brophy, 1979). Some management behaviors associated with effective reading/writing instruction should include thorough preparation by the teacher, a rapid pace of instruction, clearly stated rules and procedures, and an ability to prevent misbehavior (Anderson, Evertson, and Brophy, 1979). Routines must be established to maximize academic engaged time, minimize the amount of unproductive time in the classroom and reduce unnecessary disturbances

(Rosenshine and Berliner, 1978). Several studies (Duckett, Parke, Clark, McCarthy, Lotto, Gregory, Herling, and Burlson, 1980) show that the most effective approaches to management build group cohesiveness and consensus, establish academic emphasis, and, develop positive teacher-student, and student-student relationships. An authoritarian approach in which the teacher assumes full responsibility for controlling student behavior, often through the use of pressure and force, is significantly less effective.

Teacher monitoring is also directly related to student achievement (Anderson, Evertson, and Brophy, 1979; Brophy and Good). Stripped to its essentials, the "Quality of Instruction," as we define it here, has to do with the cues or directions provided to the learner, the participation of the learner in learning activity (covert to overt), and the reinforcement which the learner secures in some relation to the learning. Because much of school instruction is group instruction, and attempts at group instruction are fraught with error and difficulty, a feedback and corrective system must also be included in the quality of instruction (Bloom, 1976).

Monitoring is closely related to "Time on Task" and management, for teachers who monitor create more

opportunities for students to learn by organizing themselves and their classrooms to enhance efficiency and minimize wasted time (Anderson, Evertson, and Brophy, 1982). The teacher, continually provides feedback as to whether the students' understandings are correct, and if not, provides and explains the correct answers. This provision of feedback and correction is one of the key concepts underlying a "Mastery Learning" (Bloom, 1976).

Studies (Fisher et al., 1978; Good and Grouws 1979), emphasize the importance of providing a structured lesson and explaining concepts and skills fully and clearly. Also, these same studies recommend devoting more time to presentations for large groups and increasing the number of academic interactions between teacher and students. These interactions can be increased by asking students more questions (Fisher et al., 1978; Good and Grouws, 1979) and by establishing fast-paced instruction (Kounin, 1977).

Although the research provides no definite answer as to the relative merits of large vs. small group instruction (Brophy and Good), small group instruction is probably necessary for teaching Reading/Writing, especially in heterogeneous classes (Anderson, Evertson, and Brophy, 1982; Brophy and Good). When students work in homogeneous groups (usually

achievement level groups), achievement is greater than when they work independently on learning packets (Brophy and Good).

Grouping does not mean that individual differences should be taken into consideration. Whole class or large group instruction in which every student must use the same materials is unwise, but, when teachers group on the basis of achievement level and assign appropriate instructional materials, students increase their reading ability (Anderson, Evertson, and Brophy, 1982).

Effective classrooms have been found to be warm, cooperative, "convivial" environments (Berliner and Rosenshine, 1977; Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1974; Emmer, Evertson, and Anderson, 1980). Teachers were in charge, and there was little tolerance for nonacademic activities, but these teachers also had a sense of humor, gave praise, and communicated to children a sincere feeling of caring. These classrooms were happy places where students felt secure and comfortable.

The staff development project at Washington Rose, Roosevelt, New York, was guided by a body of literature indicating that there had been changes in thought regarding characteristics of effective schools, Black English, Standard English, and cooperative learning

within the realm of staff development. Faculty members updated philosophies and modified teaching plans resulting from discussions based upon ideology.

Cooperative learning strategies were visible in skills lessons in all areas of the curriculum with an emphasis on the acceptance of the variations that exist in the English language. Teachers became empowered with research as a foundation.

CHAPTER III

METHODOLOGY

The intent of this cooperative learning staff development program was to build a bridge between two language patterns: the African-American Culture and Standard or School English Curriculum. The study began in January of the 1989-1990 school year, and proceeded through the spring semester at the Washington Rose School located in Roosevelt, New York. The targeted student population were members of two second grade classes which consisted of a total of thirty-two students. The professional staff involved in the project included a second grade classroom teacher, the principal of the building, and the researcher, a second grade classroom teacher. A variety of techniques were used by faculty to improve students' reading/writing abilities in conjunction with raising their self-esteem. The researcher guided five Staff Development sessions which concentrated in a school based project introducing second graders to a writing process using a cooperative learning approach.

The goal of the project was to develop a writing process to include the expectation that colloquial student language would be a bridge to learning language

arts skills. These skills would be acquired to foster student pride and raise self-esteem. Helping students feel more positive about learning skills and comfortably try new challenges. A correlation and integration of the writing process into all academic areas of the curriculum would be implemented.

The researcher elected to use action research because it is usually considered in conjunction with social or educational aims (Corey, 1953). The use of action research in the social sciences can be separated into two stages; diagnostic - the stage in which the problems are analyzed and hypotheses developed, and, therapeutic--the stage in which the hypotheses are tested by a consciously directed change experiment (Blum, 1959). The research should contribute not only to practice, but to a theory of education and teaching which is accessible to other teachers (Stenhouse, 1984).

The major characteristic of action research is that it is essentially an immediate procedure designed to deal with a concrete problem. The step-by-step process is monitored over varying periods of time using a variety of techniques (questionnaires, diaries, interviews, and case studies). The resulting feedback can translate into modifications, adjustments,

directional changes and re-definitions (Cohen and Manion, 1985).

The idea that writing was a skill to be taught, and not a subject to be assigned was stressed. Writing was taught as a mode of learning, a way of thinking, and a process. This process was evidenced through activities in all subject areas. The writing process took into account all aspects of the composing process: prewriting, writing, and postwriting.

The relevance of this action research was to indicate that through a "cooperative learning style," students could be taught to:

1. To interact in a positive manner within small groups
2. To become more effective writers
3. To improve test scores by retaining knowledge
4. To acquire a more positive attitude toward learning

Peer Collaboration

The researcher, in conjunction with the "team" teacher and the building principal designed techniques used in a developmental writing process at Washington Rose School, Roosevelt, New York. Authorization was granted to conduct the action research from the building principal. Teachers involved signed consent

forms (see Appendix E) giving the researcher permission to use information received in the dissertation.

Since the researcher and her "team" teacher were second grade teachers, the project centered on the students in their charge. The "team-mate" had been instrumental in coordinating, planning, and presenting district-wide alignments for primary grades in reading and social studies, and, would be helpful in integrating a writing process throughout the curriculum.

Participant teacher 1, was a forty-three year old European American female with a Bachelor of Science degree and permanently certified by New York State in the area of Nursery through Sixth Grade. She possessed an undergraduate degree in Elementary Education and a graduate degree in History. She brought twenty-one years of experience to the project and was currently employed as a second grade teacher.

Participant teacher 2, was a thirty-eight year old European American female with a Bachelor of Arts in Social Sciences from New College of Hofstra University, Hempstead, New York, a Master of Science in Elementary Education from Hofstra University, Hempstead, New York, and a School District Administrator Certificate issued by the State of New York. She taught for fifteen years on an elementary level in Roosevelt, New York.

Predicated upon an informal assessment surveying the faculty and the principal at the Washington Rose School, the following concerns were expressed regarding a uniform primary writing process:

1. "There is no time in the schedule to teach writing as a separate subject."
2. "Writing should be integrated into all areas of the curriculum, but I'm not comfortable in doing it."
3. "A workshop is needed on this "new" whole language approach."
4. "What would be the strategies to teach an effective writing program to my students?"
5. "How can I help my children enjoy, and feel more comfortable with writing, to better prepare them to take their New York State Fifth Grade Writing Test?"
6. "My students have a great deal to say but are unable to write their ideas on paper. How can I help them to express their thoughts?"
7. "How can I provide opportunities for my children to work cooperatively?"
8. "How can I utilize peer tutoring within the writing process?"
9. "What can I do when my students are writing, and cannot spell?"

10. "How can I help my students to write a story?"
11. "How can I use writing to help my students feel better about themselves?"
12. "How can I better motivate my students to help them become more effective writers?"

Two primary teachers, and the building principal shared the need for a writing process to include all subject areas across the curriculum. The researcher recognized the importance of a basic skills writing process within an integrated program that capitalized on the connection among the language arts. A staff development project began with the collaboration of interested teachers to help compose a writing process. A needs assessment survey (see Appendix A) was distributed to primary teachers to identify areas of concern. The results of the survey were prioritized. Workshops were presented based on the results of the survey, a review of literature, and "getting started" strategies.

The staff development workshops were comprised of the following:

1. An agreement regarding basic writing skill elicited from faculty surveys and informal conversations

2. A cooperative learning style which promoted social skills that enabled students to work together effectively in groups
3. Focusing on diagnosis, prescription, and evaluation of students' writing skills (formal and informal)
4. Focusing on correlation of the writing process to the New York State Syllabus
5. Focusing on collaborative designing of cooperative skills to present a writing process

The researcher, using the principles of "cooperative learning" and involved specific teacher behaviors, encouraged growth in developmental writing skills, students' self-confidence, and measurable achievement on the part of the participating students.

Faculty members were concerned with incorporating a whole language approach in their classrooms and desired workshops which provided opportunities to share "getting started" strategies and "hands on" techniques. There was concern regarding classroom management due to the existing freedom and flexibility to manage the use of time, space, and materials in the classroom established by the building principal. Teacher accountability became an issue because of the importance of students' results on standardized tests

such as the California Achievement Tests. There were faculty members that did not want to change their teaching styles as they believed them to be effective. Others were not able to devote additional time to attend staff development workshops because of their varied agendas.

The demographics of the second grade students were fifteen boys and seventeen girls, ranging in age from six years old to nine years old. The racial composition was: twenty-eight Black students; three Hispanic students; and; one White student, all from a low to middle socioeconomic background in an suburban community. In addition, there was one male Mexican student who was considered functionally "illiterate." The classes were heterogeneously grouped, which provided a range of learning styles, academic abilities, experiences, and, performance levels.

Teachers elicited from each student an expository composition on February 2, 1990. It served as a basis for the initial diagnosis of writing strengths and weaknesses for both the entire class and individual students.

Participating teachers supplied the researcher with the following data:

1. A report of the students' attendance during the first, second, third, and fourth quarters of the 1989-1990 school year
2. An account of Language Arts grades, for example, language expression, language mechanics, composition, and spelling for the first, second, third, and fourth quarters of the 1989-1990 school year
3. A statement of students' work and social habits for the first, second, third, and fourth quarters of the 1989-1990 school year
4. Written and verbal analysis regarding the action research.

This study employed second graders for a seven week period during the second and third quarters of the 1989-1990 school year. Thirty percent of the six hour day was devoted to the inculcation of cooperative writing strategies in many of the content areas.

As a culminating activity, at the end of the six week period teachers shared samples of student generated materials. Students' attendance, language arts, work and study habits were disclosed on report cards. The researcher reviewed the input and

contrasted those items earned by the students during the year.

The faculty participants involved, completed a writing program assessment prepared by the researcher at the beginning of the study. The input from the writing program assessment formed the foundation for the objectives and cooperative skills of the staff development workshops. Faculty members submitted written and verbal analysis of the action research at the conclusion of the seven week period.

The following approach was used to obtain information:

1. The researcher enlisted the cooperation of the second grade "team" teacher.
2. The teachers motivated composition of an expository writing sample.
3. The researcher initiated cooperative staff development workshops for faculty.
4. The teachers and researcher observed each other daily to implement and refine a cooperative writing process.
5. The researcher had discussions within student cooperative groups to obtain oral and written feedback.

6. The researcher compiled and analyzed evidence--students' language arts grades, work and social habits, and attendance.

Five staff development workshops were directed by the researcher from January 17, 1990 through March 14, 1990, in room 11 at the Washington Rose School, Roosevelt, New York, each from 2:45 p.m. to 4:00 p.m. (see Table 1). The sessions were planned to develop cooperative writing strategies to be used in the content areas. The culminating activity provided the teachers with the opportunity to share their experiences by displaying students' work, for example, Big Book stories presented in a large format written by cooperative groups of students for use with other cooperative groups of students; "Shape Books", cooperatively developed group stories written on an outlined shape reflecting the topic, and, a video, which highlighted a demonstration cooperative writing process lesson. Teachers shared and reported on:

1. The need for brainstorming regarding ideas for future topics
2. The amount of additional time needed for planning subsequent lessons
3. Observable student/teacher enjoyment
4. A need for additional sessions

TABLE 1
 Staff Development Workshops
 on a Writing Process using
 a Cooperative Learning Approach
 January 17, 1990 - March 14, 1990
 Carol Marie A. Fallon-Warmuth, Presenter

Workshops	Dates	Cooperative Skills
1	1/17/90	<ol style="list-style-type: none"> 1. Participants' Functions 2. Goals Established 3. Need for Project 4. Precedence Setting 5. Principles of Cooperative Learning 6. Writing Survey Dispersed
2	1/31/90	<ol style="list-style-type: none"> 1. Review of Writing Process Assessment 2. Brainstorming of Composing Process 3. Setting of Expectations
3	2/7/90	<ol style="list-style-type: none"> 1. Collection/Analysis of Writing Samples 2. Derivation of Primary Check List 3. Correlation of Techniques to New York State Syllabus 4. Basic Elements of Cooperative Learning 5. Sharing of Techniques
4	2/28/90	<ol style="list-style-type: none"> 1. Heterogeneous Grouping of Students 2. Review of 4 F's of Cooperative Learning 3. Sharing of Strategies 4. Curriculum Coordination
5	3/14/90	<ol style="list-style-type: none"> 1. Presentations of Classwork 2. Analysis of Process 3. Implementation Timeline 4. Collecting Data

Workshop 1

January 17, 1990

Introduction

The researcher began the staff development workshop by thanking the participating teachers for their willingness to collaborate on development of a cooperative writing strategy to be used in the content areas. The researcher shared with participants the writing process that had been used with her students for several years. It was observed that there was enthusiasm among primary grade students when using verbal skills in sharing experiences, retelling of stories, or expressing an incident, but, a noticeable frustration when asked to put the same ideas on paper. The teachers in attendance agreed with the similar desire to channel students' creativity on paper. The researcher displayed examples of students' work in the forms of shape books, response journals, language experience charts, and big books. Participants noted the completed work of students who were categorized as easily distracted, had displayed behavior problems, and had experienced difficulty in completing tasks. The teachers were eager and motivated to become a part of this project.

Objectives

Specific objectives for Workshop 1 were the following:

1. To describe participants' function
2. To set goals
3. To discuss the need for the study
4. To set precedents and rank order needs
5. To define the principles of cooperative learning
6. To disperse a writing process assessment

Procedures

The following activities corresponded to the objectives by number:

Cooperative Skills 1--Participants' Functions

The researcher and the participants agreed on the following:

1. To function as a cooperative planning brainstorming group
2. To stress a relevant process, content, and student-centered learning in the curriculum
3. To become aware of the values and necessity for the teaching of writing
4. To assess the current writing curriculum
5. To make a commitment to improve the basic writing skills of all second grade students
6. To modify one's personal schedule to offer sufficient time to the project

Cooperative Skills 2--Goals Established

The researcher and the participants established the following goals:

1. To increase lines of sharing with students, parents, teachers, and administrators
2. To develop an "effective" cooperative writing process
3. To incorporate a writing process throughout the curriculum
4. To improve students speaking, listening and reading skills
5. To promote higher self esteem among students
6. To encourage academic growth

Cooperative Skills 3--Need for Project

There was much discussion as to the need for this staff development project. The following is a collection of needs discussed by the participants and the researcher:

1. To provide teachers with "getting started" strategies
2. To familiarize teachers with the principles of cooperative learning
3. To establish a primary check list of skills
4. To improve students' grades in language arts
5. To improve students' work and study habits

6. To improve students' social and personal development
7. To improve students' attendance
8. To increase parents' involvement in school and school related activities
9. To integrate a writing process into all areas of the curriculum

Cooperative Skills 4--Precedence Setting

The participants and the researcher felt it important to prioritize the components to develop an effective cooperative writing assessment program in rank order. After much discussion the following was agreed upon:

1. To create "getting started" strategies
2. To become familiar with work principles of cooperative learning
3. To create a primary checklist of skills
4. To integrate the writing process into all areas of curriculum

The participants and researcher were aware that there would be an improvement in students' use of language arts, study habits, social and personal development, and attendance if a writing process was utilized in all areas of curriculum. Parental involvement would be increased as there would be on-going dialogue between student, parent, and teacher.

Cooperative Skills 5--Principle of Cooperative Learning

The participants and researcher agreed, cooperative learning would enhance the writing program because it taught students social skills that enabled them to work together effectively. It was believed that students not only needed to learn how to receive good grades, but, also how to prepare to face the daily challenges of the real world. Through collaborative agreement five underlying principles of cooperative learning formed the foundation:

1. To learn and use the principle of distributed leadership
2. To learn and use the principle of heterogeneous grouping
3. To learn and use the principle of positive interdependence
4. To learn and use the principle of social skills
5. To learn and use the principle of group autonomy

Cooperative Skills 6--Writing Survey Dispersed

A writing process assessment (see Appendix A) was distributed to all participating teachers. The results were the focal point for a cooperative agenda planning for all future sessions.

Staff Development Session 1--Results

An evaluative tool (see Appendix B) was provided. Participants were encouraged to anonymously and

Independently, complete and return the assessment to the researcher.

Feedback indicated the following:

1. The researcher's knowledge of the subject area was excellent
2. The researcher's sensitivity to the needs and interests of participants was excellent
3. The appropriateness of the researcher's responses to questions was good
4. The appropriateness of the level at which the session was conducted was excellent
5. The researcher's use of relevant examples and demonstrations was excellent
6. Opportunity provided for participation was excellent
7. The researcher's overall delivery of material was excellent

Workshop 2

January 31, 1990

Introduction

Session 2 began with a review of cooperative skills shared during Workshop 1. Positive comments were expressed by participants regarding completed writing tasks by the researcher's students. The flexibility and open-ended approach of the writing

program appealed to the participants, especially in its integration throughout the curriculum. Participants had given thought to their involvement in this staff development project and were eager to begin.

Objectives

Specific objectives for Workshop 2 were the following:

1. To review and discuss the results of the writing process assessment
2. To brainstorm the composing process
3. To set high expectations

Procedures

The following cooperative skills corresponded to the objectives by number:

Cooperative Skills 1--Review of Writing Process

Assessment

The researcher began the session by sharing results from the writing process assessment. There was agreement that teachers were not incorporating New York State Writing Curriculum in content area lessons. There was dissatisfaction with the current system of assessing students' writing ability and students needed additional time to express their feelings and thoughts on paper.

Cooperative Skills 2--Brainstorming of Composing Process

The researcher encouraged the participants to become familiar with the New York State Writing Curriculum. They agreed the writing program should reflect an awareness of current theory and research. Consensus was reached that primary grade classroom teachers should be assisted by designing a writing program for students in attendance at the Roosevelt School District, based on writing as a process. This program would emphasize "whole piece" writing as opposed to a program focusing on isolated subskills. Students' writing activities would reflect awareness that writing is a process. Students would be given the opportunity to think and plan, compose on paper, revise, and share. Publishing would also be included, to recognize the work of peers.

Cooperative Skills 3--Setting of Expectations

A strategy was developed because all involved recognized that a whole language or writing process should operate school-wide, and, that its success would depend upon knowledgeable teachers, carefully chosen materials, and supportive leadership. The participants and researcher could help teachers meet their challenge

in a number of ways. A school climate would be fostered that:

1. Valued skillful use of language
2. Provided staff development workshops for teachers enabling them to become more knowledgeable of learning language development and literature
3. Provided time to talk with students about the books they read and the pieces they wrote
4. Provided support for in-house prepared literature and/or writing groups
5. Provided time within the school day for grade level meetings to plan cooperative writing activities
6. Provided teachers the opportunity to share what their students wrote
8. Provided a systematic means of sharing problems and successes during program implementation

Staff Development Session 2--Results

An evaluative tool (see Appendix B) was provided. Participants were asked not to include any identifying

notations and to return completed forms to the researcher. All forms were placed in the researcher's mailbox.

Feedback indicated the following:

1. The researcher's knowledge of the subject area was excellent
2. The researcher's sensitivity to the needs and interests of participants was excellent
3. The appropriateness of the researcher's responses to questions was excellent
4. The appropriateness of the level at which the session was conducted was good
5. The researcher's use of relevant examples and demonstrations was excellent
6. Opportunity provided for participation was excellent
7. The researcher's overall delivery of material was excellent

Comments from the participants revealed that additional time was desired to peruse the New York State Writing Curriculum due to unfamiliarity with the document. The researcher made copies available for future discussion.

Workshop 3

February 7, 1990

Introduction

Session 3 began with a review of cooperative skills shared during Workshop 2 and presented the concept of supplementing traditional assessment measures with assessment that is informal and on-going. In the cooperative writing process classroom, assessment guided instruction. Assessment permitted the teacher to introduce or reinforce a strategy when a student needed to communicate or interpret ideas.

Objectives

Specific objectives for Workshop 3 were the following:

1. To collect and analyze writing samples
2. To derive a primary checklist
3. To correlate cooperative writing techniques to New York State Syllabus
4. To examine elements of cooperative learning
5. To share

Procedures

The following cooperative skills corresponded to the objectives by number:

Cooperative Skills I--Analysis of Writing Samples

The teachers and researcher agreed that the second graders would write a story to be used for initial diagnosis of writing strengths and needs. The sample consisted of students writing an expository composition between half a page to a page in length. Students were to skip lines. Teachers were reminded not to force any student to write more than they cared or wanted. Illustrations would be acceptable after writing was completed. A topic was decided upon, "A Superkid Is...." Students were motivated by oral reading of a story from the basal reader. The tone was established to make the exercise a pleasurable activity. The students were made aware that their stories were not going to be graded and would be placed in their writing folders. They were not given any direct help with spelling and were encouraged to use "creative" spelling. Students were motivated to correct or even re-write their papers, to use a dictionary, thesaurus, or, charts showing vowels and sight word vocabulary, developed and displayed in the classroom. There was no time restraint placed on securing the first writing sample.

After the students completed their initial writing samples each group was given a cooperative learning processing sheet containing six questions which was

used for group analysis (see Appendix D). Students reported on how well they worked together, and, what would help the group work even better the next time.

Cooperative Skill 2--Derivation of Primary Checklist

The participants and the researcher agreed that whether teachers were employing writing techniques experimentally, developmentally, or, with informal or formal diagnosis and prescription, it was important to develop a Primary Checklist. Table 2 shows a Primary Checklist--a list of items phrased as questions that would remind students to use the techniques taught to them. The Primary Writing Checklist was built gradually, starting with an item that reflected the most widespread or critical need of the second grade students, and, techniques that were taught experimentally or developmentally as indicated from students' initial writing samples.

Over the ten weeks the staff development project was in effect items that pertained to subsequent needs which emerged through on-going diagnosis of the students' writing or to additional techniques that were taught developmentally or experimentally, were added. The Primary Checklist was cumulative and strengthened students' abilities by constant reinforcement. The number of items which the Primary Checklist contained at the end of the staff development project was based

upon the teachers and second grade students' writing and editing skills.

Each of the checklist items was phrased carefully and in such a way that it was clear and easy to follow. The students helped with the wording. Each item had these characteristics:

1. It encouraged the students to make writing as clear and as interesting as possible by reminding them they were writing for an audience--those who read the story silently, orally, or, heard it read aloud to them
2. It gave the students an indication of exactly what to look or listen for while writing, proofreading, or re-writing
3. It gave the students specific clues or directions on how to improve the writing
4. It gave the students a choice as to where or how, to improve the writing

The Primary Checklist was visible and accessible to the classes. A copy was attached to the student's writing folders so they had their personal up-to-date copy for easy reference at all times. It was decided a copy would also be attached to students' notebooks to remind students to use the Checklist during writing activities in all content areas, not only in language arts.

Use of the Primary Checklist was a skill in itself. Students were shown how to use it at each step in the writing process. The students use of the Checklist was governed by the following guidelines:

1. Diagnosis was not only the teacher's job, it was also the students' job. Unless students learned how to evaluate their own writing, they could not develop into self-confident, able, independent writers.
2. Students learned to diagnose one step at a time. It was especially important that they knew before hand what to look or listen for when papers were read aloud. Students needed to know how to cope with each deficiency they detected.
3. Students used cooperative learning among themselves as well as with the teacher.

Cooperative learning led to a "buddy" system. Students were able to read each other's written work either silently or aloud, and, evaluate it in terms of specific needs using the Primary Checklist.

Table 2

Primary Checklist1. Slotting

Have I used "Razzle-Dazzle" words in my story that can make my readers _____ ?

See

Smell

Touch

Taste

Hear

2. Expansion

Have I used my "Serving Men" to add more information to my sentence?

3. Sentence Synthesis

Have I used all of the words listed to help me build a good strong sentence?

4. Framed Paragraph

Does my framed paragraph help me have a good beginning, middle, and end sentence?

5. Outlining Questions, Answers, and Details (QAD)

Did I write sentences in the correct order?

What happened first, second, third?

Cooperative Skills 3--Correlation of Techniques to New York State Syllabus

The participants and researcher designed and developed strategies and materials that generated a cooperative writing process correlated to the New York State Syllabus based upon the four purposes for writing in the New York State Language Arts Curriculum:

1. To express ones self
2. To narrate
3. To explain
4. To describe.

As compared to the cooperative writing process, the State curriculum emphasizes relevance process, content, and student-centered learning. The following principles were established and utilized by the teachers involved in the staff development project:

1. Reading, writing, listening, and speaking were taught within a "literate environment," in contexts that were meaningful to the students.
2. Reading, writing, listening and speaking were considered language processes that interacted in various ways to allow communication to occur.
3. Language study occurred naturally as students learned to become clear, precise, and effective communicators.

4. Teachers were encouraged to use informal methods of assessment that allowed for the observation of students actively engaged in the communication process.

Cooperative Skills 4--Sharing of Techniques

The teachers and researcher designed and developed strategies and materials to effectively implement the cooperative writing process. After deriving a Primary Checklist and correlating the techniques to the New York State Syllabus, the effort was strengthened by discussing strategies and problems. Based on the flexibility and open-ended approach of the cooperative writing process, each teacher was allowed to adapt the techniques to the needs of the students and the resourcefulness of the teachers.

What was true for oral language learning was also true for reading and writing. It was agreed that an environment which stimulated and supported meaningful language use would have the following characteristics prescribed by the State curriculum:

1. Classrooms arranged to take advantage of the opportunity for interaction
2. Books written by children easily accessible by other students

3. Students listening, reading, and responding to a variety of literature from a variety of sources
4. Time allotted daily for independent writing
5. Students returning to books for independent reading
6. Students selecting their own books for repeated readings
7. Students selecting their own books to read and topics to write about
8. Students writing daily for a variety of purposes and audiences

There was emphasis placed on meaning and understanding of oral and written communication. The following techniques were considered:

1. Students' own needs and experiences provided the motivation for reading, writing, listening and speaking activities
2. Students worked cooperatively not competitively
3. Teachers read and wrote with their students, and served as model speakers and listeners
4. Teachers acted as facilitators. They guided learning and were not merely dispensers of knowledge
5. Teachers differentiated instruction based on ongoing observation of the students

6. Reading, writing, listening, and speaking activities supported and enhanced learning in the content areas
7. Skills were taught in the context of language use as students indicated a need for them
8. Grouping was temporary and for specific purposes
9. Assessment focused on what learners could do. It included observing and recording progress of activities, not just comparing scores on standardized tests.

Cooperative Skills 5--Basic Elements of Cooperative Learning

The participants and the researcher acknowledged that true cooperative learning taught students social skills that enabled them to work together effectively in groups. Johnson, Johnson, and Holubec (1986), identified five basic elements of cooperative learning as models for this study. The research indicated that small groups taught to interact in a positive manner produced students with higher test scores, more knowledge, and a more positive attitude toward learning. Students learned more with true cooperative learning, and retained the material longer. We agreed to use the Johnson, Johnson, and Holubec (1986), basic elements of cooperative learning:

1. Positive interdependence

2. Face-to-face interaction
3. Individual accountability
4. Interpersonal and small group skills
5. Group processing

Each basic element involved specific teacher behaviors which in turn produced the desired result. Student groups demonstrated and benefitted from cooperative learning skills.

Positive interdependence was based on the principle of distributed leadership. Cooperative learning was based upon the belief that all students were capable of understanding, learning, and performing leadership tasks.

Classroom experience proved that when all group members were expected to be involved and were given leadership responsibilities, it increased the likelihood that each member was an active participant who was able to initiate leadership when appropriate. The teaching behavior encouraged was not to assign a class leader or permit the class to select a leader.

Face-to-face interaction was based on the principle of heterogeneous grouping. Cooperative learning was based upon a belief that the most effective student groups are those which are heterogeneous (Johnson, Johnson, and Holubec, 1986). Groups which include students who have different social

backgrounds, skill levels, physical capabilities, and genders, mirror the real world of encountering, accepting, appreciating, and celebrating differences. The teaching behavior encouraged to insure heterogeneity was the random selection of students in groups.

Individual accountability was based on the principle of positive interdependence. Cooperative learning was based upon a belief that students learn to recognize and value their dependence upon one another. Students who had practice working individually or competitively to complete their assignments were often not eager to work with others. Incorporating positive interdependence increased the likelihood that students would work cooperatively. The teaching behavior employed to promote positive interdependence included one or more of the following strategies:

1. Group members were given common content area writing tasks
2. Group accountability was established
3. Individual accountability was established
4. Materials were shared
5. Group members created one group project
6. There was a group reward earned by each group which was the same for all group members

Teacher 1 created a positive interdependence these ways:

1. The group's common task was to write one fictional story
2. Each person was accountable to do their job successfully
3. Each group was given a different story starter so that no group could share ideas
4. The group score was based on successfully producing a theme/shape story
5. The reward was to have stories published in a big book

Interpersonal and small group skills were based on the principle of social skills acquisition.

Cooperative learning was based upon a belief that the ability to work effectively in groups is determined by the acquisition of specific social skills (Johnson, Johnson, and Holubec, 1986). Teacher 1 taught specific cooperative social skills, for example, sharing--by defining, discussing, observing, and processing with the students.

The following techniques were implemented:

1. Previously used social skills were recalled with "look like" and "sounds like" behaviors
2. New skills were defined and discussed
3. Social skills were practiced and observed

4. Group members processed the lesson by analyzing group behavior and setting goals for the next session.

Group processing was based on the principle of group autonomy. Cooperative learning was based upon the belief that student groups are more likely to attempt resolution of their problems if they are not "rescued" from those problems by their teacher. When students resolve their problems with a minimum of teacher input, they become more autonomous and self-sufficient (Johnson, Johnson, and Holubec, 1986). Teacher 2 removed herself from direct participation in the group's work.

Staff Development Session 3--Results

An evaluation tool (see Appendix B) was provided. Participants were asked not to include any identifying notations and to return completed forms to the researcher. All forms were placed in the researcher's mailbox, completed.

Feedback indicated the following:

1. The researcher's knowledge of the subject area was excellent
2. The researcher's sensitivity to the needs and interests of participants was excellent
3. The appropriateness of the researcher's responses to questions was excellent

4. The appropriateness of the level at which the session was conducted was good
5. The researcher's use of relevant examples and demonstrations was excellent
6. Opportunity provided for participation was excellent
7. The researcher's overall delivery of material was excellent

Comments from the participants revealed that they welcomed the techniques of group processing based on the principle of group autonomy. The teachers were, at times, experiencing "burn-out" because they were too frequently intervening and denying the students the opportunity to help each other. Removing faculty from selected situations was a top priority.

Workshop 4

February 28, 1990

Introduction

Workshop 4 began with an examination/study of the techniques in Workshop 3. After a discussion of strategies the teachers and researchers concluded that the process provided language instruction across the curriculum guided by the teacher's observations of students engaged in meaningful language use. In this

process, language learning depended on an integration of reading, writing, listening, and speaking. The learner used language for a variety of purposes and audiences, encountered complete pieces of text, produced meaningful types of communication, and learned in a supportive environment that encouraged independence and risk taking. Participants were pleased with results and were highly motivated to continue. This workshop was designed to discuss the heterogeneous grouping of students, the "4F's" of Cooperative Learning, strategies, sharing, and curriculum coordination.

Objectives

Specific objectives for Workshop 4 were the following:

1. To discuss heterogeneous grouping of students
2. To review the "4F's" of Cooperative Learning
3. To share strategies
4. To discuss curriculum coordination

Procedures

The following cooperative skills corresponded to the objectives by number:

Cooperative Skills 1--Heterogeneous Grouping of Students

Cooperative learning is based upon a belief that the most effective student groups are those which are

heterogeneous (Johnson, Johnson, and Holubec, 1986). Groups in the study were comprised of students having different social backgrounds, skill levels, physical capabilities, and genders, but, reflected the real world of encountering, accepting, and appreciating differences.

Cooperative Skills 2--4 F's of Cooperative Learning

Applying Johnson, Johnson, and Holubec's (1986) cooperative skills: forming, functioning, formulating, and fermenting, to the cooperative writing process had an effect on the program in all content areas.

Brainstorming centered on the pros and cons of "grouping." Reference was made to the New York State English Language Arts Curriculum (K-12) regarding grouping techniques, for example, why group, what to consider, how to group, and when to group.

Being forced to examine the techniques used in learning and teaching made some of us uncomfortable because it meant facing issues we preferred to avoid. The participants, however, were willing to look at what was being accomplished in the classrooms. The changes, using the four cooperative skills implemented, were more than cosmetic.

Cooperative Skills 3--Sharing of Strategies

The process of changing to a cooperative learning style of teaching involved changing what was thought

concerning attitudes and beliefs about learning and the roles of teachers.

The participants in the staff development project, thought they were allowing students greater responsibility for their writing, only to discover through their marking practices that they were still exercising too much control over the process.

Cooperative Skills 4--Curriculum Coordination

Linguistics, the study of language, provides knowledge which can be translated into techniques for improving selected aspects of writing instruction. These techniques, for example, slotting and expanding were used to clarify verbal interactions among teachers and students in the classroom and were integrated into a cooperative writing process approach, so that the language, feelings, and ideas of students were used to promote motivation, precision and control. The participants in the staff development program continuously diagnosed the cooperative writing, prescribed relevant methodology, and evaluated results.

This rationale provided for helping to meet students' developmental writing needs. Simultaneously, it offered a structure so that participants in the staff development program had guidelines, procedures, strategies, and many specific examples of how to teach writing. Other language skills such as speaking,

listening, and reading were also developed and reinforced. The approach was one of discovery and a springboard for learning Language Arts Skills. However, these skills were acquired in such a way that positive attitudes and understandings were promoted. These, in turn, generated and reinforced further skill development. Thus, a curriculum balance was established between the ideas, feelings, and attitudes of the students and the acquisition of writing skills. The participants and the researcher intended the cooperative writing process to encourage growth; to increase self-confidence; and to promote positive achievement on the part of the students who were involved in the cooperative writing process to become better writers in all content areas.

Staff Development Session 4--Results

An evaluative tool (see Appendix B) was provided. Participants were asked not to include any identifying notations and to return completed forms to the researcher.

Feedback indicated the following:

1. The researcher's knowledge of the subject area was excellent
2. The researcher's sensitivity to the needs and interests of participants was excellent

3. The appropriateness of the researcher's responses to questions was excellent
4. The appropriateness of the level at which the session was conducted was excellent
5. The researcher's use of relevant examples and demonstrations was excellent
6. Opportunity provided for participation was excellent
7. The researcher's overall delivery of material was excellent

Participants shared that they were uncomfortable in giving students increased accountability regarding the writing process, and, were making a conscious effort to be more self-evaluative in their beliefs.

Workshop 5

March 14, 1990

Introduction

This workshop began with a review of the "4F's" of cooperative skills reflecting the work accomplished by the participants in the staff development program. The participants and the researcher agreed, teaching a cooperative writing process does not consist only of keeping journals, using big books, reading children's literature, setting up reading and writing centers,

arranging furniture in specific configurations, or establishing a particular classroom schedule. It required a reexamination of our beliefs and assumptions about learning and teaching, and about using language to learn about the world.

Changing what was done in our classrooms involved changing our attitudes and beliefs about what constituted learning, and about our roles as teachers. The participants and the researcher were proud of all of their accomplishments up to this point and were eager to share their students work in various forms. This workshop was designed to provide an opportunity for faculty presentations, to discuss analysis of process, to create a timeline, and to collect necessary data.

Objectives

Specific objectives for Workshop 5 were the following:

1. To share with the faculty and principal, through presentation of video and students' actual work, results of cooperative writing process
2. To analyze the cooperative writing process
3. To create and implement a timeline
4. To collect pertinent data

Procedures

The following cooperative skills corresponded to the objectives by number:

Cooperative Skills 1--Presentations of Classwork

One of the participants and the researcher made a presentation to the faculty, principal of the Washington Rose School, and the district wide writing coordinator, to help them understand the cooperative writing process. The presentation (see Appendix F) began with rows of colorful hand-bound "Shape Books" and a big book, which usually occupy a place of honor in the second grade section of the Washington Rose School library.

The thirty-two second grade students of the Washington Rose School were described as authors. Each second grader had at least one published book in our school library for others to check out and read. The presenters shared one of the stitched and bound shape books, pointed out the author information page, and the library pocket that appeared in each. Each new book and author was entered into the card catalog.

The big book was for classroom use only and was used cooperatively by students in groups. Our students enjoyed recommending which story or book to read. Enthusiasm was contagious when a cooperative group of readers suggested a book or story.

A video of the second graders involved in the cooperative writing process was shown. The lesson was set, identifying the task; the criteria for success; positive interdependence; individual accountability; and expected behaviors. Monitoring was done by teachers and the cooperative teams. Group analysis was accomplished by verbal feedback.

The academic task for students was to produce a story on one of seven topics posed by "serving men." The criteria for success was met when the group had produced a shape story to be included into big book form. Positive interdependence was explained as having each cooperative group write one fictional story and each member doing their job successfully.

Individual accountability was displayed by identifying the job of each group member. Each member was assigned either as a recorder, encourager, or, checker. Students were expected to stay with their group, help partners, and contribute ideas. Monitoring was done by two teachers and within each cooperative team consisting of three students.

Processing was done by group analysis. Students told us what each member did to help their group work successfully and what would have helped the group work even better the next time. Students also completed a Processing Sheet (see Appendix D) of six questions

placing an "X" over the happy face for "Yes," or, an "X" over the sad face for "No." In order to complete the processing sheet each cooperative group met with the teacher to develop the goal setting.

Teachers and cooperative group members decided when a piece should be published. The only guideline was that every group member who wanted to be published would be. Once the decision was made to publish the revision and polishing procedures commenced, students initiated self-polishing, peer editing, conferencing, group discussions, or a combination of these. Every author was convinced of the importance of making their piece as appealing as possible to the "real" readers in the library. When our young authors were satisfied, they read their book in their cooperative groups, planned the number of pages, and, where the text and illustrations would be placed. Then, for the cooperative group it meant another reading with the teacher, as well as planning and taking notes about illustrations. When the illustrations were completed the book was returned to the teacher for binding and then added to the second grade library.

The second grade librarian treated each book as a "new" acquisition and it was logged into our collection. Most often, the very first reader to check the book was one of the proud authors of that

cooperative group. The second grade students in the Washington Rose School read and wrote not only for themselves but for a school-wide audience of other readers and authors.

Cooperative Skills 2--Analysis of Process

Faculty members in attendance at this staff development workshop encountered the cooperative writing process from beginning to end in a successful learning environment. The students and researcher made choices about what to write and read, found opportunities to talk over what was read and written, revisited texts they had created and that other authors had produced, and discovered the joys of sharing their written efforts as well as the efforts of other authors. The faculty participants shared with the audience how the second grade students discovered the complementary relationship between reading and writing as they "wrote" pictures, pretend--read stories, and used invented spelling to record their ideas.

In the classrooms of the researcher and the participating faculty, second grade students' use of reading and writing in the content areas are inseparable. Neither students nor teachers were distracted by clocks and textbooks which signal spelling time, handwriting time, English time, reading time, writing time, social studies time, mathematics

time, or science time. Rather, the teachers as well as their second grade students were propelled by their questions that evolved through the stories.

Cooperative Skills 3--Implementation Timeline

The resulting timeline for implementing a cooperative writing process into daily lesson plans and activities was cooperatively planned by the researcher and the participants:

- Monday, January 22, 1990.....Selection of class to partake in study.
- Tuesday, January 23, 1990.....Obtain writing samples and completion of processing sheets.
- Tuesday, January 25, 1990-
- Monday, March 12, 1990.....Implement cooperative writing process techniques into content area activities.
- Monday, March 12, 1990.....Student completion of processing sheet.
- Tuesday, March 13, 1990.....Cooperative student sharing.

Cooperative Skills 4--Collecting Data

Participants were asked by the researcher to maintain and submit the following data to authenticate the study:

1. Participating student attendance during the first, second, third, and fourth quarters of 1989-1990 school year
2. Reports of the language arts and attitude grades for each student during first, second, third, and fourth quarters for the 1989-1990 school year
3. Verbal and written analysis of cooperative writing process techniques into content area activities teachers pertaining to the study

Staff Development Session 5--Results

An evaluative tool (see Appendix B) was provided. Participants were asked not to include any identifying notations and to return completed forms to the researcher. All forms were placed in researcher's mailbox completed.

Feedback indicated the following:

1. The researcher's knowledge of the subject area was excellent
2. The researcher's sensitivity to needs and interests of participants was excellent

3. The appropriateness of the researcher's responses to questions was excellent
4. The appropriateness of the level at which the session was conducted was excellent
5. The researcher's use of relevant samples and demonstrations was excellent
6. Opportunity provided for participation was excellent
7. The researcher's overall delivery of material was excellent

All participants agreed that additional sessions were desired in order to further investigate the writing process.

Summary

Five staff development workshops on the cooperative writing process were executed at Washington Rose School, Roosevelt, New York, involving one voluntary primary teacher from January 17, 1990, to March 14, 1990. The final workshop held on March 14, 1990, included all staff development participants and teaching faculty of the Washington Rose School, the building principal and the district-wide writing coordinator.

The reseacher, a second grade classroom teacher at Washington Rose School, Roosevelt, New York, was given the opportunity to:

1. Demonstrate that a problem existed
2. Obtain adminstrative and faculty support to ameliorate the identified situation
3. Collaboratively design a staff development project as a vehicle for teachers to work together

The case study provided the chance for teachers to become empowered and make a difference in improving the quality of eucation. A writing process "needs assessment" was conducted. the open-dialogue began, and non-obtrusive measures such as "pre" and "post" processing sheets and a workshop assessment were put into effect. The participant/researcher used audio/video taping to collect data obtained from discusslons, staff development sessions, and classroom skill lessons which enabled periodic review and confirmed the results of the case study. Teacher and student styles of behavior were examined.

Participants were able to secure a developmental approach coordinating a cooperative writing process into all areas of the curriculum. To be successfully utilized in their classrooms teachers must review current literature, brainstorm, discuss use of

techniques, establish a checklist, plan for new experiences, and review basic elements of cooperative learning. The researcher and participants worked cooperatively in organizing and correlating activities for each workshop.

The participants were highly motivated and generated much enthusiasm for this staff development project. They were eager to use the cooperative writing process with their students. Colleagues were often invited to observe students and participating teachers in their classrooms.

There was an increase in effective teaching as demonstrated in students' finished products, for example, shape books and big books. An improved school climate was observed by the:

1. Atmosphere of class participation
2. Fair and consistent treatment of students
3. Rapid and smooth transitions between activities throughout the day

The outcomes of the second grade students' "pre" and "post" processing sheets, language arts grades, attitude grades, and attendance ranking for first, second, third, and fourth quarters during the 1989-1990 school year are exhibited in Chapter IV.

CHAPTER IV

RESULTS

The effects of this action research are presented in this chapter. The focus was to develop and implement a cooperative writing process integrated throughout all areas of the curriculum, collaboratively designed through a staff development project with faculty members. A cooperative writing process approach was attempted to integrate insights provided by linguistics into techniques for further improving selected aspects of writing instruction in selected classes at Washington Rose School, during the 1989-1990 school year.

Six objectives were established to advance individualized instructional techniques to teach greater writing fluency. They were:

1. Teachers learning to recognize developmentally equivalent patterns of behavior
2. Teachers expressing sound ways of achieving developmental milestones more highly than others
3. Teachers instructing with interactive styles and with content that was familiar to the children

4. School learning to occur when family values reinforced school expectations
5. Teachers dealing directly with discrepancies when differences existed between the cultural patterns of the home, community, and those of the school
6. Teachers realizing that materials sometimes did not have the same meaning to children from different racial and ethnic groups

Demographic Characteristics

The demographic characteristics of each class are reflected in Tables 3 and 4. Table 3, reflects the demographics of the students in Teacher 1's second grade language arts class. The mean age of the males was 7.3, and females was 7.6 years. There were fourteen students enrolled in this class--five Black males, six Black females, one Hispanic male, one Haitian male, and one Hispanic female.

Academically, the males achieved a higher yearly average than the females, 80.92% and 79.92% respectively. There were no failures for the year.

TABLE 3

 Demographic Characteristics of the Second Grade
 Language Arts Class--Teacher 1

	Males	Females	Total
Age (mean)	7.3	7.6	
Sex (n)	7	7	14
Race (n)			
Black	5	6	11
White	0	0	0
Others	2	1	3
Academic Average (1989-1990)	80.92%	79.92%	80.42%
Yearly Failures (n) (69-0)	0	0	0

Table 4, reveals the demographic characteristics of the students in Teacher 2's language arts class. The mean age of the males and females was 7.5 years. There were eighteen students enrolled in this class--eight Black males, nine Black females, and one White female.

Academically, the males achieved a higher yearly average than the females--84.5% and females, 83.8%. There were no failures for the year.

Table 4

Demographic Characteristics of the Second Grade Language Arts Class--Teacher 2			
	Males	Females	Total
Age (mean)	7.5	7.5	
Sex (n)	8	10	18
Race (n)			
Black	8	9	17
White	0	1	1
Others	0	0	0
Academic Average (1989-1990)	84.5%	83.08%	83.79%
Yearly Failures (n) (69-0)	0	0	0

Processing Sheet

A six question "pre" and "post" processing sheet to assess students social skills was distributed to the students in the two second grade classes during February and March, 1990. The results are reflected in Tables 5 through 10.

Table 5, reflects the results of students' replies to question 1, "Did I share in my group today?" The February 2, 1990 results evidenced that the majority of the students (71% and 67%, respectively) replied that they "did not" share in their group that day. However, the March 6, 1990 results evidenced that the majority of the students (86% and 78%, respectively) replied that they "did" share in their group that day.

TABLE 5

Question 1. Did I share in my group today?		
Reactions	Respondents	Percentages
2nd Grade Language Arts Teacher 1 February 2, 1990		
Yes	4	29%
No	10	71%
March 6, 1980		
Yes	12	86%
No	2	14%
2nd Grade Language Arts Teacher 2 February 2, 1990		
Yes	6	33%
No	12	67%
March 6, 1990		
Yes	14	78%
No	4	22%

Table 6, the February 2, 1990 results evidenced that the majority of the students from the two second grade classes (100% and 89%, respectively) replied that they "did not" encourage others in their group. However, the March 6, 1990 results evidenced that the majority of the students (57% and 61%, respectively), replied that they "did" encourage others in their group.

TABLE 6

Question 2. Did I encourage others in my group?		
Reactions	Respondents	Percentages
2nd Grade Language Arts Teacher 1 February 2, 1990		
Yes	0	0%
No	14	100%
March 6, 1990		
Yes	8	57%
No	6	43%
2nd Grade Language Arts Teacher 2 February 2, 1990		
Yes	2	11%
No	16	89%
March 6, 1990		
Yes	11	61%
No	7	39%

Table 7, reflects the result of students' replies to question 3, "Did I use group member's names?" The results of the February 2, 1990 survey reflected that the majority of the students (57% and 78%, respectively) "did not" use group member's names. In comparison, the results of the replies of the March 6,

1990 survey reflected that the majority of students (71% and 83%, respectively) "did" use group member's names.

TABLE 7

Question 3. Did I use group member's names?		
Reactions	Respondents	Percentages
2nd Grade Language Arts Teacher 1 February 2, 1990		
Yes	6	43%
No	8	57%
March 6, 1990		
Yes	10	71%
No	4	29%
2nd Grade Language Arts Teacher 2 February 2, 1990		
Yes	4	22%
No	14	78%
March 6, 1990		
Yes	15	83%
No	3	17%

Table 8, reflects the result of students' replies to question 4, "Did others share with me?" The result of the February 2, 1990 survey reflected that the majority of the students (64% and 66%, respectively)

"did not" share with others. In comparison, the results of the replies of the March 6, 1990 survey reflected (86% and 56%, respectively) that they "did" share with others.

TABLE 8

Question 4. Did others share with me?		
Reaction	Respondents	Percentages
2nd Grade Language Arts Teacher 1 February 2, 1990		
Yes	5	36%
No	9	64%
March 6, 1990		
Yes	12	86%
No	2	14%
2nd Grade Language Arts Teacher 2 February 2, 1990		
Yes	6	34%
No	12	66%
March 6, 1990		
Yes	10	56%
No	8	44%

Table 9, reflects the replies to question 5, "Did I feel encouraged by people in my group?" The result of the February 2, 1990 survey reflected that the

majority (79% and 78%, respectively), "did not" feel encouraged by people in their group. In the March 6, 1990 survey the majority of the students (71% and 67%, respectively) replied that they "did" feel encouraged.

TABLE 9

Question 5. Did I feel encouraged by people in my group?		
Reactions	Respondents	Percentages
2nd Grade Language Arts Teacher 1 February 2, 1990		
Yes	3	21%
No	11	79%
March 6, 1990		
Yes	10	71%
No	4	29%
2nd Grade Language Arts Teacher 2 February 2, 1990		
Yes	4	22%
No	14	78%
March 6, 1990		
Yes	12	67%
No	6	33%

Table 10, reflects the result of students' replies to question 6, "Did others in my group use my name?"

The result of the February 2, 1990 survey reflected that the majority of the students (86% and 72%, respectively) in groups "did not" use others' names. However, the March 6, 1990 survey reflected (79% and 78%, respectively), that students in the groups "did" use others' names.

TABLE 10

Question 6. Did others in my group use my name?		
Reactions	Respondents	Percentages
2nd Grade Language Arts Teacher 1 February 2, 1990		
Yes	2	14%
No	12	86%
March 6, 1990		
Yes	11	79%
No	3	21%
2nd Grade Language Arts Teacher 2 February 2, 1990		
Yes	5	28%
No	13	72%
March 6, 1990		
Yes	14	78%
No	4	22%

Students' Grades, Attendance, and Attitudes

Tables 11 and 12 compare students' grades, attendance, and attitudes in the second grade language arts classes during four quarters of the 1989-1990 school year. In Teacher 1's second grade language arts class, 74.7% was the mean academic grade earned during the first quarter with a 4.92 increase to 79.62% during the second quarter. The third quarter indicated an increase of 2.67 with the mean increasing from 79.62% to 82.29%. The increase during the fourth quarter was 4.28 raising the mean from 82.29% to 86.57%.

Students' attitudes reflected a mean of 69.23% for the first quarter. The rate of increase was elevated the second quarter from 69.23% to 79.23%. There was a 1.48 increase during the third quarter from 79.23% to 80.71%. The mean continued to rise during the fourth quarter from 80.71% to 86.42% reflecting a 5.71 increase.

The class mean attendance rate for the first quarter was 74.08%, while the second quarter evidenced a rise of 10.54 elevating the mean attendance to 84.62%. The third quarter reflected a mean attendance of 85.36% which indicated a decline of .74. The fourth quarter decline of 3.07, lowered the mean attendance from 85.36% to 82.29%

TABLE 11

Comparison of Students' Grades, Attitudes, and Attendance for the First, Second, Third, and Fourth Quarters during the 1989-1990 School Year in the Second Grade Language Arts Class--Teacher #1

STUDENT	QTR. 1			QTR. 2			QTR. 3			QTR. 4		
	GR	ATT	ATTN	GR	ATT	ATTN	GR	ATT	ATTN	GR	ATT	ATTN
MA	70	60	62	74	70	70	82	80	77	86	90	96
MB	73	60	82	79	70	88	84	80	82	88	90	89
MC	85	80	84	89	90	89	91	90	86	92	90	92
MD	74	70	77	77	80	86	81	80	92	87	90	94
ME	67	60	62	74	70	74	79	80	84	84	80	92
MF	72	70	81	76	80	92	80	80	96	86	90	92
MG	65	60	75	72	80	87	78	80	89	82	80	85
MH	63	60	26	69	70	62	74	70	81	77	80	89
MI	83	80	87	87	90	96	91	90	90	93	90	92
MJ	76	70	75	80	80	87	82	80	84	88	90	96
MK	79	70	79	83	80	81	86	80	88	89	90	92
ML							65	60	62	75	70	69
MM	81	80	84	85	80	96	88	90	92	92	90	95
MN	83	80	89	90	90	92	91	90	92	93	90	95
N	13	13	13	13	13	13	14	14	14	14	14	14
MEAN	74.7	69.23	74.08	79.62	79.23	84.62	82.29	80.71	85.36	86.57	86.43	82.29

As reflected in Table 12, the students' grades in Teacher 2's second grade language arts class increased during the four quarters of the 1989-1990 school year. The mean academic grade acquired during the first quarter was 78.72% which increased to 81.89% during the second quarter revealing a 3.17 grade increase. The third quarter indicated an increase of 3.55 with a mean earned grade increasing from 81.89% to 85.44%. The increase continued to be reflected in the fourth quarter by 3.84 raising the mean grade earned to 89.28%.

In reference to students' attitudes during the first quarter, a mean score of 73.89% was reflected with an increase of 3.33 from 73.89% to 77.22% in the second quarter. Both the third and fourth quarters reflected larger increases as evidenced by mean scores of 83.33% in the third quarter and 88.89% in the fourth quarter (increases of 6.11 and 5.56 respectively).

Mean attendance for the class during the first quarter was 85%. An increase of 4.22 was evidenced during the second quarter raising the mean attendance to 89.22%. Both the third and fourth quarters reflected increases in attendance. There was a 2.67 increase from 89.22% to 91.89% in the third quarter, and a 2.33 increase during the fourth quarter.

TABLE 12

Comparison of Students' Grades, Attitudes, and Attendance for the First, Second, Third, and Fourth Quarters during the 1989-1990 School Year in the Second Grade Language Arts Class--Teacher #2

STUDENT	QTR. 1			QTR. 2			QTR. 3			QTR. 4		
	GR	ATT	ATTN	GR	ATT	ATTN	GR	ATT	ATTN	GR	ATT	ATTN
NA	93	80	86	85	80	88	88	90	94	92	90	96
NB	85	80	82	88	80	92	91	90	94	94	90	98
NC	81	80	82	84	80	91	88	90	92	91	90	92
ND	70	90	86	72	90	86	75	90	94	81	90	92
NE	85	90	92	89	90	94	91	90	94	93	90	96
NF	70	70	88	74	70	91	78	80	92	84	90	94
NG	77	60	86	80	70	88	84	80	92	88	90	92
NH	87	90	92	89	90	92	92	90	92	94	90	98
NI	77	80	86	82	80	92	86	80	92	90	90	96
NJ	84	90	92	86	90	92	90	90	94	91	90	94
NK	72	70	82	76	80	88	80	80	88	86	90	92
NL	70	60	88	74	70	92	78	80	92	82	80	88
NM	70	60	76	74	70	82	78	80	88	85	90	92
NN	86	80	85	88	80	86	90	80	92	93	90	96
NO	70	60	82	74	60	86	78	70	88	84	80	94
NP	84	70	85	87	70	92	91	80	94	95	90	98
NQ	83	60	76	86	70	86	89	80	88	93	90	92
NR	82	60	82	86	70	88	90	80	94	91	90	96
N	18	18	18	18	18	18	18	18	18	18	18	18
MEAN	78.72	73.89	85	81.89	77.22	89.22	85.44	83.33	91.89	89.28	88.89	94.22

Tables 13 and 14 show the changes in the students' grades, attitudes, and attendance means for the two classes during the 1989-1990 school year. Table 13, revealed positive changes in the means of students' grades, attitudes, and attendance in Teacher 1's second grade language arts class during quarters one and two. The significant changes were 4.92, 10.00, and 10.54 respectively. The second and third quarters also reflected positive changes. During the third and fourth quarters positive changes continued in the means of students' grades and attitudes (4.28 and 5.72 respectively). However, there was no positive change (-3.07) reflected in the means of students' attendance during the same period.

Table 13

Changes in Means of Students' Grades,
Attitudes, and Attendance in Teacher 1's
Second Grade Language Arts Class

	1st - 2nd Quarter	
Grades		+4.92
Attitudes		+10.00
Attendance		+10.54
	2nd - 3rd Quarter	
Grades		+2.6
Attitudes		+1.4
Attendance		+0.7
	3rd - 4th Quarter	
Grades		+4.28
Attitudes		+5.72
Attendance		-3.07

Table 14 revealed positive changes during the first and second quarters as reported in students' grades, attitudes, and attendance, in Teacher 2's second grade language arts class. The largest increase was reflected in students' attendance, 4.22. Positive increases continued to be evidenced from the second to the third quarters in all areas with a 6.11 mean change, the most significant, in attitudes. Positive growth continued to be reflected in all of these areas during the third and fourth quarters with a 5.56 mean change, the most significant, in attitudes.

TABLE 14

Changes in Means of Students' Grades, Attitudes,
and Attendance in Teacher 2's Second Grade
Language Arts Class

	1st - 2nd Quarter	
Grades		+3.17
Attitudes		+3.33
Attendance		+4.22
	2nd - 3rd Quarter	
Grades		+3.55
Attitudes		+6.11
Attendance		+2.67
	3rd - 4th Quarter	
Grades		+3.84
Attitudes		+5.56
Attendance		+2.33

Table 15, summarized the changes in the mean for students' grades, attitudes, and attendance in Teacher 1's second grade language arts class and Teacher 2's second grade language arts class at the Washington Rose School in Roosevelt, New York, during the 1989-1990 school year. As revealed in Table 15, from the first quarter through the second quarter, all areas showed positive growth. The most significant change was evidenced in Teacher 1's class in the means for attitudes and attendance; 10.00 and 10.54 respectively.

From the second through the third quarters, Teacher 1's second grade language arts class and Teacher 2's second grade language arts class reflected continued positive growth in all areas. The most significant change, 6.11, was cited in Teacher 2's class in students' attitudes.

The third through fourth quarters revealed positive growth in the means of students' grades and attitudes in both classes. The most significant change in the means of students' attitudes (5.56) was in Teacher 2's second grade language arts class. There was only one area that did not reflect positive growth during this staff development project. This occurred in Teacher 1's class, which revealed a decrease in students' attendance of -3.07. Teacher 2's second

grade language arts class showed a positive increase in students' attendance, 2.33.

TABLE 15

Synopsis of Changes in Means of Students' Grades, Attitudes, and Attendance in Two Classes during the 1989-1990 School Year

	1st - 2nd Quarter		
Grades	+4.92	+3.17	+4.05
Attitudes	+10.00	+3.33	+6.67
Attendance	+10.54	+4.22	+7.38
	2nd - 3rd Quarter		
Grades	+2.67	+3.55	+3.11
Attitudes	+1.48	+6.11	+3.80
Attendance	+.74	+2.67	+1.71
	3rd - 4th Quarter		
Grades	+4.28	+3.84	+4.06
Attitudes	+5.72	+5.56	+5.64
Attendance	-3.07	+2.33	-0.37

Summary

Chapter IV gave the results of planning, implementing, and assessing a collaboratively developed staff development project. Faculty members developed a cooperative writing process that was integrated into all content areas by two second grade teachers of students at the Washington Rose School in Roosevelt, New York. In this cooperative writing process, language learning depended on integration of reading,

writing, listening, and speaking. Students used language for a variety of purposes and audiences, encountered complete pieces of text, produced meaningful types of communication, and learned in a supportive environment that encouraged independence and risk taking.

This project was concerned with the following objectives:

1. Motivating and encouraging students to be imaginative and productive
2. Teaching writing to help students develop their own stylistic competence
3. Staff development in the cooperative writing process

The project utilized the students' own language, vocabularies, sentences, and, other structures. Its parameters were a process of discovery joined with positive reinforcement within an environment of cooperative writing activities. It was integrated into all areas of the curriculum providing meaning to the individual students.

This study was made up of two second grade language arts class. Thirty-two students participated in the action research, fifteen males and seventeen females. Ethnically, there were thirteen Black males, fifteen Black females, one Hispanic male, one Hispanic

female, one White female, and one Haitian male. The mean age of the students was 7.5 years: males, 7.4 years; and females, 7.6 years.

Academically, the males earned and maintained a higher yearly average in their respective classes than the females. No students failed any language arts class for the 1989-1990 school year.

A six question "pre" and "post" "Processing Sheet" was administered February 2, 1990, and, March 6, 1990. The outcomes on March 6, 1990, reflected that the majority of students:

1. Personally shared with others in the group
2. Encouraged others in the group
3. Used other group member's names
4. Reciprocated in sharing
5. Felt encouraged by people the group
6. Realized others recognized them by name

An examination of students' grades, attitudes, and attendance, provided by the teachers were presented in table format for the four quarters of the 1989-1990 school year. The results evidenced positive changes in each second grade language arts class.

Chapter V will provide major findings, assessments of a school-based project, conclusions, recommendations and future suggestions.

CHAPTER V
PROGRAM OUTCOME

Overview

This dissertation documented a cooperative developmental writing process in which students' language formed a bridge to learning language arts skills. The skills acquired fostered student pride and raised self-esteem. Students felt positive about learning new skills and more comfortable trying new learning approaches. Using the language, experience, feelings, and attitudes of the students involved in this project, with a cooperative learning approach, enabled the students to become better writers. A correlation and integration of the cooperative writing process into all academic areas of the curriculum was implemented.

The study involved two second grade classes at the Washington Rose School in Roosevelt, New York during the 1989-1990 school year. Concerns by teachers were expressed regarding a uniform primary writing process to include all subject areas across the curriculum. The researcher recognized the importance of a basic skills writing process within an integrated program that capitalized on the connection among the language arts. Staff development workshops were collaboratively planned with the intent of encouraging growth and

planned with the intent of encouraging growth and increasing self-confidence and positive achievement on the part of the students. Language arts skills were acquired so that positive attitudes and understandings were promoted. These, in turn, generated and reinforced further skill development in content areas. Staff development workshops were collaboratively planned involving a building principal, two second grade teachers, and a fifth grade writing teacher. Faculty members involved in this project were eager and motivated, and designed various techniques used in a developmental writing process. The two second grade teachers integrated a cooperative writing process into all areas of their curriculum.

The teachers involved focused on students' grades, social attitudes, and attendance for their classes during the four quarters of the 1989-1990 school year. The collection of data evidenced positive changes in each second grade language arts class in the three areas. As a result, other faculty members were willing to incorporate a cooperative writing process approach in their classrooms and were eager to receive "getting started" strategies and "hands on" techniques.

Teachers provided writing tasks that were relevant and language arts grades increased as students became more effective communicators. Teachers were available

to confer with cooperative groups dally regarding books the groups had read and written. Students were not interrupted by external distractions, for example, clocks, which signaled spelling time, handwriting time, reading or writing time. Enhancing the academic environment were lists of words, color coded to reflect parts of speech, and, a variety of student illustrated and published books. The student centered display made all concerned aware of the high level of teacher expectations, and students' achievement.

The aim of this study was to demonstrate that writing was a skill to be taught as a mode of learning, a way of thinking, and a process rather than a subject. This process was incorporated in all subject areas with the objective of using a variety of techniques to improve students' language arts abilities, raise self-esteem, improve attendance, and increase grades. The results demonstrated that students were:

1. Mastering use of language arts skills
2. Improving attitudes
3. Interacting positively in cooperative learning groups
4. Decreasing competitiveness among peers
5. Checking their own work

6. Improving attendance; which was necessary on the part of each member of the groups for completion of projects
7. Changing roles with each project; allowing them to become proficient as a recorder, checker, and encourager
8. Improving their oral reading skills and self esteem by sharing their published books

This staff development project produced no conclusive results, however, use of the same techniques over a longer span of time may produce more positive indications. Even though conclusive findings were not reported, there were influences on the teachers, students, and researcher. These findings were based on informal discussions, observations, and reviews of data during faculty members team planning time and grade level meetings.

The following variables could have had an effect on the outcomes on the study:

1. A limited number of participating teachers (two)
2. Heterogeneous ability grouping of students
3. Only five, time limited, staff development workshops were implemented
4. Cooperative groups were asked to write and re-write stories with no special help from teachers

5. Group grades were given; which may have been perceived as unfair by higher achieving students
6. A limited number of students involved
7. An uncomfortable feeling on the part of the faculty in the use of cooperative learning techniques used during only a ten week period
8. A strong style of leadership demonstrated by the building principal
9. The voluntary staff, students, and parents emphasizing the value of instruction and learning
10. High levels of teacher expectations
11. Close monitoring of students daily progress
12. A high level of parent-teacher interaction

Influences on Teachers

Based on ongoing observations, informal discussion, and a review of the students' grades, attendance, and attitudes, the teachers and the researcher noted the following affects of the study. Teachers were provided with the freedom and flexibility to control use of time, space, and materials in their classrooms. A language-experience approach incorporating the feelings and ideas of students was used to promote motivation, precision, and control.

Teaching students social skills enabled them to write together effectively in groups and the second graders showed a marked improvement in earned grades, attitudes, and attendance. The teachers and researcher concluded:

1. Language arts skills were taught within a "literate environment" in content that was meaningful to students
2. Reading, writing, listening, and speaking skills were considered a language process that interacted in various ways during students' cooperative learning groups allowing communication to occur
3. Good attendance was essential by each member of group for the completion of projects
4. Language arts grades increased as students learned to become clear, precise, effective communicators

The second grade teachers involved noted that the classroom environment does not make a cooperative writing process. Whether it is labeled cooperative learning or a writing process, such a curriculum existed only when instruction was consistent with theory. A successful cooperative writing process requires literate professionals at the helm, teachers who are well versed in current research on reading,

writing, and oral language development, who know and enjoy literature, and, who recognize when and how language development is taking place in their students. The teachers involved also recognized that the cooperative writing process strategy would be appropriate and relevant for the intermediate as well as primary students.

In February and June 1990 "pre" and "post" Assessment Sheets were given to students which recorded opinions regarding components of a whole language cooperative learning approach. Based on ongoing observations and informal discussions there was an exchange of ideas. The following influences reflects members of the faculty responding to students.

Eighty-six percent (86%) of students in Teacher 1's second grade language arts class and fifty-six percent (56%) of students in Teacher 2's second grade language arts class shared with others. The sharing process was encouraged through faculty members' attempts to stress listening skills.

Fifty-seven percent (57%) of the students in Teacher 1's second grade language arts class, and sixty-one percent (61%) of the students in Teacher 2's second grade language arts class in March, 1990 "encouraged" others in the group during a whole language cooperative learning lesson. Participating

teachers agreed to stress verbalizing approval of the use of good manners, for example, finding something socially acceptable to convey about another group members work.

Although seventy-nine percent (79%) of the students in Teacher 1's second grade language arts class and seventy-eight percent (78%) of the students in Teacher 2's second language arts class "called" members of the group by name, a focus was placed on reinforcement of stating individual student's names. Oral recitation of the names of the members of the group was emphasized whenever a statement occurred.

In March, 1990, eighty-six percent (86%) of students in Teacher 1's second grade language arts class and fifty-six percent (56%) of students in Teacher 2's second grade language arts class reported that there was sharing by members in the group. Reported responses showed evidence of growth from February 1970. Participating faculty members brainstormed scenarios in which the writing task assigned to a group could not be successfully completed without all group members sharing. For example, one of each item used for motivation or the recording of ideas was provided by the teacher for the group.

Students did not feel encouraged by members in the group, seventy-one percent (71%) of students in Teacher

1's second grade language arts class and sixty-seven percent (67%) of students in Teacher 2's second grade language arts class. An effort was made by the participating teachers to encourage students self esteem by demonstrating positive attitudes setting and stating achievable goals and expressing high levels of expectations. This encouraged a feeling of personal power and competency which led to higher self-esteem. Teachers created a climate providing external and internal sources for building positive self esteem which resulted in encouragement of peers.

Respondents in Teacher 1's second grade language arts class, and, Teacher 2's second grade language arts class, reflected increases in response percentages in use of "own" name. Teachers requested that students called other group members by name before beginning to share.

The implementation of cooperative learning techniques changed perceptions of teaching and learning. Faculty members revealed the following conclusions:

1. Coupled with high expectations, teachers arranged small heterogeneous groups of students. They encouraged discussions utilizing social skills, interaction with others and concern for peer learning.

2. Goals for students included higher academic achievements, increased acceptance of individual differences, positive attitudes toward education, and increases in self esteem.
3. Staff development sessions with colleagues was beneficial in becoming comfortable with learning, and, using cooperative learning strategies.
4. Cooperative learning was a teaching strategy that required teacher empowerment.
5. Defining, teaching, and emulating social skills had to be learned before the small heterogeneous groups could begin to attempt academic assignments.
6. Desks, arranged in groups for cooperative learning, had to be moved to face the teacher during instruction or independent activities.
7. Group responsibilities should be divided among the group, for example, recorder, encourager, and checker.
8. Responsibility was encouraged with the incorporation of peer pressure to ensure discipline.
9. Using a conversational tone of voice was a social skill that needed practice among group members.

10. Monitoring group discussion was a tool used to assess students grasp of concepts.
11. Cooperative skills, such as how to interact with peers, was stressed.

Influences on Students

In February and March, 1990, "pre" and "post" processing sheets to assess students social skills were distributed to the students in the two second grade classes. The researcher and participating teacher had on-going discussions about the incorporation of a cooperative writing process in all content areas. The results presented are based on students' responses.

On March 6, 1990, eighty-six percent (86%) of the students in Teacher 1's second grade class, and seventy-eight percent (78%) of the students in Teacher 2's class "shared" in their group. An important element of cooperative learning is teaching students social skills that enable them to work together effectively in groups.

The majority of the students (86% and 78% respectively), replied that they "did" encourage others in their group. Research indicates that small groups that are taught to interact in a positive manner produce students with higher test scores, more

knowledgeable students, and a more positive attitude toward learning.

The students used language for a variety of purposes and audiences, encountered complete pieces of text, produced meaningful types of communication, and learned in a supportive environment that encouraged independence and risk taking. Eighty-six percent (86%) of the students in Teacher 1's second grade class and fifty-six percent (56%) of the students in Teacher 2's second grade class felt others shared with them. Classrooms were arranged to take advantage of opportunities for interaction. Students wrote daily in their cooperative groups for a variety of purposes and audiences. The students' own needs and experiences provided the motivation for reading, writing, listening, and speaking activities. The second graders worked cooperatively, not competitively. Evidenced by the processing sheets of March 6, 1990, of the two second grade classes, (79% and 72% respectively), students were using each other's names. The assessment of success focused on what learners can do. It included observing and recording the progress in authentic activities and not just comparing scores on standardized tests.

The implementation of cooperative learning techniques changed students' modes of learning as revealed by the following:

1. There was a getting to "know" and "trusting" of each other.
2. Students helped other group members
3. Everyone worked at the same time to complete the project.
4. An observable increase in self esteem was evident.
5. Time-on-task was at a maximum.
6. Students' attendance improved.
7. Cooperative learning buddies provided opportunities for all to be successful.
8. Cooperative learning strategies empowered students, taught them to make "correct" choices, and be in control of their own learning.

Influences on Researcher

A whole language cooperative learning program, had the following influences on the researcher:

1. Realization that in-depth, long-term staff development program was needed whereby faculty members could experiment with, and share

concerns of implementing cooperative learning strategies

2. Several days of preparation, intense classroom experimentation, and frequent workshops for sharing, scheduled throughout the year, were essential
3. The need for on-going reading of germane literature in the fields of Standard English, Black English, cooperative learning, staff development, and effective schools
4. Facilitating and recording of sharing during staff development sessions
5. Examination, discussion, and evaluation of data from students and faculty members

There was a concerted effort among students and faculty members, orchestrated by the researcher to:

1. Increase students' language arts achievements, activities, and attendance by incorporating a whole language cooperative learning approach
2. Increase students' social and small group skills
3. Increase students' abilities to share ideas and respect others points of view
4. Increase students' preparedness to correct work, permitting the teacher to instruct students in small homogeneous groups

5. Increase students' understanding that they are members of a group that will remain intact until it can work together
6. Increase nurturing and skill development in all areas of the curriculum through cooperative learning techniques
7. Increase teachers' repertoires of instructional techniques in a non-threatening manner
8. Increase students' self-esteem, resulting in academic success, by including information obtained from surveys and observations into the teaching-learning process
9. Increase teacher's ability to accept individual differences
10. Increase students' opportunities to share information or practice skills traditionally provided by teachers

Outgrowths

Everyone has inside himself
A piece of good news!
The good news is that you really don't know
how great you can be
how much you can love
what you can accomplish and
what your potential is.
How can you top good news like that?
-The Dairy of Anne Frank

This staff development process was dedicated to the positive concept that all students have worth within them, and, that educators do not fully understand the depth of that worth. Outgrowths of this staff development project to be implemented during the 1990-1991 school year are:

1. Uninterrupted sustained silent reading of students' published works--allotment of time within the regular school day for independent, self-selected reading
2. Language experiences--stories to be written in cooperative groups and published as the result of shared experiences
3. Shared book experiences--a teacher directed procedure involving reading in district adopted reading series, Harcourt Brace and Jovanovich publishers, correlated to cooperative tasks
4. Reader response activities--oral and written tasks which require cooperative group activities in which students respond to the text and construct their own meanings
5. Construction of district wide aligned activities--cooperative groups to complete writing activities correlated to district wide alignment guides in reading, social studies, mathematics, and, alcohol and drug abuse

6. District wide writing portfolios--every elementary student in the Roosevelt Public School District to have a cumulative writing portfolio which includes the primary checklist, initial writing samples and writing activities, developed in this project, correlated to district adopted reading series
7. Pattern writing--cooperative stories composed on the pattern of a theme from texts previously read or topics learned
8. Big Books--stories written on a large format written in natural, predictable language for use with groups of students
9. Conferences--teacher and student or student and student, to discuss specific reading or writing tasks, or, group of related tasks (English and Reading Education News, 1989).

The assumptions that form the foundation of the whole language approach are the same set of assumptions that are at the core of the New York State English Language Arts Curriculum K-12. As described by Watson (1980) in NCTE's publication, Three Language Arts Curriculum Models, a process-oriented curriculum calls for teachers who invite students to

explore and expand their own private and public linguistic powers in an atmosphere that is natural and

fulfilling; the students in this setting come to think of themselves as joyful receivers and producers of stories, plays, songs, poems--all forms of worthy and useful language. Both learner and teacher pay respect to the ideas and language of each other; they never cease asking questions of each other; and in a cooperative environment, they use language and experience to generate new questions, new ideas, new experiences, and new ways of expression--to achieve personal growth.

In the cooperative writing process classroom assessment guides instruction and emerges from it. Teachers are careful observers of process and product, documenting their observations with checklists, logs, anecdotal records, writing samples, and evidence of students' self-assessment. To the informed practitioner, these observations provide clues to students progress and suggest direction for subsequent instruction. Such assessment allows the teacher to introduce or reinforce a strategy when students need to communicate or interpret ideas.

While informal, continuous assessment is absolutely necessary, students also need to have control over the tasks and constraints imposed by formal test situations. The best preparation for the New York State tests in writing is a program in which students write frequently for real purposes and real audiences. Behavior such as brainstorming and

organizing ideas before writing and expressing thoughts clearly to a reader are important to both "real life" and "school" writing. At the same time such test specific tasks as business letters, reports, and compositions are made more meaningful when opportunities for writing letters, arranging notes into coherent communication, and writing in different modes are embedded in the curriculum at logical points.

Similarly, students will be well prepared for the State tests by a program that emphasizes reading for meaning, frequent encounters with expository and narrative text, discussion of the writer's craft, and attention to skills in the context of making meaning. The passage-completion of the State tests in reading can be addressed simultaneously with content area instruction by probing students' responses to cloze passages from content area text. A cooperative writing process perspective prescribes an approach to test preparation that emphasizes meaningfulness and active engagement in the whole skill of reading or writing--the same concepts that drive the rest of the instructional program.

A whole language approach incorporating cooperative learning strategies at the Washington Rose School in Roosevelt, New York, was stated. Experiences were provided which gave the voluntary participating

teachers an opportunity to develop and sharpen skills that were required, and resources were made available. The principal was supportive of the improvement program. Components were in place for a staff development program.

Epilogue

KEEP ON

When things go wrong, as they sometimes will.
When the road you're traveling seems all up hill.
When the funds seem low, and debts are high,
And you want to smile, but you have to sigh.
When care is pressing you down a bit,
Rest if you must, but don't you quit.
Life is queer with its twists and turns,
As everyone of us sometimes learns.
And many a failure turns about,
When he might have won had he stuck it out.
Don't give up though the pace seems slow,
You may succeed with another blow.
Success is failure turned inside out.
The silver tint of the clouds of doubt.
And you never can tell how close you are,
It may be near when it seems so far.
So stick to the fight when you're hardest hit.
It's when things seem worse, that you must not quit.

(LOVE UNLIMITED)

APPENDICES

APPENDIX A
WRITING PROCESS ASSESSMENT

WASHINGTON ROSE SCHOOL
Roosevelt, New York 11575

Writing Process Assessment

Indicate your responses:

1. Are you incorporating the New York State Writing Curriculum in your content area lessons? Yes No
2. Are you satisfied with the current system of assessing students' writing ability? Yes No
3. Do you teach writing as a separate subject? Yes No
4. Do you allow students to express their feelings and/or thoughts on paper? Yes No
5. Are you satisfied with the writing component in the Harcourt Brace Jovanovich Reading Program? Yes No
6. Does the existing writing program reflect an awareness of current theory and research in writing? Yes No

7. Is the subject matter of the writing activities meaningful to the students? (students sometimes given the opportunity to generate their own topics for composition) Yes No
8. Are the students taught to write in many forms? Yes No
9. Are the students given the opportunity to write for a variety of purposes? Yes No
10. Are students given time to write during class? Yes No
11. Do students receive instruction in expressing ideas as well as instruction in developing control over the conventions of standard written English? Yes No
12. Do students receive constructive responses to their writing? Yes No

13. Is there both formative and
summative evaluation of student
writing?

_____Yes _____No

14. Does the principal actively
support the existing writing
program?

_____Yes _____No

Compilation of Teachers' Writing Process Assessments in
 Teacher 1's Second Grade Language Arts Class and Teacher 2's
 Second Grade Language Arts Class

	Second Grade Language Arts Class 1		Second Grade Language Arts Class 2	
	N = 1		N = 1	
	%YES	%NO	%YES	%NO
Are you incorporating the New York State Writing Curriculum in your content area lessons?	0	100	0	100
Are you satisfied with the current system of assessing students' writing ability?	0	100	0	100
Do you teach writing as a separate subject?	0	100	0	100
Do you allow students to express their feelings and/or thoughts on paper?	0	100	0	100
Are you satisfied with the writing component in the Harcourt Brace Jovanovich Reading Program?	0	100	0	100
Does the existing writing program reflect an awareness of current theory and research in writing?	0	100	0	100

Is the subject matter of the writing activities meaningful to the students? (students sometimes given the opportunity to generate their own topics for composition)	0	100	0	100
Are the students taught to write in many forms?	100	0	100	0
Are the students given the opportunity to write for a variety of purposes?	0	100	0	100
Are students given time to write during class?	0	100	0	100
Do students receive instruction in expressing ideas as well as instruction in developing control over the conventions of standard written English?	0	100	0	100
Do students receive constructive responses to their writing?	0	100	0	100

APPENDIX B
WORKSHOP ASSESSMENT

Washington Rose School
Roosevelt, New York 11575

WORKSHOP ASSESSMENT

Date _____

Researcher: C. Warmuth

Rate the following features of the session using the following scale: (1) Excellent; (2) Good; (3) Fair; and (4) Poor. Circle your choice.

Researcher's knowledge of the subject area.	1	2	3	4
Researcher's sensitivity to the needs and interests of participants.	1	2	3	4
Appropriateness of the researcher's responses to questions.	1	2	3	4
Appropriateness of the level at which the session was conducted.	1	2	3	4
Researcher's use of relevant examples and demonstrations.	1	2	3	4
Opportunity provided for participation.	1	2	3	4
Researcher's overall delivery of material.	1	2	3	4

COMMENTS

(Optional) _____

 _____.

APPENDIX C
PRE-PROCESSING SHEET

WASHINGTON POSE SCHOOL
Roosevelt, New York 11575

PROCESSING SHEET

Directions: Read the questions and put an "X" over the happy face for YES, or an "X" over the sad face for NO.

1. Did I share with my group today?



2. Did I encourage others in my group?



3. Did I use group member's names?



4. Did others share with me?



5. Did I feel encouraged by people in my group?



6. Did others in my group use my name?



APPENDIX D
POST-PROCESSING SHEET

WASHINGTON POSE SCHOOL
Roosevelt, New York 11575

PROCESSING SHEET

Directions: Read the questions and put an "X" over the happy face for YES, or an "X" over the sad face for NO.

1. Did I share with my group today?



2. Did I encourage others in my group?



3. Did I use group member's names?



4. Did others share with me?



5. Did I feel encouraged by people in my group?



6. Did others in my group use my name?



APPENDIX E
GRADING SYSTEM

WASHINGTON ROSE SCHOOL
Roosevelt, New York 11575

GRADING SYSTEM

95-100	A+
90-94	A
85-89	B+
80-84	B
75-79	C
70-74	D
Below 70	F

APPENDIX F
CONSENT FORM

ROOSEVELT PUBLIC SCHOOLS
Roosevelt, New York 11575

CONSENT FORM

Dear Concerned Associates:

I am a doctoral student at the University of Massachusetts undertaking the formation of a staff development project which is in need of your expertise. The direction of the project will be to construct a bridge between two language patterns: that of the African American culture and that of Standard English.

Voluntary participation in this project will include:

- 1) Completion of a survey on process writing,
- 2) Participation in staff development workshops,
- 3) Sharing of professional judgment, and,
- 4) Completion of assessment documents.

Personal assessments and survey forms will be analyzed and data will be shared with participants. Completed survey information will be presented in my dissertation. Your name will not be used in my dissertation. Remarks shared during staff development workshops may be directly stated in the dissertation. Written consent to quote an individual workshop participant will be secured if required.

Willing participants are advised they can resign from this project if they choose. Inquiries concerning staff development will be welcome.

Your support is appreciated.

Sincerely,

Carol Marie A. Fallon-Warmuth

Please indicate your willingness to participate in this staff development project by affixing your signature to this form.

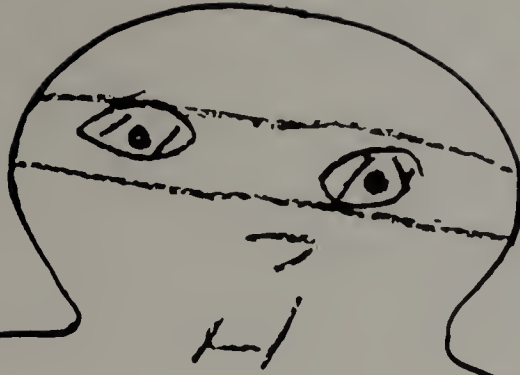
Signature

Date

APPENDIX G
SAMPLES OF CLASSWORK







About the Author

Name William Pacter

Brief biography: My name is William P.

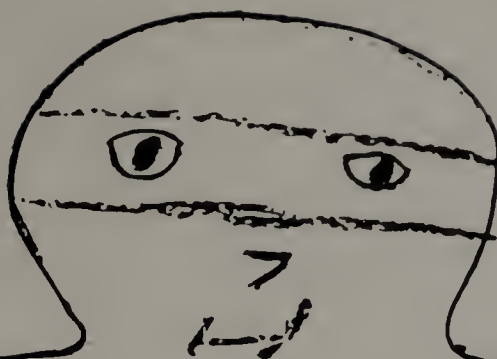
I am 7 years old. I was born
on September 25 of 1982. My

parents are Brenda and Alfonso

Pacter. I am in the second grade.

My teacher's name is Ms. Wamath.

She is a very good teacher.



Teacher's name: Ms Warmuth

Grade: 2

Favorite books: Theodor e. Mouse and

Up in The Air

Bugs Bunny and The Health Hog

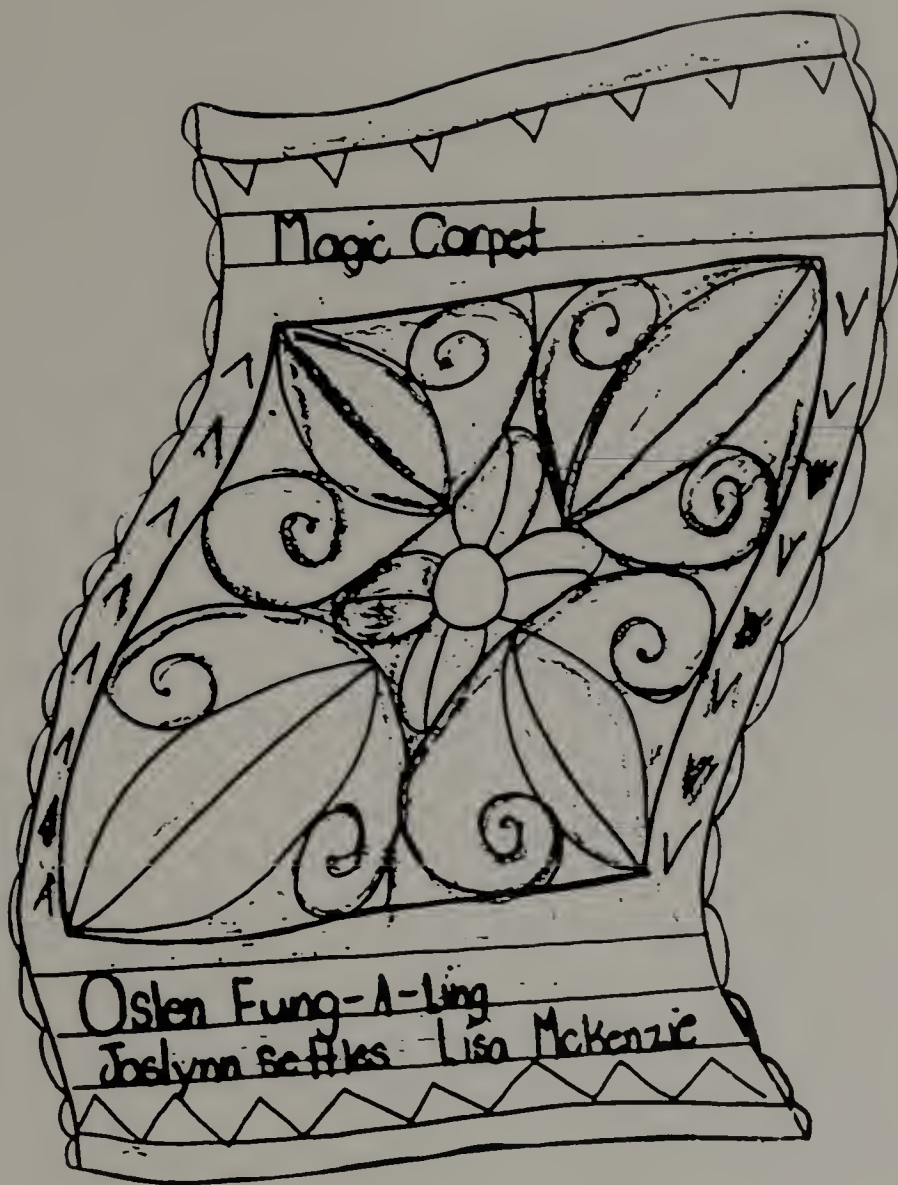
Favorite hobbies: Book

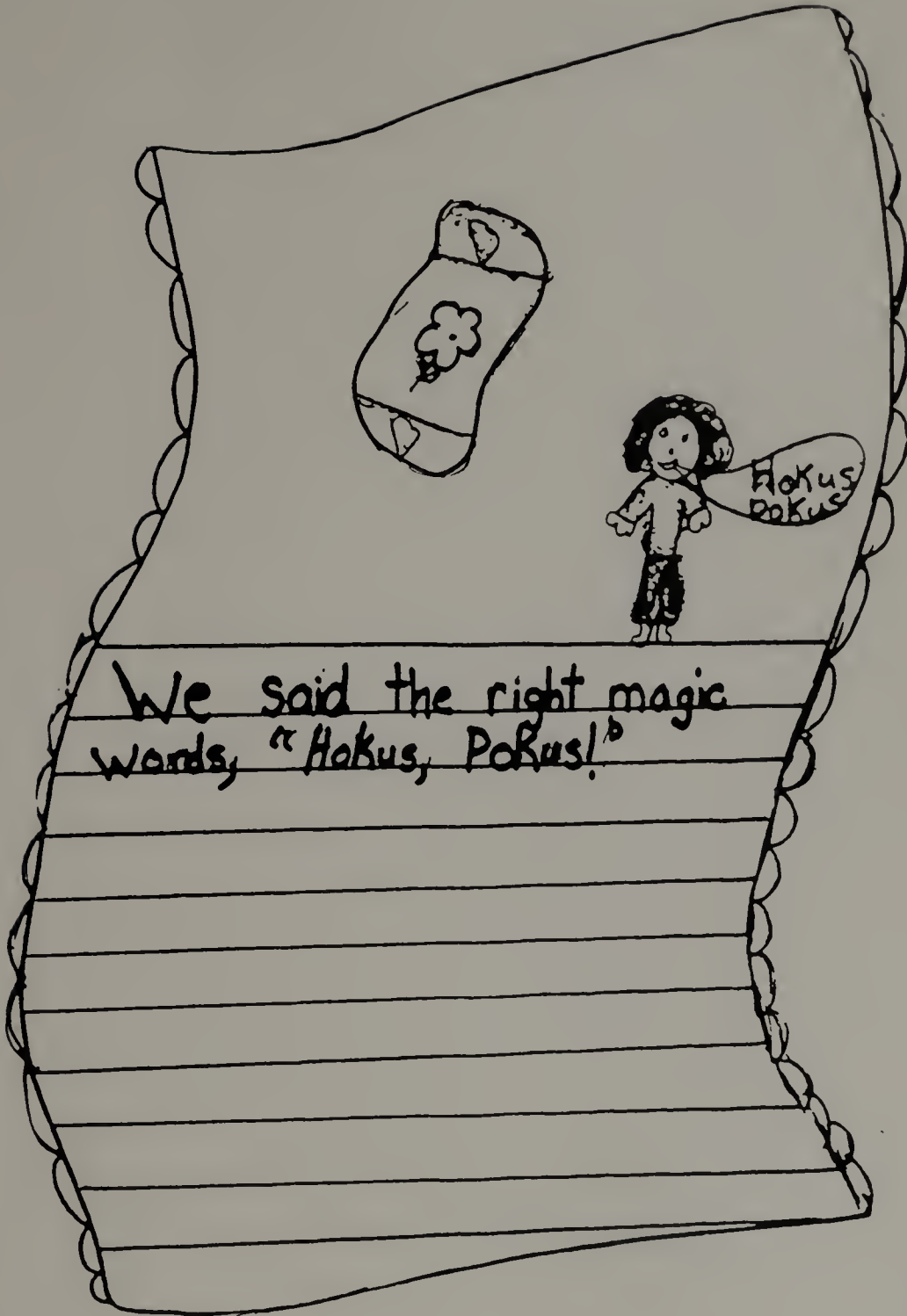
Foot Ball

Roller skate

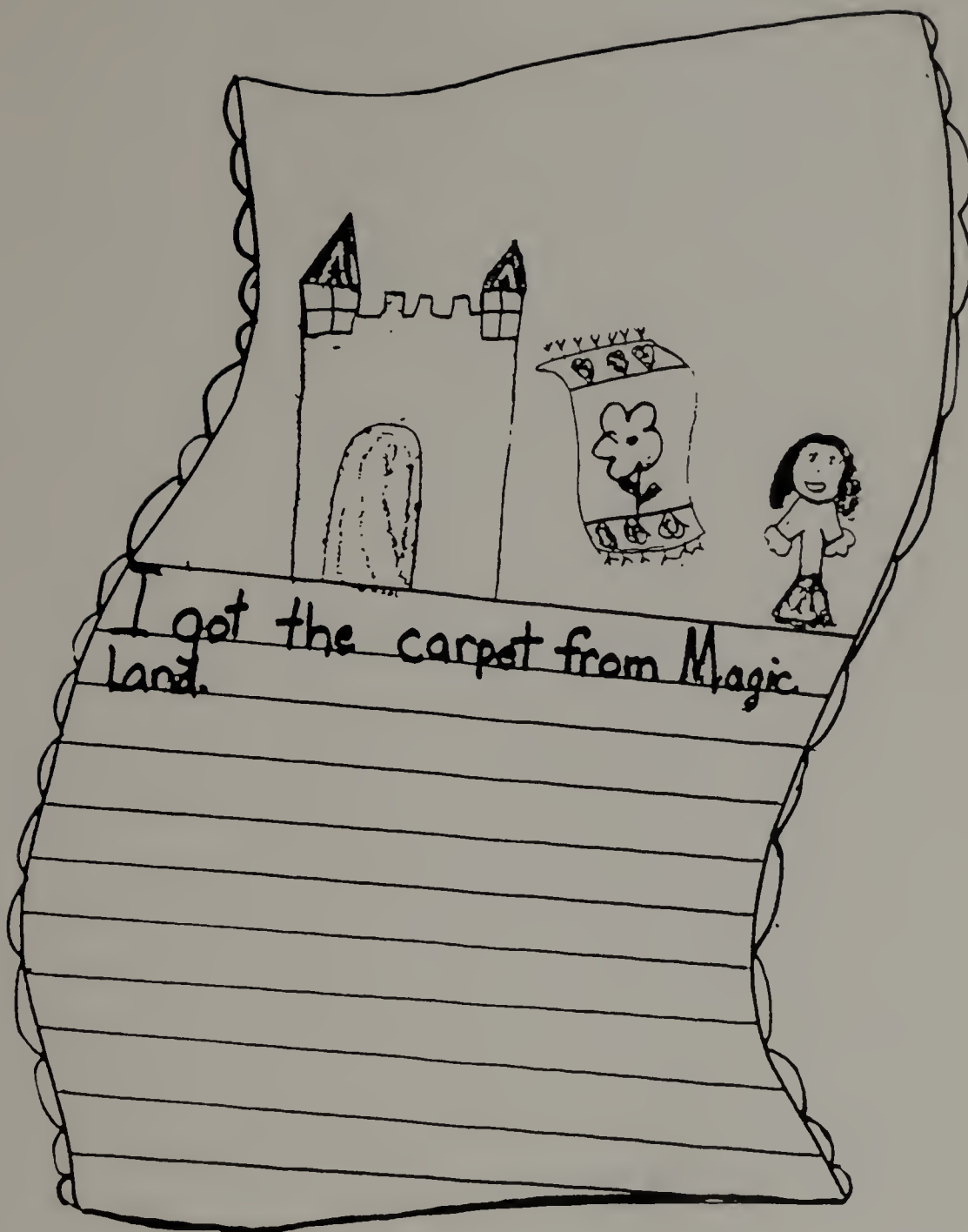
ride my bikes







We said the right magic words, "Hokus, Pokus!"



I got the carpet from Magic Land.

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