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The new Title I: A handbook for reading instruction in a year-round middle school

Wendel Roy Morden

THE NEW TITLE I: A HANDBOOK FOR READING INSTRUCTION

IN A YEAR-ROUND MIDDLE SCHOOL

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

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In Partial Fulfillment

of the Requirements for the

Reading Specialist Credential

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by

Wendel Roy Morden

March 1996

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ABSTRACT

This project addresses the problem of creating a Title I program of reading instruction in a sample year-round Southern California middle school. It describes the features of this school's plan as it relates to the goals of The Improving of America's Schools Act of October 1994. A teacher handbook is the end product which is provided as a means by which teachers in an after hours middle school Title I remedial reading classroom can put Whole Language principles to work. A school plan for Title I is included as an example, and teaching strategies are discussed paying particular attention to the Authoring Cycle and multimedia publishing.

Throughout the first two chapters of the project, the author is mostly concerned with administrative issues involved in developing Chapter 1/Title I instructional delivery. An examination of historical precedent of Title I instruction is viewed in contrast to the movement toward school restructuring. Mention is made of the potential for Title I to play a pivotal role in promoting the restructuring process. Issues including raising student standards, revising assessment strategies, and curricular reform are discussed against the backdrop of the new Title I legislation. As a result, traditional concepts of remedial reading are challenged and newly applied.

From an examination of the recent literature concerning Chapter 1/Title I, findings are applied in the development of a program model in a year-round middle school where no Chapter

1/Title I instruction previously existed. A collection of documents created for this program design, management, and assessment comprise the bulk of the materials found in the appendices.

This project provides a model of instruction for Title I in the middle school context. A collaborative after hours program is described and the handbook provides a practical guide to implementing some of the Whole Language principles brought to light in the literature.

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INTRODUCTION

Statement of the Problem

There is a newly defined relationship between the federal
government and the nation's schools which is reflected in the
changing paradigm of policy and management of the nation's
education system. America's schools are taking significant steps
toward improving and "repurposing" the education system through
shared decision making and other legislative reforms (Lewis, 1993,
p. 196). There are many causes for the changes. Some schools are
experiencing change as a result of funding reallocation, others due
to changing social and cultural variables. In total, such reforms are
setting the groundwork for the educational paradigm for the next
quarter century (Slavin, 1991, p. 586). John Murphy's article titled
"What's In? What's Out: American Education in the 90's" (1993, p.
641) identifies raised expectations, outcome based assessment,
emphasis on student ability instead of student effort, individualized
instructional programming, and year-round learning as current
topics in educational reform. Many Southern California school
districts are implementing these reforms and are experiencing a
mixed bag of pain and progress while attempting to make changes.

This project has been born out of necessity in response to the
transformations in remedial education. In one representative

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Southern California middle school, the winds of change are reforming virtually every aspect of instructional organization, and most notably, in the budget and implementation of its federally funded Chapter 1/Title I program. Motivated by federal law, district demographics, and the middle school model as presented in the state document Caught in the Middle (1987), the process of restructuring this exemplar California middle school is well underway.

A reshuffling of school configurations throughout the school district took effect in July of 1993, when three junior high schools, operating on traditional school calendars, became two year-round, seventh and eighth grade middle schools, each serving approximately thirteen hundred students. What had originally been the third middle school became the freshman campus of the only high school in the school district. As a result, both of the newly configured middle schools have had to adopt new directions in philosophy, personnel, and programming.

With the acceptance and implementation of the process of site-based management (Midgleya and Wood, 1993, p. 246), administrators at each middle school have been empowered to tailor Title I programming to meet students' needs in ways that best utilize the human and physical resources available in the schools. Because of the scope and influence of federal funding in Title I allocations, the opportunity for change is a tangible reality (Miller,

1991, p. 577). In effect, the vehicle for implementing change throughout the education system could possibly begin with a new approach to Title I (Stanfield, 1993, p. 926).

Rules surrounding Title I have been rewritten as recently as October 1994 with the Clinton Administration's approval of The Improving Of America's Schools Act (Public Law 103-382). A new approach to compensatory education practices now allows teachers and administrators greater flexibility in developing partnerships and continuing the process of restructuring America's public education system.

Title I instructional programs began at both middle schools in the 1993-94 school year. For each of the two schools, where no Title I funding had previously existed, a $36,000 budget was anticipated. To the surprise of school administrators, an additional $112,000 of federal money was allocated to both middle schools. Categorical funding allocations reach a variety of destinations disproportionately. The degree to which Title I funding overshadowed other school-wide categorical programs in 1993-94 is shown in Figure 1 in which School Improvement (SI), Gifted and Talented Education (GATE), English as a Second Language (ESL), Limited English Proficient (LEP), and Title I and Chapter Two (federally funded) are compared.

Program
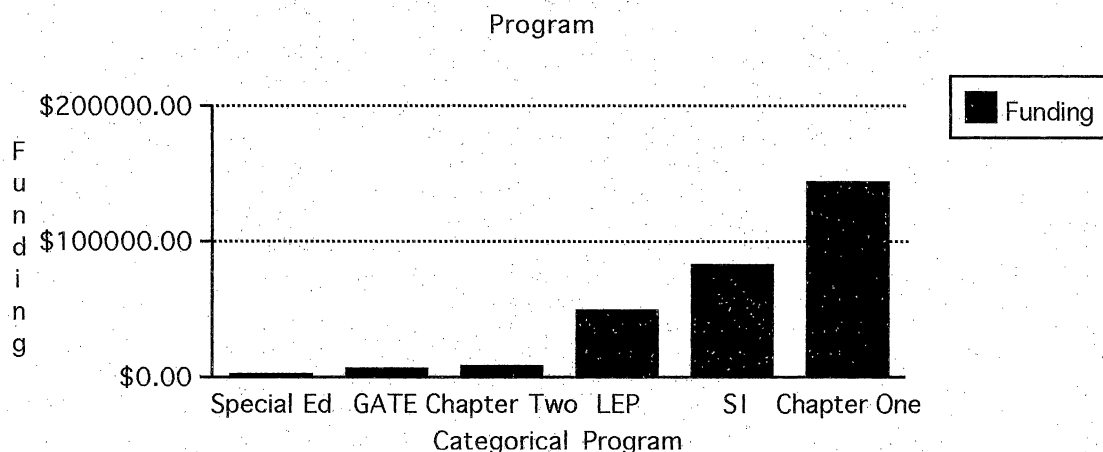
Figure 1. Categorical funding 1993-94 at sample middle school (Redlands Unified School District, 1993).

There are several reasons for the dramatic increases in the Title I funding for this California middle schools. For one, increases are a direct result of the growing numbers of students receiving A.F.D.C. support. In addition, 1990 Census figures show western states continuing to experience moderate population growth, while many mid-western and eastern states are experiencing either slow or zero growth. As a result, a growing concentration of population in the west has brought substantial Title I funding increases (Zuckman, 1993, p. 1146).

Another cause for Title I funding increases is district-wide middle school year-round conversion. Forming two year-round middle schools from three traditional calendar junior high schools has provided a larger piece of the pie for both schools. In simple terms, federal money is shared by two schools instead of three.

"Profit taking" is a fourth cause for the windfall in the Title I allocations. Those schools entitled to categorical funding are realizing that the election of a Republican congressional majority in 1994 could mean wide spread cuts in categorical funding, especially Title I. Under these conditions, many districts appear to be spending every dime of the annual allocation with an eye to a unpredictable future. According to Yolonda Contreras, the district level supervisor of categorical programs (Personal Communication, November 21, 1994), there are no guarantees that this year's allocation will be duplicated beyond the 1995-96 allocation. Within this context of political uncertainty, both of these newly configured middle schools have reached a defining moment.

With full funding in July of 1993, there was an immediate need to create a seventh and eighth grade Title I plan that would integrate middle school ideals, effectively function within the constraints of year-round education, and provide enough flexibility to continue if the well should run dry for funding in the years ahead. Implementing a plan for Title I has produced an opportunity to enact change in the concepts and practice of remedial reading and math, and promote widespread instruction in computer literacy throughout the school.

With no Chapter 1/Title I program in operation, and the school site in a state of transition with the introduction of year-round

classes, this project was born. In less than two years, tremendous change has occurred on this middle school campus.

More specifically, this project addresses the problem of creating a Title I model of instructional delivery in the year-round middle school and presenting a teaching model and curricular guidance for use in an after school hours remedial reading instructional program. A handbook for Title I instructors will be the actual project.

In general terms, this project describes the features of one sample middle school's plan as it relates to the goals of <u>The Improving of America's Schools Act</u> (October, 1994). In so doing, traditional concepts of remedial reading and math are challenged, and newly applied. The components of the school plan are presented as a model of Title I instructional delivery at the middle school level and is included at the beginning of the handbook.

Given the constraints of year-round instruction, and the politics associated with spending Title I funds, implementing this plan is a major undertaking involving vision, accountability, and a thorough reexamination of philosophical beliefs related to improving literacy in the middle school.

Success in educational programming begins with clearly defined rationale. When developing a literacy program, Title I or otherwise, a range of philosophical options exist. Like an artist preparing the paints for the unmarked canvas, the range of

possibilities are limitless. Before entering the supermarket of curricular materials, an understanding of philosophical options is essential. Organizations having coherent philosophical underpinnings function most efficiently when focusing on specific goals.

Philosophical Foundations

This project adopts a philosophical position that is restricted by current Title I skills-based assessment practices, but promotes strategies that are holistic or Whole Language based within the constraints and expectations of regulations restricting Title I projects. In this respect, a pragmatic approach to the realities of current practices in student assessment is the starting point if in fact Title I is to be the engine which redefines remediation, staff development, up-grading equipment, and infusing a thinking-meaning centered approach to the development of middle school curriculum (Slavin, p. 586).

The Reading Theories Continuum

When describing a reading program for middle school students, having an understanding of the Reading Theories Continuum is a

helpful reference (Harstie and Burke, 1982). The continuum provides a visual representation for educational choices for teaching reading. In much the same way as the collective terms as "left" or "right" express a body of beliefs and principles in politics, so positions on the continuum indicate philosophical assumptions about reading (Swaby, 1984, p. 8).
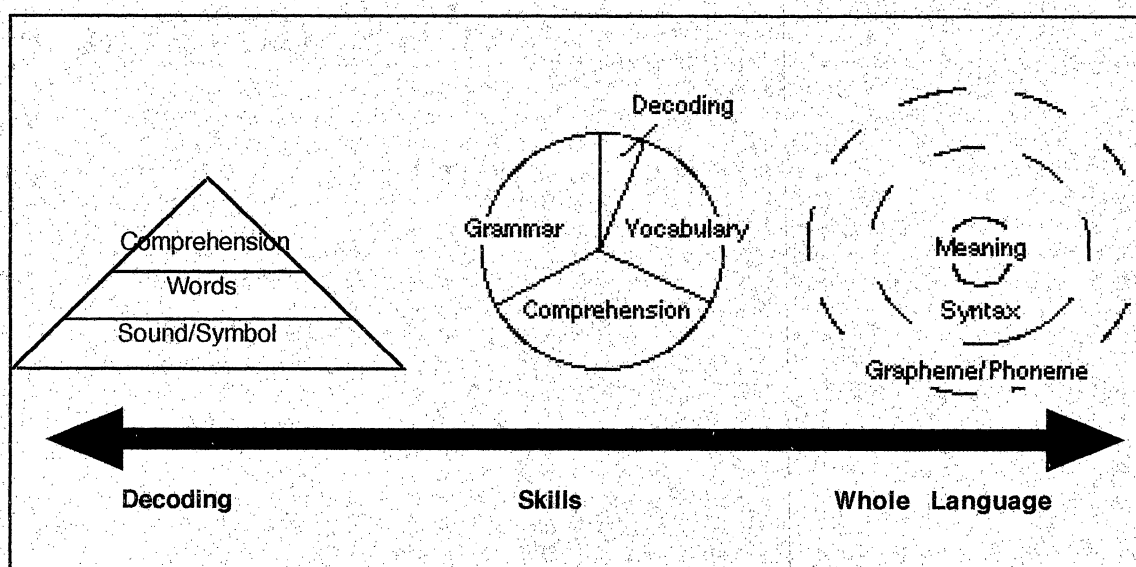
Figure 2. The Reading Theories Continuum (Class Notes, 1988).

Essentially, the Reading Theories Continuum represents three general schools of thought about teaching reading. A phonics based or traditional approach holds fast to Lockian ideals and places an emphasis on sound-symbol relationships. Toward the center are approaches which emphasize skills. This is often referred to as an interactionist approach to teaching reading. To the extreme right of

the continuum is the transactionist/Whole Language approach which is an extension of Dewey's influence in education (Weaver, 1988, p. 44).

Consider the assumptions about the nature of reading taken in each approach. First, to the left of the continuum are those reading programs which are phonics based. Proponents of these programs agree with Rudolf Flesch's best seller <u>Why Johnny Can't Read</u> (1955), believing that phonics based instruction best teaches reading by first identifying sound-symbol relationships in written materials. Oral language is given a place of priority and readers are taught to be precise and accurate when decoding printed matter. Deviations from what is printed are viewed as errors. Early readers are taught to build words from the smallest to the largest units of sounds and symbols . Comprehension is believed to be a natural outcome of decoding and therefore, fluency in decoding is emphasized (Shepherd, 1982, p. 2). Flesch applauds teaching reading using phonics systematically. He writes: "...phonics (is teaching) the child letter by letter and sound by sound until he knows it - and when he knows it - he knows how to read. We mean phonics as a complete, systematic subject- the sum total of information about the phonetic rules by which English is spelled" (p. 121).

Much has been written to counter these traditional notions. Works including Marie Carbo's "'Debunking the Phonics Myth" (1988)

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argues that most children lack the auditory and analytic processing needed to learn phonics. Additionally, arguments are often made suggesting that the rules of phonetic instruction are too cumbersome and meaningless. Students in phonics based programs are often confused about which rule applies at which time. And, because many students learn to read despite the approach taught in schools, much research in the past ten years has focused on the belief that many students are capable of internalizing spelling and sound patterns by simply transacting with their environment instead of adhering to a specific set of decoding rules.

Toward the middle of the Reading Theories Continuum are approaches to reading instruction that emphasize the development of skills. From this perspective, reading is defined as a system of inter-related skills including decoding, vocabulary recognition, and comprehension. Teaching reading involves teaching "word attack" strategies (Weaver, 1988, p. 42). Skills oriented programs are systematic, and their advocates make no apologies for expecting teachers to follow a curriculum that is sequenced by publishing companies. Typically, a basal reading program is heavily skills based, and thought to be a technological advancement since it would involve less teacher involvement. In this way teaching reading could be teacher proof (Shannon, 1989). Teachers determine the pace at which students should work through the "scope and sequence" of

lessons, but the ultimate control for the literacy lessons remains with the publisher (Swaby, p. 51). Teachers are therefore able to concentrate on behavioral elements of instruction, motivating students extrinsically to reach the predetermined skill or behavioral objective.

Basal advocates believe this approach to reading provides several important features: better ethnic balance, male female balance, inclusion of the handicapped and senior citizens, balance in presenting a variety of settings, deletion of violence, vigorous graphic arts components, better balance of geographic areas, a balanced selection of literary genres, developmental lesson plans, improved literary quality and glossaries (Aukerman, 1981, p. 9).

Patrick Shannon (1989, p. 631) argues against the dependency of educators on basal readers by pointing out that an enormous industry for textbook sales now feeds on American education tax dollars. He calls this "instructional philanthropy". Other criticism of the skills based approach is simply that such approaches are detached from meaningful experience. Ken Goodman argues that language learning is made more difficult when students are forced through an "artificial skills sequence" or are taught "uninteresting, non-meaningful, irrelevant lessons (Goodman, 1986, p. 9).

Traditionally, Chapter 1/Title I reading programs have focused on "remediating" low achieving and low income students in the basic

skills of reading and math (LeTender, 1991, p. 579). At-risk students have been singled out for outside of class instruction in skills development (Anderson and Pellicer, 1990, p. 11). In most cases, scores from skills based standardized tests are used as the basis of assessment and identification.

Results from the first ever five year longitudinal study of Chapter 1/Title I will come due in 1997, but according to Education Week author Mark Pitsch (November 24, 1993), preliminary data suggests that Chapter 1 has had "little success in improving the achievement of the educationally deprived children it (has) intended to serve." Third and fourth grade reading scores actually dropped between 1991 and 1992. In other words, traditional practices of skills based instruction have not been universally successful.

To the far right on the continuum are socio-psycholinguistic approaches which are often generalized as " Whole Language". These approaches to teaching reading reflect Dewey's ideas of learning through meaningful experiences. According to John Dewey, "ideas are not to be perceived as only isolated impressions on a blank tablet, but as interrelated parts of experience (Ozmon and Craver, 1986, p. 101). Comprehension therefore is believed to be predicated on affective and cognitive interaction between the reader and meaning. Reading is defined as a process in which the reader applies three cueing systems: graphic syntactic and semantic. Students

make "miscues" in one of the three cueing systems, instead of "errors" when creating meaning while reading. A key theoretical premise believed by Whole Language educators is that learning to read best occurs through "real use" of language in meaningful contexts (Astweger, Edelsky, and Flores, 1987, p. 145).

Considerable criticism is leveled against the Whole Language advocates and those who would espouse matching "reading styles" with teaching methods. Many parents are reluctant to turn away from their own experience and traditions of education. Others contend that skills are most important to the success of students. Back to basics movements have sprung up in recent years touting the effectiveness of their programs. Current media hype applauding the successes of "Hooked On Phonics" and "A Becca Book" programs reflects an element of public uncertainty about current practices of meaning-centered reading instruction (Stahl, 1988, p. 317).

An article printed in Teacher by Robert Rothman (1990, p. 40) notes that the division between phonics and whole language had become so wide that it took an act of Congress to attempt a resolution. As a result, a report entitled Beginning To Read: Thinking and Learning About Print was produced by the federal Center for the Study of Reading at the University of Illinois. It recommended that reading instruction should include aspects of all approaches. In short, an eclectic or pragmatic approach.

In the same month, The Reading Teacher published an article entitled "Reading Recovery: Learning how to make a difference" (Pinnell, Fried and Estice, 1990, p. 282-295). Proponents of this New Zealand based program quickly earned widespread notoriety because of their attempt to fuse phonics and Whole Language and employ an eclectic approach with a solid research base. In short, Reading Recovery teaches children to use cues and strategies rather than memorize skills in order to read fluently (Hill and Hale, 1991, p. 481).

The Reading Theories Continuum and Title I

Title I is an important avenue of expression for the reading specialist's beliefs about reading instruction. This project accepts a philosophically pragmatic position between the skills position and the Whole Language wing on the Reading Theories Continuum. Moreover, the process of constructing a program, including software purchasing, determining assessment procedures, and the overall delivery of instruction, reflects a desire to diminish the emphasis on skills based instruction, and begin the exploration into Whole Language, thinking and meaning centered curricula in middle school remedial instruction.

REVIEW OF LITERATURE

Preview

In review of the current literature on this topic, three major themes are prevalent:

- Revisiting the Purpose of Title I
- Implementing Curricular Reform
- Identifying Suitable Title I Instructional Delivery Models

• Revisiting the Purpose of Title I

Title I was created by President Lyndon B. Johnson as part of his "War on Poverty" in the Elementary and Secondary Education Act of 1965. His two-fold objective was to bring children in low income families up to par with their classmates, and to help students whose scores on standardized tests were below average, regardless of family income (Zuckman, 1993, p. 1150). These two strands have been at the center of the thinking and spending behind Title I and other categorical programming for nearly thirty years. The current director of Compensatory Education Programs in the Office of Elementary and Secondary Education, U.S. Department of Education, is Mary Jean LeTender. Her words echo the ideas in Johnson's program. LeTender (1991) states the following:

Since 1965, Title I/Chapter 1 of the Elementary and
Secondary Education Act (ESEA) has been the bedrock on which
federal aid to elementary and secondary education has been
built, providing extra instruction in reading, writing, and
mathematics to millions of disadvantaged children... It has
helped to equalize educational opportunity for our neediest
children at the local level, and it has been a catalyst for
improving instruction in basic skills, for improving the
training of teachers, and for increasing the involvement of
parents in the education of their children
(p. 577).

President Johnson realized the political complexities of gaining
congressional support and therefore made plans to send funds based
on "eligibility" to virtually every school district in the country. This
practice continues in schools across America today.

Not surprisingly, the Great Society ideals from the 1960's have
emerged as nothing short of an "old-fashioned political brawl over
money" (Zuckman, p. 1146). Historically, money earmarked for Title
I has come from the federal government, to the districts, and then to
individual schools. Today, Title I accounts for virtually eighty
percent of the 1993 federal appropriation for elementary and
secondary education (Nyham, 1993, p. 1148), and about 22 percent of
the entire budget of the Department of Education (LeTender, p. 578).
In 1992, 6.2 billion dollars was directed toward Chapter 1/Title I
programming in ninety-five percent of all school districts providing
five million students with extra help, mostly in reading and math
(Zuckman, p. 1232).

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Historically, Title I money allocation is tied to national census figures. These figures are used to determine concentrations of economically and educationally disadvantaged students and the amount of money each state will receive. Complex formulas exist to create equitable funding distribution. Such formulas are not always fair, and according to a recent survey by the Rand Corporation in Southern California, more than half of all students receiving Title I services are in fact not poor at all (Zuckman, p. 1146).

With 1990 census figures now in play, many states have lost funding, while others, especially in the Southwest, have gained. For example, California has increased its share by 20.5 percent in 1994. But even with these improved figures, California's allotment is still less than what it should receive based on the raw numbers of underprivileged children and California's growing population. Some eastern states including New York stand to lose upward of 14 percent of their total funding (Zuckman, p. 1147).

Political jostling and Title I "formula politics" has ensued on Capitol Hill, especially in the preelection season of 1994. On October 20, 1994, President Clinton signed the Improving America's Schools Act which was an entirely new bill rather than a revision of existing law. Again, debate over funding was contentious as the House of Representatives and the U.S. Senate differed over funding formulas (McClure, 1994, p. A-339).

Over the past thirty years, special interest politics might have distorted and corrupted Title I. But according to Fagan and Heid (1991), conflict over funding formulas has not undermined the original intent of the program. "Extra educational services to low-achieving children who live in low-income neighborhoods" has been, and still is, the purpose of Title I (p. 582). What has evolved over the years are the educational practices and delivery models which these Title I funds support.

Passage of <u>The Improving America's Schools Act of 1994</u> is, in effect, a redefinition of purpose for Title I. As part of reauthorization, Congress restored the compensatory education program's original name, Title I, which it had borne until 1981 education amendments changed the name to Chapter 1 (McClure, p. A-339). The law itself states that "Title I has one overriding goal: to improve the teaching and learning of children in high-poverty schools, and to enable them to meet challenging academic content and performance standards" (U.S. State Department of Education, 1994, p.1).

Funding formulas have been redefined by eliminating Title I funding for the wealthiest school districts. Two formulas will take effect in 1996. Through "Targeted Grants" those districts who have the highest concentrations of poverty level children will receive the highest compensation. "The Education Finance Incentive Program"

allocates funds to states based on a count of all children (p. 5).

Essentially, this should stop the practice of compensating school

districts for low achievement.

In summary, the new Title I has several key characteristics:

1) New eligibility formulas

2) Renewed emphasis on high academic standards rather than
perpetuating a "remedial track"

3) Enrichment and success for all students instead of singling
out those who are "remedial" or "gifted"

4) Flexibility for schools in developing delivery models instead
of a "one size fits all approach"

5) Title I students assessed on the same instruments as all
children

• Implementing Curricular Reform

Direct resulting from legislative reform, a reenergized Title I

curriculum is emerging. With shifting organizational paradigms

coupled with technological advancements, changes are not only

taking place with the presentation of instruction, but also in the

nature of curricular content.   This section will discuss standards,

assessments and remediation practices relative to the changes

affecting Chapter 1/Title I instructional delivery.

<u>Standards</u>

Many critics of Title I want to exploit the atmosphere of reform to undo the glaring weaknesses of previous instructional practices. Some, like Rochelle Stanfield (1993), expect Title I to be the centerpiece of general educational reform and "the engine that drives the whole reform process" (p. 926). This tone is reflected in the new law: "Title I can become the catalyst to comprehensively reform the entire instructional program provided to children...rather than serve as an add-on to the existing program" (U.S. Department of Education, 1994, p. 2).

Another curricular change has occurred relative to academic standards. Ralph, Keller and Crouse (1994) notice that a "rhetorical shift" has occurred since the Reagan - Bush era. With the publishing of <u>A Nation At Risk</u> (1983), a new rationale was put forward the sought to explain the seeming derailment of America's schools. "Revisionists" chose to de-emphasize the hopelessness, and shift the attention instead toward elevating common standards. In other words, the problem of mediocrity in the schools has been challenged through raising "minimum standards." This theme is also echoed in the new Title I legislation. Essentially, Title I now states that <u>all</u> students will be held to the same standards (U.S. Department of Education, 1994, p.1). Anne Lewis (1993) summarizes the

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legislative agenda: "The premise...is that all programs must ... be accountable for results; this means holding higher expectations for all students and demonstrating that all students meet them."

Assessments

Raising student standards is inextricably related to assessment practices. Traditional forms of assessment have in the past driven Title I curricular programming. Standardized testing has increased over the past thirty years becoming the centerpiece of pragmatic, behavioristic educational assessment practices (Resick, 1981, p. 625). Clearly, much is to be gained from an appropriate use of the test results. Worthen and Spandel (1991, p. 67) highlite psychometric theory, statistical evidence, predictive validity, and standardized objective scores to comment on the usefulness of these tests. However, they caution against misuse and criticize standardized achievement tests on several points: not promoting student learning, poorly indicating individual performance, not covering classroom curriculum, dictating or restricting what is taught in the regular classrooms, categorizing and labeling students, having cultural and social biases, and measuring only limited and superficial student knowledge. According to the Report of the Commission of Reading, Becoming A Nation Of Readers (1984), it is

clear that "standardized tests of reading comprehension manifestly do not measure everything required to understand...The strength of a standardized test is not that it can provide a deep assessment of reading proficiency, but rather that it can provide a fairly reliable, partial assessment cheaply and quickly" (p. 98). Debate has ensued regarding the effectiveness of standardized testing and as a result of changing paradigms in curricular content and delivery, standards and assessment are also being transformed.

Gerald Bracey (1992), in an article titled "Chapter 1: Best at Grade 1?" questions whether curriculum reform is driving assessment reform or vice-versa (p. 809). He believes that Title I has suffered from confusion whether or not the programs functions as preventative or remedial (p. 808). In other words, he questions whether or not the program teaches to the test, or "WYTIWYG - What you test is what you get." Thomas Fagan and Camilla Heid (1991) question the quick fix of arbitrarily raising student scores with the hope of creating improved test performance.

With the Title I legislation of October 1994, a new state assessment system and an approach to measuring improvement is prescribed. According to Phyllis McClure (1994), two kinds of standards, "content standards" and "student performance standards" must be developed by each state in accordance with its GOALS 2000 plan derived from the Bush Administration's unveiling of AMERICA

<u>2000</u> in April of 1991 and President Clinton's more recent <u>Educate</u> <u>America Act of 1993</u> . Basically, the practice and criteria for assessment has been delegated to individual states. New standards are to be universal for <u>all</u> students in the state. Whether or not this maintains expectations at an optimum level, or provides for the "dumbing down" of educational standards is open to interpretation (Slavin, 1991, p. 591). The law provides for the following:

> High quality assessments, including at least math and reading or language arts, must be developed as the primary means of determining the yearly performance of each LEA (Local Educational Agency) and school in helping Chapter 1 students to achieve the student performance standards. They must be capable of producing individual scores...There can be more than one assessment...including those that test higher order thinking and understanding skills...assessments must be valid and reliable for the purposes for which they are used and be consistent with nationally recognized professional and technical standards (p. A-341).

According to McClure, ESL, LEP and students with other disabilities will be tested since all should benefit from Title I. States will be required to make "every effort" to develop assessments in students' native languages. Moreover, assessment results must be "disaggregated" to show results for boys, girls, racial and ethnic groups, migrant students and so on (McClure, p. A-342).

These new forms of assessments will most likely build on existing standardized testing procedures and simply add additional

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forms of measurement. The new Title I assessment scheme promotes greater flexibility using locally developed tests. It is predicted that eligibility for student involvement in Title I will grow as a result, and control over which students are serviced will occur at the local level (McClure, p. A-365). Valena Plisko and Elois Scott (1991) predicted greater flexibility and local decision making as part the larger scope of Title I. The new law is clear: "The new Title I requires States receiving Title I funds to submit plans demonstrating that they have challenging content standards specifying what children are expected to know and be able to do, and challenging performance standards (U.S. Department of Education" (1994, p. 1). The effects of relinquishing federal control over assessment have yet to be seen. To the concern of this project, standardized tests are used exclusively as the means by which student eligibility for Title I is determined. Students having scores falling below 42 Normed Curve Equivalent (NCE) or the thirty-ninth percentile on the most recent CAT 5 scores qualify for Title I. Beyond the standardized test scores, however, several alternative assessment strategies are implemented at the school site as part of this project.

One of the most interesting assessment strategies used involves student portfolios. These collections of student materials are aimed at having the six characteristics of a well developed

portfolio system as outlined by Valencia, Au, Scheu and Kawakami (1990, p. 154). These include:

1. Captures the best of a student's work

2. Is an ongoing part of instruction

3. Process centered, not product driven

4. Is multidimensional, including cognitive, affective, and social processes

5. Is collaborative reflection between students and teachers

6. Authentically assesses the involvement of students in literacy lessons

In addition, portfolio assessment has been expanded to include computer portfolios using Grady Profile™ Software. Essentially, student records including writing samples, reading samples and other check lists of student accomplishments are stored on computer.

While such assessment forms do not replace standardized tests, portfolios offer a balanced and more personalized evaluation of students in the broader contexts of risk taking, problem solving and self evaluation (Paulson et al., 1991, p. 63).

According to Stephen Kucer (1991, p. 532), authenticity is the heart of effective Whole Language instruction. He states that linking classroom-based literacy lessons with real-world authentic reading and writing experiences will yield a literacy enriched curriculum

involving conversation, "free reading," "free writing" and thematic instruction. Portfolios attempt to capture this "real-world" authenticity. By accepting Kucer's definition, portfolio assessment moves the literacy program away from a reliance on standardized forms of assessments, which are part and parcel of the skills approach to teaching reading, and toward a holistic, Whole Language oriented approach to instruction and evaluation.

Sheila Valencia (1991, p. 680) points out that portfolio assessments require authentic student activities which promote collaboration and reflection in students. She encourages teachers to discuss the kinds of activities in which students will engage as the starting point for building a program of portfolio assessment. She also recommends starting slowly and working toward an effective record keeping system which also includes parent involvement (p. 681).

Another concept at work in portfolio assessment is permitting students to set personal goals and employ meaningful dialogue (Taylor, 1991, p. 67). This sense of student-centeredness is the theme running through much of the literature related to Whole Language forms of assessment (Harp, 1991).

Remediation Practices

Mary Jean LeTender predicted the advent of a "New Chapter 1" (1991), which she views as a redefinition of the understanding and practice of "remediation."

In the first place, Chapter One/Title I educators have traditionally been squeezed through a bottleneck of compliance regulations which validate expenditures to ensure that only Title I identified students were benefiting exclusively from the program services. Such attention to detailed record keeping caused Title I directors to be more often concerned with accounting than teaching. The new Title I promises to shift the focus of instruction to the encompassing goals of the program. LeTender writes: "...criticism (about the way Chapter 1/Title I has been managed) deserves reiteration because addressing it is essential to the success of the "New Chapter 1/Title I." Legislative requirements have no real impact unless our thinking follows the spirit of the law. We must focus our attention on education rather than on bookkeeping" (p. 580). Remediation is no longer equatable to "drill and practice" activities and teaching basic skills in isolation from meaningful situations. This view is shared by Gilbert Martinez, a Title I director in the state of New Mexico. He states: "We taught children how to read, but didn't give them time to read. We taught them how

to write, but didn't give them time to write. We're able to see the forest for the trees a little better now (LeTender, p. 581). In other words, meaning centered activities that involve reading and writing must be the centerpiece of classroom instruction and remediation.

Levin and Hopfenberg (1991) identify three of approximately fifty schools in the San Francisco area that have shifted their remediation paradigm. These schools have adopted the Accelerated Schools Project, established at Stanford in 1986 after arriving at the conclusion that remedial education, as it had been practiced in the past, was simply not working. They found that remediation "actually slowed down students' progress, placing them farther and farther behind the mainstream. By sixth grade they were two years behind in achievement" (p. 11). These schools chose to reverse the idea of remediation and accepted the belief that at-risk students must "learn at a faster rate than more privileged students" (p. 12). This is an enrichment strategy, one that involves additional hours of instruction and a new approach to delivering instruction.

Such thinking - meaning centered teaching stresses that remediation is not a matter of "catching up," but shifting the modality of instruction. From a Whole Language perspective, this change is a welcomed affirmation of a holistic philosophy of teaching reading. Frank Smith exemplifies these beliefs and explains: "There is nothing unique about learning to read. No special,

exotic, or particularly difficult learning skills are required. Learning to read involves no learning ability that children have not already exercised in order to understand the language spoken at home (1985, p. 7).

Remediation in a "Whole Language" system, is really "acceleration" into literacy (McGill-Franzen and Allington, 1991, p. 87). To accelerate a student into literacy is not accomplished by increasing the amount of worksheets or sight words. Rather, by adopting a Whole Language strategy which awakens students and submerging them in meaningful environments and purposeful activities that are enriched by a wide range of print media and text materials, literacy is accelerated.

In addition, acceleration enables all students to access a "core curriculum" which empowers students to employ language and writing in meaningful contexts (Caught In the Middle, p. 2). In other words, reaching all students is accomplished through heterogeneous access to meaning-centered curriculum.

Without question the concept of remedial acceleration has been profoundly influenced by the rapid advances in technology over the past ten years. Clearly, acceleration involves developing computer literacy in students and creating a new culture of environmental print on screen and on line (Cronin, Meadows, and Sinatra, 1990, p. 57). Judith Cantrell (1993), documents the reality of technology's

effectiveness as a tool for promoting learning with at-risk students. She identifies several strategies that promote technology management in the remediation instructional environment which include: having a comprehensive technology plan; schools articulating long range goals for implementing technology; good planning which allows students to be reached with software that fulfills educational goals, and opens windows of expression for students who might not otherwise be motivated or interested.

Employing microcomputers or other forms of technology in remediation programs enables teachers to confront deeply held beliefs about schooling. According to Dwyer, Ringstaff and Sandholtz in their experiments for Apple Classrooms of Tomorrow Program (ACOT), teachers who have begun working with computers are themselves undergoing change. The process of change follows a pattern seen also when working with Title 1 teachers:

1) **Entry** - At this first level teachers find themselves in a state of euphoria and frustration almost simultaneously. Here instructors confront their own fears in realizing that they do not have much expertise in this area and must themselves accept the role as learner once again.

2) **Adoption** - During the first year of the project, teachers' struggles shift from connecting the computers and turning them on, to using the computers and finding new ways to employ them

resourcefully.

3) Adaption - Technology in this next phases becomes more greatly integrated. While 70 seventy percent of the time is often still spent in traditional forms of classroom instruction, the rest of the time is supported with word processing, data base and graphics applications. "The shift from Adoption to Adaption was signaled by the emergence of productivity as the common theme in teachers' reports" (p. 48).

4) Appropriation - This phase hinged on each teacher's mastery of the technology. Here teachers not only overcome technological questions, but develop confidence in problem solving with computers, and teaching others what to do. At this phase teachers become visionaries and develop new ideas for curricular applications of the technology. Bringing teachers to a point of appropriation in developing a technologically enriched remediation program is critical.

5) Invention - While the first three steps involve technology, often teachers still replicate traditional notions of instruction. As the evolution continues, teachers become increasingly more creative in their integration of technology in curriculum. "An individuals' movement to Inventions is coupled with a new found interest in, and ability to question, the very foundations of their craft" (p. 50).

Technology, therefore has the power to not only enrich remediation accelerated instruction, but to redefine instructional programming. In the new paradigm of instruction, knowledge is held more as something children must construct and less like something that can be transferred intact.

Each of these acceleration strategies are progressive and inclusive in contrast to the former paradigm of remediation involving isolating students whose standardized test scores were "below par." Elfrieda Hiebert of the University of Colorado, criticizes the traditional structure of Chapter 1 and challenges the "New Title I" to employ strategies with cooperative learning, peer tutoring, and a variety of continuous-progress models" (Bracey, p. 809). Clearly, changing the concept of remediation will result in accepting new forms of instructional delivery including technology, and foster change in the methods and assumptions of reading instruction. This project attempts to promote these new concepts of remediation.

Identifying Suitable Title I Instructional Delivery Models

Before 1978, designing and implementing Title I delivery was the task of individual districts and schools. Each was empowered to develop their own models of Title I instruction in order to

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accommodate differences in circumstances and resources at the various school sites. A few programs required additional attention, but for the most part, there were only a few instances of services not going to the students most in need (Vermont State Department of Education, 1992). Steps to streamline Title I services resulted in remedial instruction that was segregated, demanding an isolated curriculum with separate materials, and staffing with space allocation that was entirely different from the school's regular educational program. Between 1965 and 1978, this "pull-out" instructional model became the norm, and remained so until reauthorization in 1988 ("Chapter 1 Service Delivery," 1993).

Prior to the 1988 reauthorization of Chapter 1, and encouraged by the publication of <u>A Nation At Risk</u> (1983), much criticism was leveled at the "pull-out" model and Chapter 1 for its role in fragmenting instruction. Moreover, arguments against pull-out Chapter 1 programs went hand in hand with the movement to "mainstream" special education students. Hasazi and York (1977) were at the forefront of the conceptual changes in mainstreaming which would eventually be legislated in the 1980's. Clearly, by the middle of the decade, the tide was changing and the arguments mounting. Many criticisms were leveled against pull-out programs including scheduling problems, fragmentation of instruction, isolation of special program instruction, visible labeling of students

as low-achievers with the diminishment of self-esteem ("Chapter 1 Service Delivery," 1993).

Experimenting with new models began in earnest after examples of "legal models" were included in the Chapter 1 policy manual in 1990. From this point to today, Chapter 1 "flexibilities" are given much attention as administrators have had to think creatively about selecting a plan for delivering instruction.

Archambault (1986) found that despite existing problems in some pull-out models, and the growing popularity of in-class models, neither structure is as important as what takes place educationally with the students. In other words, the model does not matter as much a the quality of delivery, given that the model is well suited to meet existing needs.

There are four broad categories of instructional delivery models described by van Heusden Hale in <u>Chapter 1 Service Delivery Models</u> (1993). They include: models based on setting, models based on extending time, models based on staffing patterns, and models based on instructional approaches. While these are broad categories, van Hesden Hale notes that the models "are not clear-cut and do tend to overlap" (p. 2). Essentially, four fundamental questions must be answered in order to describe the application of an instructional delivery model. These are as follows:

- Where will instruction take place?

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- When will it occur?

- Who will teach?

- What will be the underlying philosophy of instruction?

In the first place, those models based on setting, the key ingredient is the instructional setting. "In-class models," "pull-out" plans, and "replacement models" in which Chapter 1 teachers "provide instruction in a skill area that replaces regular instruction in that skill area."

Secondly, models based on extended time are termed "add-on programs." These are extra curricular in nature and include after school programs, summer school, and night or weekend classes. These models are more or less based on the time when students receive services (p. 3). There is plenty of support for the extended time strategy. According to Moore and Funkhouser (1990), three conclusions emerge from the research concerning add-on models of instructional delivery. A first discovery was that increases in instructional time consistently produce gains in student achievement when staff use this time effectively. Secondly, when instructional practices employ "challenging curricula, individualized instruction, small groups, direct and indirect teaching techniques, classroom management that conveys a seriousness of purpose, and parent involvement in the instructional process," student learning is enhanced. Third, low achieving students especially benefit from

increased instructional time (p. 9). In these classes, there is a practical need to minimize student fatigue by avoiding lessons that merely repeat work given during the regular school day.

A third model of instructional delivery is characterized by staffing patterns. These models are often collaborative in nature and normally involve additional human resources including classroom aides, resource specialists, and in-servicing of regular education staff members. Title I funds are used to employ teachers who either have independent classrooms, or function in collaboration with the regular educational program.

Finally, programs which employ a qualitatively different approach to instruction form a fourth category of instructional models. These programs promote settings that employ "interactive strategies such as cross-age tutoring, cooperative learning, and computer-assisted instruction (p. 2). Methodology is the dominant characteristic of these kinds of programs.

Conclusion

In summary of the literature, many general conclusions can be made about the direction which Title I is taking. With new Title I legislation in October of 1994, decisions concerning instructional models have been passed down to individual districts and then on to

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the schools. In effect, there is no concrete model to follow. Most schools are fashioning their instructional delivery to meet existing needs and employ available resources. According to Julie Miller writing in Education Week (1995), the shift in focus is astronomical. While other issues relating to "proportionality" exist, the greatest differences will be noticed once schools begin implementing their own designs to accommodate remediation.

With the new legislation, states are empowered to revise assessment strategies and promote instruction that serves all students with a core curriculum. While standardized tests are still given, teachers who utilize portfolio assessment strategies are creating a new standard which puts the student in the center and pays greater attention to differences in learning modalities.

While the purpose of Title I remains in tact, the methods and curriculum are changing. Teaching remedial reading is being recharacterized as accelerated reading instruction providing Title I students with even greater access to print media and a wide range of text materials. New applications of media platforms enabling students to become "multimedia literate" allow students to interact with text, graphics, audio and video samples, in an environment that is both fascinating and challenging to students. Technology holds a promise for at-risk students, but teachers must first go through a fundamental evolution of integrating computers into their programs.

into their programs. The change process involves entry, adoption, adaption, appropriation and invention. Clearly, changes in Title I instruction are reflective of the greater paradigm shift in education.

GOALS, OUTCOMES, LIMITATIONS

Goals

Establishing a literacy program of reading instruction in this sample middle school which reflects The improving America's Schools Act of October 1994, is the overarching goal of this project. Creating a handbook that will be used by reading teachers in an after school hours remedial instructional program is the end product which will be created and implemented as a result of this project.

In July of 1993, the remediation program began ("Club Mid"), and to function as an integrated into the school's services. Title I is viewed by the administration of this school as a program which has great potential to enact change and create incentives throughout the school. In particular, Title I is promoting a meaning-centered curriculum, a new concept of remediation, and literacy, including computer literacy, in the school. Title I has contributed significantly to the upgrading and improvement of the school's computer resources. As a result, curriculum is changing as teachers interact with these resources, and concepts and methods of instructional delivery and assessment are becoming more student centered and Whole Language based. This is the central goal toward which the district level special projects are directed including the mentor programs for teacher in-servicing. As a result, the schools

have the freedom to push this agenda as well.

From the standpoint of this project, establishing an after hours literacy program that encourages Whole Language teaching strategies is a central focus. To ensure continuity in the program, and an understanding of the expectations involved for each teacher, a handbook will be provided along with an in-service training.

Outcomes

Resulting from writing a Club Mid Reading Instruction Handbook, teachers will have a reference to guide delivery of reading instruction. In most cases, the teachers who will be teaching reading will be working in their content areas. Consequently, this project should give these teachers an introduction to the school plan for Title I instruction, the process of registration for the after hours instructional plan including the documents, a philosophical rationale for teaching a Whole Language style reading program, and an explanation of the expectations placed on teachers who will be conducting the reading classes.

In a more general sense, there are many desired outcomes for the Title I program in this school setting that have been identified to help maintain the program's overall focus. These are:

- To build a state of the art classroom including Macintosh

multimedia computers, laser disk technology, a CD Rom library, high quality furnishings, and direct to television computer audio-visual capabilities for demonstration purposes.

- To develop a school wide Technology Use Plan.

- To develop a school plan for Title I which interfaces with a school wide Technology Use Plan.

- To select software that would be age-level appropriate and serve as an effective platform of instruction for students, teachers and parents. Selected software will be employed in ways that promote skill development and meaning-centered creative projects.

-To develop an extended day or add-on model of instructional delivery under the name "Club Mid" and avail this program to all identified Title I students. This program has its own busing services and daily class lists. Students sign up for the classes which they will attend.

-To develop an in-class model of instructional delivery that employs a resource teacher in collaboration with the regular teaching staff. This integrated system affects all the students in the school over the course of a school year.

- To provide in-services for teachers to improve computer literacy and promote the development of meaning-centered curriculum.

- To develop a Title I data base of all identified students to

manage and organize Club Mid classes, hire teachers, and provide individual busing lists for transportation purposes.

- To design a series of literacy lessons that lead students through an understanding of computer literacy and introduce CD Rom applications, multimedia book software, and provide skills based sequential lessons in reviewing basic mathematics concepts.

- To build student portfolios both physically and electronically. Student activities and literacy lessons are recorded and assessed using portfolio assessment strategies previously described in Chapter 2.

- To provide MegaSkills classes for parents as well as computer literacy classes in selected evenings.

- To develop a systematic approach to parent communication thereby informing parents of student progress and giving parents choice in selecting the days and times of student involvement in classes.

These objectives seek to delineate features of program design and administration that are characteristic of Title I implementation in the sample middle school. Desired statistical outcomes for this project are included in Appendix A "Common Pages." This document is required by the school district for purposes of accountability and evaluation.

Limitations

This project proposes to deal with administrative elements in implementing Title I instruction by providing teachers with directives for reading instruction. It is limited by the scope of Title I legislation and the will of the School Advisory Committee. In order for any program changes to occur, they must be included in the School Plan and accepted by the city Board of Education. All of the features included in this plan have been approved through the appropriate means.

Other limitations to this project include the participation of individual teachers and their willingness to contribute time and effort in designing curriculum and computer literacy training. As well, teachers who hold to philosophical positions other than those explained in this project, may choose to modify curriculum and make the class activities more to their liking. For many teachers, unfamiliarity with Whole Language strategies of reading instruction may create discomfort or reluctance. Others may agree with the concepts wholeheartedly.

Clearly, the success of the after hours Club Mid program has itself been a limitation to the growth of the project. Demand for instruction is high, and students are participating in large numbers. Management issues and obstacles in organizing the program have

preceded the development of enriched Whole Language reading curriculum.

Additionally, with the speed at which software is changing, it is time consuming to comprehensively study the software market before making selections and purchases, and install software on all the computers which students access. In many cases, studying software options and purchasing upgrades is a slow, tedious process. Teachers must be prepared to use the computers as part of the Authoring Cylce and "publishing," but many teachers themselves are new to this technology.

With the current success in training teachers and improving school wide computer literacy, demand is increasing for access to computer resources. Many of the curricular reforms developed through Title I require the availability of technical equipment. And as a result, demand for these resources has tripled within a one year period.

Clearly, while funding and resources provide physical limitations, the reality of instructional options is staggering. It may be that Title I for the first few years of operation on this middle school campus will only provide the groundwork for future directions in accelerating literacy. If so, the long term effects of this project will be felt in the years that follow.

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APPENDIX A: COMMON PAGES

1994-95 Chapter 1/SCE Program Description

Purpose: This page, and pages 6, 7 and 8, are to describe how Chapter 1 and/or State Compensatory Education (SCE) students will be identified and served, and how the outcomes will be evaluated. This program description, at the district level, is a federal requirement.	Agency:
	CD code:
	Submission: ☐ original ☐ page not applicable ☐ revision ____/____/____ date

Section A. If information in sections B through E includes preschool, public, and nonpublic schools, check the first three boxes in Section A and submit one description (continued on pages 6 through 8). Separate descriptions must be submitted for Neglected or Delinquent programs.

☒ Public schools (K-12) ☐ Nonpublic schools ☐ Preschool ☐ Centers for neglected or delinquent children

Section B. Identification of compensatory education students. Use categories in footnote to complete Column 4.

1. Grade Level	2. Procedures used to identify eligible students	3. Criteria used to select participants	4. Instuctional and support areas funded for service*
7/8	Nationally normed basic skill survey tests - CAT given simultaneously with regular education student population	Students scoring below 35%ile (42 NCE) in reading comprehension and math problem solving	1) reading 2) reading in the content areas 3) math

*Possible areas for funding for preschool include social-emotional development activities, cognitive development activities, creative development activities, and language development.

Possible areas for funding for K-12 include language arts, history/social science, science, and math (each curriculum area must include instruction in advanced skills).

Possible support areas for funding include staff development, parent education and participation, guidance and counseling, library, planning, and evaluation.

Agency:_____

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Section C. Desired outcomes for compensatory education students. Complete columns 1-6 to cover grade level and instructional areas in which funds are to be spent (Section B, Column 4).

[X] Public schools (K-12) [ ] Nonpublic schools [ ] Preschool [ ] Centers for neglected or delinquent children

1. No. of Desired Outcome	2. Grade Level	3. Goal/Advanced Skills to be learned (by applicable curriculum area)	4. Outcome Indicator/ Method of Evaluation	5. Time Frame	6. Standard or Performance Level/ Expected Outcome
1.	7/8	Students will raise their reading level by at least one school year on CAT (NCE scores)	CAT	spring-spring	Increase at least 3 NCE points in the aggregate
2.	7/8	Students will raise their math level by at least one year on the CAT	CAT	spring-spring	Increase at least 3 NCE points in the aggregate
3.	7/8	Students will participate in classroom activities, accomplish course objectives and engage in higher level thinking	Class discussion, activities, assignments, teacher observations, completion of projects, experiences	fall-spring	70% of students will achieve a G.P.A. of 2.0 on a 4 point scale
4.	7/8	Students will demonstrate an understanding of the integration of all subject areas	record/list of students involved in activites outside of regular education ie: Club Mid Intercession, field trips, projects	fall-spring	70% of students will participate in at least 1 or more activites outside of regular education program
5.	7/8	Students will participate in hands-on activities which build on basic skills in the areas of reading, reading in the content areas, and math	Class discussion, activities, assignments, teacher observations completion of projects, experiences	fall-spring	70% of students will achieve a G.P.A. of 2.0 on a 4 point scale. In addition, some students will be evaluated through participation in special projects beyond the regular classroom

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Section D.				
7. No. of Desired Outcome	8. Instructional Materials and Services What instructional materials (for preschool: dramatic play, gross and fine motor equipment, music, etc.), supplies and equipment (for reading, language, and math programs, etc.), and services (resource teachers, counselors, paraprofessionals, etc) are to be purchased to support the desired outcome?	9. Staff Development What are the proposed conferences, training, and meeting attendance, that are identified in school plans and that support the desired outcomes? $_____ Budgeted Amount for Conferences	10. Study Trips What are the proposed study trips that are identified in the school plans and that support the desired outcomes? $_____ Budgeted Amount	11. Parent Education and Involvement What are the planned activities to facilitate parent education and involvement to support the desired outcomes?
1,2	District tests, counseling, tutorial (Club Mid, special classes)	-In-service instructors -Personnel costs -Conferences	–	-Annual parent meeting -"Megaskills" Classes -Correspondence -Parent Volunteers
3.	- Site licenses of assessment, math, Skillsbank, and other software - Collaborative instruction between regular education teachers and Chapter 1 coordinator	- In-service instructors concerning software and procedures - Conferences	- Conferences	-Correspondence -Parent Volunteers
4,5	-Computer hardware, software supporting reading, reading in the content areas, math and study skills. Books, media, equipment, transportation, duplicating, postage, fees (admission costs), rewards-incentives - Consultation, maitenance, security clerical help, substitute teacher costs, intercession expenses	-In-service instructors -Off-site observations	- Culminating activities involving trips to museums, fairs, university campuses, exhibits, etc. - Trips provided as student incentives	-supervision -guest presenter

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Agency: _____

California Department of Education

Section E. Evaluation

1. How will the LEA determine that the schools receiving Chapter 1/SCE funds have provided services to improve achievement in basic and advanced skills that are of sufficient size, scope and quality? Check all that apply.

Level of evaluation
- ☐ District level
- ☒ School site

How will program effectiveness be determined?
- ☐ California Learning Assessment System (CLAS)
- ☒ Norm referenced test results
- ☐ Criterion referenced test results
- ☒ Basic and advanced skills related to desired outcomes
- ☒ Number (percent) of students exiting program

How will information be used?
- ☐ Report to the local governing board
- ☒ Modifying the 1995-96 Chapter 1 program
- ☐ Public information document
- ☐ Other (Specify)

Anticipated completion date: _____ Spring 1995 _____

2. How will the LEA determine that the improved performance for Chapter 1 participants has been sustained over a period of more than 12 months? Check all that apply.

Level of study
- ☒ District
- ☐ School

Content
- ☐ Reading/Language Arts
- ☐ Mathematics

Grade span
- ☐ Primary
- ☐ Elementary
- ☒ Intermediate
- ☐ High School

Anticipated completion date: _____ Spring 1995 _____

3. How will the LEA identify students not making "substantial progress" toward meeting the desired outcomes in terms of basic and advanced skills, and how will services be modified to better serve their needs? Check all that apply.

Level of decision-making
- ☐ District level
- ☒ School site

How frequently will progress be assessed?
- ☐ Monthly
- ☐ Quarterly
- ☒ Other (Specify) trimester

How will determination be made?
- ☐ California Learning Assessment System (CLAS)
- ☐ Norm referenced (English language) test results
- ☐ Norm referenced (Spanish language) test results
- ☐ Student study team   w/ collaboration
- ☒ Teacher recommendation
- ☒ Other (Specify) G.P.A.

In what areas will services be modified?
- ☒ Environment
- ☒ Materials
- ☒ Assignments
- ☒ Teaching strategies
- ☐ Other (Specify)

4. How will the LEA, in consultation with parents, assess parent involvement activities to determine their effectiveness? Check all that apply.

Assessment level
- ☐ District level
- ☒ School site

Attainment of program objectives
- ☒ Coordinate the development of parenting skills to support children's learning
- ☒ Provide parents with knowledge to assist children at home
- ☐ Provide access to support services for children and families
- ☒ Promote communication between the school and family
- ☒ Involve parents in instructional and support roles at school
- ☒ Support parents as decision makers and develop their leadership roles

Technique
- ☐ Surveys
- ☒ Check lists
- ☒ Interviews – phone contact
- ☒ Other (Specify) correspondence

Dissemination
- ☐ Report
- ☒ Newsletter
- ☐ Media
- ☒ Other (Specify) parent meeting

Anticipated completion date: _____ Spring 1995 _____

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APPENDIX B: HANDBOOK FOR TITLE I READING INSTRUCTION

THE NEW TITLE I: A HANDBOOK FOR READING INSTRUCTION

IN A YEAR-ROUND MIDDLE SCHOOL

_____

A Project

Presented to the

Faculty of

California State University, San Bernardino

and

Cope Middle School

_____

In Partial Fulfillment

of the Requirements for the

Reading Specialist Credential

_____

by

Wendel R. Morden

March 1996

ACKNOWLEDGEMENTS

CLUB MID

Title I at Cope Middle School

Dear Club Mid Teacher,

Thank you for participating in Cope's "Club Mid" Title I after hours educational program. As teachers, you will have the opportunity to work with students in small groups teaching reading. It is my hope that your involvement in Club Mid will not only produce rewards for your students, but for you as well.

What follows is a handbook to help acquaint you with the program, your responsibilities as a teacher, and the overall scope of Title I implementation school-wide. A copy of the school plan's Title I component is a first inclusion in the handbook. Please take time to read this document since it is the governing force behind the expenditures of Title I monies on Cope's campus.

This year, Steve Walker will be the coordinator of the program, and Sean Joyce will serve as the Resource Teacher and Lab Manager of I-27. Your input is welcome into the plan for Title I. As a participating teacher, your needs as far as materials and resources are of primary importance. Please communicate your requests to Steve Walker and he will provide you with whatever he can to help successfully execute this reading program and the entire offerings of Title I.

While Title I functioned effectively in 1994-95, there were several management obstacles which have been improved this year. First, the scheduling process has been revised. Students now register and remain registered for the days of the week which they choose.

When students want to change their schedules, they simply fill out a new form. As teachers, you may encourage registration by using school time to telephone parents. Title I will provide release time for parent contact.

Second, students are able to sign up for Homework Club as part of Title I and ride the bus home. A reminder that only students who register are eligible for busing. Students must return the green registration form if they desire busing services.

Third, the class times are different. Classes will be held from 3:15 until 4 pm. Buses will leave Cope shortly after 4 pm. Each teacher will be responsible for submitting a class list to Steve Walker on the day following.

Finally, the reading program has needed significant revision. This year, instructors will teach students from their own tracks in reading using a program that has many different components. Teachers will use their own classrooms as a central meeting place, and computers in H-21 as the basis for accessing technology during the after school program.

What follows in this handbook is a collection of activities which you are encouraged to employ as part of your reading classes. As teachers, you have the authority to discern what is working for your students and what is not. Please sift through the materials that are provided and discern how you want to structure your reading classes with your colleagues with whom you will share students. A reminder that all tracks have reading instruction scheduled for Monday's. If you want to add an additional day of instruction for your track students, simply let that request be known to Steve Walker. As it stands, each track should provide one reading class on Monday's.

Thanks again for participating in this program. I will look forward to seeing how Club Mid brings about a renewed enthusiasm for learning and heightened expectations for teachers and students alike.

Wendel Morden
Coordinator of Title I at Cope Middle School

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I. GOALS OF TITLE I READING INSTRUCTION

What is Reading?

Title I reading instruction has meaning making as its central focus. While this may seem a nebulous expression of a program's purpose, the activities in which you will be involved in the classroom all will be meaningful for students, and will provide results which can be addressed specifically.

There are several assumptions about reading underlying this program. While you may not agree with all of the assumptions, hopefully this will not discourage you from participating as a teacher in the program.

First, teaching reading is a task that requires a grab bag of instructional options. Effective reading teachers are able to discern the needs of students, and provide strategies for students which engage the "cuing systems" with success. Each of the cuing systems, graphic, syntactic, and semantic, are used in reading to predict, integrate and confirm meaning (Weaver, 1988, p. 4).

For example, the graphic cues on a printed page are the letters themselves. These sound-symbol relationships is often the single focus of phonics based instructional programs. Not all students have deficiencies in employing the grapho-phonemic cues. Second, syntactic cues are grammatical cues involving word order, functions in word usage and word endings. Students who struggle with syntactic cuing do not see the relationships between the parts of speech in a sentence, or do not see a pattern of word endings indicating tense. Finally, semantic cues are cues that relate to the meaning inherent in the reading. Some students do not comprehend

because they have no personal experience about what is being read or discussed.

It is essential to understand that the act of reading involves all three cuing systems in an interrelated fashion. For comprehension to take place, readers make predictions often subconsciously, make a confirmation of their predictions, and integrate the new knowledge into the meaningful whole of their repertoire of experience. Another step of integration would be an application activity, much like the projects which have been generated on campus as a result of meaning centered and product-project based instruction.

Effective reading instruction involves the act of reading in conjunction with writing, listening, and speaking. Because of the multiple facets of the belief that reading is "meaning making," instruction takes many different forms. At best, a transaction with meaning involves a social setting wherein students collaborate and achieve cooperatively. Students need to share what they have read and reflect on the implications of the newly constructed meaning.

In some cases, teachers will design reading classes that include choral reading, reading with tapes, or authoring cycles, dialog journal writing or other forms of free writing. Often in the regular classroom, attention to thematic units which involve an interdisciplinary approach to reading instruction is a central to meaning making, and is supported with literature and access to other related resources (books, CD ROM, journals, films, laser disks, newspapers, etc.).

As a Title I reading instructor, you will be employing a variety of teaching reading instructional techniques. As a professional, you will need to make assessments concerning your students' needs, and

the appropriateness of the remediation strategies available to you. It is no secret that Title I reading instruction involves some special circumstances.

In an unpublished document from an organization called the North Area Elementary Chapter 1 Reading Teachers out of Albuquerque, New Mexico, there are listed several instructions given for reading teachers that are worth using in the Club Mid Program. A table showing instructional strategies is found in the Appendix B of this handbook which reflect several of the ideas generated by this Albuquerque group. This prediction, confirmation and integration approach is an excellent grid for instruction for the Club Mid reading program.

Title I Applications

This reading program is unique in the fact that it is an after school program. Such "add-on" programs therefore require additional attention to creating incentives for students and structuring meaningful and consistent class times with students. At the heart of meaning making is strengthening your relationship as a teacher with students. Title I has arranged the program allowing individual teachers to work with students from their own tracks. Hopefully, this will create a comfortable climate for students and the advantage of familiarity for the teachers. You will use your own classrooms as the headquarters for after school reading classes. There, you will need to establish guidelines and expectations about behavior and consequences as you would in a regular class setting. In addition, you may want to include student participation in Title I as part of your track reward strategy, extra credit grading, or

provide a function, possibly a field trip or pizza party, as a reward for participating in the program. It is preferred that consistently participating students who show progress and are well behaved should be rewarded with an improved regular in-class grade. This grading incentive must be determined by each track.

In addition, there will incentives built into the curriculum. Steve Walker will be coordinating at least one contest in 1995-96 relating to creative writing, and the Cope Literary Journal will be brought back to life as part of the Authoring Cycle which will be more fully described in the sections that follow.

Title I has accessed a number of tape recorded books and listening stations which can be part of your program. As well, H-21, is now carpeted and operational with thirty-five Macintosh computers ready to use in conjunction with the Authoring Cycle for your Title I reading program. Both Sean Joyce and Steve Walker will provide you with resources that you might need as part of your reading program.

In Appendix A is a copy of the Title I component of the overall school plan. This document drives Title I expenditures. It is worth reading at this point to provide a background for Title I curricular materials and assessments.

II. RECORD KEEPING

Registration

Title I students have been sent an eligibility letter and a copy of the registration form which students must return to enroll in Club Mid classes. A copy of this form is included along with the parent letter in Appendix B of this handbook.

All teachers have been supplied with a list of Title I students on their individual tracks. These lists are best kept in the roll book, or in a place that you might have easy access. These lists include student home phone numbers which teachers can call using school release time to encourage enrollment in Cope's after school program. See Steve Walker for more information about release time.

A green registration form also asks students to check whether or not busing is required, or if they would choose instead to be a part of Cope's Homework tutorial club. Encourage your students to check the "Club Mid" classes in the first column on the day(s) that your track's reading classes are being held, presumably Monday's. If students need to change their schedules, either to reduce or add days of after school instruction, they simply need to fill out another form and submit it to Mr. Walker or the Club Mid mailbox.

Registration is critical because it allows for accurate scheduling of teachers, classes, and busing. Students are not bused on days for which they are not registered.

You can help encourage this registration, but involve the parents in the process. Especially if there are extra credit rewards for participating, most parents will especially realize the value of this service.

Attendance

Teachers will receive a class list and an attendance roster. you will need to take attendance for each instructional period. Also, students will bring their folders to your classroom from I-27, the Title I room. On the front of this portfolio is a place for attendance and parent signatures. Be sure that you have initialed for each day that the student is in attendance on the portfolio folder also.

Technically, eight students per teacher is a minimum legal class. If your number is lower in actuality lower, do not worry. If there are at least eight students registered, then the class will be offered. If a pattern begins to develop where students are not attending, then the parent must be contacted, and a new registration form should be completed showing the actual days of intended attendance. If the student says he/she is dropping out of Club Mid altogether, the parent must be contacted immediately to verify the story.

Again, release time is provided for telephone calls, and Steve Walker is the one primarily responsible for these calls.

Parent Contact

Parent involvement is essential to the success of Title I. There is clearly defined responsibility in Title I to provide parent input in a number of ways. At issue here is providing parent feedback about student progress in Club Mid, attendance in Club Mid, and parent opportunities for involvement in Club Mid to whatever degree is appropriate in your reading classroom. Parent classes are also available periodically through Title I in the evenings. Many

parents have elected to participate in these classes in the past. Parent nights are usually held every second month with notification going out in the mail well beforehand. Parents must play a role in shaping students' progress and have a definite point of contact relating to academic matters and accountability for participation in Club Mid. As a Title I instructor, this is a golden opportunity to contact parents.

As part of the normal telephone or written contact with parents of students on your track, please include mention of Club Mid for those who are eligible. Ask parents whether or not they understood the program and the registration forms. If parents want additional forms, alert Steve Walker and he will promptly send them. If parents require forms with Spanish translation, again bring this to the attention of Steve Walker or the ESL teacher on campus. There are services provided at the district office for translating parent contact materials.

Another point of contact with parents is student portfolios. These will used for attendance purposes as well as a collection of artifacts. Each portfolio will be regularly sent to parents for feedback.

If other forms of parent contact are made, please note these on the attendance forms. Establishing an effort to contact parents is critical to the total evaluation criteria of Title I for Cope in 1995-96.

III. INSTRUCTIONAL MATERIALS

Suggested Strategies

Some teachers may insist on receiving a set of curricular handouts or worksheets in order to successfully teach reading. Others will resist the curricular strategies and call instead for a specific course outline or basal reading text. Neither scenario will be a reality in Cope's Title I reading instructional program. Instead, teachers are trusted with curricular options. If your track is hosting a reading class once weekly, then as teachers, choices will have to be made by those who have committed to lead in the development of appropriate curriculum for your track. Keep in mind that Club Mid is not a tutorial session in which students complete previously assigned homework. In Club Mid, classroom activities focus on student reading and activities which will encourage meaningful reading. In the process, teachers will make instructional choices to develop strategies to improve reading skills, comprehension, and sound symbol interpretation. To be a complete reading teacher, strategies that appeal to each of the three of the cuing systems must be established.

There are several activities which deserve mention in this handbook that could, in all likelihood, become central to your track's reading program. Free reading, accompanied by journal writing, Authoring Cycles, and Rebecca Sitton's Word Frequency Lists are three excellent ways to introduce your students to literacy strategies that involve writing, reading purposefully, and speaking.

Journal Writing

    First, consider including journal writing as a regular part of the Club Mid reading class. Prepare students to write and reflect on the issues and topics discussed in your reading are writings about whatever subject is chosen will be shared with others. This may involve some time for free reading. Stephen Krashen (1993) notes that the power of reading comes in one's ability to read freely. He even goes so far as to suggest surrounding students with comic books and other high interest reading materials. He suggests providing students with an environment rich in printed materials that are interesting to students. From this point, then students may begin to write about what they are reading.

    Journal writing in the secondary classroom is an effective way of encouraging middle school students to become involved in informal reflective thinking. These kinds of writing experiences allow students to interact with their own thoughts and feelings in the context of unrestricted, open writing. Toby Fulwiler (1987), argues that these journal writing experiences promote student self reflection about materials or ideas that have been encountered. With the journal as an outlet, students are then better able to identify areas of study which merit attention.

    Many different forms of journals exist for educational purposes. Harste, Short and Burke, in their text, "Creating Classrooms for Authors" (1988) mention several. Of note is their distinction between journal writing and traditional classroom writing assignments. While writing in the classroom is typically viewed as an exacting process of refining skills, journal writing is informal, low-risk, and exploratory. Journal writing hopes to break the "culture of silence" promoted in traditional classrooms and

replace it with an exciting, interactive writing experience (Shor and Freire, 1987).

One form of journal writing often used by teachers of younger students is the personal journal. In a personal journal, each student is permitted to freely express their own individual thoughts. No topic is assigned. Students are free to write and explore the "recording function of language." Such is the nature of the day to day personal journal. Each is written like a diary to serve as a record of personal experiences.

On the opposite end on the scale of application are journals designed for specific purposes. These are often assigned to encourage students' interaction with materials in more specific settings. While these journals may be more focused, they are also open, like the personal journal, and are designed to provide a risk free writing situation. An example of this kind of journal is the "history log" noted by Bernadette Marie Mulholland, one of the contributors to Fulwiler's collection. This practical idea focuses student writing on specific historical readings. Students respond in writing by identifying and interacting with newly learned material. In this journal, students write about what is not understood, or personal areas of confusion. Students can be encouraged to formulate questions about historical readings and focus on connecting pieces of new information to existing knowledge. Similar uses for journals as learning logs are found across the curricular subject areas as literature logs in English classes, as a means of interacting with the physics text, or even recording the plans, hopes, dreams and accomplishments of the metal shop student. Clearly, the application of journals is viable across the curriculum and at all levels of instruction.

There are many other applications of journal uses in addition to personal journals and learning logs. Another form, the dialog journal, deserves specific mention. Interactive dialog journal

writing is a form of journal writing much like letter writing in which written conversations take place between the student writer and an audience. In these journals, writing is functional and interactive (Stanton, 1987). Barbara Bode (1989) investigated this approach and noted that students were "empowered" and "liberated" with an opportunity to write knowing that a response to the meaningfulness of the message was guaranteed. In an activity of this nature, the functionality of language is emphasized. Bode mentions a host of variations to this approach to journal writing. Changing the audience from a fellow classmate, to a parent, or to a student in a higher grade, seems to be the most popular avenue of variation. Pen pal correspondence, message boards, class letters, and letters to the teacher, are widely used forms of written conversations.

Nigel Hall and Rose Duffy (1987) discovered several obstacles that challenged several sixth grade teachers in their experiments with the dialog journals. The study found that these teachers were at first inundated with students' requests for spellings which naturally became a block to written discourse. Overcoming student dissatisfaction with invented spellings was a first triumph for the teachers. Another obstacle existed in the responding. Many teachers found it difficult to respond effectively to each student. But instead of limiting the responses, or changing the audience, many of these teachers in the Hall and Duffy study unfortunately chose to employ a rotation schedule for students in a "dialog journal group" in their classrooms. This, however, may be an example of teachers who have opted for old answers in solving new problems.

An important point made by Hall and Duffy in this same study was their observation of the inherent process of inquiry that naturally takes place within the context of dialog journal writing. Students, when given the opportunity, employ questioning to find out information from other sources. This was not the case at first with

the study groups, and became a point of concern for the authors. One teacher had always asked the students questions as a starting place for the journal writing. Naturally, the students provided limited and bland responses to the equally limiting questions. In a second attempt, the teacher asked her students if they had questions which they would want to address to the teacher. Each of these first two approaches did not empower students to share their own thoughts and feelings about a subject to which they could relate . As a result, their responses were equally plain and simplistic as in the first attempt. Not until trying a third strategy did the teacher discover that the problem was in first providing the student with a meaningful context to which each student could respond. In applying the dialog journal, teachers had overlooked the fact that motivation comes from shared experience. To correct the problem, instead of asking "What would you like to ask?" as an opening or directed question, the teacher started by writing a statement. For example, "I'm looking forward to sports day." Inevitably, each student has the opportunity to respond by either agreeing or disagreeing, or at least sharing some feeling or thought about this experience. From this study come the following truths about dialog journal writing: inquiry is the process employed for correspondence, and the dialog finds shared common experiences as its basis for content.

For secondary teachers, Henry Steffens (1987) presents several uses of journal entries at different times in the traditional class period. His concern is primarily for the high school history teacher, but like many other aforementioned forms of journal writing, his ideas are applicable across the curriculum. Journal entries to start a class focus topics for discussion, help students review readings of previous class materials, or promote analysis and synthesis by involving pupils in solving hypothetical problems. Steffens mentions that these journals often can serve as a valuable resource when developing ideas for research topics.

Journal writing in the middle of a class period is a second suggestion. This kind of activity can serve a transitional function, or simply allow students the chance to internalize what they have heard and understood. Often they will be asked to summarize discussions, or to draw some conclusions. In some cases, this kind of entry would serve a responding function as in the case after a film or slide presentation. At the end of a class period, journals are often best used to summarize new learning or to enact closure on questions discussed throughout the class period.

In summary, journals can be a valuable means of implementing Whole Language ideals. In the secondary school, new ideas about implementing journals in the classroom now find immediate application. Their proven effectiveness even in such contexts as ninth grade geography classes are testimony to their validity and success in almost any subject area across the curriculum.

Authoring Cycles:

By now it should be clear that Cope's Title I reading program has been conceived as a "write-to-read" program where students read each others' work and improve their reading in conjunction with writing. This is not to say that grapho-phonemic cuing and syntax are ever overlooked in this program, but rather that teaching reading first involves establishing a meaningful context with whole, unfragmented real language. Authoring Cycles are another classroom activity that successfully uses writing to teach reading in after hours program. Authoring Cycles also provide students with meaningful contexts for reading and writing.

Central to the Authoring Cycle is "publishing." This goal is painstakingly reached after following through a cycle of experiences in a writing process. Students may be additionally motivated by the fact that all published work will be entered into a school wide Club

Mid contest that will award prizes for the best and most creative of the finished products. Either cash or merchandise prizes will be presented to the winners after a judging committee of students and teachers decide on the superior entries. Students are allowed a maximum of five entries, so many will choose from their collected the best five. In addition, many entries will be formally published in the Literary Journal, a book of compositions that will be formally published and sold at the end of the year. This should create a sense enthusiasm and heightened motivation surrounding the authoring cycle. Students have clearly defined publishing forums. At the end of the year, some students may have enough material to form their own book.

An Authoring Cycle is a writing process that involves students following through different stages of writing in a collaborative setting Harste and Short, 1988). It is desirable at first for each student to have an individual folder in which to store work in process. In Club Mid, students have disks upon which written materials can be stored as well as individual folders. What follows is a brief practical explanation of each of the stages in the Authoring Cycle:

1. Life Experiences

This involves providing students with a starting place dealing with a topic students find interesting. There may be a need to provide a specific experience for students possibly in the form of a field trip or computer activity. Some teachers will simply extend the lesson already taking place with these students during the regular class period. Either way, teachers begin by sampling student interest. Here are some suggestions for accomplishing this first step in the Authoring Cycle:

- Begin by reading a novel or short story with the class
- Extend a current lesson from the regular day class
- Build on a novel that students are reading in English class
- Newspapers
- Student surveys or brainstorming sessions
- Discussion following a video clip
- Still life pictures
- Photographs taken by students
- Experience on a CD Rom or software package
- Guest lecturer
- Arts based project
- Student designed video project
- Projects created by students last year or years prior
- Food sampling, or celebration
- Journal writing/sharing in free discussion

2. Uninterrupted Reading and Writing

During this phase of the process, students write and respond to the prompting from the life experience. Sometimes this stage is referred to as offering "invitations to write." Students are given time to simply write without feeling performance pressure. In the following list are ideas to create an uninterrupted reading and writing environment in your classroom:

- Allow students a specific time period for writing (10 minutes+)
- Do not allow students to talk during this time period
- Keep a central question, brainstorming results, or overhead transparency in front of students to help focus concentration
- Some teachers call this time "free writing" since students will be free of distraction
- Give students choices in their responses. For example, some

students may want to write a poem, others may want to write an interview

   • Later, as students begin building their authors' folders, allow students to go back and continue writing on a work in progress

3. Author's Circle

   After the time of uninterrupted writing students may feel that they have written something worth while sharing with other students. Several opportunities for uninterrupted reading and writing need to precede moving to this author's circle. During the time of author's circle, some students may be continuing to free write since they have not prepared a draft for the circle. As teachers, you will need to make a judgment call so as to not have students feel excluded. Also, teachers themselves should bring a sample of something personally written to the author's circle. Everyone who participates in the author's circle must bring something to share.

   During the circle, students either put their chairs or desks in a circle or a small group and each person takes a turn reading their compositions. After each student has read, the listening students respond verbally to the content, not the mechanics of what has been shared. Some teachers encourage students to state three positive statements about the content and a wish. Some additional ideas for author's circle:

   • Do not allow talking while students are reading their compositions

   • Expect each student to read - this is part of the expectation at the author's circle

   • Expect each student to respond verbally with three positive or constructive comments and a wish

• Write the beginnings of these comments on the board or overhead projector...

+ "I like the part about...because..."

+ "Your introduction reminded me of..."

+ "Your conclusion made me think..."

+ "I noticed descriptive words like..."

+ "I enjoyed the part about..."

+ "This story is unique because..."

+ "The image that came to my mind when this (poem) was read..."

(wish) "I wish the author had talked about..."

(wish) "I wish the author had described the ..."

(wish) "I wish the character... had..."

(wish) "I wish the setting had been...."

(wish) "I wish there had been a comparison made between..."

(wish) "I wish I understood what the author meant by..."

(wish) "I wish (character) had been more..."

(wish) "I wish the author had used more...? as a literary device"

• Teacher participants in the Author's Circle must also bring readings to the group. With teachers, the same rules apply.

After the time of sharing, students return and rework their compositions. They may need to take their content in a different direction. Guidance in building a better literary composition is needed at this step. As the reading teacher, you need to encourage students to consider what other <u>content</u> changes or inclusions would strengthen the composition.

4. <u>Semantic Revision and Self Editing</u>

In this fourth step, students go back into the writing and make changes suggested to them in step three. At least one of the

suggestions needs to be incorporated into the changes. While students may address some issues concerning word usage, the main focus here remains on content. Some ideas to add for this step:

• Have students make changes while working with the person who suggested these changes.

• Students do not have to rewrite entire stories, instead they can simply add revised or supplementary paragraphs at the end of their writing.

• Students may have only written a few lines. Affirm these students to take the next step in writing their ideas.

• If students begin to concern themselves with spelling, assist by having students write down how their estimation or invention of the spelling. Mechanical issues will be dealt with the next step. Again refocus students on the content of what has been written. Be careful during this step in instruction to focus teacher comments on the content also.

5. Editor's Table

In this step, students again come together at a table, or in a specific place in the classroom, with compositions that have progressed through the four previous steps. Editor's table is a place where all the mechanical and spelling issues are identified and revised. It is important that during this step students realize that because others will be reading their "published" work, conventional spellings are essential. In this way, a rationale is communicated concerning appropriate spelling for publishing. It is also a prime opportunity to develop analysis phonetic components of the students' work.

Following below are some practical suggestions for use during the editor's table.

• Whenever possible, have students read their work verbally to

the group

- Have several dictionaries on hand
- Have students circle all words which they believe are misspelled prior to any editing
- Expect students to edit by exchanging papers
- Remind students about indenting procedures, writing an appropriate title, making paragraph breaks, etc..
- Begin each editor's table by editing a sample using the overhead projector to give students an idea of the process
- Discourage editing using red ink
- Be sensitive to know how much editing is too much. Some students may feel another student or teacher has taken over their writing. Do not edit for students, simply encourage by point to standard structure such as paragraph breaks, capitalization and titles.
- Be prepared, as a teacher, to allow mistakes to go into the next phase. Some simply will not be caught until the very end of the cycle
- Some teachers develop editing symbols which they expect students to use - this is an option for you in this context
- Have students sign the bottom of the composition indicating that they were the contributing editor

6.   Publishing - Celebrating Authorship

In this final phase, students create their published work and possibly discover additional spelling errors or grammatical problems. During this step, students are provided computer resources in the H-21 classroom to complete their published work. Students may use their Club Mid disks on which to save their published projects. In addition, students should be taught to use the spell checking function which will provide additional feedback

concerning the correctness of their spellings. All published work is expected to be word processed. Prior to submitting entries to the school's Literary Journal, all errors must be corrected. Errors in English usage will result in point reduction during the competitions and evaluation for the Literary Journal. Club Mid reading teachers are the last line of defense, the "editor in chief" so to speak. Some additional ideas relating to publishing include the following:

- Ensure that you know how to access the ClarisWorks word processing component
- Provide students with enough lab time to make publishing a real experience
- Once in the lab, discourage use of other programs - games and the like
- When printing, print out more than one copy and in that way secure the hard copy of the composition
- Ensure that students have properly named their work, titled it clearly, and accurately employed spell checking
- Do not allow students to word process Club Mid projects at home (In this way you will avoid parents doing the work for the students)

Once students have finished this step, they may still be dissatisfied with their end products. If this is the case they may go back to any step prior to publishing and begin shaping the writing all over again. It is a cycle that can pick up at any time and at any point with a piece of work in progress.

Keep all student work, whether completed or not, in their folders. Published works may be turned in to the contest coordinator for consideration. Always keep the students' work for each step in the process. Discourage students from tossing into the trash can any piece of the process. Once finished, it is sometimes useful to staple together all the pieces of writing related to this single composition, and use the final draft as the cover page. Sometimes it

is appropriate for students to design a title page or a cover to accompany the published work.

Rebecca Sitton's Strategies:

Rebecca Sitton's strategies (1995) are packaged as a "spelling curriculum" which supports a reading and writing instructional program. There are four books in the package which include lists of high frequency words along with activities accompanying each word. In the first book, an explanation of the program is provided, while the other three introduce the words with activities for each. There are a total of twelve hundred words described in the books. For middle school students, the fourth book having four hundred words is most appropriate and will be used in Club Mid.

Using word lists may at first seem a departure from Whole Language instruction, but it is important to realize that these words and the emphasis on spelling are not to be followed sequentially. Instead, words can be used when teachers choose and for whatever reason they would choose. Sitton's word lists are organized based on the frequency of word use in the English language as determined by Rebecca Sitton's own formulas. Regardless, the last four hundred words in the lists are the most difficult of the words in that they are multi syllabic.

For the Club Mid program, teachers may choose to concentrate on any words at any time. There is no need to maintain a particular sequential order when using the word lists and the accompanying activities. There are activity suggestions for sponge type activities for students to use with the words. There are several ways to use these words in the context of Club Mid reading instruction:

• Use these word activities as sponge activities to start out the reading class. Possibly have students keep a separate sheet

within their folders specifically for these "openers."

 • Have students complete no more than five words per day. Cover no more than five of the activities for each word during a day's lesson.

 • Teachers may use the words in whatever order they would choose. For example, teachers who are particularly concerned with the grapho-phonemic cuing system may elect to use words with similar phonetic construction to create an emphasis on phonemes. Select from the list those words which would be used *before* the class meeting.

 A holistic approach may have students generate

 • Teachers do not need to use all the suggested activities. There are more activities provided than what is needed for use in Club Mid. Teachers need to select what they feel is appropriate.

 • This package is recommended for use with Title I students in the district and is used at Lugonia Elementary School.

IV. ASSESSMENTS

Title 1 eligibility is determined using standardized test scores. While these scores are important to the school district because they identify areas of strength and weakness in the school's instructional delivery. Standardized tests, however, do not accurately measure day to day success in Club Mid.

To assess students in Club Mid, a portfolio assessment strategy has been developed. This area is admittedly one that is in need of additional attention this year and has been correctly identified in the school plan as an area needing improvement.

Paulson (1991) in an article titled "What Makes a Portfolio a Portfolio," presents a viable definition of portfolio assessment:

> "A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection."

At the heart of the matter is developing a set of criteria that promotes authentic strategies of assessment. According to Valencia (1990), there are several characteristics of a well developed portfolio assessment system. They include:

1. Assessment captures the good products offered by students instead of focusing on errors.

2. Assessment is ongoing during instruction.

3. Assessment impacts instruction and informs both the student and teacher. Teachers learn from portfolio assessments not only what to teach, but how and when to teach (Teale, 1990).

4. Assessment in multidimensional and showcases cognitive, affective and social interactions and development.

5. Assessment promotes reflection.

6. Assessment is authentic and takes place when literacy learning is taking place.

In simple terms: assessment must appropriately reflect instruction.

A key ingredient to establishing this reflection is establishing dialogue between the students, parents and teachers (Tanner-Cazinha, 1991). By establishing a platform of discussion, evaluation moves away from"the sorting syndrome," and focuses instead on dialogue. Sheila Valencia (1991) at the University of Washington, notes that states that "portfolios should also inform teachers about the interactive dimensions of literacy and make them sensitive to processes of learning rather than just the outcomes."

These ideas form the basis of the assessment process for Club Mid. Each student, upon registering for Club Mid, has a folder in which to keep work in process as well as completed work. These are stored in room I-27 with the student disks. Student disks are also a form of portfolio since students may store work in process on their disks without printing out a hard copy every day. This is the beginning of the portfolio. Students will need to come to reading class with these folders in hand. This would mean having to stop by I-27 to pick up a folder before walking to reading class.

Inside the student folders are several items, many of which are located in Appendix C of this handbook:

- A Skillsbank checklist for math skills computer software
- Journal Entries
- Work in process in the Authoring Cycle

- Student-Teacher-Parent feedback
- Computer Literacy Assignments

Parent-Student-Teacher feedback should be kept either on the front cover of the file, or at the front of the materials in the folder. It is often a good idea for students to have some time to organize their folders from time to time. Reading teachers may send the folders home to parents and insist on parent signatures or comments on the portfolio. This can often create a sense of accountability in the assessment process which allows parents the opportunity to realize that learning is taking place in Club Mid.

V. CONCLUSION

As you begin to teach Club Mid reading, remember that students learn to read best by reading. Provide students with a rich environment of print and stress the opportunities for sustained silent/free reading. As a Club Mid reading teacher, you may want to schedule library time as part of your reading class, bring in books to read, or utilize the books on tape that are part of the Title 1 resources.

Teaching reading is the most important component of Club Mid. It is critical that students have a good experience in reading and I am thankful for teachers who are willing to invest in students to that end. Your assistance and diligence in the program guarantee its success.

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APPENDIX A: SCHOOL PLAN

SCHOOL PLAN FOR TITLE 1: 1995-96

A.   Rationale: The plan for Title 1 is collaborative in nature, and has several components: collaborative curriculum development, an after school program exclusively for Title 1 students, staff development, supplementary support for instruction of Title 1 students in the areas of reading and math.

Students interact with teachers and parents, printed materials, and computer driven resources. Instruction of Title 1 students centers around comprehension strategies, basic skills, and other more advanced skills involving technology and meaning centered thinking. In addition, the use of computer resources contribute to the assessment process. A variety of assessment forms are employed including portfolio compilations.

B.   Eligibility: Any student identified as below the 42 NCE score on the California Achievement Test (CAT) qualifies. Parents of qualifying students have been contacted through the mail to report eligibility. Students without test scores are identified using the Wide Range Achievement Test (WRAT).

C.   Existing Program: To meet the needs of identified Title 1 students, the program director verifies that the following instructional programming has existed throughout the 1994-95 school year at Cope Middle School:

1.   A Title 1 Classroom: A separate classroom serves as the hub for the intervention program. It is equipped housing Macintosh computers many having multimedia capabilities, and other classroom resources including laser disk technology and a variety of software. This classroom also serves as a multi-media reference center for student projects. The room, I-27, is independently secured with motion sensitive security and numeric password access.

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2.   Collaborative Regular Day Instruction: During the school day, Title 1 students access the I-27 lab through their regular classes. Teachers' formal requests for categorical services often result in collaborative instruction shared between the regular teacher and the Title 1 Resource Teacher. The Title 1 classroom is used periodically for staff development.

3.   Remediation Program (Club Mid): A reading and mathematics remediation program in the 0 and 7 period (Club Mid) meeting four days a week except during track change weeks. Afternoon classes will continue to be supported with transportation. Participating students will ride one or two late buses provided by the program. Students preregister for these classes through the mail. Student - teacher ratio for these class sizes do not exceed 8:1.

4.   Tutorial Help (Homework Club): Additional tutorial help (Homework Club) is available in addition to the remediation program (Club Mid). Both classes meet after school hours. Through a preregistration process, Title 1 students may access the services of the tutorial program as well as other "mini-courses" which meet after school hours. These opportunities are also supported with busing.

5.   Mini-courses: Teachers are encouraged to create mini-courses which provide enrichment opportunities for Title 1 students.   At least 8 Title 1 students must participate for a Title 1 supported class to exist. Field trips and supplies are provided to support these enrichment classes.

6.   Support for Title 1 students in RSP classes: Title 1 students who are also identified as RSP students are given support. Materials are provided for use in the RSP classrooms where instruction using Franklin electronic spellers, computer assisted instruction, and other remediation/tutorial help is provided to students.

7.   Support Staff:

· A Title 1 Director supervises and oversees the cohesiveness of Title 1 programing in total, and implements Club Mid instruction during after school hours. The director reports to the staff on a monthly basis and is responsible for evaluation and implementation of the Title 1 program in total.

· A full-time Title 1 resource teacher extends the the Title I program by implementing a collaborative model of instruction during school hours, in-servicing teachers about existing technology and meaning-centered curriculum, providing assistance with record keeping, and working as needed with teachers to modify curriculum to better serve Title I students.

· A computer lab manager ensures that the computers are functioning at their optimum capacity, paper is available for printers, supplies are ordered, and software is correctly loaded. The lab manager instructs teachers about basic technological operational issues, and trouble shoots as necessary.

· Clerical help is provided for record keeping and program management.

· Staffing for the "Club Mid" program is provided as needed.

· The student work-study program from the University of Redlands provides contracted students working in the lab during school hours, and during the operation of the of Club Mid on a preestablished hourly rate.

8.   Staff Development: In-servicing staff continues to ensure continuity in the program implementation, curricular development and assessment. Teachers participate in collaborative curricular review, conferences, and in-house staff development projects.

9.   Parent Involvement: Parenting classes and classes for parent computer literacy are offered.

"Megaskills" classes will again be offered in 1995-96 in conjunction with the teachers at an elementary school site. This program is advertised to all parents of qualifying Title 1 students. Materials needed to support these classes, including child care, come from Title 1.

Other evening classes are periodically provided for both parents and students to either develop computer literacy among parents, or introduce in coming sixth grade students to the resources available at Cope Middle School.

A major effort is put forth to communicate the offerings in Title 1 to parents through the mail. Information concerning parent meetings, open houses, registrations, mini courses, and student progress is supported through the mail service.

A parent survey is taken at the conclusion of the year to assist in evaluating program effectiveness.

10. Lab at Lunch: Computer resources are made available to students during lunch throughout the regular week. Title 1 funds, as well as GATE funds are used to support this offering to ensure that all students have access.

11. Support for Technology Plan: Title 1 funds are used to support the development of technology on campus as described in the School Site Technology Use Plan. In this way, goals for promoting networking, improving school wide communication, and effective student services will progress. Technology use is promoted in all classes.

D. Change Initiatives: To meet the needs of identified Title 1 students in the 1995-96 school year, the Title 1 director upon reviewing teacher and parent surveys, and results of the portfolio assessments proposes the following initiatives:

1. Expand student contact with computer resources, provide for equipment upgrading, and support the facility

maintenance of the two technology centers on campus.

    2. Continue to promote mini courses and involve a greater number of staff in this process. Encourage field trips for these courses.

    3. Tint computer classroom windows to reduce the sunlight glare on computer screens.

    4. Continue staff development to promote effective uses of technology in individual classrooms and the changing curriculum.

    5. Continue parent evening computer classes.

    6. Develop multimedia in the curriculum - especially in the computer technology elective wheel class available to all students throughout the school year.

    7. Change the Club Mid program to focus on more individualized classes teaching reading using regular track teachers. Develop a "publishing" aspect of a writing/reading component (eg: Literary Journal). Continue the math component using Skillsbank software.

    8. Improve parent contact in the Club Mid program. Provide a system which provides parents better feedback on student progress and participation.

    9. Develop a reward system which promotes student projects and attendance. Purchase educationally appropriate prizes using Title 1 funds.

    10. Provide computers in all math classes.

E. Budget Allocations: Allocating funds to implement this component follows a decision making path from the director, resource teacher, and principal, to the district level categorical funds supervisor in order to establish compliance with Title 1 regulations. Recommendations for budget expenditures come from the school's Leadership Committee, Technology Use Committee, School Site Council, and individual staff members. Parents have direct input into the budget process at the bimonthly Title 1 parent meetings.

    Teachers have access to resources by submitting requests for categorical services and plans for mini-courses.

F. Responsibility: The persons responsible for seeing that the Title I initiatives are carried out include:
1) School Principal
2) The School Leadership Team
3) The Title I Director
4) The Title I Resource Teacher
5) The School Site Council.

G. Evaluation: A periodic review of the degree to which objectives are being met will be conducted by the Title I director in conjunction with the principal at least once every trimester. A district level accounting is taken on an annual basis to assess the numbers of students benefiting and exiting the program. Criterion include G.P.A. for the aggregate population of Title I students in the school. Other forms of assessment will include: Portfolio Assessment (checklists), completion of modules in "Skillsbank" remediation software, student self evaluation, and regular physical portfolio assessment. Some use of electronic portfolio assessments exist.

The Title I director and resource teacher will participate in documenting student progress. The school Vice-Principal accesses the information about student performance in Title 1 programs to determine RSP standing and options for students when dealing with parents.

Monthly updates are provided to the School Site Council and the entire staff describing progress in achieving the change objectives.

Written by Wendel Morden and Sean Joyce
Approved by Steve Porterfield, Yolonda Contreras and the Redlands Board of Education, 1995
. . . .

APPENDIX B: PREDICTING, CONFIRMING, INTEGRATING STRATEGIES

STRATEGIES FOR TEACHING USING MISCUES ANALYSIS

	Prediction	Confirmation	Integration
1. Graphophonemic Cues	Blank and keep going Synonym Substitution Cloze Procedure Selected Deletion Language Experience Pattern Books Teacher Prompted Predictions Oral Cloze Substitute and Keep Going	_____ _____ _____ _____ _____ _____ _____ _____ _____	
2. Syntactic Cues	Synonym Substitutions Assisted Reading Peer Editing Macro-Cloze Journal Writing Punctuation Language Experience Rewriting Basal Stories Selected Deletion Pattern Books	Synonym Substitutions Monitor Own Audio Tape Self Selected Miscues Self Monitoring Peer Editing Writing Conferences Publishing Bookmaking Pattern Books Assisted Reading	_____ _____ _____ _____ _____ _____ _____ _____ _____
3. Semantic Cues	Shared Reading Experiences Wordless Books Teacher Prompted Prediction Synonym Substitution Predictable Books DRTA Language Experience Cooking Oral Reading Which Way to Books Comic Strip Frames Mapping Webbing	Monitor Own Audio Tape Rethink/Reread Self-Selected Miscues Macro Cloze Buddy Reading Peer Editing Writing Conferences Bookmaking Publishing	Book Tapes Cloze Extending Reading Field Trips Functional Writing Message Board Peer Editing Reading Conferences Role Playing Rewrite Basal Stories Shared Reading Experience Theme Plans Webbing

Adapted from Class Notes (Reading Clinic)

APPENDIX C: FORMS

CLUB MID

TITLE I at Cope _Middle_ School

July 18, 1995

TO: All Cope Teachers interesting in participating in Title 1 Instruction: Club Mid

RE: New Plan for Club Mid

There will be some changes made to the Club Mid instructional program this year which I believe will enhance our ability to deliver a successful _after school hours_ instructional program in reading and math.

1. Classes will end at 4 o'clock.

2. At least three teachers from each track will participate as paid instructors in the after school program.

3. The before school hours part of the program will be discontinued.

4. Participating teachers will use track classrooms or H-21 to follow a flexible, but specific spelling - reading program (possibly Rebecca-Sitton) which will interface with on going curriculum. Classes will be held once or twice a week depending on the teachers' choices.

5. Club Mid participation and achievement will be rewarded within the track

6. Participating teachers will be in-serviced in August.

7. Students will sign up for classes by selecting days of the week. For example: Monday's and Thursday's. There will again be no classes on Friday's.

8. Club Mid students will be permitted to participate in Homework Club and receive busing services if they had signed up. Sign ups will again go out in the mail.

9. Club Mid students will attend math classes in the I-27 lab on days when there is no reading class on the track. Only one teacher will be needed for the I-27 math class.

10. On Open House night, this program will be presented to parents

11. Greater attention will be paid to keeping attendance and reporting progress to parents. Teachers will be given release time to make parent contact

CLUB MID

Title I at Cope Middle School

Registration Form

Student Name _____

Track _____ Grade _____

Street Address _____

City _____ CA, ZIP CODE _____

CHECK (√) the day(s) of the week you would like to enroll your student in either Club Mid (Skills classes in math and reading). READING CLASSES HELD MONDAYS AND THURSDAYS.

DAY	CLUB MID	HOMEWORK CLUB
MONDAY	_____	XXXX
TUESDAY	_____	_____
WEDNESDAY	_____	_____
THURSDAY	_____	_____

Busing is provided only to students who normally would ride a bus. Students who walk to school, still must walk home.

Only students who register have their names placed on the bus lists and are permitted to ride.

BUSING NEEDED?   YES   NO   (please circle)

Please return this form to the CLUB MID mailbox at Cope Middle School by Thursday, September 1, 1995.

COMPUTER LITERACY

Checklist of Activities

- _____ 1. Word Processing - 2 paragraph description
- _____ 2. Draw - signs
- _____ 3. Journal
- _____ 4. My Own Stories
- _____ 5. CD Rom Introduction - Groller's Encyclopedia
- _____ 6. EBS Book Quiz
- _____ 7. Book Review
- _____ 8. Vocabularium Exercise
- _____ 9. Exploration CD Rom print outs (7th)

    Constitution CD Rom print outs (8th)

- _____ 10. Tell Tale Heart PROJECT
- _____   10A. Tell Tale Heart Book Summary
- _____   10B. Tell Tale Heart Vocabularium
- _____   10C. Tell Tale Heart Book Review
- _____ 11. World/US Atlas Activity
- _____ 12. Capitol Hill CD Rom

CLUB MID

Title I at Cope Middle School

Registration Form

Student Name _Tim WALLACH_

Track _A_ **Grade** _7_

Street Address _1045 STADIUM WAY_

City _REDLANDS_ **CA, ZIP CODE** _92373_

CHECK (√) the day(s) of the week you would like to enroll your student in either Club Mid (Skills classes in math and reading). **READING CLASSES HELD MONDAYS AND THURSDAYS.**

DAY	CLUB MID	HOMEWORK CLUB
MONDAY	✔	XXXX
TUESDAY	___	
WEDNESDAY	___	✔
THURSDAY	✔	___

Busing is provided only to students who normally would ride a bus. Students who walk to school, still must walk home.

Only students who register have their names placed on the bus lists and are permitted to ride.

BUSING NEEDED? (YES) NO (please circle)

Please return this form to the CLUB MID mailbox at Cope Middle School by **Thursday, September 1, 1995.**

INTEREST PROFILE

NAME _____

_____ DATE _____

FAMILY (HOW MANY MEMBERS? LANGUAGES SPOKEN ETC.)

_____

_____

_____

_____

OUT OF SCHOOL INSTRUCTION (MUSIC, SECOND LANGUAGE, ETC.)

_____

_____

_____

_____

PETS

_____

_____

_____

HOBBIES

_____

_____

_____

SPORTS

_____

_____

_____

CLUBS

_____

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_____

_____

_____

CLUB MID
Chapter I at Cope Middle School

Student Name _____
Track _____ Grade _____ Date _____

SKILLSBANK LESSON COMPLETION: MATH

Lesson Title	Initial	Score - %
A. MATH COMPUTATION		
1. Addition of Whole Numbers	_____	_____
2. Subtraction of Whole Numbers	_____	_____
3. Multiplication of Whole Numbers	_____	_____
4. Division of Whole Numbers	_____	_____
Math Test #1A	- - - - - - -	- - - - - - -
5. Addition of Decimals	_____	_____
6. Subtraction of Decimals	_____	_____
7. Multiplication of Decimals	_____	_____
8. Division of Decimals	_____	_____
Math Test #2A	- - - - - - -	- - - - - - -
9. Addition of Like Fractions	_____	_____
10. Addition of Unlike Fractions	_____	_____
11. Addition of Mixed Numbers	_____	_____
12. Subtraction of Like Fractions	_____	_____
13. Subtraction of Unlike Fractions	_____	_____
14. Subtraciton of Mixed Numerals	_____	_____

Lesson Title	Initial	Score - %
15. Mulitplication of Fractions	_____	_____
16. Multiplication of Mixed Numerals	_____	_____
17. Division of Fractions	_____	_____
18. Division of Mixed Numerals	_____	_____
Math Test #3A	_____	_____
19. Ratio and Percent	_____	_____
20. Fractions and Decimals	_____	_____
21. Percents and Decimals	_____	_____
22. Fractions and Percents	_____	_____
23. Finding the Percent of a Number	_____	_____
Math Test #4A	_____	_____
Section A Test	_____	_____

B. MATH CONCEPTS

	Initial	Score - %
1. Place Values and Digits	_____	_____
2. Expanded Notations	_____	_____
3. Number Lines	_____	_____
4. Rounding	_____	_____
5. Estimating	_____	_____
6. Multiples and Factors	_____	_____
7. Even, Odd and Prime Numbers	_____	_____
Math Test #1B	_____	_____

	Lesson Title	**Initial**	**Score - %**
8.	Greatest Common Factor	_____	_____
9.	Least Common Multiple	_____	_____
10.	Simplifying Fractions	_____	_____
	Math Test #2B	_____	_____
11.	Equations and Inequalities	_____	_____
12.	Finding the Missing Operations	_____	_____
13.	Missing Numbers in Equations	_____	_____
14.	Missing Numbers in Inequalities	_____	_____
15.	Missing Numbers in Number Sentences	_____	_____
	Math Test #3B	_____	_____
16.	The Commutative Property	_____	_____
17.	The Associative Property	_____	_____
18.	The Distributive Property	_____	_____
19.	Identifying Elements and Inverses	_____	_____
	Math Test #4B	_____	_____
	Section B Test	_____	_____

C. WORD PROBLEMS

	Lesson Title	Initial	Score - %
1.	One-Step Addition Problems	_____	_____
2.	One-Step Subtraction Problems	_____	_____
3.	One-Step Multiplication Problems	_____	_____
4.	One-Step Division Problems	_____	_____
	Math Test #C1	_____	_____
5.	Two-Step Problems, Addition	_____	_____
6.	Two-Step Problems, Multiplication	_____	_____
7.	Two-Step Problems, Division	_____	_____
8.	Needed Operations	_____	_____
9.	Needed Information	_____	_____
	Math Test #C2	_____	_____
10.	Ratios, Decimals, Percents	_____	_____
11.	Finding the Part Using Proportions	_____	_____
12.	Finding a Percent Using Proportions	_____	_____
13.	Finding a Whole Using Proportions	_____	_____
14.	Finding the Part Using Sentences	_____	_____
15.	Finding a Percent Using Sentences	_____	_____
16.	Finding a Whole Using Sentences	_____	_____
	Math Test #C3	_____	_____

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	Lesson Title	Initial	Score - %
5.	Angles	____	____
6.	Permieter of a Polygon	____	____
7.	Area and Volume	____	____
	Math Test #D2	____	____
8.	Miscellanoues Graphs	____	____
9.	Bar Graphs	____	____
10.	Fractional Part of A Set	____	____
	Math Test #D3	____	____
11.	Absolute Value	____	____
12.	Integers: Addition and Subtraction	____	____
13.-	Integers: Multiplication and Division	____	____
	Math Test #D4	____	____
14.	Exponents and Square Roots	____	____
	Math Test #D5	____	____
15.	Scientific Notations	____	____
16.	Operations and Exponents	____	____
17.	Simplifying Expressions	____	____
	Math Test #D6	____	____
18.	Money	____	____
19.	Time and Calendar	____	____
20.	Temperature	____	____

21.   Roman Numerals
22.   Sequences   _____   _____

Math Test #D7   _____   _____

POST TEST SCORES   _____   _____