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ABSTRACT

This report contains projects on urban education from the state departments of education in Connecticut, Delaware, New Jersey, New York, and Pennsylvania. In conjunction with the U. S. Office of Education, the five participating states reviewed The Urban Teacher, A Preliminary Report (May, 1971) and submitted their recommendations. The reviewing procedures and resultant actions in each state department of education were varied. This report describes the implementation of individual state programs to improve the quality of urban education. It also includes implementation of the recommendations made in The Urban Teacher, A Preliminary Report. An appendix names the participating school districts, superintendents, and teachers in each of the five states. (The related document is 005 610.) (BRB)

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MID ATLANTIC REGIONAL
INTERSTATE PLANNING PROJECT

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URBAN EDUCATION PROJECT

ESEA TITLE V-505

DECEMBER 1971

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CONNECTICUT • DELAWARE • NEW JERSEY • NEW YORK • PENNSYLVANIA

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URBAN EDUCATION PROJECT

ESEA TITLE V-505

DECEMBER 1971

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PREFACE

The state departments of education of Connecticut, Delaware, New Jersey, New York and Pennsylvania entered into an interstate agreement on Friday, May 7, 1971 at the Buena Vista House in Delaware to continue the work of the Title V, Section 505 urban education project.

The urban education project funded by the U.S. Office of Education was proposed in the Spring of 1970 at the Harrisburg, Pennsylvania meeting of the chief state school officers of the five participating states. Each state agreed to provide professional staff from their respective state departments to pursue the goal of urban education improvement.

It was further hypothesized that improvement could best be accomplished by identifying characteristics of the successful urban teacher and by investigating classroom and/or community practices and procedures that these teachers considered hallmarks of successful teacher behavior. These findings were compiled, analyzed and published in a report entitled The Urban Teacher, A Preliminary Report, May 1971. (1)

In compiling this report we went to the people who really effect children and who are the backbone of the successes education has had — the teacher. Fifty eight highly successful urban teachers from the five participating states told us why they were good, and they were, what they did, and what we could do to make other classroom teachers successful. They told us in their own language and developed some highly practical ideas. Some of these ideas could shake the very foundations that the traditional education has depended upon for years, but our fear is that because of the very nature of our bureaucratic system of public education, these ideas, some old, some new, will become only pawns in the present day game of innovation.

The Urban Teacher, A Preliminary Report was the object of review by each participating state department of education. The review procedure and resultant action in each state department of education varied. This publication contains the plans, developed by each state, for implementation of the recommendations made by the urban teacher as printed in The Urban Teacher, A Preliminary Report and for implementation of state programs to improve the quality of urban education.

To the participating urban teachers, (2) to the staff members of each participating state department of education, and to the many other people who contributed to this publication, we wish to express our thanks for telling it like it is.

(1) The Urban Teacher, A Preliminary Report, is in the process of being included in the ERIC files and will be available shortly.

(2) Refer Appendix "A"

What is left to be done is to find that district or school or person willing to put the welfare of a child first and put tradition aside in implementing some of these recommendations. We in the system must soon learn to act on ideas even if they are not our own.

John L. Kennedy

**URBAN EDUCATION PROJECT
ESEA TITLE V-505**

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**URBAN EDUCATION PROJECT
ESEA TITLE V-505**

CHAPTER I

**PROPOSED STATE PLAN
URBAN TEACHER EDUCATION
SEPTEMBER 1, 1971 - DECEMBER 31, 1971**

**STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION
HARTFORD, CONNECTICUT 06106**

**PROPOSED STATE PLAN
URBAN TEACHER EDUCATION**

CONNECTICUT

The following is an outline of the proposed Connecticut State Plan to supplement the multi-state effort which has been directed toward "An Effective Urban Teacher".

Previous meetings have been held by the teachers and state team members in Connecticut. As a result:

1. There will be a one-day meeting in the middle of September for the teachers to make a final review of their recommendations and statements.

Plans will be formulated at this time to work more closely with the state Ad Hoc Committee, Teacher Certification Advisory Board.

2. The teachers will be invited to select two of their group to meet with the state Ad Hoc Committee, Teacher Certification Advisory Board. The report of this group will go to the State Board of Education and the Commission for Higher Education for recommended changes in certification regulations and teacher education programs. This report will also be forwarded to the Governor and the legislative committee on education.
3. The teachers will meet on October 29, 1971 to finalize their recommendations which will be submitted to the state Ad Hoc Committee, Teacher Certification Advisory Board.

The teachers also plan to meet with the Commissioner of Education at a later date to review further steps they might take to encourage implementation. This date is yet to be selected. The teachers are represented on the Ad Hoc Committee to present their concerns. They will meet as it may be appropriate.

**URBAN EDUCATION PROJECT
ESEA TITLE V-505**

CHAPTER II

**STATE PLAN (FY '72)
INTERSTATE URBAN EDUCATION PROJECT**

**STATE OF DELAWARE
DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE 19901**

**STATE PLAN (FY '72)
INTERSTATE URBAN EDUCATION PROJECT**

DELAWARE

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**STATE PLAN (FY '72)
INTERSTATE URBAN EDUCATION PROJECT**

DELAWARE

INTRODUCTION

The following goal, objectives, and activities reflect a long-range projection toward providing change for urban education in Delaware. The sequence for implementing FY '72 activities toward accomplishing their related objectives will depend upon:

1. Priorities derived from Delaware Statewide Educational Needs Assessments.
2. Personnel and financial support from state, local and higher education agencies.
3. ESEA Title V-505 project outcomes for FY '72.

GOAL

To develop and continually revise a viable curriculum for teacher education from undergraduate to post bachelors levels toward producing positive educational outcomes for inner-city children. Procedures in developing this curriculum for urban teacher education will include:

1. The formation of an inter-agency Council for Urban Education.
2. Continued participation in the regional interstate project (ESEA Title V-505).
3. Continuous assessments of urban education needs in Delaware.
4. The establishment of an urban education demonstration center.

LONG RANGE OBJECTIVES

The following major objectives will be accomplished toward alleviating the state's needs in urban teacher education.

1. To develop and refine a training-experience sequence which will provide an adequate basis for understanding and teaching the urban child in his environment.
2. To determine those instructional processes and materials which are strongly related to positive educational outcomes for inner-city children.
3. To identify those psychological and behavioral characteristics common to "successful" urban teachers.
4. To develop an appropriate and consistent screening system for entry into an urban education training program.

5. To investigate various alternatives for effective community-school involvement.
6. To determine administrative constraints to the teacher-learning climate and possible ways to alleviate their existence in the urban school.

INTERIM OBJECTIVES (FY '72)

The following interim objectives for FY '72 will be accomplished in light of the goal and major objectives for projected changes in urban teacher education for Delaware.

1. To establish a Delaware urban education council with appropriate administrative, steering, and advisory subcommittees. Members of this council will include twelve teacher delegates to the 505 regional project and their local district superintendents, SEA delegates to the 505 regional project and appropriate curriculum supervisors, representatives from the state's two teacher preparation institutions, and representatives from interested community agencies. The charges for this council will be to provide direction in assessing Delaware's urban educational needs, to define the status of teacher education programs toward meeting these needs, to establish priorities for teacher education programs, and to promote the installation of an urban education demonstration center for Delaware.
2. To determine specific urban education needs and the present status of teacher training programs in alleviating these needs. More specifically, needs assessment strategies will be developed to answer the following questions:
 - a. Are urban students being taught the "right" things?
 - b. Are urban students learning what they are being taught?

Finally, a survey of the present status of teacher training programs will be conducted to determine their relevance to the above questions.

3. To promote an urban education center designed to demonstrate strategies for change in urban education through innovative teaching techniques. Hopefully, this center will be installed in a local urban school district. Planning, administrative, technical, and financial support will be provided through the efforts of the Delaware Urban Education Council and ESEA V-505 activities.

MAJOR ACTIVITIES (FY '72)

The following timelines represent major activities to be performed toward accomplishing the interim objectives for FY '72.

Timeline Activities by Objective

OBJECTIVE: To establish a Delaware urban education council with appropriate administrative steering, and advisory subcommittees to direct the assessment of urban education needs and teacher education status, establish priorities for teacher education programs, and promote the installation of an urban education demonstration center.

RESPONSIBILITY	ACTIVITY	DATE	
		Beginning	Ending
SEA	1. Identify and convene members of urban education council.	Dec. '71	Jan. '72
Council Members	2. Establish mission and role of council.	Dec. '71	Jan. '72
Council Members	3. Determine mission and role of administrative, steering, and advisory subcommittees.	Dec. '71	Jan. '72
Council Members	4. Determine mission and role of FY '72 task forces for needs assessment and urban education center development.	Dec. '71	Jan. '72
Administrative Subcommittee	5. Assign activities to each task force.	Jan. '72	Feb. '72
Administrative Subcommittee	6. Monitor progress of task force activities.	Feb. '72	Dec. '72
Administrative Subcommittee	7. Reconvene council for task force progress reports.	Feb. '72	Dec. '72
Administrative Subcommittee	8. Reconvene council for task force final report (FY '72).		Dec. '72

**Timeline
Activities by Objective**

OBJECTIVE: To determine specific urban education needs and the present status of teacher training programs in alleviating these needs.

RESPONSIBILITY	ACTIVITY	DATE	
		Beginning	Ending
Administrative Sub-committee	1. Assign council members to participate on needs assessment task force.	Jan. '72	Feb. '72
Needs Assessment Task Force	2. Formulate guidelines for urban needs assessment strategies.	Jan. '72	Feb. '72
Needs Assessment Task Force	3. Perform needs assessment.	Mar. '72	June '72
Needs Assessment Task Force	4. Review existing teacher training programs in terms of their relevance toward meeting current education needs.	Mar. '72	June '72
Needs Assessment Task Force	5. Establish priorities and guidelines for revising and/or improving teacher training programs.	June '72	Sept. '72
Needs Assessment Task Force	6. Produce final progress report for FY '72.		Dec. '72

**Timeline
Activities by Objective**

OBJECTIVE: To promote the installation of an urban education center design to demonstrate strategies for change in urban education through innovative teacher training techniques.

RESPONSIBILITY	ACTIVITY	DATE	
		Beginning	Ending
Administrative Sub-committee	1. Assignment of task force members to participate in planning and implementing urban education demonstration center.	Jan. '72	Feb. '72
Administrative Sub-committee	2. Participation of task force members in 505 project meetings.	Dec. '71	Dec. '72
Task Force	3. Identification of sponsoring LEA district and supporting funds.	Jan. '72	Mar. '72
LEA and Task Force	4. Joint development of proposal application for urban education demonstration center.	Mar. '72	Oct. '72
Administrative Sub-committee	5. Review and completion of proposal (including inputs from 505 Regional Conference Results and Urban Education Council Advisory and Steering Subcommittees).	Nov. '72	Dec. '72
LEA	6. Submission of proposal.		Dec. '72

**URBAN EDUCATION PROJECT
ESEA TITLE V-505**

CHAPTER III

**THE EFFECTIVE URBAN TEACHER:
A PROPOSAL FOR FUTURE DIRECTIONS**

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF RESEARCH, PLANNING AND EVALUATION
OFFICE OF PLANNING
TRENTON, NEW JERSEY 08625**

**THE EFFECTIVE URBAN TEACHER
A PROPOSAL FOR FUTURE DIRECTIONS
NEW JERSEY**

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THE EFFECTIVE URBAN TEACHER
A PROPOSAL FOR FUTURE DIRECTIONS
NEW JERSEY

PROPOSAL ABSTRACT

The recommendations in this proposal are a direct response to the suggestions of the teachers participating in the Effective Urban Teacher Project. The Project, a five state cooperative venture, involved meetings during 1970-71 with 60 effective urban elementary school teachers, 12 from each participating state. The Teacher's recommendations were issued in a preliminary report, The Urban Teacher (1971) and were categorized under five areas:

- (1) Pre-service training
- (2) In-Service training
- (3) Human Relations (including community development)
- (4) Curriculum Development
- (5) Supervision and Evaluation

Many of the Teacher's recommendations do not apply directly to the State Department and this proposal attempts to concentrate upon those which do. It is recommended, however, that the Department sponsor distribution of the report to relevant local individuals and groups.

In-Service Training – The major thrust of the Department's response to the Teachers should be in the "in-service" category. The rationale is that this is the means by which the most students might be reached, and that with the greatest potential change impact per dollar invested. Major recommendations in this area include the following:

- A. Released time for training programs
- B. Ascertaining in-service needs of Elementary School Principals
- C. Provision of information concerning in-service programs
- D. Assistance in development of new models of training
- E. A Department established process for in-service program development at the local level
- F. A State requirement that a local plan be developed for in-service training
- G. Department coordination of programs in the 12 participating districts
- H. Financial and technical assistance in running the actual training programs

- I. Urban Resource Centers to provide information and assistance in running the programs
- J. Department-developed funding sources and formulae for allocating in-service training funds
- K. One or two models, Department sponsored, of in-service training programs as full-scale pilot projects, involving two or four cities, and designed to demonstrate the potential of a thorough program.

The essential role of the Department, apart from the funding, would be one of working with and coordinating the local districts in developing their individual in-service training programs.

Pre-Service Training – Recommendations here include investigation of teaching requirements and training in institutions, for administrators as well as teachers. It is also suggested that a distinction be drawn between supervisory and evaluative functions and the nature of these roles.

Human Relations – Roles for the Department include research and dissemination of information, and that of setting training standards for certification as a teacher, which relate to pre- and in-service training programs. Assistance might also be provided in the area of school-community relations, including home visitations, community schools and community participation in the goal setting process.

Curriculum Goals and Reform – Assistance would again fall into two broad areas – provision of expertise to local districts and improved dissemination of successful programs and techniques. Current programs in this area, such as Technology for Children and mini-grants, might be given a more urban slant.

Coordination – If a significant portion of the in-service program is initiated, it is recommended that a full-time coordinator, a specialist in in-service programs, be employed, and placed in the Office of Urban Education. The coordination for all programs applicable under the EUT recommendations also might best be coordinated in this office, with assistance from the Office of Planning.

INTRODUCTION

During 1970-71, five State Departments of Education jointly developed a project focusing on urban education in their respective states. The five states, New York, New Jersey, Connecticut, Delaware and Pennsylvania,* through an ESEA, Title 505 grant selected this topic – urban education – in a pre-planning session of SEA Chief State School Officers and Educational Planners in the Spring of 1970 at Harrisburg, Pennsylvania.

Following selection of the topic, the coordinators from each of the five state departments in subsequent meetings designed an approach to facilitate SEA identification of pertinent issues and development of a set of alternate recommendations for the participating SEAs. This took the form of the Effective Urban Teacher Project. Each SEA invited through its urban school districts 12 elementary school teachers (from the "inner-city") to participate in a series of state and five-state meetings. During these meetings, teachers were asked to respond to the following two questions:

1. What makes you an "effective" teacher?
2. What could be done to make other teachers in your school or neighborhood more effective?

Participating teachers were also interviewed and administered a questionnaire in order to develop a profile of the effective urban teacher and to ascertain whether there were dominant characteristics in background, preparation, personality or present living/teaching mode that could be identified.

As a result of the foregoing activity, a preliminary report, entitled The Urban Teacher, was prepared and distributed to participants last Spring (1971). This report, for the most part, consists of general and specific recommendations of the teachers and are directed to the profession, to State Departments of Education, to their communities and local school districts and, at times, to professional associations. The recommendations are categorized under five areas:

1. Pre-service training
2. In-service training
3. Human Relations (including Community Involvement)
4. Curriculum Development
5. Supervision and Evaluation

Each SEA has assumed the task of evaluating the report and preparing a position paper in response to the recommendations. Further, the five states, jointly, will develop a second year's plan to collectively focus on urban education, using the first year's activities as their point of departure.

The following pages delineate a set of proposed steps for the New Jersey State Department of Education in the immediate months ahead. The paper was prepared by the Director, Office of Planning (who was also the Department's Five-State Coordinator) with the assistance of Mr. Kenneth Pack, Planning Assistant, Office of Planning. Before it is formally adopted, it will have been reviewed and revised by the following groups or Departmental units:

*The administering SEA

- (a) The 12 New Jersey teachers participating in the project
- (b) Staff members, Division of Research, Planning and Evaluation
- (c) The Director and selected staff, Office of Urban Education
- (d) The Office of Equal Educational Opportunity
- (e) An interim Departmental Task Force
- (f) A local community/district reference group
- (g) The Commissioner and his Cabinet (Assistant Commissioners)

ROLE OF THE DEPARTMENT

1. Many of the recommendations included in the preliminary report pertain more directly to other than the State Department of Education, e.g., the local school district, communities, teacher organizations, teacher preparation institutions. (This is not to say that the Department has no coordinate or supportive role with respect to many of these charges). Nevertheless, with regard to these, the basic role for the Department, at this time, should be to sponsor the distribution of the report to the following:

- (a) Local superintendents
- (b) Local boards of education
- (c) Schools of education
- (d) Professional associations
- (e) Community groups/agencies
- (f) The press and media

At this time the Department should encourage serious review of the report and development of courses of action by the respective groups. The Department, in doing this, can structure one, two or three additional follow-through steps:

- (a) Build in a response mechanism (through a questionnaire or form soliciting statements of proposed activity)
- (b) After a month's time, check by letter, telephone and/or personal visitation, the status of response
- (c) Convene representatives from the respective groups in a special conference to address the problem collectively.

2. A second group of recommendations is currently being addressed by the Department through projects or programs developed independently of this one. Examples of such activities are:

- (a) The Urban Teacher Corp (to provide interne experiences in an urban setting to prospective teachers).
- (b) The Teacher Proficiency Project (with E.T.S., to develop and apply measures for determining teacher capability for specific areas and subjects, prior to certification)
- (c) Renewal Sites (U.S.O.E.)

3. A third set of miscellaneous recommendations is selected for action and constitute a major section of this report. They are included as additional steps the Department can take, with responsibility assigned to a specific unit of the Department. Coordination of such activities is also considered.

The major set of the report's recommendations to be treated by this paper, however, deals with "in-service". These are addressed in the next section of this proposal.

IN-SERVICE TRAINING

In developing any broad strategy to improve urban school systems, consideration must be given to programs which will have the maximum impact for a minimum price. This impact, as in any school program, translates itself into the behaviors of individual students. In order to achieve this, some change must occur in the behavior of those in closest contact with the student within a school context—the teachers and their immediate leader, the principal. Thus the basic strategy for change aims at the teacher and principal as its ultimate targets, and through them, the child.

Of the proposed alternative strategies recommended by the Effective Teachers, all attempt in one way or another to alter the teachers' behavior, whether by means of curriculum reform, new evaluation and supervision procedures (the administrative route), human relations, pre or in-service training. The latter three categories are of particular interest because all involve the essential strategy of teacher training programs and one can further subsume the human relations concept under the other two training strategies. Indeed, a meaningful new program involving supervision and evaluation will also have a large training component, although it will also involve the development of the procedures and criteria to be taught the supervisors and evaluators. Presumably, new concepts in urban curriculum will also have to be imparted effectively to the teachers if they are to emerge from the laboratory or theoretical level. Thus, whatever research programs may be funded for urban education, none will be of any value without an effective process to reach the classroom teacher and insure that an actual behavioral change will occur. For this reason, it is necessary that at least a start be made in the attempt to develop models which will reach the urban teacher, who in turn will directly affect about 30 pupils.

The area of In-Service Training is one which has immense potential impact, and, if it is to be meaningful, a commensurate cost. Programs in this area will in all cases involve some form of cooperation with local districts, and in addition, will often require working with teachers and teachers' organizations.

A. One recommendation of the Effective Teachers is for released time for training programs. They request five full days and an additional five 1/2 days. The suspicion here is that at least this amount of time (perhaps more) will be required if a program is to have real effect but there is nothing sacred about the numbers the teachers produced, and some research will be required to determine the minimum amount of time needed for a significant effect (preferably the optimum amount of days for maximum effect).

It will be necessary to determine the most efficient method of handling such training programs, e.g., system-wide sessions, school-wide sessions, or even selected teachers while the school continues to function. Perhaps, and probably, a mix of these is required. It should be the job of the Department to provide the districts with this information.

(At this point it should be noted that while many of the recommendations of the Effective Teachers are applicable to all urban schools, or even all schools in the State, the vast majority of the group making recommendations were involved in elementary education and it will be assumed that all programs recommended and discussed here will refer to that population ((K-6)) of the urban schools. It may well be necessary and advisable to also develop models along similar lines for secondary and pre-kindergarten programs as well.)

The In-Service training programs should be the responsibility of each of the 12 urban districts, with consideration being given to the individual needs and character of each, as well as to their common characteristics. The Department will be able to save much duplication and inefficiency by providing technical assistance and some form of consulting and coordinating services in this process.

B. The elementary school principal remains one of the most neglected figures in the current concern with changing and improving urban education. Recent studies have found that the effectiveness of elementary school programs relates directly to the quality of the principal. The Effective Urban Teachers recognized the importance of this role and recommended that "State and local districts establish a policy requiring active participation by administrators in in-service training". They also stated that State and local administrators must become more active in planning and implementing in-service programs. Specific mention was also made of the need for effective means of communication between teachers and administrators.

Surprisingly enough, we find that very few programs exist, in the State or the nation, which address themselves to the real, working problems of the principal. In the area of in-service training, we have considerably fewer programs available for principals than for teachers. The needs and skills required by principals have changed rapidly in recent years and training has not kept pace. The problems facing today's principal (and teachers) deal with teacher-principal relationships, role definition and images, human and community relations, keeping up with current educational advances, and principal selection and hiring practices.

To overcome this lack, we are considering the development of an in-service training program for the urban elementary principal. Such a proposal would involve combing the nation for any promising programs which might be applied to the needs of local urban districts.

In addition, the development of new programs and the determination of specific training needs and problems would require cooperation among administrators, teachers, State and university personnel.

This concept of developing an in-service training program for the urban principal is still a preliminary one. We are concerned with the participants' reaction to the overall concept and would find any suggestions for specific aspects within a proposal of this nature extremely helpful. This would include ideas as to the process for successful program development, and specific areas needing the most attention.

C. The Department should conduct, or sponsor, or in some manner provide the districts with information concerning in-service training programs. This information would cover an evaluation and description of available models, with advantages and disadvantages, costs, and recommendations as to applicability.

D. The Department should provide assistance to the districts in developing new models of in-service training programs. Assistance would be both financial and technical.

E. The Department should establish the mechanism for the development of programs (process) such as a council which would advise, evaluate and plan in-service programs and should include teachers and administrators, as well as special personnel, such as Department specialists. This on-going task force route might well prove to be the most effective, as well as the least expensive, especially with proper technical assistance and coordination and cooperation from the Department.

F. Another recommendation by the Teachers is that the State require the local districts to produce a plan for in-service training. The action will require no direct costs by the State, but would be "merely" of a regulatory nature. However, if this is done (and it can and should be) the Department must be prepared to accept the additional responsibilities of funding and assistance and supervision of the process that successful programs will require. This process must include a mandated process of a needs assessment in the in-service area, and provision of technical assistance in conducting such a survey. Services as may be required in implementation would then have to be provided, with the proposals described above covering the bulk of those that might be reasonably anticipated.

G. It will also be necessary for the Department to coordinate the process and programs for the 12 districts, to make it clear where similar programs, or parts of programs will be required.

H. It should be clear that the services listed above will represent a considerable financial outlay merely for the services and time of specialized Department personnel in assisting in program development. In addition, there is the major expense of running 12 in-service programs for the required number of days. These projects may be left completely up to the district once plans have been approved at the State level, or may be run as a joint project between State and district. Training topics could be divided into any of several areas, by special subject, by schools, districts, etc. In some cases a large audience lecture could provide a suitable beginning or perhaps even the full program; in others, small groups and workshops will be required. The personnel required will also vary, from high-priced out-of-state specialists to local resource persons, to Department specialists. At a very rough estimate, it may cost between \$100 and \$500 per day to train 30 teachers (one elementary school). There were approximately 5,400 elementary teachers in the 12 urban districts in 1970 in 180 schools.

In addition, program development and personnel assistance in development must be considered.

An additional consideration must be given to administrators, of whom there are 926 in these 12 cities, not all of whom are in elementary schools. In many instances administrators will be easily and profitably included in the normal teacher programs, but some other special programs should be developed eventually, although this need not occur immediately. The argument again is that it is the teacher who has the direct impact on the student, the ultimate end of any educational program. However, the costs must run somewhat higher with the inclusion of elementary administrators in some programs.

Not only must there be an ongoing in-service training program for all urban teachers annually, but special problems of teachers new to the district must be faced. Many of these will be just out of school, others will have had no urban experience, even with years of teaching behind them. These teachers will require additional training, both before and during the school year. We find that in the 12 districts the turnover is about 1270 in the entire school system, so we may assume that it is below 1000 in the elementary grades. If we assume it to be 900, at the aforementioned training rates per 30 teachers, the costs might range between \$3,000 and \$15,000 per day.

An additional area of expense in in-service training is that of the teachers' time, the costs of which will vary with salary and contract terms for each district. The financial advantages of providing the maximum amount of training during school time should be clear; perhaps a study to determine an optimum schedule of class days and training would be of value. Can fewer classroom days be justified if it can be shown that the time is used more productively due to improved teaching? Can personnel resources be used more efficiently, i.e., some form of team teaching, special programs, etc. so that a given teacher may be freed for training for several days of the school year from the classroom? If an in-service training program is worth any investment at all, it must be an effective one; if it is an effective one, it would justify whatever shifts in normal school operation regarding teacher time that are required.

I. The Effective Teachers have also recommended the establishment of Urban Resource Centers which would provide information concerning in-service programs and help and technical assistance in running the programs. The suggestion here would be that this function might be provided as a service of the new intermediate units, which while certainly not urban units, might have an urban section where the demand would warrant it. Perhaps two of the units could have such a service and serve all of the State's Urban districts upon request. Perhaps mobile units, serving urban schools, could be developed by these centers. At any rate, these would seem to be the logical location for any formal or informal State service regarding In-Service Training.

J. Finally, a major charge to the Department by the Teachers underlines the necessity for funding such extensive programs. They recommend the development of new funding sources, something the Department attempts to do annually. This will be a matter of priorities in the entire Department, should any new sources emerge. However, it may be possible to employ Federal grants in mounting an extensive program in this area, and that possibility should be investigated.

In addition, the Teachers recommend that it be the task of the Department to develop formulae for the funding of in-service programs, such as allocating a percentage of the State per-pupil-aid for this purpose in each district. Perhaps other State funds should be sought. This will require real justification and a clear demonstration of the advantages of re-allocating funds in this manner. It would also seem that the actual percentage selected should depend upon the funds needed (after other sources have been tapped) to mount a program which the Department considers to be one with hopes of significant impact.

K. In developing any program based upon the Effective Teachers recommendations, it is essential that whatever is done be meaningful and not token in nature. If we assume that full funding will not be available for any given major program, the basic question then becomes one of spreading the thin resources throughout a large population, or concentration upon a limited population. It should be obvious at this point in time that diluted programs are, almost by definition, low impact ones. Good, workable programs often do not succeed after being expanded from effective pilots into weaker, system-wide applications. The failure is often because in the transition, the original program is altered into something totally new. Therefore, it would seem to be far more useful to develop a new program and make every attempt to insure its success, before worrying about implementing it on a massive basis. In addition, if data are obtained demonstrating the effectiveness of the model program, it should be considerably easier to argue for funding and any other changes needed to achieve large scale implementation.

Therefore, in the development of in-service training programs, the use of one, or preferably two different models to be applied to a limited number of teachers. Such models also would make no sense unless the teachers reached form a significant group with constant contact with each other, a significant aid in lessening group pressures against change. It is necessary to insure that the group pressures to maintain the status quo are kept to a minimum. This implies that entire schools, in fact systems, must be involved. Thus we are left with a broad model which would not involve all of the urban districts initially. The suggestion

here would be for two major models of training to be tried, with more than one city working on each model. For example, a larger district such as Jersey City (948 teachers) using one model might be paired with a smaller one such as New Brunswick (137 teachers) and a city such as Trenton (364) using another model might be paired with Elizabeth (209) or even another district of smaller size such as East Orange (101). Such a program would reach about 1,500 teachers. This would cut the costs of the initial expenditure required for a start in this area. In addition, the other urban districts might send smaller groups of representatives to training programs, perhaps the staff of one school, or a representative from each school to provide input and some dissemination effect immediately. In addition, it would be preferable if a low-cost model is attempted in all remaining districts, if only for comparison purposes and to keep them all involved to some degree.

If the pilot program approach were to be employed, a needs assessment study would also be essential in each district selected. As an estimate, the Department would have to provide at least two full-time staff consultants to this program for a 20-week period to assist the districts in planning and implementation.

It is worth mentioning again the need to involve teachers and administrators in the planning process for these training programs. If this is not done, there is little hope of a successful program, no matter how well planned and conceived it may be.

Among the questions raised in this section is whether the urban districts can, or should be treated in a different manner from the other districts. Will it be possible to justify specific requirements for the districts designated as urban, with or without special funding? In-service training, if of value, should be applicable in any district, although the mechanics of that training would be district-specific. Can the State begin by singling out the urban districts for special treatment in these areas? Presumably the crisis in these areas is great enough to warrant such an assumption.

Finally, would it be possible in some manner to combine the needs of the in-service program with those of the pre-service one to achieve more efficiency and economy? For example, can specific sessions be used to train members of both groups at once? Can students in the colleges be used in some way to free teachers for more days for more in-service training?

Obviously, these proposals would require substantial funding levels, especially since components are essentially interrelated and do not stand well independently, although there is some room for optimizing a mix to meet budget constraints and priorities as determined by Department staff and local teachers and administrators.

In summary, then, the role of the department in the development of in-service training programs for the urban districts will primarily be one of working with the districts in the development of their individual programs, coordination of these efforts, provision of technical assistance, research and information. The Department can by itself mandate the inclusion of in-service programs and the process for their development, and the length of their duration, as well as the extent of their funding and even approve or disapprove their form. It will also have to provide financial assistance, and whatever regulations may be required to insure their success. It also must play a key role in an ongoing evaluation process.

MISCELLANEOUS RECOMMENDATIONS

A. Pre-Service Training

1. The Department also might provide research and technical assistance, along with the Department of Higher Education, on effective programs which exist in other states or institutions. (Office of Teacher Certification and Preparation).

It is necessary to remember that as we are dealing with institutions of higher education here, it should be possible to make use of the highly skilled manpower available (especially if an effort is made to channel their talents) and it should be possible to obtain significant Federal funding for projects involving new approaches to urban teacher training, with some grants going directly to the school or individual researcher involved. (Office of Research).

2. Another key recommendation of the Effective Teachers is one relating to the training of those who train the teachers. It is suggested that their training and qualifications be given new consideration, especially as it relates to urban teachers. The major recommendation was that those who teach in training institutions be required to return to the (urban) public school, classroom and community periodically to maintain contact with the changing realities of the school. The suggestion here is that this may well prove to be true for instructors in many but not all subjects, and that further study would be required as to which curriculum areas this concept might best be applied. It might also be worth considering a program in which successful classroom teachers such as the Effective Urban Teachers, are brought to the college classroom on a part-time basis, perhaps to work with the regular instructors in curriculum development and in teaching future teachers. However, the matter of requirements or pre-requisites of college level instructors is not in the hands of this Department, and the only action available to the Department is to urge that changes be made, either by requirement, or persuasion, be it monetary or otherwise. The Department might have some effect in providing a program by which Effective Teachers may be brought into the college, via grants and working with local districts to bring about such a program or college instructors attracted periodically to urban schools. (Office of Urban Education).

3. The pre-service training of administrators, as well as teachers, requires attention. This would, however, require the development of completely new curricula and programs for training and would necessitate almost equally large expenditures for these areas but would not reach as many individuals, nor for that matter be as valuable because a well trained administrator does not insure that a poorly trained teacher will do his job in the classroom (although a poor administrator may prevent the teacher from doing that job). (Urban Ed. Corps)

B. Evaluation and Supervision of Teachers and Administrators

1. The Teachers suggested that the distinction be drawn between the supervisory and evaluative functions. They note that the two roles are not the same and should not be carried out simultaneously and by the same person. Supervisors are not trained evaluators and do not usually operate according to any formal criteria when they perform this function. Apart from making districts aware of this distinction, the Department might devote some time to a limited study or position paper to assist districts in overcoming this duality. Perhaps the problem might be alleviated by means of in-service and pre-service programs, through special Department-sponsored workshops or as a stop-gap measure, by a set of guidelines and recommendations originating in the Department, or commissioned with State funds. (Office of Program Development).

2. It would appear that at present, the bulk of the urban districts do not employ supervisors at the elementary level, the role is filled by the principal with aid from specialists in fields such as reading, music and art. The questions will arise of whether to train new individuals to fill this role, or to train the administrators who already are doing this job. It is also clear that if most districts have not created a position of supervisor, it is unlikely that they will be able to do so in the foreseeable future as the costs would be high, especially assuming that it would require a higher salary. One therefore suspects that training will eventually include pre-service work for administrators, as well as in-service training, if that proves to be sufficient.

C. Human Relations

1. The major role which the Department can play here is twofold. The first role is in the area of research, dissemination of information, and services to districts. This would include information as to what techniques are successful in developing social awareness in teachers and perhaps even in developing or assisting in the development of new programs in this area. Here the proposed intermediate units might be of service to the districts. The State might have input in this area if funding or personnel are provided for in-service and pre-service training, which must deal extensively in the area of social awareness to be at all effective. (Urban Education Corps)
2. The second role the Department might elect to play relates to certification requirements. It would be possible to require that certain minimum standards be met in order for a teacher to obtain certification in an urban district. This relates closely to the discussion of pre-service training and in-service training. The Teachers also suggest that perhaps the State require, or at least extend, as much as six credit hours for course-work in social awareness. This concept will require some research, but the warning must be extended that here again it is output we are concerned with; it must be demonstrated that such a program has a real relationship to changed behavior. It is all too common to grant credit for sitting in a room and being talked at about human relations or minority problems when no behavioral change occurs. (Office of Teacher Certification and Preparation)
3. Another broad area dealt with by the Teachers is that of school-community relations. Here their recommendations largely involve Department support and encouragement of improved relations by advocating and increasing awareness of specific programs. Two such programs apply the concept of home visitation by the urban teacher and the community school concept. The Department could provide information on the virtues of home visitation to convince administrators and local boards of its potential value. Advice and assistance might be provided to those systems which attempt to implement an extensive program, as it seems reasonable to assume that most teachers will require some training and assistance to feel comfortable and to establish a good relationship with many urban parents in the child's home. (Office of Urban Education)
4. The Department could also elect to provide funding or some sort of assistance in promoting the community school through development of appropriate models or other means. (Office of Urban Education/Office of Adult and Continuing Education).
5. The Teachers also endorse the Bateman concept of community participation in the goal-setting process in the community. This is currently being developed by the Office of Planning through a Local Goal Determination project and preparation of a source book for local districts.

D. Curriculum Goals and Reform

1. The charge of the Effective Teachers to the Department can be channeled into two areas – the provision of expertise to the local districts and improved dissemination of programs and techniques which are successful. The Department might consider improving coordination among the 12 urban districts, something which could fall under the role of the Office of Urban Education. Apart from this Office, one can see the proposed intermediate units functioning to improve dissemination and in providing assistance to local districts regarding problems in this area.
2. In the area of curriculum development and dissemination, it seems that in the past there has been a general lack of an urban orientation in the Department, especially in C&I. In part the problem seems to be philosophical; one does not detect the assumption that urban education should be treated as a separate

entity, for which special tools and approaches must be developed. It is true that many of the general programs being developed in the field of curriculum may well apply to all school settings, but many certainly will not. For example, in the Department's recent Survey of Selected Practices in New Jersey Schools, it is interesting to note that no attempt is made to include any further breakdown of the programs employed other than that of state-wide statistics. It might be useful to know how the urban-suburban-rural systems compare. Of the 13 districts which conducted the district school improvement pilot project, none were urban, again an apparent major omission. (Division of Curriculum and Instruction)

3. An area which appears to apply to both urban and other districts is that of Technology for Children and the Introduction to Vocations program which begins to bring vocational and technical programs to children at the lower levels. Although the programs are operating in counties throughout the State (apparently with great success) one might still wonder if differences between the urban and other children might not indicate the potential for further refinements along this line. However, given the assumption of sufficient success with this model, the problem still remains of mass implementation at the urban system level--again a question of funds and teacher training. (Division of Vocational Education)

4. Another area in which funds already available might be channeled toward the urban districts is the mini-grant program, in which a specified percentage of the grants might be earmarked for urban programs of promise. The districts (and the Department if necessary) should be responsible for assisting urban teachers in developing programs worthy of funding, if this seems to be necessary. (Division of Curriculum and Instruction)

COORDINATION

Because all of the proposed in-service programs are interrelated, and will often occur simultaneously, efficiency dictates that State input be centralized to the maximum possible extent. With the possible exception of the development of funding sources and formulae (I) the major aspect of State input would be expertise in all facets of in-service training. If the various recommended programs are assigned to various specialists on a piece-meal basis, there will probably be much duplication of effort, and a great deal of wasted time and money for coordination of the projects, merely keeping participants abreast of what the other components are doing.

If, however, one specialist in in-service training is placed in charge of all of the State inputs, coordination is simplified and much of the time spent upon work for one task may often be applied to other programs as well. This individual would arrange for consultants and in-house assistance as required, and may also require the aid of an intern, or part time staff member. The in-service program would best be placed in the Office of Urban Education, with possible inputs and assistance from the Office of Planning, especially regarding State assistance for local processes for planning and needs assessment.

In addition, some thought must be given to coordination of the entire body of programs and policies recommended by the Effective Urban Teachers and suggested in this discussion. Here we find many Department staff members involved, usually on a partial basis, as they work on relevant projects. All divisions are involved which can make coordination difficult. It would again appear natural that the responsibility for coordination be placed upon the Office of Urban Education with assistance from the Office of Planning. If possible, the coordinator of the in-service program might also assume the primary responsibility here, with assistance from others in these offices, but this will probably depend upon the extent of the in-service program and the coordinator's time demands, and upon the extent of the non-training programs. At any rate, the major factor shared by all proposals here is that they are urban in nature and it would appear to be the task of the Urban Office to keep abreast of all such programs in the State.

CONCLUSION

In summary, the role of the Department throughout is seen as a supportive one, attempting to shape change through processes which originate, and are determined, at the local level. The major thrust is in the realm of in-service training either for teachers, elementary principals or both, with programs conducted locally, but with State technical assistance and financial support. The components of the in-service program essentially constitute an entire package, and should be viewed as such. All are essentially necessary aspects for the development of a meaningful training program (the extensive pilot proposal, H, may be viewed as a similar program on a smaller scale). The recommendations included in the Miscellaneous Recommendations section, are basically supportive and involve the State as an advocate of specific practices, with the provision of assistance where possible. The role is also one of stepped up coordinative services and in the case of pre-service training of a legislative nature, with State involvement in certification requirements. The recommendations, however, may be seen more as suggestions for specific improvements in selected aspects of urban education (and the Department's input in this area) rather than a coordinated attack upon teaching practices in the 12 districts. The recommendations in the In-service Training section do represent a coherent strategy to effect change on a sizable level with a significant State contribution.

**URBAN EDUCATION PROJECT
ESEA TITLE V-505**

CHAPTER IV

**STATE PLAN FOR EXTENDING AND IMPROVING
THE RANKS OF EFFECTIVE URBAN TEACHERS**

**THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF URBAN EDUCATION
ALBANY, NEW YORK 12224**

**EXTENDING AND IMPROVING
THE RANKS OF EFFECTIVE URBAN TEACHERS**

NEW YORK

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STATE PLAN FOR EXTENDING AND IMPROVING THE RANKS OF EFFECTIVE URBAN TEACHERS

NEW YORK

COMMITMENTS TO ACTION BY THE CHIEF SCHOOL OFFICERS OF THE SIX LARGEST CITIES

Following are a digest of specific past, present, and future actions by the superintendents of schools of the cities of Albany, Buffalo, New York, Rochester, Syracuse, and Yonkers, all of whom have participated in the project, both directly and through their selected teachers.

- Exploration with nearby teacher education colleges the dual process of having experienced urban teachers involved in preservice education in the colleges and the involvement of preparers of urban teachers in urban schools
- Involvement of community residents as consultants and participants in inservice training
- Establishment of inner-city innovative programs through cooperation among college, school district, and community action organizations. Examples: street academy; special resource support to first year inner-city teachers; seminars on inner-city education
- Review by the participating teachers of the ESEA Title V Effective Urban Teacher project recommendations with key school district staff
- Individualized instructional programs
- Exploration of differential staffing
- Requirement that teachers complete a course in human relations
- State Education Department, school district, and university sponsored project to develop the ability of a council of parents, teachers, and administrators to diagnose training needs, develop curriculum modifications, and help interpret school goals
- Development of new concepts in bilingual education
- Revision of evaluative teacher performance criteria and measures in collaboration with outstanding business and industrial firms
- Development of district guidelines for the selection and evaluation of supervisors
- Training of teacher trainers in accord with the principle of parity among college faculty, school faculty, and community to reshape teacher education
- Provision of inner-city experience to undergraduates in teacher education
- Career ladder for paraprofessionals to become urban teachers
- Human relations workshops for teachers, parents, students, and community leaders

- Exploration of a new style of certification
- Exploration of naming specific school buildings as teacher training centers
- Use of present community advisory committees on categorically funded programs in human relations improvement
- Community education programs operating after school hours
- Use of the Effective Urban Teacher project data in recruiting, selecting, and evaluating teachers for a new open school

STATE EDUCATION DEPARTMENT ACTIVITIES AND PROPOSALS

The Department is engaged in an overarching effort to redesign the present education system in terms of emerging needs and needs projected to the future. To accomplish this, the Department is working closely and collaboratively with a number of prototype districts and configurations of districts, including the inner city. The New York State Urban Elementary Network School (ESEA Title V, Section 505) will be either in the New York City inner city prototype or in another inner city district. In any case, the operation of the Network school will be as a component of Project Redesign, mutually reinforcing both efforts.

The following relate to activities supported by Urban Education funds which are in a direction similar to certain recommendations of the Effective Urban Teacher Conference preliminary findings.

Human Relations

Recommendation 6: ... each local district establish procedures to bring the school into closer relationship with the community. The following are suggestions ...

- c. To employ neighborhood people as paraprofessionals and aides.
- e. To encourage the use of the school by the community after school hours.

Response: The State Education Department strongly recommended that each of the 60 districts eligible for urban education aid establish and work with a community advisory committee to establish needs of the poverty target group (any individual having an educational need associated with poverty and not possessing a high school diploma or its equivalent) in target urban areas. In fact, most of the districts do work closely with advisory committees identifying needs in developing district plans, and suggesting educational responses.

The districts also employ community residents as paraprofessionals. In 1970-71, New York State districts expended over \$1,800,000 for teacher aides, including their training.

Heavy emphasis in the state urban education program has been on community education, especially after school hours. About \$15,000,000 was expended in 1970-71 for community education programs.

Curriculum Goals and Reforms

Although not able to pinpoint specific conference recommendations, Urban Education funds have supported development of curricula designed to meet the special needs of inner-city residents. To this end over \$650,000 in urban education funds were expended on curriculum development in 1970-71.

B. The following comments relate to specific items in the report.

II-A Preservice Training – Urban Teacher training is presently being supported by urban education funds; especially in New York City. The Department, by legislative mandate, is responsible for the evaluation of the effectiveness of the projects.

III-D Teaching Environment – Budget planning should be based upon educational priorities. Strategies for the assessment of educational needs at the local level are being developed by the Department.

III-E Teaching Environment – There is a need for the training of teachers in the use of assessment instruments. The Department has provided assistance to urban districts with regard to the assessment of the effectiveness of educational programs through Department sponsored training sessions at the local level.

III-I Teaching Environment – Pre-school projects for urban children are sponsored by the Urban Education and ESEA I Programs.

IV-A Community Relations (1 through 4) – All items listed are being implemented in the urban communities of the State through the State's ESEA Title I and Urban Education programs.

Teacher Preparation

1. The Preliminary Findings was distributed to the Advisory Board on Teacher Education and Certification on November 4 and discussed with them.
2. Several members of the Bureau of Inservice Education are completing a draft position paper on differentiated staffing.

The Department has developed a budget proposal which would allow for summer, 1972 inservice programs for urban school supervisors. Summer training and follow-up activities will permit supervisors to acquire skills in the following:

- a. Collecting objective data about teacher performance.
- b. Assessing teacher behavior through the utilization of objective observation instruments.
- c. Analyzing teaching behavior and identifying repeated behavioral patterns in both teaching and planning styles.
- d. Demonstrating various alternative models of teaching behavior.

Funds sought will allow a minimum of 210 urban school supervisors to benefit from this program.

**URBAN EDUCATION PROJECT
ESEA TITLE V-505**

CHAPTER V

PROPOSED URBAN EDUCATION PLAN

**PENNSYLVANIA DEPARTMENT OF EDUCATION
BUREAU OF CURRICULUM DEVELOPMENT AND EVALUATION
HARRISBURG, PENNSYLVANIA 17126**

PROPOSED URBAN EDUCATION PLAN

PENNSYLVANIA

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PROPOSED URBAN EDUCATION PLAN

PENNSYLVANIA

INTRODUCTION

Under the authorization of Mr. Donald M. Carroll, Jr., then Assistant Commissioner for Basic Education, the following committees were established in the Summer of 1971 to prepare an urban education plan which would enable implementation of the recommendations as put forth in The Preliminary Urban Teachers Report.

Preservice Preparation of the Urban Teacher Committee:

Dr. Harold C. Wisor
Dr. Ewaugh Fields
Dr. James Maurey
Dr. James C. Finney
Mr. Alvin Terrell
Mr. Harry Allen
Mr. Benjamin Turner
Mr. William Gaskins
Mr. Michael Flanagan

Mrs. Florence McGarry
Dr. Ruth Heppel
Miss Kathleen Kies
Mr. Allison Bryant
Dr. Everett Landin
Mr. Warren Ringler
Dr. William Charlesworth
Dr. George W. Hoffman

Evaluation and the Evaluator Committee:

Dr. Clinton Puff
Mr. John Whare
Mr. Robert Adams
Mr. Joseph Hojak
Dr. Harris Reynolds
Dr. William Donny
Mr. George Sauers

Curriculum Goals and Reforms Committee:

Mrs. Leann Miller
Miss Joyce Smedley
Mr. Randall Bauer
Mr. Richard Minyard
Mr. Donald Jenkins

Inservice Education Committee:

Mr. Joseph Skok, Chairman
Mr. Anthony Pinnie
Mr. Carleton Jones
Miss Jeanne Brooker
Mr. John Billman

Please note: The Preliminary Urban Teacher Report made recommendations in the areas of human relations, preservice education, evaluation, curriculum and inservice education. The Pennsylvania Department of Education made the human relations recommendations a part of each of the four other recommendations categories. Thus, the Pennsylvania plan has four areas rather than five as suggested by the participating teachers of the urban education project.

PRESERVICE EDUCATION COMMITTEE REPORT

Graduated Program of Direct Experiences

The committee strongly recommends that departments of education direct their full resources toward the establishment in applicable colleges and universities of field experience/course work urban teacher education programs, such as the one presented here, within the next two academic years.

Phase I – Involvement, at the earliest opportunity in the program, with urban life styles and economic, political and technological patterns through community volunteer work, coupled with a personal relationship with an urban child outside the school setting.

Phase II – Involvement in the classroom as a helper or volunteer with few classroom responsibilities, stressing personal interaction with students in that particular school.

Phase III – Conducting classes as an associate teacher, building greater academic responsibilities, skills in classroom management, relationships with parents and community and coordination among the cooperating teachers, the student himself and the coordinators or administrator.

Phase IV – Serving one year as a probationary teacher with continued supervision and support by both university and school district. Evaluation at this year's end should be a cooperative effort of the community, the school district and the university. Required courses work should include:

Required courses work should include:

1. Seminars and lab designs oriented towards full understanding of the experiences accrued in the direct experiences program and
2. A broad range of methods, urban technology, educational philosophy, etc., courses based on developing the following characteristics:
 - a. Understanding of the urban community;
 - b. Knowledge of community resources and agencies;
 - c. Valuable use of communications skills;
 - d. Skill in urban classroom management;
 - e. Understanding of the hierarchy of students' needs;
 - f. Ability to work with children; and
 - g. Willingness to share responsibility, ideas and authority.

Responsibility – Pennsylvania Department of Education
Colleges and Universities
Local School Districts

Reactions and Proposals — All involved groups should jointly design and staff urban centers for field experiences. Such centers might be multi-purposed, and serve for students with a variety of goals, including teaching. They should be staffed with personnel from a variety of disciplines. United States Office of Education models now in operation should be investigated, and work in centers should be firmly attached to performance-based criteria. Essential elements in development of such centers are seen as:

1. Interactive systems with school districts;
2. Involvement of lay persons, local administrators, college staff and Department of Education personnel, in designing specifics of programs;
3. A monitoring process which presents an interface with program approval;
4. Dissemination of information and data generated to a large audience concerned with education;
5. Freedom from vested interests, that is semi-autonomous operation; and
6. Placement of students in locations where they intend to remain as professionals.

Centers might be developed by one or more:

1. Consortia;
2. Pennsylvania Department of Education leadership;
3. A voucher system;
4. State college leadership; or
5. A steering committee.

A pilot center should be tried where a group of institutions express interest and willingness. A center of this nature has been under development at York, Pennsylvania, and may well qualify as a prototype.

Specifically, a program devised for Pennsylvania might include a number of different models designed to fit local conditions. Structured experiences in community agencies or on-campus clinics might substitute for the relatively unstructured community work designated in Phase I. Tasks ranging from the preparation of case studies, through tutoring, to attendance at seminars managed by community youth were suggested as appropriate for a Phase I experience. Structured analysis of all experiences was deemed essential.

Preparation of Cooperating Teachers

1. University/district programs should provide specific training in skills required for managing student teaching experiences.
2. Selection should be based upon willingness, competence and joint acceptance by the district and the university.
3. More in-depth interaction should be planned among university personnel, administrators and cooperating teachers on an equally shared responsibility basis.

4. Cooperating teachers should be involved in developing effective evaluation techniques for self and student teacher.
5. Cooperating teachers should be appropriately compensated for their services.

RESPONSIBILITY – Pennsylvania Department of Education

Reactions and Proposals – The Pennsylvania Department of Education should assume leadership in asking local districts to cooperate with colleges in establishing specific student teacher policies and plans. Guidelines now in existence for field experiences should be enforced more strongly. Groups should be convened by the Pennsylvania Department of Education to develop further specifics, and should include students as well as college personnel, administrators and cooperating teachers. In short, the guidelines should be explicated with more precision, expectations of outcomes should be established, and a model program for development of cooperating teachers should be assigned, which may then be replicated or modified as needed.

The issue of “appropriate compensation” raised a number of questions. The professional obligation to assist in training of new members might be met if recognition, released time for planning, or appointments as adjuncts to college faculty were to be considered adequate. However, if such compensation is to be monetary, and is to become a negotiable issue subject to great variance across the state, the selection of persons to fill the role of cooperating teacher will not be in the hands of colleges and universities or local administrators. The role will be sought for financial or political rather than professional reasons.

Group members suggest that the Pennsylvania Department of Education establish a Task Force to explore this issue with the Pennsylvania State Education Association, and to propose new legislation which would relieve the state colleges of the present monetary compensation obligation. It should be pointed out that a Student Teaching Task Force was established May 4, 1970 by the Commissioner for Higher Education to study utilization of field laboratory resources, the establishment of student teaching centers and the compensation of cooperating teachers. This Task Force has supported the efforts to develop a center at York and has written legislation to enable the establishment of training centers with fiscal support from the Commonwealth.

Problems implicit in the implementation of the proposed Phase IV were discussed. The extension of responsibility of the college into the first year of teaching is logistically difficult, given our mobile teacher population. However, under the supervision of the centers which have been recommended, possible methods were suggested:

1. Agreements between institutions and school districts should be reached which provide for:
 - a. School districts allowing reduced load or released time;
 - b. Centers holding in-service seminars or classes in the schools, continuing supervision, and offering post-baccalaureate credit; and
 - c. Beginning teachers paying tuition.
2. Internship programs which are viable, such as those at the University of Pittsburgh and Allegheny College, should be identified;

3. The "clinical supervisor" model being piloted at Millersville might be replicated;
4. The Pennsylvania Department of Education might establish such a program as the route to level II certification.

In any case, work done during such a fifth year should be defined as a series of structured experiences, rather than as traditional courses, and these experiences should be defined with precision. Each institution, and each school district will need to examine Phase IV to determine its own adaptability to such a plan. The Department of Education should lead in examining the possibility and desirability of mandating a five-year program which includes an internship as the standard of teacher education in Pennsylvania.

Preparation of University Faculty Involved in Urban Teacher Training

1. University faculty should have joint appointment, i.e., work assignments in both school districts and university;
2. Faculty should take sabbatical leave which requires full-time teaching in public inner-city schools;
3. Recruited faculty should have urban public school experience and an understanding of the dynamics of the urban community;
4. Internship in an urban setting should be required prior to assuming instructional duties;
5. Faculty should demonstrate proficiency in various teaching techniques.

RESPONSIBILITY — Colleges and Universities

Reactions and Proposals — There should be arrangement of opportunities for experience at the public schools of the inner city, but the forced involvement of collegiate faculty in joint appointments is seen as divisive of energy and commitment. Forced use of sabbaticals is contrary to the purposes for which these were instituted.

Role of School Administrators in Urban Teacher Training

1. Administrators should assist university personnel and cooperating teachers in planning the Direct Experiences Program (see III, A).
2. The administrator should exercise leadership in establishing a climate of trust and shared responsibility based upon mutual understanding of goals.
3. The administrator should assist administrative colleagues and university representatives in the selection of cooperating teachers.
4. The administrator should participate actively in the orientation of the student teacher to the total school philosophy and program.
5. The administrator should participate in the evaluation of the student teacher's performance.

RESPONSIBILITY – Local School Districts

Reactions and Proposals – There may be need for the Pennsylvania Department of Education to set up training programs for administrators.

Human Relations Requirements

“Six credit hours in social awareness should be included in the requirements for permanent certification.”

RESPONSIBILITY – Pennsylvania Department of Education Colleges and Universities

Reactions and Proposals – The need for experiences designed to promote social awareness is accepted. But there is objection to prescribing a specific number of hours, or to placing fulfillment of this need at the permanent certification level. Such work should be included in preservice training, and the proposed experiences at urban centers enunciated above would ensure that colleges organize learning experiences to meet this need, together with necessary observational and analytic tools. Perhaps a necessary transitional step may be the provision of such aculturation for teachers already in service, and it is suggested that the proposed city centers, therefore, offer seminars to in-service teachers as a part of their spectrum of activities.

The suggested models did not seem wholly appropriate to this group, which recommends creating a model which blends some elements of the two found in the preliminary report.

EVALUATION AND THE EVALUATOR COMMITTEE REPORT

The Department of Education has liberalized its regulations for the evaluation of professional employees, and has thus granted to school districts the authority to develop a plan of evaluation for professional employees, and has thus granted to school districts the authority to develop a plan of evaluation for professional employees (School Administrators Memorandum No. 409), in lieu of the use of Form DEHE-333. The authorization is as follows:

Authorization for an LEA developed Evaluation Plan

After September 1, 1971 each board of school directors may adopt and file with the Secretary of Education, in lieu of the Temporary and Professional Employee's Rating Card (DEHE-333), a plan of evaluation for professional employees which accomplishes the following:

1. Provides information for the improvement of the performance of professional employees.
2. Supports any recommendation to the department regarding permanent certification.
3. Supports any recommendation regarding (a) tenure status including documentation of the rating given in accordance with Section 1123 of the Public School Code of 1949 as amended, and (b) any suspension and reinstatement made in accordance with Section 1125 of the Public School Code of 1949 as amended.

Elements — Each plan shall include, but not be limited to, the following elements:

1. Statement of the objectives of the evaluation plan.
2. Description of the procedures used to develop the evaluation plan.
3. Description of the criteria to be used in the evaluation.
4. Listing by position of persons, representative of professional positions in the school district who will conduct the evaluation.
5. Provision for the collection of anecdotal information to support tenure status and ranking for suspension and reinstatement.
6. Description of the procedures for appealing the evaluation or rating that develops from it.
7. Description of the process by which the evaluation plan will be used to improve professional employee performance.
8. Assurance that the locally developed teacher observation instrument, approved by the Secretary, shall be kept on file in the same manner as DEHE-333 in accordance with Section 1123 of the Public School Code of 1949 as amended. The individual observation reports shall not be filed with the department.

Approval — The evaluation plans adopted by the Board of School Directors shall become effective when approved by the Secretary of Education.

Procedure for Approval

1. The chief school administrator shall submit the proposed evaluation plan to the department of Education.
 - a. The plan shall contain all elements as outlined above.
 - b. Four copies of the evaluation plan and four copies of the classroom observation instrument shall be submitted to the department at least 60 days prior to the tentative adoption date.
2. The chief school administrator will be notified of the Secretary's decision in writing.

Distribution — Each evaluation plan adopted by the Board of School Directors and approved by the Secretary of Education shall become an integral part of the written policies of the Board of School Directors and shall be made available in the following manner:

1. Initially to all employees covered by the evaluation plan.
2. To each newly employed employee.

COMMITTEE REPORT

The committee on evaluation and the evaluator directed their concerns to the following problem:

"The present evaluation system for purposes of selecting, training, upgrading and rating urban teachers is presently not adequate. Therefore, a more efficient set of procedures should be implemented."

Recommendations of Urban Teachers

1. Develop guidelines for job description of evaluators at the local level.
2. Develop guidelines for possible certification of evaluators.
3. React to the possibility of mandating positions of evaluators.

The committee, after review of the urban teacher report, and after analysis of the section of the report entitled "Evaluation and Supervision of Teachers and Administrators," submit the following report and recommendations for inclusion in a state plan to improve education in the urban community.

General Reaction – The role of the supervisor and the role of the evaluator are viewed as two distinct functions, each giving positive support to the improvement of the instructional program. The activities performed are essentially different and require different skills.

The supervisor is defined as a helper in the selection and use of instructional materials or content. The evaluator is defined as an individual who determines value in relation to established norms, and performs the task of meeting regulation requirements to rate or judge a teacher's effectiveness within a system.

Committee Recommendations

1. The Department of Education should accept the responsibility to establish goals and objectives for an evaluator.
2. The Department of Education should describe typical functional activities which would cause the goals and objectives of an evaluation process to occur.
3. The Department of Education should prepare a publication, "The Evaluator and the Process." This publication would include, as a minimum, sections on theory of evaluation, models of rating scales and common criticisms associated with this process. This publication should be made available to all teachers and administrators.
4. The recommendations concerning certification and training should be delayed until the guidelines have been established.

IN-SERVICE COMMITTEE REPORT

The in-service committee of the urban teacher project directed their concern to the problem:

"Children are not learning enough because (1) there are not enough teachers, (2) schools and administrators are not effective, (3) state departments are not providing the right kind of guidance support."

and have addressed the committee's attention to the urban teachers challenge:

"We demand a change in in-service programs."

Specific recommendations follow for each teacher recommendation made.

Subsidized In-service Programs

"The five chief state school officers and state boards of education will, by September 1, 1971 have drafted legislation for introduction in the next state legislative session, which sets aside three per cent of the state per-pupil aid expenditure to be spent on in-service education by each district in the state."

Responsibility — Commonwealth of Pennsylvania

Committee Recommendations — Legislation should be drafted which allots each school district in the state a sum of money in state aid per teacher per year to be categorical in nature for the express purpose of providing meaningful in-service education activities. Clear guidelines should be prepared by a committee of teachers selected from local school districts working in cooperation with selected representatives from the Department of Education. Guidelines must guarantee that

1. Teachers are substantially and meaningfully involved with planning and evaluating in-service activities.
2. Programs are economically efficient.
3. Programs are educationally effective.
4. Program preplanning and evaluation occurs and adequately provides for effective localization of activities.

The state department of education must retain review and final program approval authority over in-service programs.

Released Time for In-service Programs

"By June 30, 1971, we demand five full days release time and five and one-half days release time for in-service workshops."

Responsibility — Commonwealth of Pennsylvania

Committee Recommendations – The committee agrees that in-service activities conducted after the regular school day are inappropriate and ineffective. Necessary action should be taken by the State Board of Education, the Department of Education and, where necessary, by the state legislature to assure

1. That three full days of regular school time be made available as release time for each professional employee in every local school district to visit exemplary programs related to the professional employes teaching specialty.
2. That local districts be required to provide necessary resources and inclination to facilitate inter and intradistrict visitations.

Further necessary action should be taken to guarantee that

1. The equivalent of five full days be made available by each local district for regular in-service work.
2. That such work be planned according to Recommendation No. 1 and in lieu of regular school duties.
3. A minimum of two days in-service effort be devoted to activities designed to foster improvement of interpersonal relationships.

Local Program Planning Requirement

“State education departments will, by June 30, 1972, have all districts in the state submit a detailed plan for in-service education and training. Such plans will include scheduling, funding sources, subject areas to be covered, and a planning process which includes evidence of participation by teachers (collective bargaining agents), administrators, supervisors and community groups.”

Responsibility – Commonwealth of Pennsylvania

Committee Recommendations – Teacher concerns expressed in this recommendation should be incorporated into the design of guidelines to require and request in-service plans.

State Department Planning Requirement

“State department of education must set up councils on which teachers are members to advise, evaluate and plan in-service programs.”

Responsibility – Commonwealth of Pennsylvania

Committee Recommendations – Necessary action should be taken by the Department of Education to establish a three-echelon steering committee charged with responsibility and authority to oversee in-service activities recommended previously. The committee should consist of elements at the local district level which will provide input to a committee operating at the intermediate unit level which, in turn, will provide input to a state committee composed of one teacher representative from each intermediate unit.

The 29-member state level committee will coordinate activities of middle echelon committees and will disseminate information among them.

In establishing committees at all levels, provisions should be made to insure that

1. Representatives be selected without regard to subject specialty area.
2. Adequate provision be made for subgroup activity.
3. Each committee member be installed for a specified term.
4. All committees have a majority of "teacher" representation.

Objectives for committee operation should be

1. To review and endorse guidelines.
2. To monitor operation and evaluation of programs.

Urban Education Resource Center

"By June 30, 1972, each state must establish an urban education resource center to originate, collect and disseminate (sic) to the appropriate teachers or groups effective curriculum and in-service programs, content and methods."

Responsibility — Commonwealth of Pennsylvania

Committee Recommendations — Since an urban education center is currently being established by the Division of Planning, Bureau of Curriculum Development and Evaluation, at Cheyney-West-Chester State College Educational Development Center, and since Project RISE is emerging as a state dissemination agent, no committee recommendation seems appropriate at the present time.

Human Relations Provision

"Each school district be required to implement a program of social awareness for teachers currently employed by them and those who will be employed."

Responsibility — Commonwealth of Pennsylvania

Committee Recommendations — The committee recommends that the in-service steering committee of the state and local school district as previously provided shall devote appropriate attention to insure meaningfulness in carrying out the provision for establishing activities for fostering better interpersonal relationships.

School District In-service Implementation

1. "By June 30, 1972, the state department of education will mandate the inclusion of human relations in in-service programs to promote racial, ethnic and religious respect. At least two in-service days per school year must be devoted to human relations of which one, at least, will be held in September."
2. "Local districts will plan a series of workshops modeled along the lines of the effective urban teachers conference to recommend school policy and structure changes, with participation by conference members."
3. "Local school districts and schools within them must, by June 30, 1972, develop procedures for establishing problem areas, needs and goals for in-service education as part of the planning this procedure must include participation by teachers, administrators and community groups."
4. "Teachers, administrators and community organizations will decide on scheduling release time by June 30, 1971."

Committee Recommendations – Each of the expressed teacher priorities for local districts are treated in provisions included in committee recommendations for state level action. It is the committee's considered opinion that the first and most appropriate step toward establishing effective in-service programs lies in fully implementing state level recommendations.

CURRICULUM GOALS AND REFORM COMMITTEE REPORT

The State Board of Education of Pennsylvania, through its liberalization of curriculum regulations, has granted to school districts the maximum amount of instructional decision-making authority. Therefore, the implementation of the recommendations of the urban teacher project relating to curriculum must, of necessity, fall upon school districts. The Pennsylvania Department of Education has always encouraged democratic decision-making within districts. This process should include students, parents and community representatives as well as administrators and teachers. The department is ready and willing to provide assistance to districts in all curriculum areas.

Since the individual classroom teacher is generally still held accountable for what is taught, he should be allowed to investigate all possible avenues of instructional improvement without being unduly restrained by antiquated district curricula and practices or by false notions of state regulations. To insure against the latter, the committee is petitioning the department to place a copy of the curriculum regulations in the hands of every teacher employed by the school districts in Pennsylvania.

Community Involvement

Ask the state to request that each local school district establish procedures to bring the school into closer relationship with the community. The following are suggestions to implement this program:

1. To make use of other learning environments.

2. To establish a human resource pool using community people who have special talents.
3. To employ neighborhood people as paraprofessionals and aides.
4. To encourage teachers to make home visits.
5. To encourage the use of the school by the community after school hours.

Responsibility — Local, with state support

Committee Recommendations — The state department of education, through ESEA Title I regulations, has requested that all districts establish parent councils (formerly advisory councils) as well as working relationships with other public and private community agencies for just this purpose.

ESEA Title III monies are available through the Division of Guidance Services, Bureau of Pupil Personnel Services, for projects such as community involvement, paraprofessionals and career development. We encourage district personnel to seek out the opportunities for close relationships by using the resources available through these contacts. District administrative personnel must encourage their use by all levels of employees by informing them of their availability.

The Division of Intergroup and Civil Rights Education, Bureau of General and Academic Education, suggests community participation in school affairs. A prerequisite for the division's assistance to a district is that community input be given. The school, or the district, is a microcosm of the community and, therefore, should deal with community people regarding the curriculum and the interpersonal problems which are affecting the children and the community as a whole. All workshops conducted by the division use both experts in the field and neighborhood people. It is felt that they can better relate to their own intergroup problems and perhaps make suggestions that produce change. The use of community people on the staff as non-professionals (teacher aides, home visitors, etc.) is encouraged.

Student Testing

We want more effective testing for the urban child or no testing at all.

Responsibility — Local

Committee Recommendations — Since district policies determine the use of tests and test results, we urge concerned district personnel, whether they are counselors, guidance directors or teachers, to press for changes in any testing program which is insensitive to the needs of the urban child. We urge districts to use the testing improvement services offered by the department's Division of Guidance Services: (1) workshops for the purpose of developing guidelines for guidance programs designed to meet the needs of the elementary school children in local districts, (2) test interpretation workshops which promote more accurate interpretation of test results, (3) a future monograph on testing which will assist the districts in the evaluation and establishment of a district-wide program of standardized testing. It will detail methods of judging the effectiveness of the present testing program, of evaluating new materials on the market and of establishing objectives for the use of tests.

Student Participation in Community and School Environment Improvement

We want to set up a program in which the children can become actively involved in the improvement of the environment in school and the community.

Responsibility — Local, with state support

Committee Recommendations — Section 7-152 of the Curriculum Regulations of the State Board of Education of Pennsylvania requires that conservation and outdoor education be a part of the instructional program in every school. It may be presented in separate planned courses or integrated into other courses. The Division of Health, Physical and Conservation Education, Bureau of General and Academic Education, has developed publications which can be used as a basis for all types of environmental education programs, and consultant services are available as well. Community resource support should also be sought, as should other educational institutions resources, such as materials available from districts which have conducted successful environmental improvement programs or from such study centers as Clarion State College or, in particular, Cheyney-West Chester State Colleges.

Not only ecological environmental improvement activities but also intergroup environmental improvement experiences should be sought. All should be as authentic or as "real" as possible.

Student Enrichment Program

We want a wide range of experience and more interpersonal relationships through group experiences in the cross-cultural background of man.

Responsibility — Local

Committee Recommendations — Section 7-154 of the curriculum regulations requires that intergroup education concepts be included in appropriate areas of instructional programs of every school.

The range of group experiences will depend upon the depth to which the schools or school districts wish to involve themselves in the group process. The extent of the commitment by the parties involved usually determines the effectiveness of some of the following items:

1. Do the children see a thoroughly integrated staff where they can identify with role models? This is of primary concern for minority students. One can hardly give just and accurate credence to any concept with which one does not fully believe or live.
2. Field trips may be taken into the working world where the interaction of people can be observed by the students. Middle-class students may visit a ghetto or slum. A ghetto child may visit middle-class suburbs.
3. Live-ins or camping experiences where children of different ethnic backgrounds may relate to various other groups have been found to be of great value. These are situations where youngsters live together for one or two weeks supervised by instructional personnel versed in intergroup practices.

Student Responsibilities

We want to foster self-respect in children by giving them more responsibility in learning.

Responsibility - Local

Committee Recommendations - The child-centered approach to teaching has been articulated many times and is especially apparent in the materials and services available through the Division of Early Childhood Education, Bureau of General and Academic Education.

Multi-ethnic Teaching Materials

We want acquisition of already published materials and publication of materials created by the people in the district which recognizes the multi-ethnic composition of our urban areas.

Responsibility - Local

Committee Recommendations - In the area of published materials dealing with the multi-ethnic composition of our urban society, the Pennsylvania Department of Education has several publications concerning interpersonal relations. The Division of Intergroup and Civil Rights Education is a resource to any school or school district interested in obtaining these materials. Many other organizations, such as the Anti-defamation League of B'nai B'rith, the NAACP and the NEA have writings and treaties on intergroup relations. Some of the materials may be obtained free and others must be purchased.

The Urban Study Center-Educational Development Center at Cheyney-West Chester State Colleges, with the assistance of RISE, is collecting and will disseminate many locally developed materials as well as the more widely distributed commercial materials. The resources available through this center can be used toward the solution of numerous urban education problems. The personnel are continually searching for additions to resource inventories and are also developing pilot programs which test improvement or change designs.

Textbook Selections

We want a variety of textbooks updated and geared to meet the needs of the urban child. This would include the use of basic everyday vocabulary.

Responsibility - Local

Committee Recommendations - The Division of Intergroup and Civil Rights Education has been actively involved with all of the various disciplines in basic education regarding the selection of appropriate textbooks which are concerned with developing intergroup concepts in children. Many divisions in the department have developed multi-ethnic bibliographical resources that are available to school districts. Much of this material may be secured through the Intergroup office.

Teachers who are knowledgeable concerning appropriate materials must be given the opportunity for input into materials purchasing decisions. It is recommended that the state provide to districts an evaluative guide for rating textbooks. It can be based on types of objectives, appropriate content, sequence of experiences, grade level vocabulary and availability of different editions. Again, the urban study center at Cheyney-West Chester State Colleges can be an excellent resource center for the development of this guide.

Teaching Material Selection

We want teachers to be allowed to determine which specific visual aids they want included in the budget rather than wholesale distribution of materials to teachers. In-service use of the aids should be provided.

Responsibility — Local

Committee Recommendations — We urge districts to allow knowledgeable teachers a voice in materials section and purchase. Personnel from the Bureau of Instructional Media Services in the Department of Education are available at no cost to districts for consultation and for in-service programs on the use of any types of media. Teachers should then make the most appropriate use of the materials based on teaching objectives and teaching modes.

Staffing Pattern

We want differentiated staffing designed to provide more individualized instruction and closer teacher-pupil relationships.

Responsibility — Local

Committee Recommendations — State certification regulations allow differentiated roles. Districts are urged, if they feel it will meet students' needs, to design differentiated staffing programs. Department staff are available for consultative assistance and developmental monies are also available through ESEA Title III.

Individualized Programs

We want individual programs which meet the urban child's needs and by which each child can work on his own level.

Responsibility — Local

Committee Recommendations — The Division of Early Childhood Education, Bureau of General and Academic Education, has published materials and provided leadership by virtue of advisor-consultant services in all subject-program areas for early childhood child-centered activities. The thrust has been toward the learning process, socially, emotionally, physically and intellectually with emphasis on the experiences with, and attitudes toward, the basic skills of learning.

Department of education guidance personnel can assist district personnel in methods of designing programs to ascertain children's needs in each local district. Once needs are determined, a local curriculum can be designed using the following format (which is suggested in the curriculum regulations for submission for approval of middle school programs but can be adapted for use in any curriculum area):

1. A precise statement of the objectives of the school.
2. A description of the characteristics of the children to be served by the school.
3. A description of the curriculum to be offered which meets both the objectives and the needs of the children served by the school.
4. A plan for the evaluation of the curriculum.

Basic Skills

We want the children to be guided through a sequential program which teaches the basic skills in reading, creative writing and mathematics. No child should continue on the next level until he or she has mastered the previous skill to the best of his or her ability.

Responsibility — Local

Committee Recommendations — The Curriculum Regulations of the State Board of Education of Pennsylvania require only that planned courses in language arts, mathematics, physical education, science, social studies, art and music be taught in each year of the elementary school. The Division of Early Childhood Education has materials on which any district may base any type of program which seems suitable for its children.

The department's elementary faculty self-study project may be used by teachers to determine the needs of a school's program. This study can determine weaknesses in teaching and curriculum policies and practices and can guide the revision of the school's curriculum.

Enrichment of Student Experience

We want our children to experience a more practical side of education. Programs such as The World of Work, Junior Achievement, 4-H Clubs and Student Repertoire Clubs are to become a part of the basic urban city curriculum. More field trips in the area of social studies are also to be incorporated in the program.

Responsibility — Local

Committee Recommendations — Since such resources are available, we urge districts to allow teachers a major voice in determining which materials are to be purchased and which aspects of the curriculum can best be effected through field work. The Division of Social Studies, Bureau of General and Academic Education ("Social Studies in the Primary Grades," "Social Studies Today: Guidelines for Curriculum Improvement") and the Division of Guidance Services (network of five career resource centers to encourage career exploration activities) can also be resource bases for teachers designing improved social studies programs.

**APPENDIX A
PARTICIPATING URBAN TEACHERS**

CONNECTICUT

<i>SCHOOL DISTRICT</i>	<i>SUPERINTENDENT</i>	<i>TEACHERS</i>
Bridgeport	Howard Rosenstein	June Soars Patricia Trench
Hartford	Medill Bair	James Brophy Louise Holloman
New Britain	Ralph M. Gantz	Ralph Harris James Rhinesmith
New Haven	Gerald Barbaresi	William Girasuolo Cynthia L. Jones
Stamford	Joseph B. Porter	Rita Jackson Gilbert Vincent
Waterbury	Michael F. Wallace	Louis Del Croce Thomas Fenton

DELAWARE

<i>SCHOOL DISTRICT</i>	<i>SUPERINTENDENT</i>	<i>TEACHERS</i>
De La Warr	Harry Eisenberg	A. Ruth Brown Elaine McKay Anna Richardson Felicia Supczak Phillis Tacik Marion Woods
Wilmington	Gene A. Geisert	Mildred M. Cooper Bryant Horsley John Kane Judity M. Lips Joyce Peaco James P. Powell

NEW JERSEY

<i>SCHOOL DISTRICT</i>	<i>SUPERINTENDENT</i>	<i>TEACHERS</i>
Atlantic City	Jack Eisenstein	Catherine E. Cole
Camden	Charles Smerin	Jeanne Benson
East Orange	Russell A. Jackson	V. Madge Haynes
Elizabeth	John E. Dwyer	Mattie V. Sutton
Hoboken	Thomas F. McFeely	Esther Rooney