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ABSTRACT

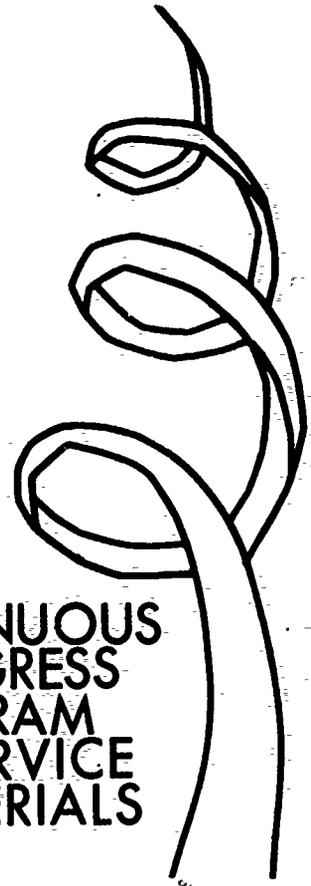
The Continuous Progress Program of the Board of Education for the City of Chicago focuses on the improvement of education for the individual child and the upgrading of educational practices and techniques. The philosophy of the program is based on the individualized rate of teaching and learning of the pupil. Its planning and organization is dependent upon the involvement of teachers, administrators, students, and parents. Behavioral objectives, mastery learning, specialized learning problems, and curriculum development aids are included in the curriculum of the program. Various teaching approaches are used, within an emphasis on the need for individualization. The King School Reading and Mathematics Skills Courts are employed as aids in curriculum development along with the Schubert School Continuous Development Syllabus. The program stresses the need for flexible classrooms, continuous communication with parents, and an accurate pupil evaluation. (A three-page bibliography is included along with forms used for communication with parents and evaluation of pupils.)
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**CONTINUOUS
PROGRESS
PROGRAM
INSERVICE
MATERIALS**

JAMES F. REDMOND
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

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FOREWORD

For seven years, the Continuous Development Primary Program has reflected the official policy of organization and education for the Chicago public schools. During those years, many schools created teacher committees to study the guidelines which were published in 1963 and to work together to establish a program for their own pupils.

Now that we have reached the year 1971, we are aware that there are many variations of program and approach to this plan within the elementary schools of our city. Some have become very successful organizations, some have existed with degrees of problems or difficulty, and some have not developed.

Continuous Progress Program education, as it is now officially titled, is and will be official policy of our schools. If any change can be foreseen for the future, it will be in the direction of extending the years and number of pupils who are involved. It is hoped that middle schools, upper grade centers, and high schools will consider and work on Continuous Progress programs for the education of their pupils. Precedent has been established for this forward look in the planning now being done for pilot programs of the middle school and in the new study of the high school curriculum.

Continuous Progress--Mastery Learning is the program of the present and future as it relates educational planning to the specific accomplishments and needs of individual learners.

JAMES F. REDMOND

General Superintendent of Schools

ACKNOWLEDGMENT

DEPUTY SUPERINTENDENT OF SCHOOLS

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James Kendle, Teacher, McKinley Upper Grade Center
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INTRODUCTION

In 1963, the Chicago Board of Education officially established the present program of Primary Continuous Development and provided guidelines for its implementation. Many schools, which were able to take the time to study the program and put it into operation, found it a workable approach to improving education for the individual child and for upgrading educational practices and techniques.

However, in a recent evaluation of the efficacy of the program, it was found that there were schools which had not adopted the program. Some of the schools which had adopted the program used only certain aspects of it, while others had had difficulty in understanding the philosophy and purpose of Continuous Progress. In an effort to rethink the concepts, a committee consisting of assistant superintendents, district superintendents, consultants, principals, teachers, and students, as well as industrial and community representatives, was formed. The committee met on a regular basis during the past year and listened to leading educators, discussed problems and solutions, and reasserted an enthusiastic commitment to the Continuous Progress Program. A representative committee of principals, teachers, and students was formed to determine how to aid schools which were not presently involved so that they could implement the program for their own pupils.

The committee researched existing materials and media and put together the following packet of materials produced to relate to various aspects of the program as well as to provide suggestions to help in setting up a local program. The packet is by no means a definitive work, but it is intended to provide some practical approaches and serve as incentive for further exploration and discussion in faculty inservice activity.

The Continuous Progress Program will succeed only if the total staff and administration are committed to its basic philosophy. Using these materials and the resources presented as a guide, everyone in the school who might be involved in the educational processes of implementing such a program should spend the following year tailoring a specially constructed program to meet the needs of the individual school and its pupils.

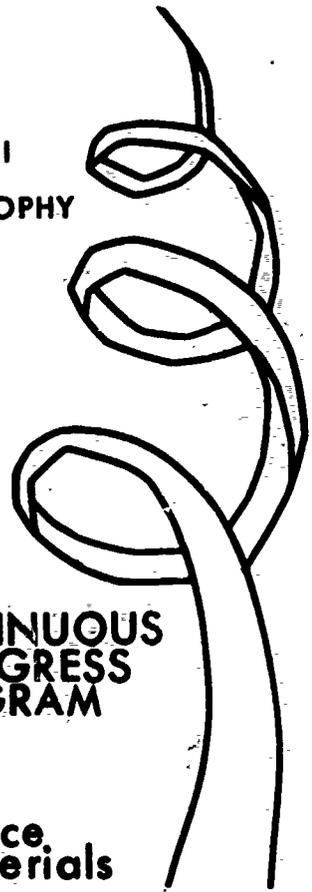
Continuous Progress is not a visionary theory that looks good only on paper. An understanding of the philosophy and its proper application should make every educator aware that it is a way to organize a school in a program of education so that every child receives an individualized education and finds in school a vitality and challenge. The committee hopes that teachers will be challenged by the ideas in these materials to create a Continuous Progress Program to meet the needs of their school.

Book I
PHILOSOPHY

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PHILOSOPHY

For a Continuous Progress Program

The guiding philosophy of a program of Continuous Progress is based upon the concepts that--

learning is a continuous process

each person progresses at his own rate

each person masters skills and concepts according to his individual abilities

each person has a certain readiness for steps of learning according to his level of maturity and experience at any given point in his life.

That guiding philosophy says the following to us:

All learning in a formalized program of instruction should be a continually forward-moving activity--

taking the time that is needed and appropriate for the individual learner at any stage of his life and development

moving ahead at all times

eliminating any nonproductive periods created by forcing a learner into a mold which expects him to progress ahead of his current capability only to face an impasse requiring that he stop, back up, and repeat his previous steps

requiring achievements or mastery at each step of progress

avoiding any temptation to place a learner at a level where learning is impossible and, therefore, stops

keeping the learner in a position of experiencing success as he looks and moves ahead to new growth and development.

Each person grows, matures, and learns according to his own unique inner time clock and needs a school which is consistently--

recognizing that at different stages of any learner's life he may have differing speeds of maturation and learning

planning a formal program of instruction in recognition of that personal time schedule

accepting the fact that sometimes the learner may need to progress slowly, while at other times he may be ready for great spurts of learning

adapting the program of instruction as necessary so that time is available as appropriate to the learner's needs, without either pushing or hindering his progress.

eliminating any artificial time barriers such as age or grade levels which make indefensible demands upon the learner to perform before his own development permits or to wait when he is ready to progress.

Every program of education must be planned around the specific capabilities and needs of the learner at any given point in his life, always--

recognizing the learning theory which holds that a person cannot master any learning until he is ready

accepting the fact that nothing is accomplished by pushing the learner into something that he cannot master

accepting the fact that it is a wasteful and frustrating effort to put a learner back into a previous phase of activity to go through an exact repeat of a learning segment because he was not ready for it the first time and, therefore, could not succeed

providing an opportunity for the learner to experience and enjoy success by adapting learning to the readiness of the learner

recognizing that any learner can have differing stages of maturation, readiness, and mastery in differing areas of learning

planning a program of instruction on that basis, which allows each learner to establish and follow a different progress chart for separate curriculum areas so that--

- . there is no barrier to progress in any subject area
- . problems in one subject will not impede success in another
- . learning opportunities are always open

encouraging and aiding the learner to function up to his full potential at all times in his life.

Advancement through a program of Continuous Progress may be compared to the flow of a moving sidewalk or escalator--

Each one starts at the beginning.

Each individual starts when he is ready.

Progress is measured one step at a time.

Movement is always forward.

There are no points at which everything stops while it backs up and repeats itself.

There is invisible and carefully tended machinery, such as the planning and organization provided by an educational staff which supports the forward-moving goal.

Some move at a faster or slower pace than others, but all reach their goal.

At some times, at some places, it might be necessary to slow down to one degree or another - but progress is resumed as soon as possible and is always forward moving.

A program of Continuous Progress is:

A complete removal of grade levels--
 from school organization
 from room designations
 from group labels
 from staff thinking

A proper placement of each pupil according to his needs without restriction created by age or year in school

Responsive to the current and changing needs of the individual learner

Adjusted to the individual rate and style of learning of each pupil

Adaptable to any learner--
 fast or slow
 privileged or underprivileged
 Non-English speaking background or native born
 strong background of experiences or weak background

Based on analysis of each pupil's level of maturity, readiness for given steps of learning, and achievements

A specifically planned and charted continuum, or steps, of sequential skills in each area of the curriculum

Careful attention to standards of achievement and attainment of mastery by each pupil in order to qualify for progress from one step to the next

Frequent evaluation of pupil progress and determination of pupil placement

An opportunity for changes in pupil placement made at any time during the school year according to need

An opportunity for each pupil to experience success - and thereby to develop high motivation

Grouping of pupils who have similar achievements and learning needs - most often according to reading levels, often mixing pupils of two or three chronological age groups.

A program of Continuous Progress is not:

Simply changing the former grade level label to some other designation (such as PI, II, or III)

Just grouping pupils according to their school year

Equating reading achievement with a school year (for example, PI equals levels A, B, C, and D; PII equals levels E and F)

Failing pupils--because no pupil is put in a group where he cannot do the work

Constantly moving a pupil along from level to level without adequate evidence of mastery at each level

Repeating a grade, a year, or a level--because each pupil takes the time that he needs for mastery and success and does not move ahead without mastery - therefore, he does not move along to a point that requires that he go back and start over

An elimination of standards of achievement

Ability grouping alone or any hard adherence to intelligence quotient labels or tracking

Allowing pupils to waste time in an effort to find their own learning rate--part of the teacher's task is to determine what the pupil can do and encourage him to function to his full potential

Limited to any educational level; although primary programs are most widely known, others can be from kindergarten through years 6, 8, or 12.

With this philosophy as a basis for all decision-making and planning done by its staff of educators, a school would then establish a program of learning for each pupil which would--

- . adapt learning to the individual
- . encourage and aid him to progress with success to the ultimate of his potential.

RECOMMENDED READING

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Book II
PLANNING

CONTINUOUS
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PLANNING

For a Continuous Progress Program

Begin at the Beginning

The ideal beginning for any new project would be one that develops from the expressed needs of the professional staff in a school. Whenever recognition of certain problems in the educational program can result in staff discussions which lead to consideration of possible solutions, the door is opened. For, as all educators know, the best motivation comes from the prospective participant, and the best learning comes from the self-identified needs of the learner. Many teachers (mainly primary teachers) have expressed concern over the learning problems of beginning readers and others in the primary cycle who do not seem to find a place in the scheme or schedule of a graded program. Their concern about how to help special children or how to arrange their own time to accommodate the needs of all their pupils could be the opener that the principal needs to initiate a study of the Continuous Progress Program.

The principal holds responsibility for being the prime mover for his staff. It is he who must serve as the leader, the forward-looking student of new curriculum trends, the analyst of pupils' needs, and the initiator of new studies or projects. As administrator of the total educational program for his school, he is in a position to see an overall picture of what is accomplished and what is needed. As the principal-teacher, he has responsibility for identifying problems and seeking solutions.

The principal of each school is the one person in that building with the authority to initiate new programs. No one else can give the necessary impetus to new efforts; no one else can give the necessary strength to encouragement of new efforts. All others can - and should be encouraged to - make suggestions or ask for study of certain problems. However, no thoughts or actions to begin a new educational project will progress far without the official leadership being present and actively involved.

There are, then, several possibilities of first steps in beginning a new project. They might--

- . grow out of staff identification of problems
- . come from requests by one or several members
- . develop from parental concerns and involvement
- . emerge from inservice meetings and study of new educational concepts or programs
- . result from attendance at a lecture, workshop, or university seminar.

With all these possibilities, or more, however, it should be kept in mind that initiation of the program does not develop from a spontaneous force.

The Continuous Progress Program is Chicago Board of Education policy. The policy has been in effect since September 1964. The policy will continue to be in effect.

Every elementary school is expected to have such a program in operation for its pupils, at least in the primary school - and beyond as possible.

Therefore, it is the principal's responsibility to see that the program is established in his school. If necessary, he must simply ask his staff to consider the program as a study project. No matter what the initiating force, once the study project is begun, it must be conducted with a very personalized approach. The best arrangement would be for the principal and teachers to work together as a group. For some short-term tasks, it could be possible for another person to be delegated some responsibilities of leadership. Only as a last resort should all responsibility be given to other members of the staff.

Consider the Idea

A faculty project to study the Continuous Progress Program must be established carefully and allowed sufficient time for an in-depth investigation. There are certain topics and activities which should be considered as essential to the project. These will be presented in following paragraphs. There may be others which will be decided upon according to the needs or interests of the local school and staff. These may be identified by the study committee.

In all cases, however, a time schedule for study and planning must be set up to allow at least one school year for all that must be done. The literature on Continuous Progress (or nongraded) programs contains many references to the need for a long period of time for study and planning. Some writers report on projects which involved as much as three years of preparation. There is none that claims to have finished in less than a school year. At this rate it is imperative that many hours and many meetings be carefully planned for successful completion of the work.

The literature abounds with reports of study projects which were successful; all of these had long periods of preparation. Any time that references are made to projects which did not succeed, the message is very clear that failure lay in the fact that--

- . the staff was not sufficiently involved in the planning
- . the project received a very weak introduction into the school program
- . the project suffered because of weak planning.

The first section of a study project on Continuous Progress should apply itself only to considering the idea:

- becoming familiar with the philosophy
- becoming familiar with successful programs
- interpreting how this program might serve the needs of the local school.

In order to accomplish this purpose, the following staff activities are essential:

Participating in discussions

- . Small group--such as the administrative team or interested teachers
- . Large group--all staff who will be involved if the project is adopted
- . Total faculty--if the project is adopted, all members must be supportive even if not direct participants.

Reading the literature

Professional literature

- Get ideas from all possible sources.
- Build a professional library on the subject.

Materials prepared by schools with current programs

Visiting sites of current programs

- Ask questions of school administrators.
- Ask questions of teachers.
- Collect available materials.
- Keep in mind the idea elaborated upon in the boxed section below.

Identifying needs or problems

- Consider the specific needs of the local school which might be met by establishing a project of this type.
- Write out a comprehensive list of the identified needs.

Identifying objectives

- Identify the goals or objectives which the staff would expect the proposed project to serve.
- Write out a detailed list (or analysis) of those objectives.

It is of utmost importance during the above-mentioned phase of the study project, as well as for any subsequent stages, to keep in mind that--

Continuous Progress (or nongrading) is essentially an organizational technique or plan which can be used advantageously to better serve the needs of the educational program of a school.

Continuous Progress (or nongrading) is an administrative device of organization which should serve the needs of education in the classroom.

Continuous Progress is not a teaching technique.

Continuous Progress is not a procedure which can be seen. What can be seen are the results of its application.

After a program of Continuous Progress has been carefully planned and established in a school, all that is visible is the ongoing program of instruction in each classroom. From point of placement of pupils in groups, levels, and classes, all which follows depends upon the skill of planning and quality of teaching produced by each teacher in his own room.

Make the Decision

After taking the time that is necessary for local staff to make a careful study of both the theory and practice of Continuous Progress--and, certainly, enough time for all members to thoroughly internalize the philosophy--the point of decision must be reached. In the ideal situation, a staff would gradually develop an enthusiasm for continuing study directly into the next phase--that of planning such a program for its school.

If agreement does not develop as a natural outgrowth of study, then a point of decision must be created through further discussion. Possibly there remain some points which need further clarification or some which must be resolved because of differing opinions. This point-in-time in the study project is a strategic one and must not be rushed or turned aside by administrative decisions or action. Time for discussion and rediscussion, as well as for settling of issues, must be allowed.

Hopefully, all staff members will reach a point of willingness to become part of a Continuous Progress program. Sometimes they will agree because they believe in the promise of help which it brings; sometimes, because an isolated member (or two) is stimulated by the enthusiasm and hope of others. At this point, hesitation in the minds of a few members, if accompanied by willingness to proceed in a mood of experimentation, can be an acceptable and workable arrangement.

In the second section of a study project on Continuous Progress must come the actual work of planning a program for the local school. Each staff will need to identify the various plans and arrangements which it feels will be necessary for successful implementation of its program. Among these must be the following:

Establish a philosophy.

- . Base the philosophy on the generally accepted philosophy as expressed in the literature which has been studied.
- . Incorporate those specific views which have come out of the study project and which very closely relate this philosophy to the local school.
- . Put the philosophy in writing.

Establish objectives.

- . Study carefully the needs and objectives identified in the earlier stage of considering this program.
- . Study policy statements as presented in guidelines and publications of the local school board.
- . Prepare a very carefully organized statement of objectives for the whole program.
- . Put the whole statement in writing.

Decide on the scope.

- . Decide on the former grade levels which will be

eliminated as pupils are incorporated into this program:

Kg. - 3 Kg. - 6 Kg. - 8

- . Decide on the subject areas which will be involved.

Note: More on this subject can be found in the section on "Organization."

Decide on the pupils to be involved the first year.

- . A very practical arrangement is to involve just the newly entering pupils for the first year (formerly kindergarten or formerly first grade). Then, each succeeding year those pupils continue in the program and the new group which is entering is added.
- . Some authors advocate involving more than one year of pupils--even the whole student body--at one time.

Write a curriculum plan which will be geared to the program as it will be set up in the local school--

- . Based on the written philosophy of this program
- . Based on the written statement of objectives for this program
- . Geared to the planned scope of this program
- . In recognition of various possibilities and new curriculum approaches which are available
- . Coordinated to the services that are available from auxiliary staff of the building (librarian, physical education instructor, and other specialists)
- . Written out in detail

Coordinated with each step or level of progress which is part of the local program
Showing a sequential development of skills and concepts.

With the pressure of time and work involved in setting up a Continuous Progress Program, it may seem (on the surface) that detailed curriculum plans, such as specified above, are not necessary. But the advice from all the literature and practical experience on the subject says very clearly that such plans are essential to achieving success.

As stated earlier, Continuous Progress, or nongraded, programs are programs of organization and administration. They do not require changes in teaching technique by the classroom teacher (except for striving toward greater effectiveness, which should always be part of every teacher's effort). However, for successful organization or required skill development and learnings within the levels or steps of mastery required of each pupil, it is essential that the content of each step be carefully chosen and clearly written. Also there must be a carefully planned sequence of learning steps, with clear division into levels of mastery, to compose the total continuum of education to be contained in the program.

With such curriculum planning as an absolute need in setting up a new program, the opportunity is there for a staff to give careful study to what is taught. It provides a good time for--

updating the former curriculum

incorporating needed revisions

considering new educational practices

gearing the content specifically to local needs.

Note: For detailed suggestions of new practices which are being coordinated with Continuous Progress programs, see the section titled "Curriculum Planning."

Articulate curriculum plans with subsequent school levels--

If the program covers the years previously called Kg. - 3, plan how the pupils can be incorporated into the middle school or upper elementary as they progress.

If the program covers the years previously called Kg. - 6 or Kg. - 8, plan how the pupils can be incorporated into the upper grade center or high school.

Select and organize all available books and materials to accompany and supplement the "new" curriculum.

Make sure that staff thinking has been geared to the new program, particularly regarding--

- . no further use of, or references to, grade levels
- . new grouping practices based on pupil working levels
- . instruction based upon an individualized approach to what is needed by each pupil
- . flexibility in learning schedules and pupil placement according to the needs of each pupil.

Involve Parents as Partners

In some special cases, parents may be aware of the topic and purpose of a faculty study project from its early stages. Possibly a parent group might have been the originators of the idea. In other cases, parents will not know what is being considered for their children unless so informed by the school itself.

It is important that parents be informed and kept current with decisions. It is just as important that they know about the new plan before it is actually put into effect.

It would be beneficial to begin an ongoing information service from the time the staff firmly decides to plan a new program. Parents, too, need time over an extended period for getting information and discussing ideas in order to really digest and assimilate the philosophy of a Continuous Progress Program. They need time to ask questions and receive answers about how the new approach will affect their children. They need time in discussions to begin to see what this program might mean in terms of the education and progress of their children through their years of school.

Two aspects of the new program sometimes confuse and disturb parents. The first of these pertains to grade levels:

- . There are no grade levels.
- . Pupils are not identified by grades.
- . Progress is not identified by movement from one grade to another.
- . Rooms or classes are not identified by grade labels.

The second aspect concerns the pupil's progress:

- . There is much more flexibility.
- . Pupils learn on their own time schedule.
- . Some pupils need--and will have--more time than others to cover the prescribed curriculum.
- . Pupils can--and will--move from one level to another at any time during the year.
- . The end of the school year is not a time for recording "pass" or "fail" on report cards.

Along with an information service for parents, the school might arrange to have a representative group of individuals share in curriculum planning. Members of the local Council, PTA, parents' groups, or others known to have special interest might join staff meetings during the planning phase.

Parents who are informed can be supportive and cooperative partners in the educational program for their children.

Thinking Ahead

After the first two sections of this study project have been completed and curriculum plans have been written, the next steps of planning should flow directly into organization of the program. In this series of books, a subsequent title deals with "Organization" as a separate topic.

Beyond the point of organization, there will be other needs of a Continuous Progress program which must be planned for and prepared. While the staff is busy going through all the steps previously enumerated and recommended, it will, no doubt, identify many details for itself.

To assist in thinking ahead, the following points are presented to suggest some of the essential needs:

Plans and policy regarding pupil evaluation

- . At what point and by what means will it be decided that a pupil has mastered the requirements of a level?
- . What criteria will be used to measure, or evaluate, pupil growth or development in curricular and behavioral factors?
- . What criteria or procedures will be established for filling out pupil report cards? (Will any pupil be given a "U" on his report card, especially when he is in a program that says he is carefully placed in a level where he can work with success and growth?)

Plans and policy regarding pupil progress

- . A carefully constructed curriculum plan of sequential steps of mastery learning will have covered this need.
- . If progress from level to level is determined by a score on a reading progress test (publisher's book test), what will one do for a pupil who came close to receiving a "passing" score, but did not quite make it? The Continuous Progress Program says that no child repeats the same level.

Devices for record keeping

Plans for flexible use of physical facilities

Plans for flexible use and sharing of books, materials, and equipment

Plans for articulating new pupils into the program

- . at the beginning of the school year
- . during the school year
- . pupils who have never been in school
- . transfer pupils

Continuing inservice of staff

- . Further study and discussion by the original members of the planning team
- . Help for teachers who join the program after it is established

Continuing study of the program

- . Taking care of corrections and revisions as the need is recognized
- . Planning for updating when necessary

Organize Next

Is the staff ready to organize its program of Continuous Progress?

If it is--

Congratulations!

because it has done a great deal of work since that opening meeting
and

it probably is April or May--and the next school year is staring
everyone in the face!

The accomplishments to which the study committee can point with pride
(and as proof of much hard work) at this point are--

A school staff which has internalized the whole concept of Continuous
Progress including--

- . the philosophy
- . the practical application
- . a commitment to individualized education.

A carefully planned curriculum which is ready to be put into action--

- . containing sequential steps of skill development and concept
mastery
- . based on the best that is known about learning and the needs
of the learner
- . geared specifically to the local situation.

A community of informed parents who are--

- . aware of the program's philosophy
- . aware of what is anticipated for the pupils
- . confident that the program will help their children to be
successful students.

RECOMMENDED READING

Essential Resources

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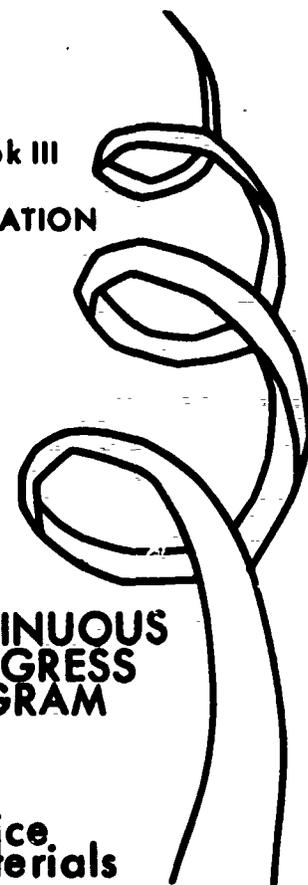
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Book III
ORGANIZATION

CONTINUOUS
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ORGANIZATION

For a Continuous Progress Program

Outgrowth of Planning

Organization of a school's program for Continuous Progress education should come as a very natural next step and outgrowth of a long and intensive planning phase. Any preparation phase does have a kind of unavoidable time limit which cannot be ignored or avoided. There comes the time when everything must be ready for pupils and teachers to start a new academic year. However, the other truth in the situation is that there is little to be gained from organizing and implementing this program (or any other) without having allowed the time needed for staff to discuss thoroughly and internalize the philosophy and plans which must be the base for all of the program to come.

At the point where planning is completed and philosophy has become a comfortable part of each teacher's thinking, activities of organization must begin. From that point through all of the future thinking and acting, all decisions must be based upon--

concern for the individuality of each pupil

adherence to the philosophy and objectives which were established for the local program

acceptance of a total commitment to nongradedness--the gradedness concept completely gone from thinking, labeling, planning, and measurement of progress

assurance that organization as well as curriculum should be a continuum--a flowing from one step to the next, accommodating all pupils and all learning needs.

The natural director of organizational activities should be the principal, who has served as leader of the project in preliminary steps, has struggled through all problems of clarifying philosophy and establishing objectives with the staff, and is needed at this point to be sure that organization really reflects philosophy.

It may be necessary to delegate some duties to others on the staff, but the principal certainly must at least supervise the actual setting up of classes and placement of pupils. Some suggested criteria for this activity will be discussed later.

It will be essential for the principal to be involved in keeping all program staff informed of decisions and outcomes which develop in this phase. Of course, all teachers will be interested to see how their plans and ideas can be incorporated into the living program. Of even greater importance in each person's thinking at this point will be the question of how the program will affect him directly. Classroom teachers will be quite concerned about the group they will receive and what their teaching responsibilities will be.

A good procedure would be to keep all possible information available for anyone to see or to inquire about. If all the details of plotting and charting class and room organization can be done in a central area where all are free to stop in to see, teachers' minds can be relieved about how planning is done. If some device can be created whereby the program is plotted on a chalkboard, this practice serves well in maintaining good human relations during this period. One chalkboard technique will be discussed later as a sample for consideration. (Also, see Appendix B.)

During the organizational stage, if not before, the principal will find it extremely helpful to assign a Project Coordinator for this program. The decision as to which staff member will fill this role depends, of course, on the individual situation. However, the person should be one who can best fit certain qualifications:

- has no classroom teaching responsibility
- works well with all teachers of the program
- possesses leadership skills or potential.

The Project Coordinator, filling the role which the title implies, can be a very strategic influence in the success of this program. He must be available to function in the every-day development of all phases and levels of the program. Although the principal must continue to maintain a very close relationship with all aspects to come, the Project Coordinator can function as the first-hand contact for anyone or anything connected with the program.

The following are some of the responsibilities which can be successfully delegated to a coordinator:

- advising teachers on appropriate recommendations for, or placement of, pupils in groups or levels
- collecting and preparing needed materials
- conducting inservice meetings for teachers
- conducting instructional meetings for teachers who join the program after the planning phase has been completed (as the program continues in future years)
- coordinating and conducting achievement testing for pupil progress from each level
- conferring with individual teachers regarding those test results and planning appropriate next steps for pupils
- advising teachers regarding instructional problems
- coordinating the ordering and distribution of books and supplies.

Plans of Organization

Before considering possible ways to organize the program for the local school, it would be wise to review the following points:

A Continuous Progress Program is a kind of organization.

It is an organization dedicated to serving the learning needs of individual pupils at their own rate and level of need.

It is not just grouping pupils according to learning ability or a score on a mental abilities test.

Although Continuous Progress theory is a kind of organization plan in itself, it is possible to combine it with other plans as well as use it alone. It is important, therefore, for the local school to become aware of alternative possibilities through research of the literature and staff discussion.

Among the latest developments related to educational programs are those plans which provide for completely individualized work programs for each pupil. (See Recommended Reading.)

Another new concept is one that is usually called the Multiunit School. This has many similarities to the plan called Team Teaching, but also has some special differences. Both the Multiunit and Team Teaching plans can be considered for combining with a Continuous Progress Program. The choice is one to be made by a local school. The point made here is that combination is possible but not essential. (See Recommended Reading.)

At the same time that decisions are made regarding organizational plan, another decision must be made regarding scope of the plan. Many schools decide upon a Continuous Progress Program for the primary school only, and at one time the word primary was an integral part of the generally accepted title of the program. However, it is just as possible to establish a program which covers all the years that a school serves (K-3, K-6, K-8). The choice is up to the school at this point, but official position in most school systems, and this includes the Chicago public schools, encourages extension of the program to be more inclusive.

Together with a decision regarding scope should be one regarding how much of the program should be put into effect for the first year of operation. If it is deemed wise, or if required, the whole program could be established to begin at the same time. This would obviously demand a maximum output of planning all at one time; all levels of curriculum would have to be written in the same planning year. There is precedent for establishing a program this way as examples are quoted in the literature. Also, some authors strongly recommend this action.

A less confusing and more workable arrangement for some is to involve an entering group of pupils for the first year of the program; then, in each successive year, continue with those pupils and also incorporate the newly entering group. For the first year it might be possible to involve both kindergarten pupils and those who have just finished their kindergarten year.

In those schools which are able to provide an even earlier entry for the pupils, such as Headstart or in Parent Education Centers or other early childhood education programs, the idea would be to initiate this program for the earliest possible age group. Keeping in mind that this should be a program of education as a continuum, with children beginning reading readiness and then reading activities as soon as they are ready for them, pupils should be involved in the program from their point of entry into a formal school organization.

Within any form or plan of organization, the specific grouping of pupils can be based on any number of criteria. Among those which have been used are the following:

Age--chronological age (6 years, 7 years)
year in school (PI, PII, PIII)

Multi age--specified age span (6-9, 7-10, 8-11)
no limit of span (often grouped on some other criterion,
such as reading achievement)

Mental age--not to be used as the sole criterion for grouping, as
it is both limiting and defeating to the program

Reading level--the most widely used criterion
homogeneous grouping of pupils working in the
same level
eliminates the problem of any teacher's having to spread
his attention too thin to cover many reading groups
other factors of age and maturity should be considered
along with reading

Social maturity--maturity level (instead of chronological level)

Multiple factors--any combination of criteria
usually reading level is one factor in any
combination
the literature sometimes suggests other criteria
which are not as commonly applied

Heterogeneous grouping--with regrouping for instruction in reading
("Walking Reading")
with constantly changing grouping for each
specific purpose
(Team Teaching fits well here because of its
creative use of flexibility in time and
personnel assignments.)

As reading level is, by far, the most widely used single criterion for grouping in this program, it is important to call attention to several points for consideration. If a school does choose this arrangement, there must be a concerted effort to plan accommodation for individuality of accomplishment in other curricular areas--particularly in mathematics. This accommodation must be built into the total curriculum package and must not be left to chance.

Also, the factor of combining reading level and age criteria might be a consideration. Some programs, particularly those with large numbers of pupils involved, do choose to group on the basis of reading criteria within a limited range of age. However, now the literature reports great success in programs which make a point of ignoring age level in a group. Pupils who are very close in reading achievement and needs are grouped together. There is no concern because a wide age range exists in a class.

Steps of Organization

When the time for actual organization of the local program does arrive, all who are involved will be quite eager to move toward conclusion and will be amply prepared by the concentrated planning period which preceded. All thought of gradelines will be gone from any aspect of thinking--out of their objectives, out of their curriculum plans, and out of all set standards for achievement or progress requirements. Matching an educational program to the learning needs of individual pupils will be the keystone of all future thought. Aiding pupils to work with success and accomplishment from level to level in an upward progression of learning growth will be the goal for all.

Based on the local program's stated philosophy and objectives, a form or plan of organization has been selected and criteria for grouping pupils have been established. With all that accomplished, the next step is to gather the information regarding each child which will be necessary to create cohesive groups and workable classes of pupils.

Whatever the selected criteria for pupil placement, it will be necessary to gather some pertinent information from teachers who know the pupils. It would be helpful to work out a form, based on information identifying needs, which can be completed by teachers who have the pupils in their classes in May and June. Often it is most helpful to have a separate sheet or card for each pupil. This greatly facilitates various uses of the information through all activities of organization. In some programs, depending on the amount or kind of information needed, it has been possible to develop a kind of ongoing record device which can be used for the entire time the child is in the program.

In almost any program, the plan of organization probably will include some recognition of pupil's reading levels of work. In those cases, the following are some points which should be considered:

Homogeneous Grouping

Reducing the range of reading levels in any teacher's class will obviously help to give sufficient attention to the groups assigned to that teacher.

Although some authors advocate creating classes with a wide or unlimited range of reading levels, this is not a successful approach unless a totally individualized reading program has been adopted.

No class should ever be thought of as all one reading group. Even if all pupils of a class are really in the same level, they should be organized into smaller groups for reading instruction. Some may have different skills to learn, and some may be working in different parts of the same level.

To aid the purpose of Continuous Progress it would be best to have two or three groups in one room to facilitate movement of pupils as they progress (or possibly fall behind their group). Movement from one group to another within the room is much more easily accomplished than moving from one room to another.

Basis for Placement

Although a program may seem to use only reading level as a basis for grouping, there may be other factors which must be considered because they influence the situation. In placing all pupils who are at one level, it might be necessary to have more than one group or class because of the differences in the individual's learning patterns or rates. Pupils who have taken two years to reach the same level that others have reached in one year probably will not be able to keep up with the latter pupils during a year together. However, they can be placed in a room together, and the teacher can work with them as the pupils create their own pace and grouping.

Some programs use an annual testing project to measure achievement. The scores are then used as a basis for grouping and class placement for the next year.

If teachers are experienced, they can make very valid judgments of each pupil's proper working level. A recommendation form on each pupil, filled out by the teacher, can suffice as appropriate information for the next year's placement.

Teachers of pupils in the kindergarten year can serve as valid evaluators of the children's needs and prospects for the coming year. They can identify the reading level the child will be ready to handle if he has already begun the continuum in reading. Also, for the children who are identified for the beginning level, the teacher can identify those who will need a long period of readiness.

Note. See Appendix for two examples of forms which can be used.

As one of the final steps in organization--after all pupils have been notified of their assignments for September--a small, yet puzzling, question will arise. What will be used for identification of the rooms in this program? How will the rooms be labeled?

Staff in the program may create their own workable solutions to this problem question. Some that have been tried have worked quite well, and others have created problems which should have been avoided. Some of the common choices of room label have been--

PI, PII, PIII.

Hopefully, soon this labeling will not be required for record keeping or reporting.

There should be more flexibility of organization than this labeling implies.

This kind of numbering is too often translated into thinking of grade 1, grade 2, and grade 3.

Any unfortunate connection with grade levels is defeating to the purpose of the whole program.

Class I, Class II, or Class III

This often is interpreted to mean some kind of rank (value) order--and therefore is harmful.

These numbers, too, are confused with a grade 1, grade 2 kind of order.

In a large school this system would soon get out of hand.

Teacher's name

This can be a very appropriate designation.

Certainly no value label is then attached to the pupils.

Reading levels

This is a reasonable kind of label to put on the classroom door.

If several rooms have similar levels, this serves only as limited identification.

Level identification can be combined with the teacher's name to be more specific.

Room number

This is a very objective identification if used by itself.

It is quite possibly better combined with another designation.

Provisions for Continuing Success

By the time a school project has reached the stage of readiness to open and function as a Continuous Progress Program, little remains to be done. In fact, any remaining tasks might be included in an agenda for the next year as things to be done while the program is in operation. If there is time available, however, getting a head start on the items would be advantageous.

The following are some questions that a staff will ask regarding problems which arise during natural progress of this program:

May this child move into the next level of work?

Teacher observation of a pupil's daily work and achievement is a very valuable source of information.

The staff, by this time, should have set up its standards for progress from level to level.

The advantage of establishing behavioral objectives for achievement will be most obvious at this point of evaluation.

Use of level achievement tests which are produced by publishers of the basic reading series being used is very helpful. Usually there are minimum requirements stated for the tests.

Who will administer a prepared test?

Very often a teacher will recommend a whole group for achievement testing because they will have completed work in a reading book.

Some programs have the teacher give the test to his own pupils.

If a Project Coordinator (see earlier pages) is assigned, all testing should be done by him.

The adjustment teacher is, of course, another possible choice for coordination of all testing.

To provide complete objectivity to the testing, it is advisable to have a specially designated person do all testing.

Who will make the final decision about whether or not a pupil is ready to move to the next level?

The person who administers the progress test should prepare an analysis of the subtest scores of each pupil.

That person and the classroom teacher should confer on all information available regarding the child and his work.

The two teachers should reach a mutual agreement regarding the child's proper placement for learning needs.

What should be done for the pupil who did not keep up with his group and did not measure up to required standards for progress?

The immediate answer is that he does not go back and do the work all over again.

The teachers may decide that the child is so close to the standards that all he needs is a review of some aspects of that level's work.

The teacher may decide that the child needs more intensive work and will place him in an auxiliary book.

Often this problem develops for a small group of pupils and not just for one. Therefore, the teacher merely regroups her pupils to accommodate this new plan.

What can be done for a pupil who has been absent a long time and cannot rejoin his group when he returns?

In some cases the teacher may decide that the pupil can be given enough extra help to see that he does catch up within a reasonable amount of time.

In some cases the parents may be able to give enough help at home to assist the child in catching up with his group.

In some cases it will be necessary to find another group, possibly in another room, into which he can fit and work successfully.

What can be done for a pupil who is present regularly but just cannot keep up with the work in his group?

The child's inability to keep up with the group indicates that his learning rate and style do not belong in that particular group.

The Project Coordinator should find another group which will better serve the pupil's needs and should move him immediately.

What can be done for the pupil who develops a greater rate of learning and is ready for progress beyond his group?

This sudden burst of learning speed and interest can occur in many instances.

For example--the child whose health improves
 the child who gets much needed glasses
 the child who develops a great interest
 the child who is able to remove the barrier of a
 foreign language
 the child who enters school at a later age but
 has the necessary maturity

This pupil should never be slowed down in order to stay with his assigned group. He should be encouraged to speed ahead as fast as he is able.

This pupil must be moved to a more advanced group every time that he is ready.

What procedure should be used to incorporate new pupils into the program?

If a pupil comes in during the school year on transfer from another school in the city, he should be placed in a class according to the information on his transfer. (See book on "Pupil Evaluation and Record Keeping" for suggested data to provide on report card.) Or, have the Project Coordinator give him an informal test of his reading achievements and level. Having him identify the book he was reading in the former school and then hearing him read in a comparable book of the new school reading series can be a quick help in finding proper placement.

If a pupil enrolls for the first time, he will still need an interview and informal test which will give some indication of his possible achievements or needs.

In all cases, the receiving teacher must be informed that the first placement should be considered as tentative. If, after about two weeks, the teacher feels the child does not belong with a group in the class, the child should be reassigned to another room.

What can be done to provide informative answers to questions of parents whose children are in this program?

Some parents should have been involved in the informational phase of this program since the planning stage.

All parents should receive an appropriate communication regarding children and their placement before the program actually begins to operate. (See samples in book on "Communication with Parents.")

As the program opens, the staff should hold a meeting for all parents to explain both plans and organization for the local school.

Individual conferences with parents would be extremely helpful and should be held to the extent possible with existing staff and time.

Report cards should be sent home at required intervals. However, meetings with parents to explain all the detailed information on the cards should be a priority item.

A revised form of the standard report card has been recommended for schools which are ready to use them. (See sample in book on "Pupil Evaluation and Record Keeping.")

Individual schools (or teachers, if approved) can choose to work out their own version of a reporting form to be sent to parents.

In addition to the above questions, which will need to be answered during early stages of the new program, a principal will see other related issues which require special arrangements. For example:

Inservice Training for Staff

All members of the program staff will need to be kept currently informed relative to developments and subsequent plans.

Any teachers who join this program after the planning phase must be given sufficient information and training to make an easy entrance into the organization.

Other teachers on the staff who do not have a role directly related to the program must be knowledgeable enough to see an interrelationship of all aspects of the school's educational goals and plans.

Availability of a Project Coordinator will serve to meet all these needs on a continuing basis.

Ready Availability of Services and Materials

Busy classroom teachers will need and appreciate a coordination of efforts to make a variety of materials readily available for classroom work.

The librarian can provide supportive services as director of a total resource center.

The physical education teacher can cooperate with teachers of all levels to coordinate his teaching with the developmental needs of the pupils; for example, there is much that can be done in developing muscle coordination to help pupils in a reading readiness level.

Use of all facilities in the building should be flexible enough to accommodate the varied needs of learning activities in all classes.

Views of the Future

With completion of all organizational tasks, the principal, and probably staff as well, will enjoy taking a long-range view of the total project. What may have been--as much as a year prior to this point--a study project was discussed, considered, and begun. Since then there have been much time and effort invested in a complicated series of meetings involving establishment of philosophy and objectives, detailed planning of all content and parts of a comprehensive program of education, and organization of a specific arrangement of pupils and teachers to best serve the ideas and hopes which were built into the local program. This is an accomplishment to evoke pride.

Ahead is a view of an educational enterprise which holds great promise for more pride and satisfaction--both for educators who are able to work to meet the needs of their pupils and students who are able to experience success in learning. After careful planning, and with continuing hard work, the future must hold success.

APPENDIX

Individual Pupil Reading Progress Report Form

School Organization Chart (Form 1)

School Organization Chart (Form 2)

Individual Pupil Reading Progress Report Form

School Name _____

Date _____

Pupil Name _____

Age _____ Year Beyond Kg. _____

Spring Working Level: _____

Place in Level: Beginning Middle End
(circle one)

September Anticipated Level: _____

Place in Level: Beginning Middle End
(circle one)

June Room _____

September Room _____

To be completed by classroom teacher in the late spring of one school year
to be used for appropriate placement for the coming school year.

School Organization Chart (Form 1)

The following chart shows one way that reading groups can be plotted to organize pupil placement for a new school year or whenever a new organization is necessary.

If possible, this chart should be drawn on a large and permanently available chalkboard.

The spaces should be made large enough to accommodate all figures that will appear before the organization is completed. (See second form of the chart which follows.)

After the chart is drawn and labeled, classroom teachers should write in the totals of pupils they recommend for each level or group for the new year.

All figures should be written in the same color chalk (or pencil if on paper) so that the color stands for the room as it is currently composed when each teacher records the figures in the spring.

Note the use of letters. "B" = beginning of level, "M" = middle, and "E" = end of level.

SCHOOL ORGANIZATION CHART

(Form1)

Level Room	A		B	C	D	E	
	Long	Short					
100 Kdg.	30	20	10(B)				
101 Kdg.	20	25	15(B)				
102		12	18(M)				
103		6	18(M)	6(B)			
104			25(E)	5(M)			
105			6(E)	25(M)			
106				20(E)	11(M)		
107					30(M)		

School Organization Chart (Form 2)

After all groups have been recorded by the classroom teachers, actual assignment of pupils to new rooms for the new year can begin.

All figures written in to represent the new organization should be given a special color of chalk (or pencil).

The new assignments should be written in two places:

The new room number next to the number of pupils recorded at the top of each box

The new group of pupils and the room from which they come recorded at the bottom of the box which belongs to the room that will receive them.

For example:

Room 100 has 30 pupils recommended for Level A Long.

The pupils will be in room 102 for September.

The box for room 102 shows this fact with the figures in the bottom half of the box.

SCHOOL ORGANIZATION CHART

(Form 2)

Level Room	A		A Short	B	C	D	E		
	Long								
100 Kdg.	30 (102)		20 (103)	10(B) (103)					
101 Kdg.	20 (104)		25 (10-104) (15-105)	15(B)(105)					
102		12		18(M)					
	30 (100)								
103		6		18(M)	6(B)				
		20 (100)		10(B) (100)					
104				25(E)	5(M)				
	20 (101)		10 (101)						
105				6(E)	25(M)				
			15 (101)	15(B) (101)					
106					20(E)	11(M)			
107						30(M)			

RECOMMENDED READING

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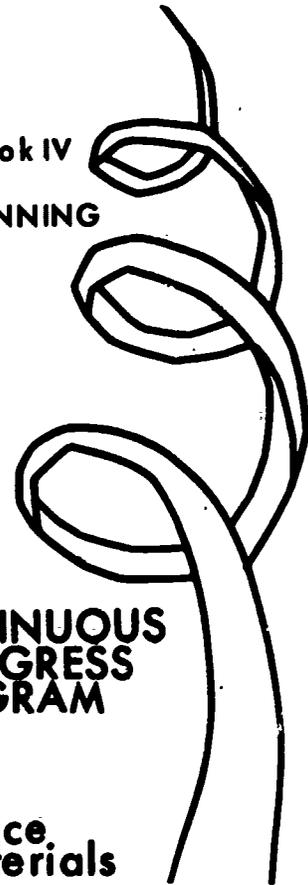
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CURRICULUM PLANNING

For a Continuous Progress Program

- A. Behavioral objectives
 - 1. Categories
 - a. Cognitive
 - b. Affective
 - c. Psychomotor
 - 2. Pupil's specific needs
 - a. Symbolic tools
 - Reading skills
 - Writing skills
 - Group and reaction skills
 - Motor skills
 - b. Personal exploration
 - c. Study of organized disciplines
 - d. Problem solving
 - e. Values and attitude formation
 - f. Recreation and cultural appreciation
- B. Mastery learning
 - 1. Time and technique differences
 - a. Providing for individual differences
 - b. Providing for individual learning styles
 - 2. Teaching approaches to aid mastery
 - a. Grouping
 - b. Team teaching
 - c. Tutorial help
 - d. Textbooks
 - e. Workbooks and programmed instruction
 - f. Mini-sequencing
 - g. Mega-sequencing
- C. Specialized learning problems
 - 1. Readiness skills
 - a. Previous background experience
 - Nursery school
 - School
 - Headstart
 - b. Informal experience
 - Television
 - Parental help
 - 2. Non-English-speaking student
 - a. Placement
 - b. Problems
- D. Curriculum development aids
 - 1. Guidelines and other aids
 - a. Language Arts guide
 - b. Continuous Development guide
 - c. King School Reading and Mathematics Skills guide
 - d. Schubert School syllabus
 - e. Curriculum bank

2. Special category aids
 - a. Individualized instruction
 - b. Educational objectives
 - c. Sequential learning
 - d. Mastery learning
 - e. Early childhood education

CURRICULUM PLANNING

For a Continuous Progress Program

A. Behavioral Objectives

Whenever a change in curriculum is contemplated, an opportunity arises for all concerned to take a good look at what has been operating, what deficiencies and advantages exist, what the implications of the proposed changes mean, what the learning needs of the local school are, and what contributions can be made by each member concerned with the educational processes. Since every school is unique in terms of student makeup, faculty and administration, building, and community, each school must adapt the curriculum to meet its unique needs.

Writing behavioral objectives serves a definite function for those embarked on constructing or changing a curriculum. One must be concerned with establishing those principles and conditions which would enable behavior to change. Behavioral objectives deal with input, process, and output--the setting-up of conditions of observable behavior related to faculty identified goals, evaluation, and criteria. Students' needs must be analyzed and the school's role in meeting those needs must be established. Evaluative techniques must be developed to discover if the educational process is effective.

The following general categories of objectives must be considered in making curriculum changes:

Cognitive objectives concern the intellectual processes of the learner. The student displays knowledge reflective of a grasp of concepts and demonstrates ability to perform.

Affective objectives concern attitudes, emotions, values, interests, and appreciations of the learner.

Psychomotor objectives concern the physical and motor skills of the learner.

Objectives are not a means of standardizing instruction, but are a means of guiding successful planning and instruction. Objectives guide the setting-up of clearly defined goals which one hopes to achieve and allow the instructional program to move forward in a logical, sequential progression. To know whether one is successful as a teacher, one needs information about student progress. To evaluate student progress, one needs behavioral definitions of objectives that are precise and measurable in terms of observable student actions and responses.

Behavioral objectives vary as to scope and complexity. For instance, for a beginning primary pupil, a long-term objective would be the full development of readiness skills. A short-term objective would be the

development of simple discriminatory listening skills. Materials, techniques, procedures, and evaluation of long- and short-term objectives must be planned for in adapting the curriculum for each school.

Basic to the establishing of objectives is the understanding and accepted policy that certain skills must be mastered by the student in order for him to progress to the next level of learning. These skills, mostly in reading and mathematics, are essential to the education of the child and should be provided for in establishing guidelines.

The following are proposed elements to be incorporated in a design for a Continuous Progress curriculum:

Opportunity to acquire communication tools. This area of competence is sometimes thought of in terms of relatively simple skills, such as beginning reading and handwriting, handling elementary mathematical concepts and operations, and composing with words and learning how to spell them. Skills of searching for information and of ordering information according to logical relationships may be included. All of these skills can be practiced by an individual.

Another group of skills, such as discussing and debating, explaining, questioning, demonstrating, and relating with others, requires a group of two or more persons.

A third set of skills can be practiced alone if appropriate technology is available, but is enhanced by a group setting--hypothesizing, testing, criticizing, valuing, listening, interpreting, and inferring.

A fourth set of skills, some overlapping those already mentioned, includes those which are essential to the development of a craft or crafts needed in most forms of creativity, for example, the crafts of composing with words, sounds, movements, paint, clay, or other elements or materials.

Opportunity for personal exploration, inquiry, experimentation, and creativity. The purpose of such opportunities is that children may identify and develop talents and interests; satisfy a desire to know and understand places, events, and people (including self); and find out what can be done with different media (words, colors, numbers, sounds, objects, and body movements).

Opportunity for systematic exploration of organized disciplines. Here the purpose is that children may satisfy a desire to understand man's way of knowing and acquire a basis for keeping up-to-date in such fields independently.

Opportunity for cooperative inquiry and problem solving. The purpose of such opportunities is that children may answer questions of "why" and "how" and "what if"; derive satisfaction from solving common problems at a level either of understanding or of social action; develop skills in group dynamics, human relationships, inquiry, problem solving, and decision making; and develop appropriate values and maturing feelings toward self and others.

Opportunity for experiences in managing an environment, giving service, and governing. The purpose of such opportunities is that children may develop group process and other citizenship skills and develop values, attitudes, and feelings about people consistent with democratic ideals.

Opportunity to enjoy literature, the arts, and physical recreation. The purpose of such opportunities is that children may further their understanding of self and others and further the maturing of their values and feelings about all kinds of people.¹

When a child begins his formal education, he should continue in a sequential program to master the skills and concepts needed to assure his continued progress. The well planned curriculum helps the learner to climb one step after the other in a continuous, sequential fashion. The nongraded teacher is free to employ individualized timing and pacing so that the pupil who needs more time for mastery of a skill will have it. Children learn in various ways and in various lengths of time. The Continuous Progress curriculum should be flexible enough to provide for the individual learning habits of each child.

The program of instruction should consider coordination of local content with city-wide levels. In establishing behavioral objectives, this coordination is very important, especially in view of the transfers of many students from one school to another. This concept is in keeping with the philosophy of not constantly moving a pupil along from level to level without adequate mastery of each level. The removal of the grade designation makes it possible for pupils to progress at their own rates in sequential patterns, mastering the skills according to their own achievement and ability. The teacher must motivate and help the student to learn and master the skills and to work at a continuous progression of learning.

¹Alexander Frazier, ed. A Curriculum for Children. (Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1969), p. 129.

B. Mastery Learning

Schools presently provide successful learning experiences for some children, but measurement by the "normal" curve demonstrates that only a small percentage make the top grade, and a similar percentage fail. Educators have come to accept this concept and speak of "individual differences" as adhering to "normal distribution." They recognize that individuals do differ in their aptitudes for particular kinds of learning. However, recent educational theories and experimentation define aptitude as "time required by the learner to attain mastery of a learning task." It is also assumed that "given enough time almost all students can conceivably attain mastery of a learning task."

This, then, is the basis for the concept of mastery learning. Taking into account individual differences, given sufficient time and appropriate types of help, and acquiring skills built in a sequential fashion, large numbers of students can learn a subject to a high level of mastery. For some students the effort and help required make it prohibitive, but more effective learning conditions can reduce the amount of time required for most students to master a subject.

In the past, the self-contained classroom and prescribed curriculum of the graded school provided group instruction with little provision for the fact that some students needed more time and different instructional approaches for mastery of skills. Much research is needed to determine how individual differences in learners can be related to variations in the quality of instruction. These differences fall into two main categories--that of students who learn at different rates and that of students who learn by different styles. Some learn by action; some learn by words and concepts. Some students may learn faster through independent learning efforts, while others need highly structured teacher-learning situations. Some students will need more concrete illustrations and explanations than will others; some may need more examples; some more approval and reinforcement; and some may need to have several repetitions of the explanation, while others may be able to understand it the first time.

The main point to be considered in curriculum planning must be the provision for individual learners rather than for groups of learners. If a student has difficulty in understanding the teacher's instructions or the instructional material, he is likely to have difficulty in learning the subject. There are many different techniques that can be employed to help each student understand the nature of the task he is to learn and the procedure he is to follow in the learning of the task. This flexibility of technique - as well as materials - must be applied appropriately to each student so that each pupil can learn, and no pupil will be labeled as "unable to learn."

The following are some of the different approaches that can be used:

Grouping

The placing of students in groups is discussed in the section dealing with organization. It is important to maintain flexibility of group

arrangements. If a student is not working at the same rate as his group, whether faster or slower, he should be moved freely in order to allow him to progress at his own rate. A child entering from another school should be tested and placed in a group on his reading level.

Team Teaching

Some schools lend themselves to team teaching approaches, while others do not. Team planning, however, is a requisite even if team teaching is not. The team approach is a natural outgrowth of the nongraded system. Sharing the responsibility for the instructional program makes for improved methodology. Further information on team teaching can be found in the Board of Education booklet on that subject.

Tutorial Help

Some students respond to a one-to-one relationship, which should be used where alternative procedures are not helpful. The tutor can be someone other than the teacher, since he should bring a fresh approach to the subject.

Textbooks

Many textbooks have elaborate aids for the teacher and student in developing skills and concepts. Accepting the premise that it is advantageous (particularly at the primary level) to use a basic reading series for continuity of vocabulary and skill development, the fact that one textbook has been adopted by the school should not limit the teacher. Providing alternative textbooks and materials to aid the individual student is necessary.

Workbooks and Programmed Instruction

Workbooks and programmed instruction may be especially helpful for some students to provide drill and reinforcement of skills and concepts. They also serve as evaluation aids to test student mastery progress.

There are many ways a teacher can tailor instructional materials to meet the needs of the students. Audiovisual materials, academic games, puzzles, and laboratory experiences can be used for different approaches. It is up to the individual teacher to use diversified materials and techniques to improve the quality of instruction in relation to the ability of each student to understand the instruction and in relation to his learning style. The use of a variety of instructional materials and procedures should help both teachers and

C. Specialized Learning Problems

Readiness Skills

Shortly after the child is enrolled in kindergarten in a Chicago elementary school, the teacher should take time to learn about that child's ability and previous background experiences, especially whether he attended nursery school, schome, or Operation Headstart. Many children entering kindergarten come with prereading skills. It has been recognized by authorities that the child's formal education can begin at an early age, and that informal education creates a background of experience and skills which has a direct relationship to later learning in a formal program.

Many recent studies have been conducted with three- or four-year-old children.... In a four-year study...Di Lorenzo and Sater studied the effectiveness of an academic year preschool program for the disadvantaged.... The most effective pre-kindergarten programs were those that had the most specific structural cognitive activities.¹

A structured program for prekindergarten would be made up of interdependent activities that have a carefully organized pattern. It would not be a program which offers just random play activities. These activities based on sequential learning tasks can greatly stimulate the young child toward developing necessary readiness skills. All children can profit from, as well as enjoy, games, materials, and exercises that are geared to their age and maturity level. A specific example for a young child would be the skill of catching a ball. Eye and hand coordination must be developed no matter what the size of the ball or the kind of ball. Learning to catch a large ball presents one kind of problem and learning to catch a smaller ball increases the difficulty. The next tasks might be to learn to bounce and catch, to roll the ball, and eventually to count the bouncing of the ball in a rhythmic manner. Each activity should be built upon the child's attainment of skills in earlier stages. Such skills are cumulative and should lead directly into the readiness skills developed in kindergarten.

However, many children develop readiness skills without formal preschool experience. The television program "Sesame Street" has brought into the homes an increased interest in preparing the young child for school activities. Because of a deep concern, coupled with a desire to help their young, parents are assisting their preschoolers toward a more successful start. Therefore, if a child has mastered the objectives for Level A or beyond by the time he enters the school program, he should be placed at the correct working level and should proceed from that point.

¹J. M. Stanchfield, "The Development of Pre-Reading Skills in an Experimental Kindergarten Program," The Elementary School Journal, May 1971, p. 439.

students overcome feelings of defeatism and passivity about learning. If a student cannot learn in one way, he should be reassured that alternatives are available.

The above ideas are from Benjamin S. Bloom's work, teaching, and lectures.

Mini-sequencing

One approach to sequential curriculum is organizing small segments of content into a logical continuous sequence. The learner is led naturally from one item to the next, each small step leading naturally from one to the following. The pupil begins at the level appropriate for him and works his way through the sequence at his own pace. As he demonstrates that he has learned a particular content item, he moves on to the next. He does not have to pause at any barriers, because there are no barriers.

Mega-sequencing

Certain subject areas lend themselves to mega-sequencing according to the interest of the student. In ordered fields, such as mathematics, this is not advisable, but in some language arts and sciences, the student can select from several choices where his interests lie. Thus, given a science unit on ecology, he may select a small segment to work on according to his interests.

However the school staff sets up curriculum in a nongraded school, the important consideration is the pupil. The curriculum content, techniques, materials, and evaluation are the principal means to achieve the desired ends of fulfilling the behavioral objectives designed with the pupil's needs in mind.

The Non-English-Speaking Student

The philosophy of continuous progress education is consistent with the needs of non-English-speaking students. It is, in fact, most necessary for such a child. The demands of learning a foreign language in an alien environment in addition to mastering academic skills produce undue strain. In the conventional program, the non-English-speaking child is often branded as a slow-learner. The variance with which individuals master language and make cultural adjustment is neglected, and the result is psychologically damaging.

The common practice of placing the non-English-speaking child into a lower grade level than age dictates usually works to the student's detriment. Not only does this induce a sense of inferiority or ostracism, but it denies to him the association of chronological peers from whom he would usually learn English speech patterns.

In the self-contained classroom of the conventional program, progress is invariably impeded when the language barrier is introduced. Equally unacceptable is the homogeneous language classroom. Not only does this segregation produce the obvious problem of the pupils' being labeled as different, but it denies the maximum cultural interaction essential for assimilation. Furthermore, because the non-English speaker is isolated from fluent English speakers, his progress will be impaired; complete dependence on his native language would be encouraged.

Continuous Progress education both in philosophy and in proper application absolutely promotes individuality and acceptance of foreign culture. The more conventional methods of dealing with non-English speakers are inconsistent with these goals. The conventional program's self-contained classroom promotes conformity to modes which are inapplicable to the unusual needs of non-English-speaking children. Continuous Progress would provide that necessary and delicate combination of equal consideration and special attention. It would, therefore, encourage a healthier mental attitude, respect for and acceptance of cultural differences, and the fostering of cultural transaction.

Continuous-Progress Education, S.R.A., includes a helpful and meaningful section on the nongraded curriculum for non-English-speaking children and should be consulted by any teacher who deals with this particular problem. Some of the salient recommendations are summarized here:

Although the non-English-speaking student does not have the language skills, he should be placed in a level closest to his age group. If placed with children much younger, he will be isolated from his peers and learn at a slower rate. After he has achieved some language mastery, he can be placed in another group.

Extra help in language instruction should be provided. It is the elimination of the language difficulty that should be of primary importance. Standardized testing cannot be depended upon for classifying non-English-speaking students.

Reinforcement of language instruction for non-English speakers in all subjects should be provided through the following devices:

individualized instruction via mastery grouping
tutoring by volunteer native speakers
use of electronic devices: language laboratory, tape recorders, and language masters¹

The S.R.A. book should be considered a primary source of information for implementation of curriculum for non-English-speaking children. On pages 157 and 158, the primary requirements for curriculum sequence and desirable procedures are discussed. On pages 158 to 162, foundations and guiding principles for the program are suggested and key questions and answers are offered. Its style is highly readable, clear, and specific.

A curriculum based upon bilingual reading and mathematics texts should be developed, and if there is anticipated a steady stream of new arrivals throughout the year, provision should be made for their entry into an intensive language orientation course before they are moved to any other grouping. The TESL Guide provided by the Board of Education considers many of the problems and offers invaluable guidance. Materials for 1971 are now available at this address:

Mrs. Nell Leo Gonzalez
Director, Program for Non-English-Speaking Children
Board of Education
228 North LaSalle Street
Chicago, Illinois 60601

Titles from 1970 include--

Suggested Activities in Language Arts for Non-English-Speaking Children (another volume for mathematics)

Human Relations, Inservice and Communications for Programs for Non-English-Speaking Children.

¹Maurie Hillson and Joseph Bongo, Continuous-Progress Education: A Practical Approach (Palo Alto, Calif.: S.R.A. College Division, 1971) pp. 153-91.

D. Curriculum Development Aids

Board of Education Guidelines

Curriculum Guides for the Language Arts. These guides are an invaluable aid stating long- and short-term objectives, with procedures and activities for the teacher and practices and evaluation techniques for pupils. The guides also list instructional aids and available professional literature and contain many suggestions for the classroom teacher. Although the primary guide uses the grade designation, provision is made for using the material in relation to the nongraded continuous progress curriculum. The guide should be used for that purpose--to guide. As clearly stated on page IX in the introduction:

Its purpose is to provide a required structure and framework within which a teacher can build a program to suit the language arts needs of a class working within the school program and of an individual student working within the class.

Guidelines for the Primary Program of Continuous Development of the Board of Education. This is a more comprehensive guide to the Continuous Development program in language arts, science, mathematics, social studies, art, music, and physical education. It contains material explaining the Continuous Progress of the program, and suggests operational technique for the implementation of change. It lists page references to the Language Arts Curriculum Guides for more detailed aids. It also contains an excellent bibliography for professional reading on ungraded school systems. This guide should be used by every school.

Other Aids to Curriculum Development Produced by Local Schools. The King School Reading Skills Chart is a comprehensive guide to the objectives to be mastered in sequential order with readiness skills, easy and difficult reader skills, and suggestions for enrichment. (See Appendix.)

The Continuous Development Syllabus (1969-1970) developed by the Schubert School is a 39-page guideline for developing skills and content for mastery in a sequential order. (See Appendix.)

Beginning with the planning stage and continuing throughout the program, the staff should be involved in bringing together a large collection of materials from their professional reading, courses, workshops, and experience. A curriculum bank, or materials center, should be set up in each school for the purpose of providing all kinds of matter for evaluation by the staff for possible inclusion in the curriculum. The material should be evaluated and organized into units for easy reference, and should cover methodology, motivation techniques, evaluative procedures, content, and concepts to be taught. The curriculum bank can be of great value to the new teacher or to anyone seeking a new approach and should be an ongoing operation in the school. It would then become a tool for sharing among the entire staff, serving to keep the school current as to new materials and trends.

RECOMMENDED READING

For Behavioral Objectives Section

Books

Frazier, Alexander, ed. A Curriculum for Children. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1969.

Frost, Joe L., and Rowland, Thomas G. Curricula for the Seventies: Early Childhood through Early Adolescence. Boston: Houghton Mifflin Co., 1969.

Goodlad, John L. School, Curriculum, and the Individual. Waltham, Mass.: Blaisdell Publishing Co., Div. of Ginn & Co., 1966.

Hillson, Maurie, and Bongo, Joseph. Continuous-Progress Education: A Practical Approach. Palo Alto, Calif.: Science Research Associates, Inc., College Division, 1971.

Smith, Lee L. A Practical Approach to the Nongraded Elementary School. West Nyack, N.Y.: Parker Publishing Co., 1968.

Periodicals

Bloom, Benjamin. "Learning for Mastery." Evaluation Comment (May 1968).

RECOMMENDED READING AND AIDS

For "Up Front" Ideas in Curriculum Planning

Individualized Instruction

Lindvall, C. M., and Bolvin, J. O. The Preparation of Teachers for Individually Prescribed Instruction. Pittsburgh: Learning Research and Development Center, University of Pittsburgh, 1968.

A thirteen-page paper providing help for teachers.

Klausmeier, Herbert J.; Morrow, Richard G.; Walter, James E. Individually Guided Education in the Multiunit Elementary School: Guidelines for Implementation. Madison: Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, 1970.

A brochure to aid in implementation of individually guided educational program as far as basic philosophy, school organization, and planning are concerned. Published under U.S. Office of Education, HEW-Center #C 03/Contract OE 5-10-154.

University of Pittsburgh, Learning Research and Development Center, Outline of Reading and Math Curriculum for Individually Prescribed Instruction. Pittsburgh: the University, n.d.

An outline based on the McGraw-Hill reader, Reading Spectrum, S.R.A., Junior Great Books, and the Scholastic Program. Also contains IPI math continuum--levels A through H.

Kits which serve as practical aids to classroom instruction in the language arts - levels A through K, with skills and examples clearly represented - are available:

Individually Prescribed Instruction (1968-70 Reading Objectives)
Working Paper Number 30
Learning Research and Development Center
University of Pittsburgh
Pittsburgh, Pennsylvania

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania

I/D/E/A Institute for Development of Educational Activities, Inc., 5335 Far Hills, Dayton, Ohio, has produced Individually Guided Education, "an inservice program designed to reorganize and redirect the time, talents, and energy of all concerned with the educational process. It is a workable way of achieving and integrating such concepts as continuous progress and team teaching." Materials available consist of four movies, eleven filmstrips, and ten printed documents. The entire kit will be available for use in each Area office and provides enough inservice material for a year of meetings. Those planning inservice training should decide which portion of the kit they wish to use and reserve it in advance.

Educational Objectives

Flanagan, John C.; Mager, Robert F.; and Shanner, William. Language Arts Behavioral Objectives: A Guide to Individualizing Learning, Primary, Intermediate, and Secondary. Palo Alto, Calif.: Westinghouse Learning Press, n.d.

Other books available by the same authors are Science, Mathematics, and Social Studies Behavioral Objectives.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publishers, Inc., 1962.

Taxonomy of Educational Objectives

Bloom, Benjamin S., ed. The Classification of Educational Goals Handbook I: Cognitive Domain. New York: David McKay Co., Inc., 1956.

Sequential Steps of Learning

Lewis, James, Jr. A Contemporary Approach to Nongraded Education. West Nyack, N.Y.: Parker Publishing Co., 1971. (pp. 81-108.)
Describes three nongraded plans.

Rollins, Sidney P. Developing Nongraded Schools. Itasca, Ill.: F. E. Peacock Publishing Co., 1968. (pp. 44-54.)
Discusses various types of sequences.

Smith, Lee, L. A Practical Approach to the Nongraded Elementary School. West Nyack, N.Y.: Parker Publishing Co., 1968. (pp. 191-262.)
Contains several sequential programs in Language Arts and Mathematics.

Mastery Learning

Bloom, Benjamin S. "Learning for Mastery." Evaluation Comment (May 1968). U.C.L.A. Center for the Study of Evaluation of Instructional Programs.

Benjamin and Sophie Bloom have done additional work on mastery learning at the University of Chicago, and additional material may be available there.

Early Childhood Education

Early Childhood Education in Illinois: Focus on Kindergarten.

Write to: Michael J. Bakalis
Superintendent of Public Instruction
302 State Office Building
Springfield, Illinois 62706

Chicago, Board of Education. Curriculum Guide for the Prekindergarten:
A Program of Living Experiences for Young Children. Chicago: the
Board, 1970.

A comprehensive 260-page guide with clearly stated objectives,
procedures, activities, and instructional aids. Contains
bibliography of professional reading for teachers, as well as
a bibliography of children's books.

APPENDIX

- A. King School Reading Skills Chart**
- B. King School Mathematics Skills Chart**
- C. Schubert School Continuous Development Syllabus**

KING SCHOOL
READING SKILLS CHART

Level 1 - Readiness

1. Recognize nine colors--red, blue, yellow, orange, green, purple, black, white, and brown.
2. Identify left and right hand.
3. Eye movement from left to right and top to bottom--pictures.
4. Discriminate visually--forms, likenesses, and differences.
5. Discriminate and identify common sounds around the school; identify beginning sounds and rhymes.
6. Read and recognize letters of alphabet.
7. Arrange ideas and pictures in sequence.
8. Interpret short story sequence and predict conclusion.
9. Understand simple relationships.
10. Associate objects that belong together.
11. Listen and react to multiple directions, i.e., draw a line under a specific object.
12. Speak with clarity and ease.
13. Express ideas in simple sentences.
14. Tell simple favorite stories.
15. Listen to and repeat rhythms and short stories.
16. Supply missing word in a sentence according to context.
17. Develop an oral vocabulary.
18. Perceive absurdities--humor.
19. Dramatize nursery rhymes and favorite stories.
20. Build experience charts.
21. Learn first and last name.

Level 2 - First Two Pre-Primers

Listen for initial consonant sounds of b, c, d, f, g, h, l, m, p, r, s, t, w.
 Listen for rhyming words--colors, pictures.
 Acquire some skill in telling what happened first, next, and last in a story.
 Develop space sense between words.
 Ability to answer "who talked?" and "to whom did he talk?" in a story or paragraph. (Introduce meaning of quotation marks.)
 Understand concept of pronouns "I," "you," "we."
 Learn to handle a book, turn pages, hold book in proper position.
 Establish eye movement: left to right and top to bottom of page in reading.
 Building sentences with word cards.
 Identify number of characters or objects in a story.
 Develop idea of title page.
 No vocalizing when reading silently.
 Read without finger pointing.
 Dramatize stories.

Level 3 - Third Pre-Primer

Discriminate, recognize letter--beginning sounds of b, c, d, f, g, h, l, m, p, r, s, t, w.
 Recognize rhyming words, auditory only--bell-well; hop-stop; man-fan; blow-show; wing-sing; ten-hen; wet-pet.
 Recognize sight words beginning with small and capital letters.
 Understand "s" added to noun to make plural.
 Understand "s" added to verb--see, sees
 Period at end of sentence.
 Capital at beginning of sentence.
 Give an oral interpretation of conversational text.
 Acquire some skill in reading to answer questions, recall details, and to follow directions.
 Identify an appropriate story title.
 Follow simple directions while working on work sheets independently.
 Understand and use the reading vocabulary in every possible context.
 Develop concept of spelling and of the differences in the words by studying kinesthetically.
 Anticipate simple outcomes of stories--form conclusions.
 Locate pages up to 10.

Level 4 - Primer

- Recognize all initial consonants--auditory, written letter.
- Begin to recognize final consonants--d, k, p, t.
- Begin to recognize initial digraphs--th, ch, wh.
- Begin to recognize possessive "s."
- Understand "ed" added to verbs.
- Upon hearing a word, find a word that rhymes with it in a group of written words.
- Recall story events in sequence.
- Pick out main idea in a group of related sentences.
- Begin to use table of contents to locate new story and new unit.
- Develop skill in reading to follow directions, answer a question, and recall details.
- Develop skill in giving an oral interpretation of conversational text and mood of story.
- Begin to draw conclusions, make generalizations, and anticipate plot development of story.

Level 5 - First Reader

- Recognize final consonants--d, k, m, n, p, r, t.
- Recognize medial consonants--k, n, p, r, t, z.
- Recognize digraphs in initial position--ch, sh, th, wh.
- Recognize digraphs in end position--ch, sh, th.
- Recognize blends--bl, pl, br, tr, st, gr, dr, fr, fl.
- Recognize compound words--cannot, someone, something, without, into, snowman, schoolhouse, pancake, popover.
- Use table of contents to find stories.
- Recognize common word endings--an, and, at, ay, ear, ing, it, ow, ump.
- Increase skill in recalling story events in sequence.
- Increase skill in recognizing main idea in several related sentences.
- Recall details in a story to answer questions.
- Read to follow directions.
- Read for information.
- Read interpretively to develop comprehension in an audience situation.
- Begin to understand concept of paragraph.
- Do creative dramatization of stories.
- Answer questions of who, what, where, when, which, why, how.

Level 6 - Easy Second Reader 2¹ Book

Recognize blends--cr, sl, cl, pr, sn, nk.
 Recognize digraphs--ck, ng.
 Double consonants--ff, gg, nn, pp, rr.
 Medial double consonants--bb, cc, dd, ll, nn, pp, tt.
 Final consonants--b, d, k, l, m, n, p, t, x, z.
 Medial consonants--k, t, x, z.
 Variant sounds--hard and soft c, hard and soft g.
 Digraphs - -ai, ay, ee, oa, oo.
 Identify long sound of a, e, i, o.
 Identify short sound of all vowels.
 Perceive silent vowels in words--double vowels.
 Phonograms and rhyming--ace, ack, all, ame, an, ar, as, ast, at,
 ate, ear, ed, en, et, ig, ight, ill, ing, op, ip, oat, og, old,
 ound, own, oy, un, ut, ust, ick.
 Recognize compound words.
 Recognize contractions--one letter omissions.
 Understand plural form of "es."
 Understand plural form possessive--s'.
 Suffix--er.
 Variant forms of verbs--d, ed, es, ing.
 Apply phonetic skills in attacking new words.
 Distinguish between main idea of a story and specific detail.
 Recall story events in sequence.
 Follow directions obtained through reading.
 Distinguish between important and unimportant facts.
 Obtain information in other content fields through reading.
 Relate what is read to own life experiences.
 Recognize, identify, and write alphabet in order.

Level 7 - Hard Second Reader 2² Book

Review study of auditory and visual recognition of all consonants
 in initial, medial, and final positions, including variant
 sounds of c and g.
 Introduce and direct attention to silent letters in kn, wr, gh;
 similar sounds of ck and x; and nk and ng.
 Observe three letter blends of spr, squ, str, and thr.
 Recognize long and short sounds of vowels, and begin recognition
 of variant vowel sounds.
 Observe diphthongs--ow, ou, oi, oy.
 Extend recognition of common phonograms and rhyming.
 Observe double letters in medial and final positions.
 Recognize contractions--two letter omissions.
 Recognize and use suffix--est, y, ly--added to root words.
 Recognize and use changing y to i before an ending.
 Follow increasingly complex directions obtained through reading.
 Read increasingly longer material with less guidance.
 Form judgments and draw conclusions.

Level 8 - Easy Third Reader 3¹ Book

Review auditory and visual recognition of all consonants in all places.

Develop auditory and visual recognition of silent letters in kn, wr, and gh.

Develop recognition of three letter blends of str, spr, and thr.

Extend recognition in use of the variant sounds of vowels.

Develop understanding of the following principles governing vowels:

Changes in vowels when followed by r

Changes in vowels in one syllable words lengthened by final e

Silent vowels in words.

Develop skill in recognizing common vowel digraphs, diphthongs, and the principles governing the sounds of the vowels in each combination such as:

Silent vowels in ai, oa, ea

Variant pronunciations of ai, ea, oo, ow, and qu,

Pronunciations of eu, oi, and oy.

Continue recognition of compound and hyphenated words.

Continue to develop recognition and understanding of the meaning of the apostrophe when used to show

Possession

Omissions in contractions.

Develop ability to recognize syllables in a word and understand the principle that each syllable must have a vowel.

Develop an understanding of the uses of alphabetical order and arrange words in alphabetical order.

Understand plural form in changing f to v before adding es.

Continue development of skills needed to follow directions, detect details, answer questions, establish the main idea in story, establish sequence, draw conclusions, and form judgments.

Level 9 - Hard Third Reader 3² Book

Review auditory and visual recognition of all phonics developed in former levels.

Introduce silent letter in gn.

Call attention to the difference in pronunciation of letter s as s and z sound, and ed as "t."

Develop understanding of following principles governing vowel differences:

Medial vowel usually short

Vowel at end of one syllable word usually long

Begin to recognize irregular verb forms, including past tense formed by n and en.

Begin to recognize changes in form and meaning by prefixes a, be, un, re; suffixes y, ly, less, ful, and er.

Begin to recognize use of dictionary for syllabication, accentuation, and use of alphabetical order in the arrangement of words.

Level 9 - continued

Continue to develop awareness of syllabication; see each syllable as a vowel unit.

Begin to develop awareness of the use of the principles of syllabication as an aid to pronunciation of words:

Vowel has long sound in open syllables

Vowel has short sound in closed syllables

See vowel digraph as one syllable

Recognize phonograms in syllables

Perceive final syllables ending in le

Begin to develop ability to divide words into syllables.

With double and different medial consonants

With single consonants between two vowels

With prefixes and suffixes

With ending le

With vowel digraphs

As parts of compound and hyphenated words

Begin to perceive the effect of accent or stress on syllables.

Continue development of skills needed to follow directions, detect details, answer questions, the main idea in story, establish sequence, draw conclusions, and make judgments.

Level 10 - Enrichment

(Each child is to have a "third grade" level dictionary.)

Develop ability to use dictionary for syllabication, accentuation, and the use of alphabetical order in the arrangement of words.

Continue to develop awareness of the use of the principles of syllabication as an aid to pronunciation of words

Vowel has long sound in open syllables

Vowel has short sound in closed syllables

See vowel digraph as one syllable

Recognize phonograms in syllables

Perceive final syllables ending in "le"

Continue to develop ability to divide words into syllables

With double and different medial consonants

With single consonants between two vowels

With prefixes and suffixes

With the endings "le"

With vowel digraphs

As parts of compound and hyphenated words

Continue to develop perception of the effect of accent or stress on syllables.

Read Ginn's Fun and Fancy third grade supplement book in a group situation; also such books as The Buttons Books, Jim Forest, and Cowboy Sam.

Discuss books read by pupils individually, and suggest other books which they may read.

Name _____

Birth Date: _____

Entry Date: _____

KING SCHOOL

COUNTING

NUMBER CONCEPTS

READING AND WRITING NUMBERS

ADDITION

Rote Counting, 1-10

Rational Counting, 1-10

Reproduction, 1-10

Grouping, 1-4

Counting by 1's to 50; beyond as needed

Counting by 1's to 100; beyond as needed

Counting by 1's to 150; beyond as needed

Terms: "odd" and "even" as applied to numbers 1-10

Counting by 10's, 5's, to 50

Counting by 2's to 20

Counting by 1's to 200; beyond as needed

Counting by 10's, 5's, to 100

Value and meaning of numbers 1-10

One to one relationship

Ordinals, first thru fourth

Relationship of numbers to 50 in and out of sequence

Arrange groups to 10

Concept of value of numbers to 50

Write numbers to 50 in and out of sequence

Ordinals, first thru fifth

Relationship 51 to 100 in and out of sequence

Concept of numbers 51 to 100

Write numbers 51 to 100 in and out of sequence

Relationship 101 to 150 in and out of sequence

Concept of numbers 101 to 150

Write numbers 101 to 150 in and out of sequence

Ordinals, first thru tenth

Relationship 151 to 200 in and out of sequence

Concept of numbers 151 to 200

Read and write words for numbers 1 to 5

Arrange sequential numbers in decades 1 to 50

Write numbers 51 to 100 in sequence, by decades

Read and write words for numbers for 6 thru 12 (clock)

Write numbers 101 to 150 in sequence, by decades

Name and use dollars and cents signs

Read and write from 1¢ to \$2.

Read and write words for numbers 12 to 20

Experience through play the process of addition

Add: facts with sums through 6

Use plus sign

Add: facts with sums through 10

Add: one-place numbers to 3 addends, sums 10 or less

Comprehend quantities readily (10 is combination of group of 7 and group of 3)

Use column, missing number, and equation form

Add two 2-place numbers without carrying

Check by adding in opposite direction



SUBTRACTION	MEASUREMENT	COMMON FRACTIONS	PROBLEM SOLVING
Experience through play the process of subtraction	Recognize cent, nickel, dime, quarter, half dollar	Use concept of $1/2$ of an object and group of objects	Estimate distance, size, space
Use subtraction facts with minuends through 6	Relationship of penny-nickel	Use concept of $1/2$, $1/4$ of an object and group of objects	Add and subtract in problems involving money, time, games, calendar, and toys
Use minus sign	Clock: face and hands	Use concept of $1/2$, $1/3$, $1/4$ of an object and group of objects	Decide number of things needed in a group
Relationship between addition and subtraction	Tell time by hour		Decide on process to use in problem solving
Master subtraction facts, minuends through 10	Distinguish A.M., P.M.		Solve problems with 1-place addition or subtraction
Use column, missing numbers, and equation form	Concept: today, tomorrow, and yesterday		Solve problems without use of writing
Subtract 2-place numbers; without borrowing	Relationship: cent, nickel, dime	MEASUREMENT - continued	Solve problems related to foot rule, yardstick, pint, quart, calendar, money
Check by addition	Make change from nickel	Recognition and use of inch, foot, and yard	Estimate time needed for activities; e.g., half hour, hour; compare with time actually used
	Clock: position of numerals	Make change from half dollar	Solve problems using addition and subtraction facts previously learned--identifying the process to be used
	Name the days of the week	Add money to total of dollar	Mastering arithmetic vocabulary (refer to vocabulary list.
	Find number of days until birthday or holiday	Tell time to hour and half hour	
	Relationship: cent, nickel, dime, quarter	Number of minutes between numerals on clock	
	Make change from dime, 15c, quarter	Read and write time (5:30)	
	Number of hours in day; number of days in week and month	Read and write dates from calendar	
	Telling date (month, day, year)	Number of months in year	
	Names in sequence of months in year	Recognize and use: cup, pint, quart, gallon, pound, dozen, degree	

CONTINUOUS

DEVELOPMENT

SYLLABUS

Franz Peter Schubert School
2727 North Long Avenue
Chicago, Illinois

1969 - 1970

Frank J. De Paul, Principal

Committee

Jean O'Brien, Chairman

Burns, Sheila
Fox, Mary
Jankowski, Rosaria

Sears, Esther

Lussem, Terry
Samuels, Linda
Schmitt, Linda

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CONTINUOUS DEVELOPMENT GUIDELINES

LEVEL - READINESS A

I. EXPERIENTIAL BACKGROUND

Upon entering kindergarten a child should --

1. Know his full name. Not many know their addresses and telephone numbers.
2. Be toilet trained.
3. Know how to dress himself. (He probably will not be able to tie his shoelace. Some can tie knots; not many can tie bows. If a child can tie a bow, he usually cannot cope with one where he cannot see, such as tying a hood under his chin. Many children can button buttons, except for the top one, but many need help with zippers. Most can put on their boots by the time the need arises for them.)
4. Be able to recognize his own clothing.
5. Be able to sit and listen for short periods - 3 to 10 minutes.
6. Be able to follow simple directions.
7. Be able to recognize some colors; red, blue, yellow, green.
8. Possibly be able to count to 10.
9. Have had an examination by a doctor and a dentist and have had the proper forms filled out. If he was registered in the spring, this health history should be given to the teacher on the first day of school.
10. Should have established left or right hand dominance.

II. READINESS EXPERIENCES TO BE PROVIDED BY THE TEACHER

A. Physical Maturity

1. The teacher should watch for defects of vision, hearing, and speech. Make observations known to the principal and refer to the teacher-nurse.
2. Work to improve children's eye-hand coordination through use of manipulative devices:
 - a. working with puzzles
 - b. cutting with scissors
 - c. painting with tempera
 - d. building with blocks
 - e. drawing with crayons
 - f. playing with peg-boards
 - g. There are a number of Creative Playthings that help to improve children's eye-hand coordination. They are put out by toy companies.

A. Physical Maturity (Continued)

3. Work to improve children's motor control through use of rhythmic activities.

Participate in rhythmic movement:

hopping	skipping
running	sliding
stretching	bending
twisting	swinging
bouncing	galloping

Learning songs with accompanying rhythmic movement:

"Looby Loo"	"Pop Goes the Weasel"
"Hokey Pokey"	"I'm a Little Teapot"
"If You're Happy and You Know It Clap Your Hands"	

Learning rhythmic accompaniment with rhythm band instruments:

triangles	claves
rhythm sticks	melody bells
sandblocks	castanets
jingle sticks	cymbals
tomtoms	maracas
finger cymbals	drums
tambourines	rasps

Participating in action games:

"Follow the Leader"	"Skipping Tag"
"Dodge Ball"	"Did You Ever See a Lassie?"
"Squirrel and Nut"	"Duck, Duck, Goose"
"Squirrel in the Trees"	"Ring Toss"
"Doggie and the Bone"	"Simon Says"
"Teacher and the Class"	

There are many other games that can be devised by the teacher, such as throwing the ball into the waste basket, knocking down a stack of blocks with the ball. (Keep own scores, boys - girls)

B. Social Maturity

1. The child should learn to work effectively with others by sharing materials, helping others, being kind to others, taking turns, doing his share.
2. Should learn to solve simple problems, such as "What would be the best order in which to put on wraps?" "Where would be the best place to store a certain toy?"
3. Should participate in developing plans and accomplishing them, such as planning a story for the school newspaper or selecting material to be used in a scrap book or for a bulletin board.

II. READINESS EXPERIENCES TO BE PROVIDED BY THE TEACHER (Continued)

C. Emotional Maturity

1. The child should feel secure and accepted by the teacher and classmates.
2. Should be willing to share teachers' attention.
 - a. Draw out the shy and the aggressive.
3. Accept responsibility for keeping the room and his possessions in order.
 - a. Provide personal area
 - b. Select rotational housekeepers
4. Should be able to work independently or in groups -
Developmental Growth

III. AUDITORY PERCEPTION SKILLS

- A. The teacher should create interest in stories, books and poems by reading and telling a great variety of stories to the children; by reciting and having the children learn numerous poems; encourage dramatization of stories; stimulate discussion of the stories and poems; have the children listen for particular events in the story or certain words such as rhyming words (end of year)

1. Utilize finger plays
2. The teacher should use audiovisual aids to create interest in books and reading such as filmstrips, movies, opaque projectors, overhead projectors, television programs, radios, record players.
3. The teacher should plan group experiences to build oral vocabulary: taking part in assembly programs; attending assembly programs. "Show and Tell" activity; excursions throughout the building, the immediate neighborhood, or trips to places like museums, farms, or parks.
(During Show and Tell classroom activity, the children tell:)

What is it?
What is it made of?

What does it do?
Where was it made? (They locate it on the map.)

- B. As a result of these experiences the children should:

1. Develop skills for attentive listening.
 - a. Listen with active interest for increasingly longer periods of time.
 - b. Listen to acquire information (attendance - How many absent?)

III. AUDITORY PERCEPTION SKILLS (Continued)

- c. Listen for enjoyment.
 - d. Recognize the need for listening.
 - e. Listen to be able to follow instructions (workbooks).
2. Develop skills for critical listening.
- a. Be able to discriminate among sounds.
 - b. Recognize rhyming words.
 - c. Discriminate between likenesses and differences of initial consonant sounds - which ones -
 - d. Become aware of differences between fact and fancy "Is this a true story or a pretend story?" Why? { true
or
pretend
 - e. Listen for specific things in the story.
 - f. Concentrate on and react to sounds.

IV. VISUAL DISCRIMINATION SKILLS

- A. The children should recognize differences in size and shape of many familiar objects.
- B. Use a variety of descriptive terms such as: smaller, larger, big, little, short, wide, long, round, square.
- 1. Recognize colors: red, blue, white, yellow, orange, green, purple, pink. Light and dark shades.
 - 2. Recognize patterns made by repeating colors or shapes or both. (Observation)
 - 3. Introduce use of visual material in workbooks later.
 - a. Classify objects such as: things to wear, things to eat, animals that belong in the zoo or the farm, etc.
 - b. Arrange pictures in proper sequence to tell a story.
 - c. Develop habit of working from left to right and from top to bottom.
 - d. Recognize the number of objects in a group.
 - e. Discover things that may be missing in a picture.

V. WORD PERCEPTION SKILLS

- A. The child should have a good and growing oral vocabulary. He should be able to relate ideas in sequence; speak in sentences; pronounce all sounds clearly.
- 1. Sight Vocabulary
 - a. The numerals through 12 (precede telling time)

V. WORD PERCEPTION SKILLS (Continued)

- b. Simple printed directions: sit, stand, run, names.
- c. His own name and the names of some of the other children.
- d. Words that have been introduced in readiness materials or activities as: Boys, girls, Zip, Nip, party, stop, possibly the names of some colors and numbers.

2. Structural Analysis

- a. Discovering geometric shapes in letters and numerals (configuration)
- b. Recognizing the number of syllables in a word by clapping the hands once for each syllable (auditory)

3. Phonetic Analysis

Learning the sounds on the Phonovisual Consonant Chart and recognizing words that start with those sounds, specifically p- wh- f- th- t- w- sh- ch- k- h- b- w- v- th- (this) d- z- j- g- m- n- qu- i- r- y- and one word ending sound -ng.

4. Comprehension Skills

Associate meaning with the printed page.

Labels on pictures; captions on bulletin boards; use of experience charts or compositions dictated by the children and written on the blackboard by the teacher; keeping a daily calendar; posting the names of the children who have certain jobs to do in the classroom; labelling pictures or objects with one's name and recognize a workbook by one's name on the cover; pointing out temperatures on the thermometer; arranging numerals in sequential order; matching groups of objects with the correct number symbol.

5. Interpretation Skills

Recognition by the children of activities or happenings in the visual materials that are similar to their own experiences;

Telling a story from a picture; or filmstrip promoting details.

V. WORD PERCEPTION SKILLS (Continued)

6. Study Skills

The children should know how to take care of a book.

1. Recognize the various parts of a book - the cover, the illustrations and the text. Learn to find the place.
2. Recognize the sequential numbering of the pages.
3. Become acquainted with a picture dictionary.
4. Obtain information from illustrations.
5. Be able to follow directions.
6. Associate meaning with maps and globes - recognizing U.S.A., the directions - north, south, west, east; Japan, the oceans; Chicago; some of the states.

7. Oral and Silent Reading Proficiency does not apply.

LEVEL B

I. AUDITORY PERCEPTION

A. Develop a sensitivity for identification of common sounds

- | | |
|------------------|--------------------|
| 1. school sounds | 4. nature's sounds |
| 2. city sounds | 5. play sounds |
| 3. animal sounds | |

B. React to common sounds

C. Recognize similar initial consonant sounds in words
b, s, f, t, m, c (hard), w, h, g (hard), p, l, d, j

from: recordings in riddle and games in poems
spoken word in picture words

D. Recognize different initial consonant sounds in words

E. Perceive ending consonants t, k, p, d.

F. Identify rhyming words... build own rhyming words

G. Training in How to Listen: (Must have a purpose)

1. to acquire information
2. to follow directions
3. to discern relationship between ideas
4. to distinguish between fact and fancy
5. to enjoy and appreciate
storytime poetry records rhythms
dramatizations tape records of group

H. Establish standards for listening

- | | |
|-----------------------|-------------------------|
| 1. teacher signal | 4. sit quietly |
| 2. vocal directions | 5. hands, feet still |
| 3. courtesy to others | 6. keep eyes on speaker |

I. Develop good listening habits

1. listen carefully
2. think about what's being said
3. listen for answers to questions
4. react to what is said

J. Develop ability to communicate orally

1. speak clearly....produce consonant sounds

I. AUDITORY PERCEPTION (Continued)

2. be conscious of volume
3. teacher....resource person....model
4. utilize variety of medias

a. word blocking - tracing

III. WORD PERCEPTION SKILLS

A. Build a Sight Vocabulary

1. Begin with color words green, blue, red, yellow
number words...one two three four five
2. Label nouns in room. Label directional words.
Label monthly calendar...days, weather words.
3. Develop picture dictionaries.
4. Vocabulary word card games.
5. Use configuration clues
pattern (length, height, width)

elephant come boy with

B. Use contextural clues

1. Use logical sequence as guide
2. Use familiar words to convey concept
3. Use pictures to convey meanings

C. Discriminate between similar words...draw attention to internal differences man men

D. Build structural analysis concept

1. Recognize inflectional endings "s" "ed" "ing"
add to familiar words, ie. walk
2. Build compound words
a. use only words in their reading vocabulary
can not in to to day
3. Form noun plurals by adding "s"

E. Build phonetic analysis

1. Combine auditory and visual discrimination
a. identify initial consonant sounds
b. substitute initial consonant sounds to unlock
new words boy toy soy fin win sin
c. substitute final consonant sound to unlock
new words can cat cab cap call
2. Recognize wh, th, initial consonant diagraph
3. Utilize word analysis skills

III. WORD PERCEPTION SKILLS (Continued)

combine context with phonetic clues as a check for meaning to attack new words

IV. COMPREHENSION SKILLS

- A. Begin with experience charts (transitional bridge).
- B. Use child's oral language to build meaningful concepts and build a basic reading vocabulary.
- C. Unlock new words using phonetic or structural analysis techniques.
- D. Use context clues
encourage educated guesses..discourage wild guesses
- E. Practice in phrase reading.
- F. Encourage use of complete sentences orally and in writing.
- G. Develop a sentence sense in reading.
- H. Help child become conscious of thought, theme of story.
- I. Arrange events in sequential order.

V. DEVELOP INTERPRETATION SKILLS

- A. Use films, pictures, filmstrips to help child relate his personal experiences to what he sees.
- B. Analyze pictures to make child aware of emotions, mood sad, happy, fear, tired, puzzled, surprised.
- C. Recognize emotions based on action of characters.
- D. Provide experiences to develop relationship between ideas.
- E. Form sensory images based on personal experiences.

VI. DEVELOP STUDY SKILLS

- A. How to hold a book.
- B. How to open a book, turn the pages.
- C. Know parts of a book -ie. front, back, top, bottom, cover, sides
- D. Location of page numbers, title of story.
- E. How to use a picture dictionary
- F. How to obtain information from illustrations, maps, globes.

requires special vocabulary words.

- G. Left to right orientation

VII. ORAL AND SILENT READING

A. Recognize conversational parts of story

B. Read with expression

LEVEL C

I. EXPERIENTIAL BACKGROUND

A. Determine students have successfully completed Levels A and B.

B. Interest them in Reading.

Further develop library program in room.

C. Develop Oral Vocabulary.

Continue group activities which will help build oral vocabulary and enrich child's background.

- a. Dramatize stories and poems.
- b. Participate in assembly programs.
- c. Take trips to places of interest.
- d. Listen to stories, poems, records, etc.
- e. Take part in class discussions.

D. Make Experience Chart Stories.

II. AUDITORY PERCEPTION SKILLS

A. Identify all consonant sounds and associate each sound with the letter it represents.

B. Identify end consonant sound and know letter.

1. D N M F B P G T R K Ck

C. Develop listening skills.

1. Hear beginning and end consonants.

D. Develop ability to form sensory images (someone sounds frightened, a sad girl, a loud noise).

E. Reinforce consonant digraphs - wh, ch, th, sh.

III. VISUAL DISCRIMINATION SKILLS

A. Develop observation of visual details

1. Configuration Clues
2. Scrutiny of letter forms H, M, N, P, B, D and lower case letters
3. Identify specific letters in words.

LEVEL C (Continued)

- B. Combine letter clues with Meaning Clues to identify words as d,-g b-- d etc.
- C. Identify words in capitalized and initial letter form (all alphabet)
- D. Visualize imagery of words.
- E. Reinforce competence in identification of words that are similar in appearance.
- F. Develop ability to distinguish between words that are similar in forms as there - three, yes - you, that - thank, eat - out.
- G. Know Alphabet by name, not in order.

IV. WORD PERCEPTION SKILLS

A. Sight Vocabulary

- 1. Mastery of 101 New Words in Primer - Scott Foresman.
- 2. Reinforcement of 75 words in Pre Primer.
- 3. Encourage extension of vocabulary through use of library books.
- 4. Evaluation
 - a. Completion of Scott Foresman Standardized Test
 - b. Vocabulary tests in basic work book.

B. Structural Analysis

- 1. Use meaning clues to identify word.
- 2. Use phonetic clues.
- 3. Use combination of meaning and phonetic clues.
- 4. Use context clues to identify words.
- 5. Use combination of context and phonetic clues.
- 6. Recognition of common word endings (ed, ing, s, and 's).
- 7. Recognize compound words made of two known root words....
as something - into dog house
- 8. Identify new words by consonant substitution.
- 9. Combine letter clues with meaning clues to infer words as d - g, b - d, h - n.
- 10. Identify possessive form of names.
- 11. Identify verbs to which ed or ing has been added.
- 12. Identify words to which s has been added.
- 13. Recognize simple declarative, interrogative and exclamatory sentences.
- 14. Recognize contractions.. can't, let's, don't.

LEVEL C (Continued)

E. Phonetic Skill Analysis

1. Recognition of all initial consonants
2. Recognition of digraphs, ch, sh, th, wh.
3. Recognition of all final consonants; d, n. m.
4. Recognition of all middle consonants r n m g d s b p r
5. Auditory and visual perception of rhyme.
6. Substitution of initial consonants and ch-wh, th, and sh.
7. Identification of pronoun referents -
Me, I, You, We, It, They, Them, This, He, Him, She, Her.
8. Combine phonetic clues with context clues to infer words.

V. COMPREHENSION SKILLS

- A. Understand meaning of vocabulary.
- B. Have ability to find answers to specific questions.
- C. Have ability to answer questions of Who, What, When, Where, Why.
- D. Have ability to tell story in sequence.
- E. Have ability to remember details of story.
- F. Understand different meanings a word can have in different contexts.
- G. Understand pronoun referents. They, I, You, We, He, She, Her, Him, Us, That, This, Them.
- H. Recognize improbable statements.
- I. Can predict outcome.
- J. Can note cause and effect relationships.
- K. Use total sentence to determine word.

VI. INTERPRETATION SKILLS

- A. Can interpret story orally.
- B. Can link story to personal experience.
- C. Can recall elements of humor.
- D. Can make judgments in terms of story outcome.
- E. Can visualize action implied.
- F. Can recognize interest of characters.
- G. Can identify particular problem in story.
- H. Can recognize mood of characters.
- I. Ability to sense spirit of story in silent reading and express it in oral reading.
- J. Ability to recognize emotional reactions.
- K. Ability to realize that actions are organized and goal directed.
- L. Interpret time clues and sequence of action.
- M. Can draw conclusions and make inferences.
- N. Develop understanding of cause and effect relationships.

LEVEL C (Continued)

VII. STUDY SKILLS

- A. Use sequence of events as an aid to memory.
- B. Use classification as, what we did, what we do; people, animals, things, colors, etc.
- C. Are aware of present and past tense forms. (what we do, what we did) run-ran, look-looked.
- D. Know period, comma, question mark, exclamation mark, and apostrophe.

VIII. ORAL AND SILENT READING PROFICIENCY

- A. Read orally with expression, in phrases and with undue hesitation.
- B. Read silently to find the answers to questions.
- C. Read for enjoyment.

LEVEL D

I. EXPERIENTIAL BACKGROUND

A. Children shall have successfully completed levels A, B, and C.

B. Upon beginning this level a child shall have been exposed to the following:

1. Three pre-primers: Now We Read, Fun with the Family, Fun Wherever We Are.

Supplement to
pre-primers:

Guess Who

Primer:

Fun With Our Friends

2. Recognize all consonant letters by their sounds and be able to identify words and pictures containing these consonant sounds, as well as write the letter representing the sound. This includes all consonants "b to z" as well as "sh, wh, th, ch, 'ng."
3. Shall have been exposed to library program, ie. class library, show and tell periods, seatwork periods, experience charts, purposeful activity periods, creative resourcefulness in art activities, handling of equipment, dramatization of stories and poems, field trips, taking part in discussions, listening to records, stories, poems.

II. AUDITORY PERCEPTION SKILLS

A. The teacher should provide the basis for acknowledgment of and accepting the need for standards for listening.

1. Promote courteous listening by discussing the need to obtain directions, to become knowledgeable about subjects, the need to be courteous toward one another, the need to react correctly.

2. The teacher prepares children to become part of a good audience by discussing:
How to listen attentively to a program.
How to sit in a chair properly.
What is wrong with conversation when you should be listening.

B. The teacher should continue to develop skills for attentive listening by utilizing the following:

LEVEL D (Continued)

1. Teacher should hold attention of the class by providing material at the interest and level of maturity of the children.
 2. Teacher should prepare children for what they are going to hear and for what use they are to make of the information, thereby, setting the stage and getting them into a listening mood.
Teacher should allow time for questions, clarifying ideas children do not understand.
 3. Teacher should strengthen listening skills by utilization of following oral directions in making a gift, etc. (short - brief)
- C. Teacher should provide activities so children derive enjoyment from auditory experience, ie. through the reading of a descriptive poem, the use of radio broadcasts, records, films, and assembly programs.
- D. Teacher should develop skills for critical listening:
1. Children discriminate among sounds - tapping on a piano, tapping a pencil, tapping on a triangle, pattern tapping, listening to record, "Sounds Around Us," listening for sounds heard outside and inside.

III. VISUAL DISCRIMINATION SKILLS

- A. Have children consider: length of words, height of words, vertical difference of words.
- B. Provide opportunities to identify words starting with the same or different sounds.
- C. Learn essential skills presented in (Scott-Foresman) basic reading series: silent reading, oral reading with expression, develop speaking and reading vocabulary.

IV. WORD PERCEPTION SKILLS

A. Sight Vocabulary

1. Build sight vocabulary through: configuration clues, context clues, picture dictionary, experience charts.
Note: There are 153 new words at this level (D) and 44 new forms of known words.

LEVEL D (Continued)

Continue to use 176 words introduced at previous levels. Discontinue "pointing when reading" and gradually discontinue use of marker for reading except where absolutely necessary.
Level "D" Basic 220 words mastered.

B. Structural Analysis

1. Compound words: Also identify parts of known compounds and compounds made of two root words.
2. Review "s" inflections, possessive form of names, verbs ending with "ed" or "ing" learned in primer.
3. Associate one consonant sound with double consonant letters at the end of a word (tell- miss) and with two letter symbols (wh, ch, th, sh, -ng)
4. Blends - introduce two-letter "s, l, or r" (sp, cl, gr)
5. Learn to substitute consonant blends at the beginning or at the end of a word to form a new word in context.
6. Learn what a root word is, have repeated practice with "s, ed, and ing" endings.
7. Begin to understand the structural change made by the addition of "er" to adjectives and adverbs.
8. By the end of this level, begin to combine phonetic and structural analysis to identify unfamiliar words. Rely less on configuration.

C. Phonetic Analysis

1. Constant consonant review.
2. Introduce vowels: a, e, i, o, u, (long and short vowel sounds interchangeably)
3. Substitute initial and final consonants in attacking new words, "to top - Tom - ton"
4. Review common word endings: an, and, at, ay, ear, ing, it, ow, ump, ed.
5. Continue working with consonant digraphs: ch, wh, th, wh.

LEVEL D (Continued)

6. Child should be able to read and print simple words using consonants and vowels learned.
7. Child should be able to write simple three or four sentence story.

V. COMPREHENSION SKILLS

- A. Associate meaning with printed page.
- B. Acquire basic vocabulary and add to vocabulary by learning to unlock new words through techniques of phonetic and structural analysis.
- C. Understand meaning of simple phrases.
- D. Understand meaning of simple sentences.
- E. Comprehend theme of simple story: state "main idea" in own words.

VI. INTERPRETATION SKILLS

- A. Recognize personal experiences in visual materials.
- B. Recognize emotions expressed by behavior of characters.
- C. Become aware of relationships of idea; "because" "if".
- D. Form sensory images based on personal experiences.
- E. Discover meanings beyond literal facts of selection.
- F. Begin to make judgments and draw conclusions.

VII. STUDY SKILLS

- A. Review parts of a book.
- B. Encourage children to: hold book correctly, and at right distance from eyes; open book correctly, scan pages carefully, ie. scan titles, pictures, familiar stories, and page numbers; study pictures for clues to content of story; become proficient in use of table of contents; continue use of picture dictionary; understand purposes of library; application for library card, etc.;
-read variety of materials for supplementary information in science, Social Studies;
-perceive main ideas and sequence in stories, problems, and written directions.

LEVEL D (Continued)

- continue mastery of map skills, play games of location, make room floor map, be introduced to concepts N.E. - S.E. - S.W.
- locate objects in the classroom by true directions,
- introduce idea of sun rising in east and setting in west,
- know that a map represents something and that when we hang maps up, north will usually be at the top.

VIII. ORAL AND SILENT READING PROFICIENCY SKILLS

- A. Promote good expressive oral reading...
"read it like Jane would say it"
- B. Use silent reading for specific purpose...
for enjoyment;
find answers to questions which force children to make inferences...
why, who, how

LEVEL E

I. EXPERIENTIAL BACKGROUND

Know name, phone number. Say them clearly.

1. Know how to call fire or police department in emergency, giving necessary information.
2. Get group experience - field house activities, trips, acquaintance with school building, excursions around school neighborhood.
3. Science. (Care of plants)
4. Participate in show and tell, assembly programs.
5. Appreciate assembly programs as an audience.
6. Listen to stories and poems.

II. AUDITORY PERCEPTION

Recognition of need for listening (concept of listening).

1. Recognize responsibility of Speaker and Listener (positive attitude toward courteous listening).
2. Accept need for standards of listening.
3. Listen with interest for longer period of time.
4. Listen to get information.
5. Listen for relationship among ideas.
6. Get enjoyment from auditory experience (music).
7. Gain sensitivity to feelings of other. Share thrills with others, react.
8. Discriminate among sounds (skills in listening).
9. Concentrate and react to sounds.
(Become aware of differences between fact and fancy.)

III. VISUAL DISCRIMINATION SKILLS

Sight vocabulary.

Analyze shape and size of word.

IV. WORD PERCEPTION SKILLS - DOLCH

A. Acquire visual and auditory discrimination.

1. Visual. Discriminate size, shape.
Describe with variety of terms.
 - a. Know colors, numbers (and order) - ordinal - cardinal.
 - b. Discriminate likenesses and differences of initial sounds, n b d, etc.

LEVEL E (Continued)

- c. Work jigsaw puzzles.
- d. Work games with pictures.
- e. Follow a chart from left to right, top to bottom.

2. Auditory

- a. Listen to and interpret music.
- b. Likeness and differences of sounds of things - also initial sounds of words.
- c. Echo - game - melody or notes.
- d. Recognize voices.
- e. Practice in making notation of rhyming words.
Hear and produce in writing.

3. Sight vocabulary as III. A, then recognize words with common endings and compound words.

B. Comprehension Skills

1. Associate meaning with printed page, label pictures, daily date changes, etc.
2. Match number symbols (words and digits) 11-200 with sets of objects. 0 0 0 0 4 balls
3. In other subjects make pictures to help with comprehension. Extension of skill is to be used in content areas.

C. Interpretation Skills (Ability to understand and react)

1. Recognize personal experience in visual materials. (Weekly Readers) Then children discuss.
2. Recognize emotions expressed by behavior of characters.
3. Become aware of relationship of ideas.

D. Study Skills (Informal)

1. Give a question. Have children locate answer within a limited area.
2. Care and handling of books.
3. Acquaint with picture dictionary. Find word in part of dictionary corresponding to place of initial letter in the alphabet sequence - beginning, middle, end, other refinements necessary. Child should be able to alphabetize to the 2nd letter.
4. Obtain information from pictures.
5. Associate meaning with symbols on maps, charts, and globes.

LEVEL E (Continued)

E. Oral and Silent Reading Proficiency

1. Read with a fairly smooth consistency.
2. Reread when stumbling over word or words so as to get idea intact.
3. Silent reading proficiency checked by asking questions on stories or material read.
4. Teach children to go back over material if not aware of answer.
5. Reading tests used to check silent reading.

F. What Teachers Expect at Level.

Guidelines

- a. Experiential Background
- b. Auditory Perception
- c. Visual Discrimination
- d. Word Perception skills. Basic number words needed.
Spelling fits in.
(sight vocabulary)
(structural analysis)
(phonetic analysis)
- e. Comprehension skills
- f. Interpretation skills
- g. Study skills (informal). Give a question - look for answer.
- h. Oral and silent reading proficiency.

LEVEL F

I. EXPERIENTIAL BACKGROUND

- A. Has learned about the world in which he lives (community circle).
- B. Has learned about mechanical devices.
- C. Has had experience in problem solving.
- D. Has experience in recognizing cause-effect relationships.
- E. Has had experience in pondering values and standards of conduct.
- F. Has an understanding of the written paragraph.
- G. Is able to describe emotion.
- H. Has learned phonetic analysis of vowel letters.
- I. Can associate sounds and meanings of the spoken word with the printed word.
- J. Recognizes spoken word - writes symbols for sounds he hears.
- K. Recognizes all vowel and consonant letters.
- L. Knows the sounds of all consonant letters.
- M. Knows the letters c, s, th, and g have two sounds.

II. AUDITORY PERCEPTION SKILLS

- A. Learns to associate "v" sound with the letter; "v" is usually followed by silent "e" at the end of a word.
- B. Learns "qu" commonly represents the "kw" sound (quick).
- C. Learns the letters "squ" commonly represent the "skw" sound (squawk).
- D. Learns the letter "x" commonly represents the "kx" sound (box).
- E. Learns consonant letters may represent more than one sound.
- F. Learns "c" may represent the "s" sound as well as the "k" sound (ice, corn).
- G. Learns "g" may represent the "j" sound as well as the "g" sound (large - get).
- H. Learns same consonant sounds may be represented by different spellings; as they discuss groups of words that illustrate various spellings for a given sound (fun, puff, laugh, telephone).

III. VISUAL DISCRIMINATION SKILLS

- A. Extends understanding that a consonant letter may represent no sound in printed words - write, answer, John, listen, thumb.
- B. Learns to associate vowel sounds with the following letters and letter combinations: irregulars

LEVEL F (Continued)

ou as in out
ow as in how and show
oi as in oil
oy as in boy
ew as in grew

u as in put
us as in rule
au as in haul
oo as in boot - book
ue as in blue

- C. Learns that the same vowel letter may represent more than one sound--book, boot; how, show; out, put; use, rule; eat, head; bear, near, learn, etc.
- D. Learns that different vowel letters may represent the same vowel sound--waw, haul, thought; boot, grew, blue, rule; book, put; oil, boy; out, how.
- E. Learns the effect of "r" on visual clues to vowel sounds; "r" in care, store, chair, bear, hear, learn, deer, roar.
- F. Learns that visual clue to vowel sounds - two vowels go walking, the first does the talking and the second is silent; learn the visual clue to vowel sounds-- two vowels in a word separated by a consonant, the second vowel being an "e" the first vowel says its long name and the "e" is silent; boat, side.

IV. WORD PERCEPTION SKILLS

A. Sight Vocabulary

- 1. Approximately 1,000 words including words with spelling changes occurring before an ending or suffix.
- 2. Words made by adding or dropping the endings es, er, est of comparison; the suffix or as an agent; farm - farmer "y" with or without root changes occurring are learned.
- 3. Use of context clues; use of context clues is enlarged to include picture clues and any reading activity which involves an active attack on words with emphasis upon meaning of the whole sentence or paragraph in which the words are imbedded. The children will gain experience in using the following context clues.
 - a. Definition: The unknown word is defined.
"The long climb had made Jack hungry.
So he went to the castle to ask for food."

LEVEL F (Continued)

- b. Experience: The unknown word is predictable from the child's life experience. Soon Able had planted the last seed in the very last hill."
- c. Comparison: Contrast in meaning gives a clue to the unknown word. "The little woman missed the noises of the big city...It was very quiet on the farm."
- d. Synonym: The clue is known synonym for the unknown word. "Mary and Jerry liked to ride in the little caboose. The caboose was the last car on the train."
- e. Familiar Expression or Language Experience: This clue requires an acquaintance with everyday expressions. "The big house was gentle as a lamb."
- f. Summary: The unknown word sums up the ideas that precede it. "From the grandstand, Bob saw the riders line up. He watched cowboys rope and ride wild horses. He laughed at the cowboy clown. Bob thought the rodeo was great fun."
- g. Reflection of a Mood or Situation: The unknown word fits a situation or mood already established. "There were no sheepskins on which to sit. There was a furnace, but no fireplace. There were chairs and tables. The place was not like home. Everyone was very kind, but Blue Cornflower was homesick."

B. STRUCTURAL ANALYSIS

1. Verb Variants - Plural Forms

- a. Learns inflected and derived forms of known roots made by adding the endings.- s, -es, -'s,-ed,-ing,-er,-est of comparison --en(n) as in boys, catches, Sally's wanted, going, smaller, smallest, eaten.
- b. Learns known root words in inflected forms (root, word help in helps, helped and helping) derived forms (root word help in helper, helpful)
- c. Learns inflected or derived forms in which the final consonant of the root word is doubled (running, sunny)
- d. Learns inflected or derived forms in which the final "e" is dropped (taking, stony)
- e. Learns the inflected forms in which the final "y" is changed to "i" before the suffix is added (family-families)

LEVEL F (Continued)

2. Compound Words

- a. Learns to identify unfamiliar root words in inflected derived or compound forms.
- b. Learns known root words in compound words-down in downtown; tool in toolhouse.

3. Hyphenated Words - Contractions

- a. Learns contractions with one or more letters omitted (let's, I'll, I'd, I've)
- b. Learns to recognize the hyphen in words. Learns that the hyphen separates two whole words; rain-maker, good-by, hoppity-hop, bow-wow.

4. Prefixes

- a. Learns the prefix "un" meaning to do again (review, return)
- b. Learns the prefix "un" meaning not or the opposite of (unhappy, untie)
- c. Learns prefix "re" meaning to do again (review, return)

5. Suffixes

- a. (See verb variants)
- b. Learn the suffixes or as an agent -y, -ly, -ful, -ish, -en, as in farmer, windy, friendly, quickly, careful, mouthful, foolish, darken.
- c. Learns to use spelling patterns that function as clues to vowel sounds of one syllable roots in inflected or derived forms.
- d. Learns that two consonants after the first vowel letter and before the ending or suffix as in stopping, hopping, starry is a clue to short vowel sounds.
- e. Learns that one consonant letter after the first vowel and before the ending or suffix is a clue to a long vowel sound as in skating, scary.

LEVEL F (Continued)

C. PHONETIC ANALYSIS

1. Consonant blends - recognize and give the correct sounds of the blends such as fr, gr, tr, br, cl, sl.
2. Recognize and give the correct sounds of digraphs ch, th, sh, wh.
3. Recognize and know the hard and soft "g" and "o"
4. Learns that the second of two consonants (same) at the end of a word or syllable is silent.
5. Learns that the c in ck is silent, the k in kn is silent, the gh after i or u as in high, through is silent.
6. Introduce the fundamental principles of syllabication.
 - a. Children learn to listen for the parts of words; "almost" has two parts--those parts are called syllables (use many examples until children have mastered it) clapping.
 - b. Every syllable has a vowel sound.
 - c. Syllables in two syllable words such as we hear in the compound word "inside" --have two syllables even though we see three vowels--syllables are determined by the number of vowel sounds we hear.
 - d. Certain endings add extra syllables to words.

jump-jumping	fix-fixing	slow-slowly
eat-eaten	big-biggest	
7. Learns that only one vowel in a word followed by one or more consonants makes the short sound (at, met, much, top) unless it is "r" controlled (bird - hard).
8. Learns that if the only vowel letter in a word is "a" followed by "l" or "w" the "a" has the sound of all-saw.
9. Learns that if the only vowel letter in a word is at the end it stands for the long sound (he, she, go)
10. Learns that two vowels together in a word have the long sound of the first vowel, the second vowel is silent (boat, sail)

LEVEL F (Continued)

11. Learns that if there are two vowel letters in a word, one of which is a final "e" preceded by a single consonant letter, the first vowel letter is long; the final "e" is silent (cake-name).
12. If the only vowel letter in a word is "i" followed by the letters "gh" the "i" is long the "gh" is silent.
13. If the first vowel letter in a word is followed by two consonants and a final "e" the first vowel letter is usually short in sound. (else-bridge)
14. Learns that if the letter "r" appears as a clue to a vowel sound the vowel may be "r" controlled (ears, stairs, store, rear, large)
15. Learns that the letter "a" followed by one or more consonants other than "r") and preceded by the letter "w" does not usually stand for the short "a" sound
want - wash

V. COMPREHENSION SKILLS

A. Classification

1. Continues to classify words by sounds, forms, meaning, and function; action words, names, descriptive words, etc. Children can put words into categories such as animals, clothes, plants, people, and buildings. Multiple choice fill in the blank sentences, too.
2. Learns that the function of a word may change when a suffix is added - help - helper.

B. Locating Relevant Information

1. The ability to locate relevant information is basic to the development of study skills in all curriculum areas.
2. Use books as sources of information, particularly in connection with social studies and science projects. Use Library, People as resource.
3. Be able to answer true and false questions based on reading
always - most -
never - few -

LEVEL F (Continued)

C. UNDERSTANDING FIGURATIVE LANGUAGE

1. Children learn to understand that vivid comparisons help us to describe and understand objects.
2. Express relationships between things.
3. Similes based on color and simple shapes are easy for children to see. (The children need not be concerned with the terms, simile, and metaphor. They can readily grasp the idea of comparison unlike objects with a single common relationship.)

EXAMPLES: Spaghetti is like string.
An orange is like a baseball.
A piece of paper is like snow.

D. DICTIONARY SKILLS

1. Provide a readiness dictionary to enrich the basic vocabulary. Follow up of picture dictionary.
2. Learns a readiness for using the dictionary - alphabetical order, first letter and second letters.
3. Learns and gains an understanding that the printed word may represent more than one word meaning.
4. Learns to use context clues to select appropriate meanings.
5. Learns to identify root words in inflected and derived forms.

E. BOOK ORGANIZATION

1. Use of the table of contents. Match chapter headings with pages.
2. Observes organization of text books and library books.

F. UNDERSTANDING OF THE WRITTEN STORY

1. Recognizes meaning of phrases in reading presentation of simple phrases which children can interpret.
2. Specific information from simple, interrogative, and complex sentences learns to illustrate the written words in picture forms, noting color, size, shape, etc. of familiar objects.

LEVEL F (Continued)

3. Learns to identify main ideas from simple paragraphs.
4. Learns to make logical conclusions from written material:

You are at home and want something to eat.

Where would you go? _____ You want to
buy a dog. Where would you go? _____
You want to buy some bread and cake. Where
would you go? _____

WHAT WAS A GOOD IDEA?

Jerry was the new boy. He had no one to play with. He saw some boys playing ball in the street. They had a ball, but they didn't have a bat. Jerry had a good idea.

1. Jerry went to the boys and said,
"If you don't let me play, I'll fight."
 2. Jerry went to the boys and said,
"I have a bat, and we can use it."
5. Learns to relate subordinate ideas to the theme of a story.

VI. INTERPRETATION SKILLS

1. Recognizes emotions expressed by behavior of characters.
2. Becomes aware of relationships of ideas.
3. Discovers meanings beyond literal facts of selections.
4. Begins to make judgments and draw conclusions.
5. Identify mood or tone of stories and poems appropriate to levels of reading and maturity.
6. Grasping main idea of a story.
7. Notes and recalls details and perceives their relationship, for the purpose of:
 - a. Identifying story problem
 - b. Making inferences
 - c. Grasping main idea
 - d. Anticipation of action or outcome

LEVEL F (Continued)

- e. Making judgments
 - f. Drawing conclusions
 - g. Comparing and contrasting
 - h. Locating specific information
 - i. Forming an opinion
 - j. Generalizing, summarizing - oral
8. Perceiving relationships - analogous, cause-effect, general-specific, class, sequence, time, place, or space and size.-oral
 9. Learns to form sensory images; visual and auditory. (Tactile and Kinesthetic for additional reinforcement.)
 10. Identifying figurative, idiomatic and picturesque language.
 11. Recognizing plot structure.
 12. Sensing emotional reaction and infer character motive.
 13. Learning to link story to personal experience and applying ideas gained through reading.

VII. STUDY SKILLS

1. Encouragement of reading of longer books outside of class...Library, room library...
2. Reading of non-fictional books to find out how to make something or do something or to find out about something. (Dr. Seuss)
3. Reading for specific purposes.
4. Skill in locating specific information.
 - a. Skill in using the table of contents.
 - b. Skill in using the picture dictionary and/or glossary.
 - c. Skill in using pictures.
 - d. Skill in using pictures, maps (distance), graphs (bar, picture), charts, and tables.
5. Ability to select and evaluate information.
 - a. Ability to select suitable sources of information.
 - b. Ability to distinguish between relevant and irrelevant.
 - c. Ability to recognize the difference between fact and opinion
 - d. Ability to judge the validity of one's information.
 - e. Ability to judge the adequacy of one's information.

LEVEL F (Continued)

6. Ability to adjust the speed of reading to one's purpose and to the nature of the material.
7. Skill in using information
 - a. Skill in following directions.
 - b. Skill in mental organization.
 - c. Skill in classification.
 - d. Skill in simple sequential outlining.
 - e. Skill in oral summarizing.
8. Ability to comprehend and organize what is read.
 - a. Ability to find the main idea.
 - b. Ability to see the sequence of ideas.
 - c. Ability to find details.
 - d. Ability to draw conclusions, see relationships, and make inferences.
9. Ability to remember what is read.
 - a. Ability to use memory aids:

association	cause-effect relationships
sensory images	size-relationships
sequence	organization of ideas
 - b. Ability to select facts to be remembered:

color	why
places - when	where
10. Develop ability to follow printed directions.

LEVEL G

I. EXPERIENTIAL BACKGROUND

A. Children should be able to:

1. Perceive the sounds of our language.
2. Associate meanings with spoken words.
3. Follow a left to right visual progression.
4. Associate sound with printed words and parts of words.
5. Associate consonant and vowel sounds with letters that commonly represent them in printed words.
6. Use knowledge of the consonant and vowel sounds to unlock new words (Silent Consonants)
7. Use knowledge of structural analysis to determine pronunciation.
8. Use context clues to determine word meanings.
9. Identify root words in inflected and derived forms.
10. Put words in alphabetical sequence by first two letters.

B. Children shall have successfully completed levels A, B, C, D, E, and F.

II. AUDITORY PERCEPTION

A. Listening is stressed informally by encouraging children to listen to:

1. Each other (questions, answers, experiences, etc.)
2. Teachers (knowledge, questions, directions, etc.)
3. Assembly programs.
4. Instructional supplementary television programs.
5. Records.
6. Stories.
7. Poems.

B. Listening is taught formally by having children listen for specific purposes:

1. To distinguish mood and emotions.
2. To distinguish types of sounds or musical patterns.
3. To form mental pictures - poetry, adj.- colorful phrases.
4. To answer questions.
5. To tell stories in own words in logical order.

C. Auditory perception is stressed in the G level basic reader by having children:

1. Listen to and discriminate between syllables in multisyllable words.

LEVEL G (Continued)

2. Listen for and discriminate between the accented and unaccented syllables in two syllable words.
3. Listen to and discriminate between the schwa sound and other vowel sounds.

III. VISUAL DISCRIMINATION

Cursive letter forms are taught at this level. The child must be able to discriminate between all of the cursive letters and be able to link them to their individual manuscript forms. He must be able to read and write words written in the cursive form.

Kinesthetic - tactile

IV. WORD PERCEPTION SKILLS

A. Sight Vocabulary

1. Mastery of 220 Dolch Words.
2. Mastery of 95 Common Nouns.
3. Mastery of Basic Vocabulary.

a. By the time the child has completed the G level, he should be able to read most of the words in the basic readers levels A-G at a fairly rapid speed.

B. Phonetic Analysis

1. Introduction of the schwa sound upside down G "ah"

- a. It is often found in an unaccented syllable.
- b. It can stand for any of the five main vowels:

a in about	i in April
e in taken	o in lemon
u in circus	

2. Vowel-consonant spelling patterns that function as clues to vowel sounds in accented syllables in two syllable words are stressed.

- a. In the accented syllable, a vowel followed by one consonant is long. Ex. pa per
- b. In the accented syllable, a vowel followed by two consonants is short. Ex. hap pen

LEVEL G (Continued)

- c. In the accented syllable, when a vowel is followed by "r", the "r" determines the vowel sound. Ex. mar ket
 - d. In the two syllable word that ends in "le" the "le" does not affect the vowel sound in the accented syllable. Ex. a ble.
3. A two syllable word may be accented on the second syllable.
 - a. If the child accents the first syllable of a two syllable word and the word does not sound right, he learns that he must try accenting the second syllable. Example: re ply; pre tend; re turn.
 4. The use of the Dictionary Pronunciation Key is introduced.
 - a. A child learns how to look up a word in the dictionary to find out how it is pronounced. He learns how to read the diacritical markings and how to pronounce them. He learns incidentally that some multi-syllable words have more than one accent. They have primary and secondary accents. Example: en/ gi neer/

C. Structural Analysis

1. Review knowledge of root word, suffix, prefix, plural, singular, compound, contractions and possessives.
2. Introduce prefixes; im, dis, un, and a.
3. Introduce suffixes; ment, ness, less and ous.
4. Stress identifying root words in inflected, derived and compounded forms.
5. Syllables are a major area of stress.
 - a. Understanding of what a syllable is: There must be a vowel sound in every syllable; for every vowel sound, there is another syllable.
 - b. Identification of accented syllable in two syllable words.

LEVEL G (Continued)

c. Syllable division

- (1) Divide syllables between two successive consonants which are between two vowel sounds. Example: sig nal; hel lo
vc cv pattern
- (2) Divide syllables between the first vowel and consonant when the pattern is vowel-consonant-vowel. Example: ba by; pi lot;
o ver v cv pattern
- (3) Divide a word that ends in "le" before the preceding consonant. Example: jun gle; ta ble

V. COMPREHENSION SKILLS

- A. Grasping the meaning of a word in context.
- B. Grasping the meaning of a phrase in context including figures of speech and proverbs.
- C. Grasping the meaning of a sentence.
- D. Grasping the main idea of a paragraph.
- E. Grasping the main idea of a story or article.
- F. Identifying the story problem and its solution. (What, How)
- G. Ability to organize and summarize ideas orally.
- H. Ability to retell a story or article in own words.
Emphasis on factual reporting - correlate with Weekly Reader and Newspaper.

VI. INTERPRETATION SKILLS

- A. Making or checking inferences.
- B. Grasping implied ideas (Author's purpose)
- C. Anticipating action or outcome - how what.
- D. Making judgments (Good, bad, realistic)
- E. Drawing conclusions.
- F. Comparing and contrasting.
- G. Form or verify an opinion, or prove a point by locating specific information.

LEVEL G (Continued)

H. Generalizing.

I. Perceiving relationships; cause-effect, general-specific, etc.

J. Forming sensory images (poetry, mental pictures)

K. Sensing emotional reactions and inferring motives of story characters.

L. Evaluating actions and personal traits of story characters.

M. Interpreting figurative, idiomatic and picturesque language.

N. Identifying elements of style.

O. Identifying author's purpose.

P. Reacting to story content, linking it to personal experience, and applying ideas gained through reading.

VII. STUDY SKILLS

A. Developing dictionary skills and understandings.

1. Locating entries.

- a. Recognizing alphabetical sequence.**
- b. Introduce use of guide words.**
- c. Identifying root words in inflected or derived forms.**

2. Deriving meanings.

- a. Comprehending definitions.**
- b. Understanding that a word may represent more than one meaning - Double entry words.**
- c. Using context to select appropriate defined meaning.**

3. Deriving pronunciations.

- a. Using a pronunciation key to interpret dictionary symbols.**

4. Understanding the function of primary and secondary accent marks.

LEVEL G (Continued)

B. Develop proficiency in using aids for memory.

1. Association.
2. Sensory imagery.
3. Sequence.
4. Cause-effect relationship.

C. Perceive main idea and sequence in stories, problems, and written directions.

D. Obtain information from illustrations.

E. Read different types of content at different rates (incidental).

1. Quickly to locate certain facts.
2. Quickly to find main ideas, to follow sequence or to find out how story ends.
3. Slowly to absorb all of the details.
4. Re-read carefully to organize and reproduce details.

F. Reinforcement of skills through reading a variety of materials.

1. Library books.
2. Supplementary books.
3. Magazines.
4. Newspapers.
5. Maps.
6. Encyclopedias.

VIII. ORAL AND SILENT READING PROFICIENCY

A. Oral and silent

1. Read to answer specific questions or to locate specific information.

B. Oral

1. Produce language symbols accurately.
2. Develop sensitivity to the function of punctuation.
3. Develop sensitivity to phrasing, cadence, inflection and stress.
4. Develop awareness of voice quality, rhythm, rate, volume.

LEVEL G (Continued)

5. Read with purpose of making the passage clear and interesting to the listener. Provide listening situation.
6. Use eye contact while reading when possible.
7. Provide reader-audience situation.
Reader may prepare in advance to read to others who do not have books before them.

C. Silent

1. Hold lips still using only eyes.
2. Eliminate pointing.
3. Develop smooth eye movements.

LEVEL H

I. EXPERIENTIAL BACKGROUND

- A. Ability to use guide words in finding word to be defined.
- B. Awareness that a word may have several meanings.
- C. Ability to use pronunciation key in glossary.
- D. Facility in recognizing words presented in Levels A-G.
- E. Facility in using word attack skills learned in Levels A-G.
- F. Ability to use context clues in identifying words.
- G. Experience in recognizing and interpreting figurative language.
- H. Ability to hear and identify number of syllables in a word.
- I. Ability to discuss ideas gained through television, radio, etc.

II. AUDITORY PERCEPTION SKILLS

- A. Become aware of use of alliteration.
- B. Recognize that some words that have the same meaning and spelling may be pronounced in two ways, both acceptable.
Example: creek route.
- C. Recognize difference between conversation and discussion.
- D. Listen to:
 - 1. Oral readings of poetry.
 - 2. Dramatizations of stories.
 - 3. Oral readings of creative writing by other children.

III. VISUAL DISCRIMINATION SKILLS

- A. Continue to compare printed words that may be confused in reading. Example:

quite	quiet
except	expect
bought	brought

LEVEL H (Continued)

- B. Recognize that some words may be spelled correctly in more than one way. Example:

good-by good-bye

IV. WORD PERCEPTION SKILLS

A. Sight Vocabulary

1. At this level in The New Basic Readers of Scott, Foresman, there are 750 new words and 30 new forms. Of these approximately 800 words, the children should be able to identify independently about 600.
2. Children should continue to use context clues in identifying new words. They should combine an educated guess based on context and information gained earlier in the paragraph with word attack skills.

B. Structural Analysis

1. Syllabication

Extend understanding that

- a. A hyphen may be used to indicate that part of a word is printed on the next line.
- b. Short words (body) may not be divided at the end of a line.
- c. One-syllable words are not divided at the end of a line.
- d. Words that have two successive consonants between two vowels are usually divided between the two consonants (exceptions - consonant blends and digraphs). Example:

Kitten signal

- e. Words that have one consonant between two vowels are usually divided after the first vowel. Example:

pilot open

LEVEL H (Continued)

- f. Words that end in -le preceded by a consonant are usually divided before that consonant.

Example:

jungle little

2. Contractions - Learn two-letter contractions.

Example:

she'd (she had) we'll (we will)

3. Punctuation - Become aware incidentally of notation for quotation within a quotation.

4. Compound Words - Review and extend knowledge.

5. Prefixes

Review: dis, im, un, a

Introduce: mis, be, bi, tri, ex, fore, re

6. Suffixes

Review: ful, ness, ish, less, ment, ous

Introduce: numerical - teen, -ty, -th
other - -able, -ship, -ward

7. Derivatives

Review knowledge of words formed by:

changing f to v before adding plural es
changing y to i before adding endings
doubling the final consonant before adding endings
dropping the final e before adding endings.

Recognize that some words have alternate plurals.

Example:

Cherokee Cherokees

Some words have the same singular and plural.

Example:

deer

LEVEL H (Continued)

C. Phonetic blends

Review: two letter consonant blends
three letter consonant blends
consonant digraphs
vowel diphthongs
schwa sound found in unaccented syllables as
presented in Level G.
vowel-consonant spelling patterns that function
as clues to vowel sounds in accented syllables
in two-syllable words, as presented in Level G.

Learn that:

vowel-consonant spelling patterns which are
clues to vowel sound in initial accented
syllables of two-syllable words also apply
to accented syllables of three-syllable words
Example:

December diploma

vowel-consonant spelling patterns that indicate
a long vowel sound also apply when a consonant
blend is involved
Example:

fragrant zebra

two vowel letters together may represent two
syllables
Example:

science lion

V. COMPREHENSION SKILLS

A. Recognize literary forms and their characteristics.

1. Biography (story of actual person, living or dead).
2. Historical Fiction (describes life at a certain time using some fact, some fiction).
3. Fable (humor, talking animals, repetition, moral)
4. Nonsense Verse (absurd, humorous)
5. Limerick (nonsense verse with rhyming pattern)

LEVEL H (Continued)

- B. Recognize literary style and various devices an author uses to develop his story, article or poem.
1. Simile, personification and alliteration (terms not used but awareness is developed - exposure).
 2. "flashback"
 3. repetition
 4. exaggeration
- C. Recognize qualities of character.
- D. Recognize character development in biographical as well as fictional writing.
- E. Use pantomime to foster ability to visualize characters in action.
- F. Increase understanding of language by developing awareness of origin of place names in this country, -Indian words.
- G. Realize that language changes with passage of time.
- H. Continue to identify main idea in paragraph (Oral).
- I. Continue to summarize main ideas in a story (Oral).
- J. Become increasingly aware of structure of story-
Readiness for outlining.

Example: "If we were to have a play based on this story, how many scenes would there be?" "If we inserted subtitles in this story, what would they be?"

- K. Become increasingly aware of time relationships and sequence of events.

VI. INTERPRETATION SKILLS

- A. Interpret meaning of figurative or idiomatic language.
1. Idioms Example: break a record a piece of my mind
 2. Proverbs Example: "A friend in need is a friend indeed."

LEVEL H (Continued)

- B. Anticipate feelings of characters.
- C. Respond to emotions of characters.
- D. Recognize conflicting emotions in characters.
- E. Infer content from illustrations.
- F. Continue development of recognizing cause-effect relationships.
- G. Sharpen ability to make generalizations.
- H. Develop ability to determine, on the basis of given facts, the validity of conclusions drawn.
- I. Develop ability to see fallacy of making generalizations on the basis of limited information.
- J. Recognize and evaluate author's opinion and point of view. Compare stories.
- K. Develop ability to compare fanciful and realistic characters.
- I. Recognize and make inferences concerning effects of environmental differences.

VII. STUDY SKILLS

- A. At this level, children may begin using the Thorndike-Barnhart Beginning Dictionary. The first section is designed to teach specific skills for effective use of the dictionary. It is composed of 58 lessons giving instruction in:
 - 1. How to find a word.
 - 2. How to find a meaning.
 - 3. How to use the pronunciation key.
 - 4. How to use the dictionary for spelling and writing.

LEVEL H (Continued)

B. Children will learn that

1. There are cross references in the glossary or dictionary.
2. The glossary or dictionary may indicate two pronunciations for the same word, often indicating regional differences. Example:

(Wash' ing ten) (Wosh' ing ten)

3. The glossary or dictionary show plural form when
there is a change in the root word in the formation
the plural form differs from the usual plural form.
4. Homographs are words with the same pronunciation and spelling but which have different derivations and which are, therefore, listed separately in the dictionary.
5. They can substitute words in a definition for words in context.
6. It is necessary to read and follow directions independently.
7. There are various means of obtaining information;

Dictionaries	Atlases
Encyclopedias	Indices
Supplementary texts	Almanacs
Children's publications	Tables of Contents

VIII. ORAL AND SILENT READING PROFICIENCY

- A. Use pantomime in oral interpretation.
- B. Develop ability to dramatize portions of stories.
- C. Convert some stories to play form.
- D. Choose characters to interpret orally, using: volume, voice quality, rhythm, pitch, facial expression, movements, ...in order to: show distinction between types of characters, convey point of view of character, reflect changes in mood of character.

LEVEL H (Continued)

E. Develop ability to skim for specific information.

F. Develop interest in classroom library as a tool for finding information of particular interest.

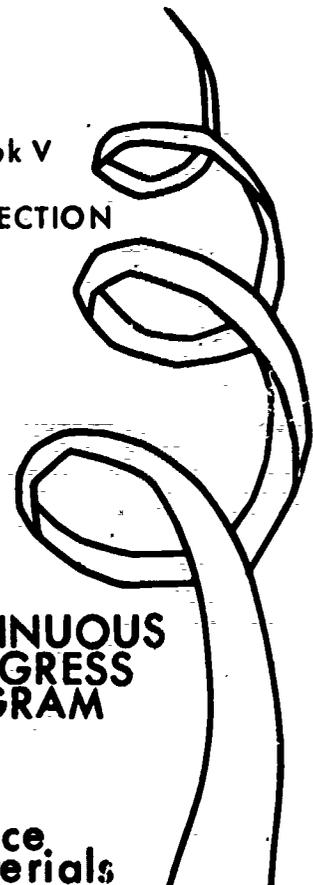
Book V

CLASSROOM ORGANIZATION AND DIRECTION

**CONTINUOUS
PROGRESS
PROGRAM**

**inservice
materials**

**Board of Education
City of Chicago**



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**Lillian Fasman, Teacher, Mather High School
Sally Foster, Teacher, Hurley Elementary School
Lavenya Hansford, Teacher, Gresham Elementary School
Eric Hill, Student, Harlan High School
James Kendle, Teacher, McKinley Upper Grade Center
Fred Kotler, Student, Von Steuben High School**

CLASSROOM ORGANIZATION AND DIRECTION

For a Continuous Progress Program

Probably the most crucial factor in each child's educational success is the efficiency of the teacher. Each teacher must be accountable (to himself and to the program) and totally committed to the philosophy of Continuous Progress - Mastery Learning. He must also be willing to carry his share of the load in planning, organizing, and managing the program as a whole and in his own classroom.

Pupils enter kindergarten in September of the year in which they reach five years of age by December 1. Level A (Readiness) can begin in kindergarten, or whenever the child enters a formal program of education for the first time, and is continued until the student has mastered objectives prescribed for that level in the Overview of the Primary Continuous Development Reading Program (Board of Education, City of Chicago). The child should move into Level B at the time that he has mastered the skills of Level A. The length of time required for mastery will vary. Some children enter school with the skills of readiness already mastered and, therefore, may start their formal education at Level B.

Classrooms are usually organized on the basis of reading progress and, as nearly as possible, chronological age. This same principle should apply to groupings within the room. One of the most influential and important groups in the life of a child will be his classroom group. He should feel secure in his small group knowing full well that he is considered a worthwhile person and is achieving at his own speed and capacity to learn. The child's learning and personality needs should be satisfied by the classroom group and its ongoing activities.

Each teacher must refer to permanent school records to obtain pertinent information necessary for proper grouping. Cumulative Record Cards, test scores, and comments by previous teachers in the student's individual folders are sources of valuable information. After information has been researched concerning each child, and determination has been made regarding the room and level into which the child shall go, the next task is to start intradepartmental planning to organize the disciplines for that program.

The classroom organization, direction, and management must always preserve the scope and sequence established for the program of Continuous Progress through mastery learning. The details for this stage of planning and organizing cannot be set up as a prescription in an overall, city-wide guide. The details must be the "nuts and bolts" of the Continuous Progress Program and must be tailored to fit each local school and meet its needs. This tailoring of curriculum should be adjustable, flexible, and elastic so that it will adjust to both the individual and small group needs.

Again, let it be stated that each teacher must be accountable and committed to carry his share of the load toward making this vertically designed continuum work.

At all stages of planning and organizing, the teacher must remain mindful of the fact that to teach is to act. Teaching is the action of persons who instruct or who guide the learning processes of others. The role of the teacher must change if self-paced individualized learning is to replace group-oriented instruction.

After the teacher and his team have planned and replanned, organized, and reorganized--what next? He closes the classroom door. He is now a classroom manager. His role must become that of a manager of learning for individual students. A classroom manager organizes and coordinates the efforts of children to achieve their personal and educational objectives. Classroom management actually refers to setting up patterns of activities that the teacher performs. These activities are concerned mainly with individuals as they interact with the classroom group and are focused upon creating conditions in which individuals in the classroom can best achieve their own personal goals and educational objectives. Classroom organization and management should be a service to help the students in that room in their planning and working together. The object is NOT to do their thinking for them. The teacher will monitor each student's progress, diagnose his learning problems, prescribe possible alternatives which will help to solve his problems, and evaluate his progress in achieving the stated behavioral objectives as designated in the program's curriculum. Those behavioral objectives will be stated in terms of an action to be performed by the learner. The teacher will be able to determine from the child's actions whether he has mastered the objective.

In order to achieve his goals in management, the classroom teacher must know each child individually; he must know the child's capabilities as well as his weaknesses. He must find out what the child doesn't know and help him to learn it. If he tries to teach what is already known, the child is bored; and if he tries to teach the child something for which he has no background, the child becomes angry and frustrated. He must know the child's personality. The way a teacher interacts with or responds to a student has much to do with that student's attitude toward learning experiences. It has long been an accepted precept that when a child comes to school each day alert, responsive, and eager to learn, he can be given longer assignments requiring independent study. If a child comes to school discouraged and disinterested, he will need more of the teacher's time and a longer period of his own time to master a concept. Also, he will need shorter assignments and more detailed directions.

As previously stated, a most crucial factor in each child's success is the efficiency of the teacher. Classroom organization and management affect the classroom morale. When members of the group feel anxious, they do not perceive correctly or clearly. Conflict and hostility within a classroom often can be traced directly to lack of classroom management. Helping each child achieve optimal success in reading is an enormous challenge to the teacher.

Teachers need professional dedication and commitment to meet this difficult challenge. They need locally established guidelines so that there will be no frustrations when grouping and regrouping take place. However, these guidelines must remain flexible. Regrouping should be a natural process as the child satisfactorily completes one level and progresses to the next. Grouping is not a method of teaching. Grouping is actually a way of organizing the children within a classroom with similar interests, needs, and/or achievements. Grouping, if properly used, should promote both teaching and learning opportunities. Proper grouping actually demands a wide variety of teaching procedures and techniques.

If team teaching is possible in the local building, by all means it should be considered for use. (Read Guidelines for Team Teaching, Board of Education, City of Chicago, 1969.) If the physical plant and the staff do not lend themselves to team teaching, then it will be even more necessary to team plan, team organize, and team evaluate. Teachers within the department form the team. However, the principal should either work with the team or be well aware of its goals.

After the objectives have been established, the team should match the materials available to the needs of the students. The objectives, the materials, and the instructional program (including concepts and individual activity sheets) must meet the needs of the individual child. Previous reference has been made to selecting different activities for different groupings in order to meet that group's needs. It is also necessary to be mindful of the fact that different activities, goals, and objectives will be necessary for different neighborhoods in order to have the educational experience relevant to the local community needs.

The teacher's role must remain flexible. It should not always be necessary for the teacher to direct all of the student activity in the room. While he is busy with one group of pupils, others may be working at independently planned activities, such as self-testing, independent seatwork activities, or special interest centers.

At other times, he may, indeed, be the director of all the student activity in his room. At all times the emphasis must be on the child - the child learning and not the teacher teaching.

The classroom, which is a learning center, should be arranged to meet the variant needs of the children in the class. It should be filled with appropriate and constructive learning materials as well as equipment and opportunities for explorative learning. It should be decorated to reinforce the children's learning experiences.

As team-planned goals of the program are accomplished, the teacher will discover that appropriate classroom organization, direction, and management become an integral part of his thinking and planning.

Classroom Direction

This outline indicates the content of the book and is provided here as an aid to the classroom teacher. In thinking about and planning for the instructional program which he will provide in his classroom, the teacher may wish to use this outline as a working checklist.

I. Identify needs of learner(s) from available information.

Pupil records

Conference with former teachers (if possible)

Personal observation of new pupils

II. Study the planned curriculum.

III. Implement the curriculum.

Plan blend of A and B.

Coordinate with available books and materials.

Coordinate with talents of teacher.

IV. Apply the commitment of the teacher.

Recognize the great responsibility of the teacher for the total program of education--in that room and in that year.

Mold all together.

Needs of pupil
Curriculum plans
Talent of teacher
Talent of pupils

Provide a good program of education.

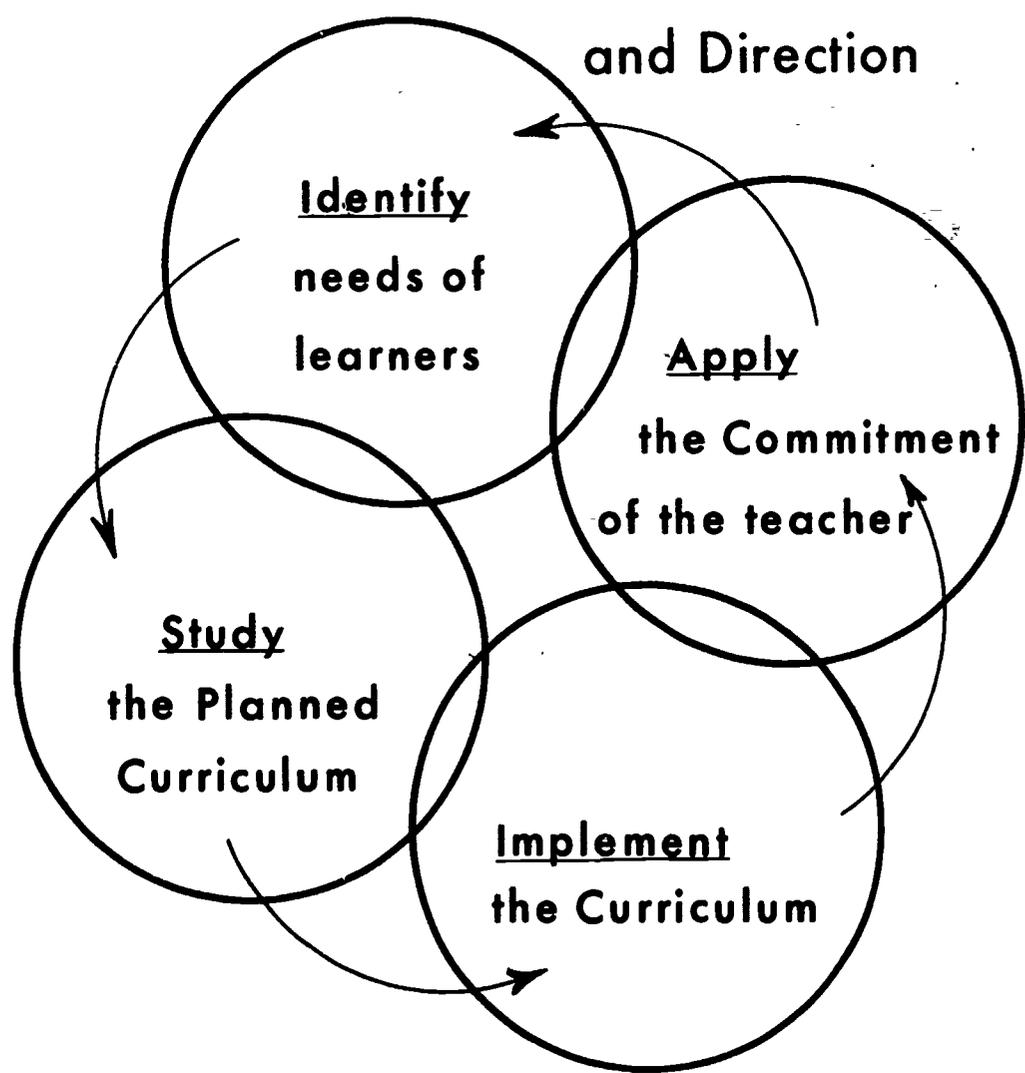
Adapt plans to the physical plant.

Cooperate with the total committee.

Maintain flexibility of grouping.

Accept the child where he is.
Know the child, his weaknesses and his strengths.
Teach the child--the whole child.

The Nuts and Bolts of Classroom Organization and Direction



RECOMMENDING READING

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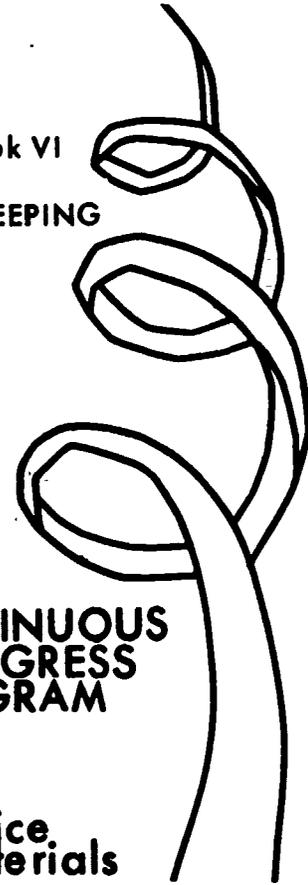
Book VI

PUPIL EVALUATION AND RECORD KEEPING

CONTINUOUS
PROGRESS
PROGRAM

inservice
materials

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PUPIL EVALUATION AND RECORD KEEPING

For a Continuous Progress Program

Pupil Evaluation

Basic to any school program is the necessity for evaluation. Changes in behavior must be measured and evaluated to insure that proper learning and genuine pupil growth have taken place. In a Continuous Progress school accurate measurement must become a constant goal because all pupils must give evidence of mastery of the educational program prepared for them before being moved on to a higher level and the school must have evidence of the workability of its educational plans. All the more formal means may be used, such as, standardized testing, case studies, questionnaires, checklists, and sociometric tests. These would not be, however, part of the daily schedule. Instead, teachers should use the results of conferences, publishers' tests, school-and/or teacher-designed tests, and daily observation to make themselves aware of the sequential development of their students.

Upward academic mobility of students is the key to Continuous Progress. It is attained only when each teacher knows exactly where the child is on the continuum, interprets the child's learning needs, and is ready to implement changes which must be made. This changing of program and, quite possibly, regrouping normally occurs within the classroom. However, provision also must be made for the time that the child will spend with other teachers or for changing him to another classroom.

In addition, there is a great need for the teacher to evaluate his own work constantly. He must habitually check to be sure that planned objectives become a reality. This self-evaluation of lesson plans is based on the necessary premise that each child's needs must be met. Lee L. Smith suggests that the teacher ask himself the following questions:

What is my objective in teaching this lesson to these children?
Am I succeeding?
Is this the most efficient way to treat it?
Are my methods based on sound research?
Am I meeting the needs of these children?¹

If all the answers indicate that the expected and needed growth has been accomplished, then work with that child should continue in the same way. If the answers are negative, changes must be made immediately to correct the situation.

¹Lee L. Smith, A Practical Approach To The Nongraded Elementary School, (West Nyack, N.Y.: Parker Publishing Co., 1968), p. 164.

Results of any of these evaluations might be shared with other teachers, parents, the student, or the administrator. For the purposes of efficient and long-range cooperative communication, those data evaluations must be recorded. This need for communication, as well as the need for a comprehensive picture of each pupil's individual growth and progress, makes the keeping of good records a vital matter to a Continuous Progress Program.

Pupil Records

Pupil record keeping is of crucial and grave importance when dealing with Continuous Progress learning. It is imperative that a specifically related progress report card be developed that will record with clarity the teacher's evaluation of individual progress. Continuous Progress educational programs demand pertinent, appropriate, and relevant reporting as well as record keeping systems which are consistent with the operationally defined sequences developed. It is not the format used that is important, but what is contained in the format. In dealing with Continuous Progress, process should be the fundamental emphasis. Process can be associated with knowledge and with human activities which are most vital in evaluating and reporting new insights regarding an individual's learning.

The nongraded Continuous Progress school is based on the idea that continuous progress is not only available, but is the organizing feature of that school. To create a reflection of that activity, several things must be considered. The following areas seem relevant to the development of individual growth records that would help in revealing the progress of each child:

- Knowledge of where a child is or at what level he operates presently
- Knowledge of what a child is ready for at the moment
- Knowledge of the quality of a child's performance in relation to his seeming ability to perform
- Knowledge of whether or not he is putting forth the kind of effort that reflects the kind of performance that can be expected of him
- Knowledge of his basic background
- Knowledge of his native endowment insofar as it can be ascertained
- A basic estimation of the starting point for a child in any given area of work
- Records of his previous history of achievement in relation to present achievement.²

Two basic types of nongraded progress report cards are the graph and the chart. The Graph Progress Report Card is a bar graph representation of skill concepts or levels of the curriculum showing progress along a continuum. The graph method provides an up-to-date approach to reporting to parents, for it provides them with a visual picture of the student's achievement. The Chart Progress Report Card, which is more widely used, is similar in certain respects to the traditional report card.

²Hillson, Maurie, and Bongo, Joseph, Continuous-Progress Education: A Practical Approach (Palo Alto, Calif.: Science Research Assoc., Inc., College Division, 1971), p. 78.

There is no one perfect device for record keeping and reporting to parents. Each system has its advantages as well as its disadvantages, and each serves a particular purpose. It is the administrator's and teachers' task to determine which method of record keeping and reporting is most suitable for the community -- no one method will serve the needs of every school. It lies within the purview and discretion of the teacher and the administrator to determine which technique or combination of device techniques prove most suitable for his community.

Implementing Student Records

For pupil record keeping it is important to remember the unique needs of a Continuous Progress program. There can be several uses for, and approaches to, appropriate record keeping procedures. To show achievement is, however, the essential goal of each. To aid in planning the future educational program of each pupil is also of great importance.

Whatever systems or devices of record keeping are selected or created to serve the program's goals, a large responsibility rests upon each teacher to maintain these records in a precise and accurate manner.

The following pages itemize and give examples of various kinds of forms which can be used or considered by a school.

Reading Progress Card

The reading progress card should include such information as the child's achievement level, the beginning and ending dates of work on each level that he has mastered, or the page to continue on when he resumes progress after vacationing, transferring, or any other necessary interruption. In addition, it may be helpful for the principal and teacher to include the date of entry, readiness skills, and other vital information in order to have a sufficient basis for efficient evaluation of the pupil. Progress cards also should be kept in mathematics and other subject areas, such as science and social studies. The child's placement level and aptitude should be incorporated also.

Sample reading progress cards which follow were developed by indicated sources:

Form A: Revised form from the Henry H. Nash School,
District 4

Form B: Revised form from the Walter Q. Gresham School,
District 16

Form C: Submitted to Committee without proper
identification of source

Form D: Reading Mastery Check Card (McBee Card) for the
Wisconsin Design for Reading Skill Development.
Permission to reproduce granted by Interpretive
Scoring Systems, Minneapolis, Minn.

Form E: Pupil's Cumulative Record Card for Scott, Foresman
Reading Systems, Levels 1-12. From SCOTT, FORESMAN
READING SYSTEMS. Copyright 1971 by Scott, Foresman
and Company.

Name of School

Continuous Progress Program

Child's Name _____ Room _____

Student Number _____ Birth Date _____

Date of Entry _____

Level A

Readiness Skills: Ability to understand ideas expressed
in words—average verbal fluency.

Recognition: Colors _____ Name _____
Shapes _____
Numbers _____

Is Able to: Listen to a story _____ Give address _____ Skip _____
Hop _____ Repeat a short story _____ Cut _____
Hop on one foot _____ March _____ Paste _____
Give telephone to _____ Follow directions _____
Color _____ Distinguish letter forms from one
another (knows A, B, C's) _____ Discriminate
between sounds _____ (Loud, soft, mechanical,
voices) Initial consonant sounds _____
Final consonate sounds _____ Ability to
reason, "think" i. e. classification, quantitative,
size, pattern copying _____

Level A The Big Book or Kit

Level	Company	Text	Page #	Oral Fluent	Reading Is		Accompanying Workbook	Special Problems or Comments
		Completed			Hesitant	Poor		
Pre-Primer								
Book I								
Book II								
Book III								
<u>Level C</u>								
Basic Test								
Other								
<u>Level D</u>								
Basic Test								
Other								
<u>Level E</u>								
Basic Test								
Other								
<u>Level F</u>								
Basic Test								
Other								
<u>Level G</u>								
Basic Test								
Other								
<u>Level H</u>								
Basic Test								
Other								
<u>Level</u>								
Basic Test								
Other								
<u>Level</u>								
Basic Test								
Other								
<u>Level</u>								

SUGGESTED SKILLS RECORD CARD

**WISCONSIN DESIGN
FOR READING SKILL
DEVELOPMENT**

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X79529*^C

**WORD
ATTACK**

LEVEL A:

- 1 Rhyming words
- 2 Rhyming phrases
- 3 Shapes
- 4 Letters, numbers
- 5 Words, phrases
- 6 Colors - TO
- 7 Initial consonants
- 8 All A skills

LEVEL C:

- 1 Sight vocabulary
- 2 Consonant variants
- 3 Consonant blends
- 4 Long vowels
- 5 Vowel + r, a + j, a + w
- 6 Diphthongs
- 7 Long & short oo
- 8 Short vowel generalization - TO
- 9 Silent e generalization - TO
- 10 2 vowel generalization - TO
- 11 Final vowel generalization - TO
- 12 Consonant digraphs
- 13 Base words
- 14 Plurals
- 15 Homonyms
- 16 Synonyms, antonyms
- 17 Independent application - TO
- 18 Multiple meanings
- 19 All C skills

- 1 Sight vocabulary
- 2 Left-right sequence - TO
- 3 Beginning consonants
- 4 Ending consonants
- 5 Consonant blends
- 6 Rhyming elements
- 7 Short vowels
- 8 Consonant digraphs
- 9 Compound words
- 10 Contractions
- 11 Base words
- 12 Plurals
- 13 Possessives
- 14 All B skills

LEVEL B:

LEVEL D:

- 1 Sight vocabulary
- 2 Consonant blends
- 3 Silent letters
- 4 Syllabication
- 5 Accent
- 6 Schwa
- 7 Possessives
- 8 All D skills

NOTE: Skills marked TO are assessed by Teacher Observation

Date Entered School _____ 19____
 Age: Years _____ Months _____
 Birthday _____

Check resources used. Enter total of pages used in Studybook and Masters/IPP. Enter dates and scores where requested.

Name	Core Components	Level 1						Level 2						Level 3						Level 4						Level 5						Level 6									
		Started _____ 19____						Started _____ 19____						Started _____ 19____						Started _____ 19____						Started _____ 19____						Started _____ 19____									
		Completed _____ 19____						Completed _____ 19____						Completed _____ 19____						Completed _____ 19____						Completed _____ 19____															
	Read-Aloud Library	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6				
	Pupils' Books Completed	A	B	C	D	E	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	A	B	C	D	E	A	B	C	D
	Studybook Pages Used	(64)						(60)						(60)						(64)						(48)						(44)									
	Masters/IPP Used	(50)						(70)						(62)						(60)						(54)						()									
	Informal Rdg. Inv. Given	_____ 19____						_____ 19____						_____ 19____						_____ 19____						_____ 19____															
	Comprehension Strategies	Use of— concepts and language exp. _____ disc.: vis. _____ aud. _____ Aiding _____ Recognition of— colors _____ letters _____						Use of— concepts and language exp. _____ disc.: vis. _____ aud. _____ context cues: semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: part-whole _____ size _____ time _____ sequence _____						Use of— concepts and language exp. _____ disc.: vis. _____ aud. _____ context cues: semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: part-whole _____ size _____ time _____ sequence _____						Use of— concepts and language exp. _____ disc.: vis. _____ aud. _____ context cues: semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: part-whole _____ size _____ time _____ sequence _____ cause-effect _____						Use of— concepts and language exp. _____ disc.: vis. _____ aud. _____ context cues: semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: part-whole _____ size _____ time _____ sequence _____ cause-effect _____ place _____						Use of— concepts and language exp. _____ disc.: vis. _____ aud. _____ context cues: semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: part-whole _____ size _____ time _____ sequence _____ cause-effect _____ place _____									
	Critical Reading and Study Skills													Use of— alpha. order _____ table of contents _____						Use of— alpha. order _____ table of contents _____						Use of— alpha. order _____ table of contents _____															
	Special Practice Books Used							A 1 2 3 4 5 6 7 8 B 1 2 3 4 5 6 7						A 1 2 3 4 5 6 7 8 B 1 2 3 4 5 6						A 1 2 3 4 5 6 7 8 B 1 2 3 4 5 6 7 8						A 1 2 3 4 5 6 7 8 B 1 2 3 4 5						A 1 2 3 4 5 6 7 B 1 2 3 4 5									
	Other Components Used for Special Practice or Enrichment (IPR—Invitations to Personal Reading)	Alphabet Cards _____ Picture Cards _____ Linguistic Blocks 1A _____ Match-and-Check x 1 _____						Cards: Al. _____ Pic. _____ Bkts.: 1A _____ 1L _____ Puzzles: Word 1 _____ 2 _____ 3 _____ Match-end-Check x 2 _____ Spec. Prac. Kit 2 _____ Talking Alphabet 1 _____ IPR 1 _____						Cards: Al. _____ Pic. _____ Bkts.: 1A _____ 1L _____ 1W _____ Puzzles: ABC 1 _____ Match-end-Check x 3 _____ Spec. Prac. Kit 3 _____ Talking Alphabet 1 _____ 2 _____ R. Along-R. Alone _____ IPR 1 _____ 1B _____ Bright Horizons 1 _____						Match-end-Check x 4 _____ Puzzles: ABC 2 _____ Overhead Visuals 4 _____ Talking Alphabet 1 _____ 2 _____ Talking Storybook Box 1 _____ IPR 1 _____ 1B _____ Bright Horizons 1 _____						Choose-end-Check x 5 _____ Puzzles: ABC 3 _____ Context 1 _____ Spec. Prac. Kit 5 _____ Talking Storybook Box 1 _____ Box 2 _____ IPR 1B _____ 2B _____ Bright Horizons 1 _____ 2 _____						Choose-end-Check x 6 _____ Puzzles: Context 2 _____ Overhead Visuals 6 _____ Talking Storybook Box 1 _____ Box 2 _____ IPR 2 _____ 2B _____ Bright Horizons 1 _____ 2 _____									
	Reference Books Used	My Pictionary _____						My Pictionary _____						1st Picture Dict. _____ 1st Exer. Book _____						1st Picture Dict. _____ 1st Exer. Book _____						2nd Picture Dict. _____ 2nd Exer. Book _____						2nd Picture Dict. _____ 2nd Exer. Book _____									
	Other Related Materials Used (Add materials not listed.)	Talkalaters _____ Lang. Act. Kit _____ List. Act. Rcd. _____ Snds. I Can Hear _____ Sense and Tell _____						Lang. Act. Kit _____ List. Act. Rcd. _____																																	
	Survey Test Given	Vocebulary A _____ B _____						Initial A _____ B _____						Early Prim. A _____ B _____						Early Prim. A _____ B _____						Early Prim. A _____ B _____															
	Total Reading Score and Reading Percentile	_____ 19____						_____ 19____						_____ 19____						_____ 19____						_____ 19____															
	Part or Subtest Scores	T. _____ %ile _____ I. _____ 2 _____						T. _____ %ile _____						T. _____ %ile _____						T. _____ %ile _____						T. _____ %ile _____															
	Level Test Given	_____ 19____						_____ 19____						_____ 19____						_____ 19____						_____ 19____															
	Scores	1(20) _____ 2(9) _____ 3(13) _____ T(50) _____						1(20) _____ 2(9) _____ 3(13) _____ T(50) _____						1(20) _____ 2(9) _____ 3(13) _____ T(50) _____						1(20) _____ 2(9) _____ 3(13) _____ T(50) _____						1() _____ 2() _____ T(50) _____															

Pupil's Cumulative Record Card for Scott Foresman Reading Systems Levels 1-12

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readingsystems
readingsystems
readingsystems
readingsystems
readingsystems
readingsystems

Name _____

		Remarks	Remarks	Remarks	Remarks	Remarks	Remarks	
		Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
		Started _____ 19____ Completed _____ 19____	Started _____ 19____ Completed _____ 19____	Started _____ 19____ Completed _____ 19____	Started _____ 19____ Completed _____ 19____	Started _____ 19____ Completed _____ 19____	Started _____ 19____ Completed _____ 19____	
Core Components	Read-Aloud Anthology							
	Pupils' Books Completed	A B C D E F	A B C D E F	A B C D E	A B C D	A B C D	A B C D E	
	Studybook Pages Used	(48)	(48)	(48)	(48)	(48)	(48)	
	Masters/IPP Used	()	()	()	()	()	()	
	Informal Rdg. Inv. Given	_____ 19____	_____ 19____	_____ 19____	_____ 19____	_____ 19____	_____ 19____	
Skills(s) Pupil Needed Special Practice In	Comprehension Strategies	Use of— concepts and language exp. _____ disc: vis. _____ aud. _____ context cues: _____ semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: _____ part-whole _____ size _____ time _____ sequence _____ cause-effect _____ place _____ time-place _____ analogous _____	Use of— concepts and language exp. _____ disc: vis. _____ aud. _____ context cues: _____ semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: _____ part-whole _____ size _____ time _____ sequence _____ cause-effect _____ place _____ time-place _____ analogous _____	Use of— concepts and language exp. _____ disc: vis. _____ aud. _____ context cues: _____ semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: _____ part-whole _____ size _____ time _____ sequence _____ cause-effect _____ place _____ time-place _____ analogous _____	Use of— concepts and language exp. _____ disc: vis. _____ aud. _____ context cues: _____ semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: _____ part-whole _____ size _____ time _____ sequence _____ cause-effect _____ place _____ time-place _____ analogous _____	Use of— concepts and language exp. _____ disc: vis. _____ aud. _____ context cues: _____ semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: _____ part-whole _____ size _____ time _____ sequence _____ cause-effect _____ place _____ time-place _____ analogous _____	Use of— concepts and language exp. _____ disc: vis. _____ aud. _____ context cues: _____ semantic _____ syntactic _____ letter-sound rel. _____ cues _____ relationships: _____ part-whole _____ size _____ time _____ sequence _____ cause-effect _____ place _____ time-place _____ analogous _____	
	Critical Reading and Study Skills	Use of— alpha. order _____ table of contents _____ glossary _____ Recognition of— uses of: _____ pic. dictionary _____ main idea and supporting details _____ org. of ideas _____ story prob., sol. _____ pur. for reading _____ ways of reading _____ character traits and motives _____	Use of— alpha. order _____ table of contents _____ glossary _____ Recognition of— uses of: _____ pic. dictionary _____ encyclopedia _____ main idea and supporting details _____ org. of ideas _____ story prob., sol. _____ pur. for reading _____ ways of reading _____ character traits and motives _____	Use of— alpha. order _____ table of contents _____ glossary (pron. key) _____ annot. biblio. _____ Recognition of— uses of: _____ dict. (pron. key) _____ encyclopedia _____ thesaurus _____ main idea and supporting details _____ org. of ideas _____ story prob., sol. _____ elem. of style _____ pur. for reading _____ ways of reading _____ character traits and motives _____	Use of— alpha. order _____ table of contents _____ glossary _____ annot. biblio. _____ Recognition of— uses of: _____ dictionary _____ encyclopedia _____ thesaurus _____ card catalog _____ main idea and supporting details _____ org. of ideas _____ story prob., sol. _____ elem. of style _____ characteristics of types of lit. _____ pur. for reading _____ ways of reading _____ character traits and motives _____	Use of— alpha. order _____ table of contents _____ glossary _____ annot. biblio. _____ Recognition of— uses of: _____ dictionary _____ encyclopedia _____ thesaurus _____ card catalog _____ main idea and supporting details _____ org. of ideas _____ story prob., sol. _____ elem. of style _____ characteristics of types of lit. _____ pur. for reading _____ ways of reading _____ character traits and motives _____	Use of— alpha. order _____ table of contents _____ glossary _____ annot. biblio. _____ Recognition of— uses of: _____ dictionary _____ encyclopedia _____ thesaurus _____ card catalog _____ main idea and supporting details _____ org. of ideas _____ story prob., sol. _____ elem. of style _____ characteristics of types of lit. _____ pur. for reading _____ ways of reading _____ character traits and motives _____	Use of— alpha. order _____ table of contents _____ glossary _____ annot. biblio. _____ Recognition of— uses of: _____ dictionary _____ encyclopedia _____ thesaurus _____ card catalog _____ main idea and supporting details _____ org. of ideas _____ story prob., sol. _____ elem. of style _____ characteristics of types of lit. _____ pur. for reading _____ ways of reading _____ character traits and motives _____
	Special Practice Books Used	A 1 2 3 4 5 6 7 B 1 2 3 4 5	A 1 2 3 4 5 6 B 1 2 3 4 5	A 1 2 3 4 5 6 B 1 2 3 4 5	A 1 2 3 4 5 B 1 2 3 4	A 1 2 3 4 5 B 1 2 3 4	A 1 2 3 4 5 B 1 2 3 4	
Additional Components	Other Components Used for Special Practice or Enrichment (IPR—Invitations to Personal Reading)	Choose-and-Check # 7 _____ Puzzles: _____ Context 3 _____ Spec. Prac. Kit 7 _____ Talking Storybook _____ Box 2 _____ IPR 2 _____ 2B _____ Bright Horizons 2 _____	Choose-and-Check # 8 _____ Puzzles: _____ Dict. 1 _____ Overhead Visuals 8 _____ Talking Storybook _____ Box 2 _____ IPR 2 _____ 2B _____ Bright Horizons 2 _____	Read-and-Check # 9 _____ Puzzles: _____ Dict. 2 _____ Spec. Prac. Kit 9 _____ Talking Storybook _____ Box 2 _____ IPR 2B _____ 3 _____ 3B _____ Bright Horizons 2 _____ 3 _____	Read-and-Check # 10 _____ Puzzles: _____ Dict. 3 _____ Overhead Visuals 10 _____ IPR 3 _____ 3B _____ Bright Horizons 3 _____ 2 _____ 3 _____	Read-and-Check # 11 _____ Puzzles: _____ Dict. 4 _____ Spec. Prac. Kit 11 _____ IPR 3 _____ 3B _____ Bright Horizons 3 _____	Read-and-Check # 12 _____ Puzzles: _____ Dict. 5 _____ Overhead Visuals 12 _____ IPR 3 _____ 3B _____ Bright Horizons 3 _____	
	Reference Books Used	2nd Picture Dict. _____ 2nd Exer. Book _____	2nd Picture Dict. _____ 2nd Exer. Book _____	Seg. Dictionary _____ In Other Words 1 _____ Exercise Book 1 _____	Seg. Dictionary _____ In Other Words 1 _____ Exercise Book 1 _____	Seg. Dictionary _____ In Other Words 1 _____ Exercise Book 1 _____	Seg. Dictionary _____ In Other Words 1 _____ Exercise Book 1 _____	
Related Mths.	Other Related Materials Used (Add materials not listed)							
	Survey Test Given	Late Prim. A _____ B _____ _____ 19____	Late Prim. A _____ B _____ _____ 19____	Late Prim. A _____ B _____ _____ 19____	Late Prim. A _____ B _____ _____ 19____	Intermediate A _____ B _____ _____ 19____	Intermediate A _____ B _____ _____ 19____	
Test Scores	Part or Subtest Scores	T _____ %ile _____	T _____ %ile _____	T _____ %ile _____	T _____ %ile _____	T _____ %ile _____	T _____ %ile _____	
	Level Test Given	_____ 19____	_____ 19____	_____ 19____	_____ 19____	_____ 19____	_____ 19____	
	Scores	1() _____ 2() _____ T(50) _____	1() _____ 2() _____ T(50) _____	1() _____ 2() _____ T(50) _____	1() _____ 2() _____ T(50) _____	1() _____ 2() _____ T(50) _____	1() _____ 2() _____ T(50) _____	

Standardized Report Card

The "regulation" report card is the most widely used form of reporting a child's progress to his parent. It includes evaluations of reading and mathematics as well as of attained skills in other related areas.

The Chicago Board of Education provides a standardized form which can be used by all schools in reporting to parents. The following pages illustrate recommendations made by the Continuous Progress Program writing committee for a revision of that "regulation" form to make it more applicable and serviceable to a program of Continuous Progress.

(El. 130)

CHICAGO PUBLIC SCHOOLS

JAMES F. REDMOND
General Superintendent of Schools

**KINDERGARTEN PROGRAM
OF CONTINUOUS PROGRESS**

REPORT OF PUPIL DEVELOPMENT

19____ to 19____ School Year

Pupil _____

--

Student Number

School _____

School Address _____

Teacher _____ Room _____

Principal _____

ATTENDANCE

Regular attendance and promptness are essential for continuous progress in school. A dated note, signed by the parent or guardian, is required for every absence or tardiness.

REPORTING PERIOD	1st	2nd	3rd	4th	TOTAL
HALF DAYS ABSENT					
TIMES TARDY					

Dear Parents:

The guiding philosophy of the Continuous Progress program is based upon the concepts that —

- learning is a continuous process
- each student progresses at his own rate
- each student masters the skills and concepts according to his own ability
- each student shall have a readiness for each step in the learning process based on his level of maturity and experience.

Children in the Continuous Progress program are assigned to levels in both reading and mathematics. Children will progress from level to level at any time during the school year, according to their individual mastery of the skills and concepts prescribed for that particular level.

Your child's teacher and his principal are genuinely interested in your child's development and progress. If you have any questions regarding this report on your child's progress, we encourage you to arrange to visit the school for a conference.

Sincerely,


General Superintendent of Schools

The kindergarten gives your child a wide variety of experiences planned to promote development appropriate for his age and to provide a foundation for further school learning. As a result of kindergarten experience, you may expect your child to make progress in the following areas:

REPORTING PERIOD	1st	2nd	3rd	4th
PERSONAL DEVELOPMENT				
Grows in independence				
Puts on and takes off outdoor clothing				
Handles materials carefully				
Accepts teacher guidance				
Finishes work				
Obeys safety rules				

SOCIAL DEVELOPMENT

Works and plays well with others				
Is courteous and thoughtful of others				
Cooperates and shares with others				
Follows directions				
General behavior				

MUSIC AND ART

Participates in musical activities				
Participates in art activities				

REPORTING CODE

- 1 — He is doing his best.
- 2 — He could do better.
- 3 — He needs much improvement.

REPORTING PERIOD	1st	2nd	3rd	4th
READING				
Develops reading readiness skills				
Develops basic muscle coordination				

LANGUAGE

Listens for information and enjoyment				
Expresses ideas clearly				
Develops an interest in reading				

MATHEMATICS

Understands the meaning of numbers				
Uses numbers				

SCIENCE

Shows interest in the world of nature				
Develops an understanding of the laws of nature				

SOCIAL STUDIES

Understands the relationship between home, school, and community				
Learns about Chicago and other cities				
Develops readiness for map and globe skills				

Kindergarten marks the beginning of reading activities. When the child is ready, he will move into the reading levels of the Primary program. Your child is at the following point:

LEVEL									
Date Completed									
Progress Line									

HOW A PARENT CAN HELP HIS CHILD

- Teach and require of the child respect for authority, for the rights of others, and for private and public property.
- Talk with the child about school activities; share with him and with the teacher an active interest in his progress in school and in his report card.
- Safeguard the child's physical and mental health; provide for adequate rest, a regular schedule, proper diet, and periodic health examinations.
- Attend individual and group parent conferences.
- Attend school programs whenever possible.
- Arrange for a time and place for your child's independent, quiet activities.
- Work with the school in carrying out recommendations made in the best interests of the child.
- Take your child to libraries, museums, parks, zoos, and other places of interest.

COMMENTS

PARENT'S SIGNATURE

_____ (First Quarter)

_____ (Second Quarter)

_____ (Third Quarter)

ROOM ASSIGNMENT NEXT SCHOOL YEAR _____

(El. 131)

CHICAGO PUBLIC SCHOOLS

JAMES F. REDMOND
General Superintendent of Schools

CONTINUOUS PROGRESS PROGRAM

REPORT OF PUPIL DEVELOPMENT

19__ to 19__

Pupil _____

[Empty box for Student Number]

Student Number

School _____

School Address _____

Teacher _____ Room _____

Principal _____

ATTENDANCE

Regular attendance and promptness are essential for continuous progress in school. A dated note, signed by the parent or guardian, is required for every absence or tardiness.

PERIOD	1st	2nd	3rd	4th	TOTAL
DAYS ABSENT					
TIMES TARDY					

Dear Parents:

The guiding philosophy of the Continuous Progress program is based upon the concepts that —

- learning is a continuous process
- each student progresses at his own rate
- each student masters the skills and concepts according to his own ability
- each student shall have a readiness for each step in the learning process based on his level of maturity and experience.

Children in the Continuous Progress program are assigned to levels in both reading and mathematics. Children will progress from level to level at any time during the school year, according to their individual mastery of the skills and concepts prescribed for that particular level.

Your child's teacher and his principal are genuinely interested in your child's development and progress. If you have any questions regarding this report on your child's progress, we encourage you to arrange to visit the school for a conference.

Sincerely,

James F. Redmond
General Superintendent of Schools

PROGRESS IN SKILL DEVELOPMENT

The following charts for both reading and mathematics are presented to illustrate the individual progress of each pupil. The three lines show continuing progress in a left-to-right progression.

LINE ONE shows the levels of the reading program of your school which must be covered before a child is ready to leave the Primary program.

LINE TWO shows the date on which the most recent level was completed.

LINE THREE shows (1) a continuing line covering the levels which have been mastered by the child; and (2) the levels which remain to be covered before the child is ready to enter grade 4 of the intermediate program.

CHILD'S PROGRESS IN READING

LEVEL									
Date Completed									
Progress Line									

CHILD'S PROGRESS IN MATHEMATICS

LEVEL									
Date Completed									
Progress Line									

READING
 Readiness
 Beginning Reading
 Reading

MATHEMATICS
 Readiness
 Basic Number Concepts
 Progress in Development of
 Skills, Concepts, and Processes

REPORTING PERIOD	1st	2nd	3rd	4th	YEAR'S AVG.
READING					
Level					
Recognizes words					
Understands what he reads					
Locates and uses information					
Appreciates good literature					
MATHEMATICS					
Level					
Understands concepts					
Uses number operations efficiently					
Reasons well in solving problems					

Name _____

REPORTING CODE

ACHIEVEMENT

The letter represents the degree to which your child has met the broad standards of the level in which he is now working:

- E – Excellent
- G – Good
- F – Fair
- U – Unsatisfactory

EFFORT

The numeral indicates the effort your child is making in his work:

- 1 – He is doing his best.
- 2 – He could work harder.
- 3 – He is making little effort.

A check (✓) indicates a need for improvement; a block (■) indicates an area not to be reported at this time.

REPORTING PERIOD	1st	2nd	3rd	4th	YEAR'S AVG.
LISTENING					
Comprehends what he hears					
Interprets what he hears					
Listens attentively					
SPEAKING					
Expresses ideas well					
Speaks clearly and distinctly					
WRITING					
Writes effectively for practical purposes					
Writes creatively					
Uses fundamental skills correctly					
Writes legibly					
SPELLING					
Learns assigned spelling words					
Spells correctly in written work					
SCIENCE					
Understands basic concepts					
Applies understandings in solving problems					
SOCIAL STUDIES					
Acquires basic understandings					
Develops map, globe, and related skills					
ART					
MUSIC					
PHYSICAL EDUCATION					

CHARACTER TRAITS THAT CONTRIBUTE TO SUCCESS

A pupil must demonstrate progress in social, work, and health habits in order to obtain maximum benefit from the educational program. A check (✓) indicates a need for improvement. No check indicates satisfactory progress.

REPORTING PERIOD	1st	2nd	3rd	4th
CONDUCT				

SOCIAL HABITS

Exercises self control				
Listens courteously				
Observes school rules and regulations				
Accepts responsibility for actions				
Respects the rights of others				
Respects private and public property				
Works and plays well with others				

WORK HABITS

Has materials and is prepared for work				
Follows directions				
Does neat work				
Works independently and is not easily distracted				
Uses initiative in thinking for self				
Completes work on time				
Does homework assignments				

HEALTH AND SAFETY HABITS

Observes good health practices				
Obeys school safety rules				

SPECIAL ABILITIES, INTERESTS, AND SERVICES

PARENT'S SIGNATURE

_____ (First Quarter)

_____ (Second Quarter)

_____ (Third Quarter)

ROOM ASSIGNMENT NEXT SCHOOL YEAR _____

Other Reports To Parents

Letter form reports also may be used in reporting the student's progress to his parent or in accompanying the transferring student. If such a letter is used, the form should include the child's name, reading level, reading text and page, mathematics level, and a rating evaluation of each. See examples which follow. Form A was developed by the writing committee; Form B was developed at Henry Nash Elementary School.

Suggested form to be used in reporting student's progress to parents or to accompany transfer:

_____ School

_____ Chicago, Illinois

Date _____

CONTINUOUS PROGRESS-MASTERY LEARNING PROGRAM

Child's Name _____ Room _____

Reading at Level

Currently reading in _____ Page _____
name of book

We consider the child a (check) Fair _____ Good _____ Excellent _____ reader.

Mathematics at Level

We consider the child (check) Fair _____ Good _____ Excellent _____ in Math.

_____ Teacher

_____ Principal

NASH SCHOOL
PRIMARY CONTINUOUS DEVELOPMENT PROGRAM
PROGRESS REPORT

Your child _____ is now working in Level _____
but is not achieving satisfactorily in every area. He/she needs
much improvement in _____

Teacher's Signature

It is important to his/her future progress that you come to
school on _____ at 8:30 a.m. If this is
not convenient for you, please indicate when you will be able to
be here.

Principal

Please sign and return this notice.

Parent's Signature

Date

Transfer Records

Records of outgoing students should be supplied on an official transfer. To facilitate proper placement of each pupil as soon as he arrives in the receiving school, other information also should be provided. It is suggested that each school use an extra form (such as illustrated below) which could be put on the back of each pupil transfer form with a specially prepared rubber stamp. That form should include the pupil's current reading level, book used, unit and page in book, and also his mathematics level. If such suggested records are not sent along to the receiving school with transferring students, a letter or special form could be used instead.

Suggested Form to be Stamped
on the Back of the Official
Transfer

Reading Level _____
Basic Text _____
Page Number _____
Math Level _____
Math Unit _____

RECOMMENDED READING

Hilson, Maurie, and Bongo, Joseph. Continuous-Progress Education: A Practical Approach. Palo Alto, Calif.: Science Research Assoc., Inc., College Division, 1971.

Lewis, James, Jr. A Contemporary Approach to Nongraded Education. New York: Parker Publishing Co., Inc., 1969.

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Board of Education
of the
City of Chicago
Chicago, Illinois

ACKNOWLEDGMENT

DEPUTY SUPERINTENDENT OF SCHOOLS

Manford Byrd, Jr.

DEPARTMENT OF CURRICULUM

**Lorraine M. Sullivan
Assistant Superintendent**

**Ellen L. Bracht
District Superintendent**

CONTINUOUS PROGRESS PROGRAM WRITING COMMITTEE

**Ralph Cusick, Principal, Waller High School, Chairman
Eleanor Pick, Principal, King Elementary School, Co-Chairman**

**Lillian Fasman, Teacher, Mather High School
Sally Foster, Teacher, Hurley Elementary School
Lavenya Hansford, Teacher, Gresham Elementary School
Eric Hill, Student, Harlan High School
James Kandle, Teacher, McKinley Upper Grade Center
Fred Kotler, Student, Von Steuben High School**

COMMUNICATION WITH PARENTS

For a Continuous Progress Program

Introduction

To achieve complete success for a program of Continuous Progress in any school, parents must be directly involved in all stages of its development. They must be informed about the purpose of the program, must have knowledge of the progress of the program, and must be kept up-to-date regarding the progress of their children in the program.

Of primary importance is the fact that both parents and community have a clear understanding of the program which is planned for the school and that they accept the plan for their children. Of equal importance is the need for staff to enlist active parental involvement and support of each child in the classroom.

In order to educate all children effectively, we can no longer assume that responsibility is the province of school personnel alone. Research findings clearly show that the child's total environment influences his motivation to achieve in school.¹ Thus, it is essential that parents be involved in all aspects of establishing and carrying out a new or experimental program for their school.

¹Mildred Betty Smith, "The Parents' Role in Children's Success," Coordinating Reading Instruction (Glenview, Ill.: Scott, Foresman & Co., 1971), pp. 79-85.

To experience success for all, the school could help still further by keeping in mind the following suggestions:

Parents should have opportunities that will enable them to see that they are necessary partners in the education of their children.

Parents should be guided into activities which will help to enhance their own self concepts, thereby, in turn, helping to enhance their children's self concepts, too.

Parents must be recognized in their very important role as their child's first teacher. As such, their influence is vital to physical and mental growth, development of favorable attitudes toward school, confidence in self, and belief in the worth of a good education.²

Parents can do much to guide their children toward achieving success in reading. By setting good examples, providing readily available materials from an early age, reading stories for fun to the child, and by developing wider understanding through mutual conversations, parents can give children a good background which will serve them well when in school.

P A R E N T means--

P--patient--learning does not come overnight

A--aware--knowing how the child is involved

R--read--give every assistance to reading

E--encourage--give in ample measure to the child

N--notice--notice all signs of progress by the child

T--talk--talk to and with the child to develop an interest in words.³

²Gwendolyn Reid, Banneker News (Gary, Ind.: Banneker Contracted Curriculum Center), n.d.

³Gwendolyn Reid, "How Parents Can Help," Banneker Banner (Gary, Ind.: Banneker Contracted Curriculum Center), 1971.

To enlist active parental involvement in support of each child in the program the school may ask parents to help in the following ways:

Educational activities which parents can develop at home are--

reading daily to children, including those of preschool age

listening to the child read. Taking the time to talk with the child as opposed to talking to the child. The child develops language more readily by engaging in conversation than by listening to others talk.

obtaining books, games, and puzzles for the child, particularly the kinds that are mentally stimulating

providing a quiet time in the home each day for reading and related activities, free from interruption by the radio, television, telephone, and other children

reinforcing activities that originate at school

trying to establish an environment at home conducive to school achievement and encouraging the children to study

taking children on field trips on weekends, holidays, and vacations. A suggested list of field trip experiences, including address, should be given to parents at the parent meetings. Parents can be shown how they can help children observe more carefully, ask questions, discuss what they have seen, and learn new concepts and the vocabulary associated with the experience.

Educational activities which parents can perform at school are--

assisting with field trips

volunteering as library and classroom aides for such tasks as listening to children read or flashing word cards for a child

assisting the classroom teacher by constructing learning aids, such as word cards, arithmetic fact sheets, and color charts

observing the child in the classroom (when needed)

attending parent-teacher conferences

attending parent meetings so that the teacher can explain the objectives of the program, giving special attention to types of home activities that reinforce those provided at school.

Parent Involvement

To achieve understanding and acceptance of the program, the school may involve parents in meetings on the following topics:

The aims and objectives of Continuous Progress education.

This may be accomplished by--

providing materials that can be clearly understood

selecting films and filmstrips that will aid parents in developing an understanding of the program in general

providing individual and group conference time to explain the program of Continuous Progress education

making use of school personnel to conduct parents' workshops on Continuous Progress education

making available materials which explain the program to be used for community discussion groups (clubs, church groups, or any interested civic organizations).

Pupil progress in the program.

It would be especially important to--

provide materials which list the requirements of each level of the program

discuss how pupils are placed and moved from one level to another in the school's program

explain the pupil reporting forms that are used (See samples at the end of this book.)

explain the pupil report card.

Suggested Schedule of Steps in Communication with Parents
Regarding Establishment of a Continuous Progress Program

- I. Before the program is put into action
 - A. Involve parents at the planning stage
 - B. Inform parents at the planning stage
 1. Philosophy of program
 2. General plans
 - C. Meet with parents to discuss ideas which might be incorporated
- II. When the program is organized and ready to start
 - A. Tell what level the pupil will be in
 - B. Tell what room the pupil will be in
- III. While the program is ongoing
 - A. Present information which is essential to parents
 1. Point out the level at which the child is working
 2. Explain whether the child is making expected or acceptable progress, or is having difficulty
 3. Discuss whether the child seems to be following a time schedule which will require more than three years to complete the course
 4. Enumerate things the parent can do to help the child to be successful
 - B. Develop activities which are essential
 1. Set up conferences
 - a. At set intervals
 - b. For specific needs or purposes
 2. Send home letters or forms worked out by the local school
 3. Issue report cards
 - a. Supplied by Board of Education
 - b. Worked out by local school (if desired)

4. Hold meetings
 - a. By level
 - b. For parents of pupils who are beginning the program
5. Explain how to interpret the report card
 - a. What the level designation means
 - b. How to watch for progress from level to level
 - c. The meaning of letter and number "grades"
6. Invite parents to visit teachers to keep current with the progress of their children

SAMPLE FORMS

The sample forms for communicating with parents which appear on the following pages were developed as indicated below:

Form A - William P. Gray Elementary School

Form B - William P. Gray Elementary School

Form C - Continuous Progress Program Committee

Form D - Continuous Progress Program Committee

Form E - District Seven
Board of Education, City of Chicago

Form A

MAKE OUT IN TRIPLICATE....one to parent...one to principal
one to be kept in the child's folder

Continuous Progress Education Program Conference Request

_____ School

_____ DATE SENT HOME

Dear Parent of _____:

We are suggesting a conference concerning your child's achievement in the Continuous Progress Program. An interview with you will provide the opportunity for sharing insights and information within the program and make possible the planning of learning experiences tailored for your child's individual needs.

We have suggested some appointment times. Please check the one you want and have your child return the bottom portion to his or her teacher to verify the appointment.

You may keep the top portion (this portion) to remind you of your conference appointment.

When you come to school...Please come to the office for a pass and directions as to the location of the conference.

Sincerely,

Room Teacher

Principal

_____ is my appointment time and date.

PLEASE HAVE YOUR CHILD RETURN THIS PORTION TO HIS TEACHER AT 9:00 a.m.

Day and Date

I have checked the appointment time best for me, and I will be pleased to meet with you at that time.

Parent's signature

() 8:30 a.m.....Tuesday _____ or () Thursday _____
Date Date

or during the teacher's planning periods.....

() Time _____ Day _____ Date _____

() Time _____ Day _____ Date _____

This form is to be made out in duplicate:

- one copy to the parent
- one copy filed in the child's folder

Suggested Sample Letter

_____ School

_____ Date

Dear Parent of _____:

Programs of learning at _____ School are tailored to provide for each child to grow at his individual rate and to make it possible for each child to experience the joy of success and achievement.

We appreciate your genuine concern and we are encouraged by your support of our efforts to effectively respond to that concern.

It is with significant sense of accomplishment that we can inform you that _____ has mastered the work at level _____ in _____ and that (his-her) new level is _____.

We share our good news with you and feel assured that you will express your pride to (him-her) at home as we have done with pride at _____ School.

Yours, in an educational fellowship concerned about the individual child,

_____ Teacher

_____ Principal

Suggested Form To Be Used in Reporting Student's Progress to
Parents or To Accompany Transfer

_____ School

Chicago, Illinois

Date _____

CONTINUOUS PROGRESS-MASTERY LEARNING PROGRAM

Child's Name _____ Room _____

Reading at Level

Currently reading in _____ Page _____
name of book

We consider the work (check) Fair _____ Good _____ Excellent _____

Mathematics at Level

We consider the work (check) Fair _____ Good _____ Excellent _____

_____ Teacher

_____ Principal

_____ School
Chicago, Illinois
_____ Date

Continuous Progress Promotion Form

Dear Parent of _____:

As of this date, your child has successfully mastered the objectives for
Level _____ and will immediately begin work on Level _____
in reading mathematics.
(circle one subject area)

Teacher

Principal

Dear Parent:

We know that you are interested in your child's school work. We also know that you are interested in working together with the school to provide the best education possible. For these reasons the staff prepared this booklet to tell you about the program of learning in which your child will participate during his early years in school. If you would like more information about this program, please feel free to visit us at school.

Sincerely yours,

Principal

CONTINUOUS PROGRESS

What It Means To Your Child

Continuous Progress is the name of the program of learning which--

- _____ helps your child to learn at his own rate of speed
- _____ provides for your child's continuous educational growth
- _____ provides your child with an opportunity to succeed in his early years in school
- _____ assures that your child will develop confidence in his ability to achieve
- _____ helps your child to develop a sense of pride in himself and in his accomplishments.

Levels of Continuous Development

Your child moves through the areas of reading and arithmetic in blocks of work called levels. Each level contains certain skills and understandings which your child must master. He completes the requirements of these levels at his own rate of speed.

A child who progresses at an average rate usually completes the primary levels in three years. The child who advances more slowly may require four years. Occasionally a child progresses very rapidly and completes the work at all levels in less than three years.

The program also provides for room-to-room movement if necessary during the school year to help insure that your child is continuously working at his proper level.

As your child moves forward in the primary program, he will also work in the areas of science, social studies, language arts, music, art, and physical education.

Form E₃

Your Child's Progress

Report cards and parent conferences help to keep you informed about your child's progress.

Report cards are issued at regular intervals, depending upon the policy of the local school.

Conferences may be requested by the teacher or by the parent.

Your Child's Report Card--

indicates the progress your child is making in his school work

indicates his progress in the development of essential social, work, and health habits

deserves careful study

may be discussed with your child's teacher, who will be happy to answer your questions

indicates the current level of the student's work.

Parent-Teacher Conferences--

help you and the teacher become better acquainted

provide an opportunity to consult with the school's resource staff -- principal, adjustment teacher, teacher-nurse, teacher-librarian, psychologist, speech therapist

provide cooperativeness on the part of parents and teachers for effective mastery learning.

How You Can Help Your Child

Show your child that you enjoy reading. Have books and magazines in the home.

Read and tell your child simple stories and poems. Help him to learn how to listen.

Show your child pictures in magazines and newspapers and let him name the things he sees. Tell him the names of things he does not know.

Encourage your child to tell you about the things he does at school. Listen to him read or recite.

Keep your child on a regular schedule so that he gets enough sleep, eats properly, and regulates toilet habits.

Encourage your child to play with other children and to share books and toys.

Help your child learn to count by counting objects around the house.

Help him to recognize how objects are alike and different -- long coat and short coat, large ball and small ball, light box and heavy box.

Help your child learn the value of coins by helping him count change from the store.

Help your child learn to tell time. Help him to recognize the time he wakes up, leaves for school, eats dinner, and goes to bed.

Teach your child to care for books. Let him help you cover the books to protect them. Have a place for him to keep his books. Check to see that he brings his books back to school.

Help your child learn the names of the colors he uses in his coloring books. Show him how to care for his crayons and his books.

Set a time and place for your child to study. Try to provide a quiet place, a place where he will not be disturbed by television or radio programs.

Help your child to learn the meaning of new words. Check his understanding of what he reads by asking him questions or having him tell the story in his own words.

Encourage your child to understand the world around him. Take him to the grocery store, department store, park, library, or other places of interest.

Board of Education, City of Chicago, Language Arts Committee,
District Seven, A Guide for Parents (Chicago: the Board, 1970).

Book VIII
BIBLIOGRAPHY

CONTINUOUS
PROGRESS
PROGRAM

inservice
materials

Board of Education
City of Chicago

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of the
City of Chicago
Chicago, Illinois

ACKNOWLEDGMENT

DEPUTY SUPERINTENDENT OF SCHOOLS

Manford Byrd, Jr.

DEPARTMENT OF CURRICULUM

**Lorraine M. Sullivan
Assistant Superintendent**

**Ellen L. Brachtl
District Superintendent**

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**Ralph Cusick, Principal, Waller High School, Chairman
Eleanor Pick, Principal, King Elementary School, Co-Chairman**

**Lillian Fasman, Teacher, Mather High School
Sally Foster, Teacher, Hurley Elementary School
Lavenya Hansford, Teacher, Gresham Elementary School
Eric Hill, Student, Harlan High School
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Area of Concentration

Sociology

Education

Case Western Reserve University, Cleveland,
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Pertinent Work Experience

Assistant to Director, Commission to Study
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Placement Interest

English; Education Foundations

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Placement Interest

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Location Preference

East Coast; West Coast; Southwest

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Philosophy; Mathematics, English

Education

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Philosophy; English and Mathematics in
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Placement Interest

Business Education; Developmental Skills

Location Preference

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English; Communication; Political Science

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Instructor-Counselor, Community Arts Program, Atlanta, Georgia

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English; Communication

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Pertinent Work Experience

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Teacher, 4th grade, St. Albert the Great School,
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Placement Interest

Communication skills; Developmental skills; Speech

Location Preference

Open

REGINALD WINBUSH

Area of Concentration
Educational Counseling

Education
Barrington College, Barrington, Rhode Island; B.A.
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Theological Studies

Pertinent Work Experience
Director of Black Affairs, Lorain County
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Placement Interest
Guidance Counseling

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(Expected graduation date: August, 1971)

JEAN ZEHNDER

Area of Concentration
Developmental English; Computer Assisted
Instruction

Education
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Pertinent Work Experience
Administrative Assistant, Experimental
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Placement Interest
Developmental English; Computer Assisted Instruction

Location Preference
Open

PART-TIME PROGRAM PARTICIPANTS

These students will earn 19 quarter hours of graduate credit in the Program by June, 1971. In some cases, as indicated, the students have already earned a master's degree in another program.

EVELYN BELLIN

Area of Concentration

Sociology; Educational Counseling

Education

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Secretarial Work
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Placement Interest

Student Development Program

Location Preference

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Area of Concentration

Business; Business Education

Education

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Pertinent Work Experience

Assistant Professor of Business Administration,
Cuyahoga Community College, Cleveland, Ohio
Teacher, Maple Heights High School, Maple
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Placement Interest

Vocational Business Education

Location Preference

Open

EDWARD HAUSER

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Biological and Natural Science

Education

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Pertinent Work Experience

Lecturer in Biology, The Cleveland State
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Assistant Professor of Natural Sciences,
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Assistant Professor of Natural Sciences,
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Placement Interest

Department Chairman or Coordinator of Student
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Location Preference

Open

ANTHONY JACKETTI

Area of Concentration

Sociology; History; Work-Study Counseling

Education

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Pertinent Work Experience

Teacher (Special Education, E.M.R.), North High
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Work-Study Coordinator; Developmental Programs

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SUE H. JOHNSON

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Placement Interest

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RUTH LOTT

Area of Concentration

Sociology; Social Science

Education

Cuyahoga Community College, Cleveland, Ohio;
A.A., Liberal Arts
The Cleveland State University, Cleveland, Ohio
B.A., Sociology

Pertinent Work Experience

Professional Instructional Assistant,
Sociology and Social Sciences, Cuyahoga
Community College, Cleveland, Ohio

Placement Interest

Sociology; Counseling

Location Preference

Midwest; East (Prefer Metropolitan Area)

RONALD NICHOLSON

Area of Concentration

Sociology

Education

The Ohio State University, Columbus, Ohio;
B.S.Ed., Social Science; M.A., Social
Science Education

Pertinent Work Experience

Instructor of Sociology, Lakeland Community
College, Painesville, Ohio

Placement Interest

Open

Location Preference

Midwest

SIDNEY NOBLE

Area of Concentration
Educational Administration

Education
Brigham Young University, Salt Lake City,
Utah; B.S., Marketing-Economics
Graduate Work in Economics and Education

Pertinent Work Experience
Instructor in Business, Cuyahoga Community
College, Cleveland, Ohio
Director of Special Assistance, Cuyahoga
Community College
City Manager, Vernal City Corporation, Vernal,
Utah, and Tooble City Corporation,
Tooble, Utah

Placement Interest
Community College Administration

Location Preference
West

ROSEMARY ROGERS

Area of Concentration
Social Science

Education
Notre Dame College, Cleveland, Ohio; B.A.,
Social Science, Certificate for Secondary
School Teaching, Social Science

Pertinent Work Experience
Teacher, St. Pius X School, Cleveland, Ohio
(Grades 5-8)
Secretary, College of Education, The Cleveland
State University, Cleveland, Ohio

Placement Interest
Admissions; Counseling

Location Preference
Eastern United States; Open

ISAIAH WILLIAMS

Area of Concentration
Administration; Counseling

Education
Wilberforce University, Wilberforce, Ohio;
B.S., Education
John Carroll University, Cleveland, Ohio;
Graduate Work, Education

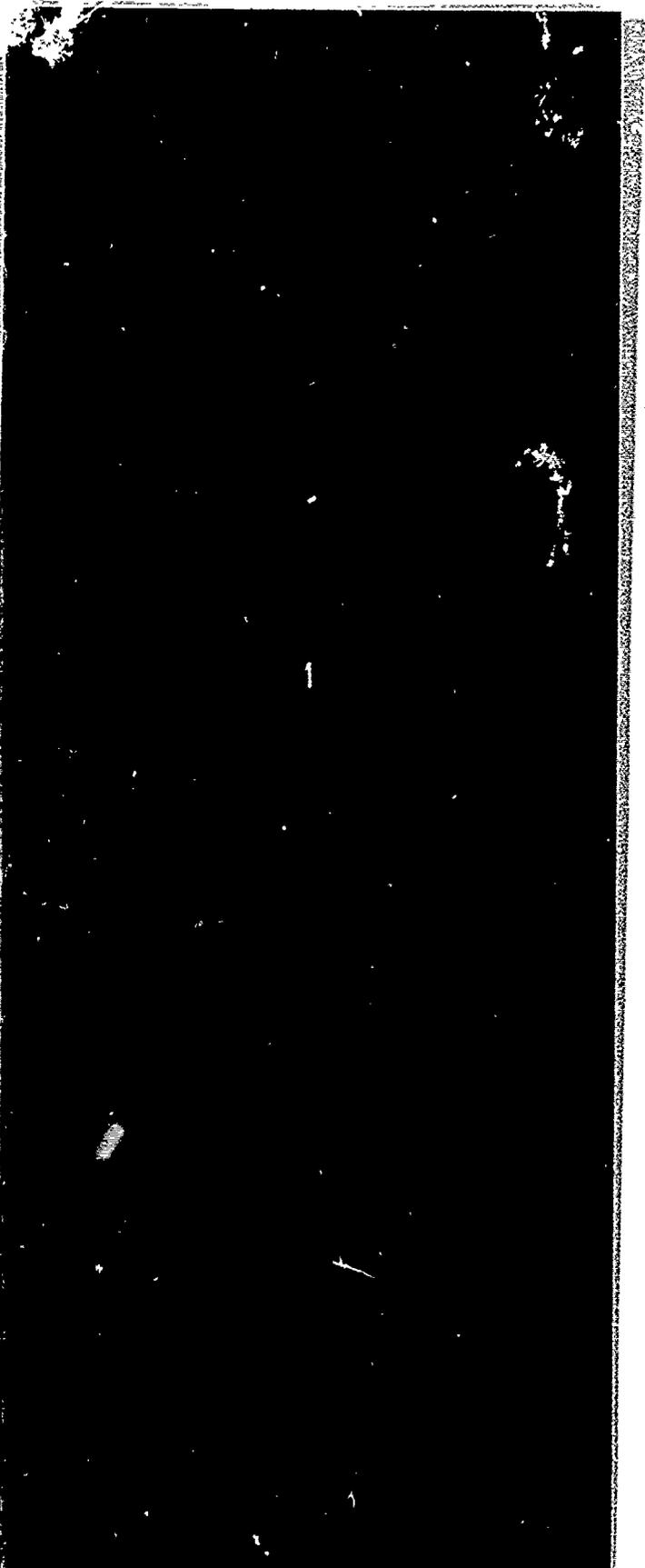
Pertinent Work Experience
Assistant Dean of Students, Hiram College,
Hiram, Ohio
Counselor, Cuyahoga Community College,
Cleveland, Ohio
Teacher, Cleveland Board of Education,
Cleveland, Ohio

Placement Interest
Administration; Student Personnel Services

Location Preference
Open

Appendix H

Information/Recruitment Brochure





The Cleveland State University
and
The Cuyahoga Community College

Under Provisions of the
Education Professions Development Act
"Preparing Instructor-Counselors for
Underachieving College Students"

Introduction

The primary objective of this program is to develop instructor-tutor counselors to work with college freshmen and sophomores, especially in student development programs designed to upgrade and strengthen basic skills. This program concentrates on four areas of development:

1. Sufficient competency in a discipline to enable the instructor-counselor to provide tutoring and other special assistance to disadvantaged students.
2. Necessary understandings of the developmental needs of students in the early college years, including an understanding of their social milieu and its relation to student needs.
3. An understanding of, an interest in, and a commitment to working with disadvantaged students in the lower-division years.
4. An understanding of the role and purpose of higher education in a changing society, particularly as it relates to lower division instruction.

It should be noted that this program is not aimed at producing subject matter specialists. Rather, the program aims at developing an instructor-counselor who is competent in both a subject matter field and in higher education, including tutor-counseling and general student development. Participants will take specially designed seminars and laboratory experiences in higher education, counseling, and instructional strategies along with graduate course work in their subject matter areas.

Program Participants

This program is designed for both full-time and part-time participants. The program begins on July 1, 1970, and continues through June 30, 1971. All participants will attend a full-time, four-week, summer program beginning July 1, 1970.

Full-time

Students selected for full-time participation in the program will then continue in a full-time master's degree program during the fall, winter, and spring terms at the Cleveland State University. The full-time program, then, consists of one full-time, four-week, summer program, and one full academic year.

Part-time

After completing the full-time, four-week, summer program, selected part-time students will continue during the fall, winter, and spring academic terms on a part-time evening basis. During each term, students will normally take one graduate course along with practicum and laboratory activities.

The program for both full-time and part-time participants officially ends on June 30, 1971.

Academic Credit

Full-time participants, who successfully complete the program, will receive the Master of Education degree. The total program consists of 50 quarter hours of credit, including requirements established by the College of Education for graduate programs and course work in the student's major academic field. Full-time participants may wish to apply their major field course work to a second master's degree in their discipline.

Part-time participants will complete a minimum of 18 quarter hours of credit. They may, however, elect to take additional credits based on their area of special interest and upon the advice of a program counselor.

Applicants already holding a master's degree will also be considered for admission to the program. Program content will be adapted to their needs and interests.

Program Design

Graduate course work, seminars dealing with teaching strategies, counseling mini-laboratories, and direct teaching experience are included in the full-time program design. Students completing the program will have developed competencies in higher education, general education, urban studies, student personnel services, human relations, and in the field of academic concentration.

The part-time program consists of graduate course work, teaching strategy seminars, and tutorial experiences designed to build upon the participant's experiences and current teaching situation. The effort here is to provide the part-time participant with a new dimension of teaching and counseling which may be used in the participant's present teaching position and which may be more fully developed by participation in other programs at a later date.

The instructor-counselor program has been designed to meet the needs and the challenges of instruction in the lower division years. As such, the program will include innovative approaches to teaching and learning. Course work taken in the student's major field of concentration, however, is a regular part of the graduate course offerings available at the Cleveland State University.

COURSE SCHEDULE

Term	Course	Laboratory or Field Experience	Credit
Summer, 1970 July 1-31	* Seminar in Higher Education: Teaching and Learning	Mini-Counseling Lab and Research	<u>6</u> 6 Total
Fall, 1970	* Themes and Approaches to Learning in General Education	Mini-Counseling Lab and Research	4
	Pre-Teaching Internship and Seminar	Classroom Experience/ assigned instructor	3
	Two courses in field of academic concentration		<u>8</u> 15 Total
Winter, 1971	* Urban Foundations of Education	Mini-Counseling Lab and Research	4

Directed Teaching Internship and Tutorial Experience	Classroom Experience/ assigned instructor	5
Two courses in field of academic concentration		8
		<u>16</u> Total

Spring, 1971

Teaching-Counseling Internship and Seminar in the Development of Course Materials and Teaching Strategies	Direct Teaching Experience; Seminar in materials, evaluation, media, and teaching strategies	8
--	---	---

* Student Personnel Services
in Higher Education

3

* Human Relations

2

13 Total
50 TOTAL

* These courses make up the 18 credit hours for part-time participants.

ERIC
Full Text Provided by ERIC

Eligibility Requirements

Preference in selecting participants for the program will be given to those persons who most satisfactorily fulfill the following requirements:

1. Applicants *must* possess an undergraduate degree, including strong subject matter preparation from an accredited college or university.
2. Applicants should have already demonstrated or be able to demonstrate their commitment to pursue, for a number of years, a teaching career directed to assist socially and academically disadvantaged students.
3. Applicants must satisfy the graduate admission requirements of the Cleveland State University.

Persons who apply for admission to the program will, therefore, need to submit the following items:

1. An application form which is available from the Assistant Program Director.
2. Transcripts from each college or university attended, including an official verification of graduation.
3. Two letters of recommendation; one letter indicating academic competency and suitability for graduate work; one letter indicating work and/or personal qualifications.
4. An undergraduate overall grade point average of at least a 2.6. Applicants who do not possess an overall grade point average of 2.6 will need to submit the results of the Graduate Record Examination (Aptitude Test and Advanced Test in the appropriate field). The GRE is also necessary in cases where the undergraduate work was taken outside the United States.
5. An interview may be required in *some* cases in final competition.

In selecting individuals for participation and otherwise in the administration of this program, the Cleveland State University and the Cuyahoga Community College will not discriminate on the grounds of race, creed, color, or national origin of any applicant or participant.

Participant Support

Full-time

Full-time participants will receive stipends of \$75 per week, plus \$15 per week for each dependent. Students are not charged instructional and general fees. Each student will be responsible for his own travel, textbook, and living expenses. Since Cleveland State University is primarily a non-residential University, no University housing is available for participants. However, the Cleveland community should provide ample housing possibilities for all full-time participants.

Part-time

Part-time participants who attend the full-time, four-week, summer program will receive stipends of \$75 per week, plus \$15 per week for each dependent during the summer program. During the fall, winter, and spring terms, part-time participants will be employed as tutor assistants at the rate of \$3 per hour. Each participant will be required to tutor three hours each week. Students are not charged instructional fees for the 18 hours of credit taken within the program. Each student will be responsible for his own travel, textbook, and other expenses.

Program Director:

Dr. Alfred M. Livingston
Executive Vice-President
The Cuyahoga Community College
Cleveland, Ohio 44115

Application and inquiries should be directed to the

Assistant Program Director:

Dr. Ferris F. Anthony
Director of Student Services
College of Education T-204
The Cleveland State University
Euclid Avenue at East 24th Street
Cleveland, Ohio 44115
771-0250, Ext. 398

Cleveland State University

Cleveland, Ohio 44115





Preparing Instructor-Counselors for Underachieving College Students



APPLICATION REQUEST

Name _____

Address _____

City _____ State _____ Zip _____ Phone _____

Present Position _____

Major Field of Concentration _____

I was or will be graduated from _____ on _____ (date)

Cleveland State University

Cleveland, Ohio 44115

BUSINESS REPLY MAIL

Dr. Ferris F. Anthony
Director of Student Services
College of Education T-204
The Cleveland State University
Euclid Avenue at East 24th Street
Cleveland, Ohio 44115

**PLACE
STAMP
HERE**



Appendix I

Director's Interim Progress Reports

Director's Interim Progress Report

1. The Cleveland State University
"Preparing Instructor-Counselors for Underachieving College Students"
Grant #64; NIE #76-3298

Dr. Alfred M. Livingston
Program Director and Executive Vice President
Cuyahoga Community College

2. Summer Program

The training program began on July 1, 1970, as scheduled in the proposal. Thirty-five participants, including one full-time alternate, were in attendance.

The full-time summer program included a six quarter credit seminar entitled, "Seminar in Higher Education: Teaching and Learning." Participants were also involved in the first of a series of "Mini-Counseling Laboratories," held in conjunction with the C.S.U. Student Development Center.

The objectives of the summer program included focusing on introductory experiences both in college-university instruction and in academic-tutorial counseling. (See attachment A for complete course outline.)

The summer program ended on July 31, 1970.

Fall Term 1970

The Fall term began on October 1, 1970. A total of 34 participants are in the program, including 18 full-time and 16 part-time participants, as indicated in the proposal.

Full-time participants are taking a total of 15 quarter hours credit, including:

Themes and Approaches to Learning in General Education
(4 credits) Anthony

Pre-Teaching Internship and Seminar (3 credits) Livingston

Two graduate level courses in field of academic concentration
(3 credits)

The full-time internships are being conducted at three of the four participating institutions--C.S.U., Cuyahoga Community College, and Lorain County Community College. Each full-time participant is assigned to work with a resident instructor at one of the three institutions.

The objectives of the internship and some suggested internship activities are outlined in Attachment B. However, to sum up briefly, this first internship experience is to provide the participants with professional socialization. Participants are learning basic instructional processes, college organizational and social schema, working with students, and developing tutorials for "disadvantaged-underachieving" students.

One of the interesting internships that has developed is with the C.S.U. Developmental Reading Center. Four participants who expressed an interest in helping students to develop reading skills are working with Dr. Elsie Nicholson, Director of the C.S.U. Developmental Reading Center. Dr. Nicholson and her staff have prepared a special reading instructional program tailored to the needs of these four students. Under this program, participants will receive a minimum of 18 quarter hours credit in the area of developmental reading; and they should, according to Dr. Nicholson, "...be able to establish reading programs for underachievers at their own institutions." Because of our initial success with this program, the C.S.U. College of Education is considering implementation of a program for preparing college level reading specialists to work with underachievers.

All full-time interns are also engaged in a multi-media instructional seminar held at the Cuyahoga Community College Instructional Media Center. This seminar, under the direction of Mr. Richard Decker, provides participants with direct training and experience in various media applications to instruction.

All participants, both full-time and part-time, are involved in the "mini-counseling laboratory." The mini-lab. is being conducted at all four participating institutions. In each case the participants are working with two to three "disadvantaged-underachieving" students who have been identified by the institution. An outline of the mini-lab., including objectives, is included with this report (see Attachment C).

All participants are also enrolled in "Themes and Approaches to Learning in General Education." This four-hour credit graduate course focuses on the undergraduate curriculum, especially in the lower division. Participants are expected to develop skills in curriculum development and to relate their disciplines to the total curriculum, especially for disadvantaged students. A unique "real" feature of this course is that the C.S.U. College of Education is working with the instructor and the participants as they seek to redesign the general education curriculum for the College of Education.

3. No problems have arisen in the program to date. However, several participant changes have been made. These include:

Mr. Jerome Motter	Left the full-time program for full-time employment opportunity.
Miss Rebecca Turbak	Left the part-time program because of the press of professional responsibilities. Miss Turbak plans to join the program again this Winter term.

Mrs. Sara Goldman Accepted into full-time program in place of Mr. Motzer. Mrs. Goldman was originally scheduled as a full-time alternate.

Mr. Maurice Thornton Accepted as a part-time participant. Mr. Thornton was originally scheduled as a part-time alternate.

4. Samples of program materials are attached to this report. No publications have developed from the program to date. Articles have appeared at various times in local newspapers, including The Cleveland Press and various local suburban newspapers.

5. Staff Summary

The basic staff remains unchanged. This includes:

Dr. Alfred M. Livingston 10% Teaching - 10% Administration
Program Director
Executive Vice-President
Cuyahoga Community College

Dr. Ferris F. Anthony 20% Teaching - 40% Administration
Assistant Program Director
Assistant Professor
Cleveland State University
College of Education

Dr. Sam P. Wiggins 10% Teaching
Dean, College of Education
Cleveland State University

Mr. Richard Decker 10% Teaching
Director
Instructional Media Center
Cuyahoga Community College

Dr. David Santoro 10% Teaching
Director of Student Services
College of Education
Cleveland State University

Consultants and Guest Lecturers

To date, the program has drawn upon seven guest lecturers and/or consultants largely from the four participating institutions. Guest lecturers and consultants were selected on the basis of areas of special expertise and potential contribution to the goals of the program.

Resident Instructors

A total of 14 resident instructors are working with full-time interns, including Dr. Elsie Nicholson, who is working with four interns in the reading development program.

Mini-Laboratory Coordinators

A mini-laboratory coordinator-supervisor has been designated at each of the four participating institutions. The primary responsibility of the coordinator-supervisor is to work with participants as they establish and maintain mini-lab. experiences for their students. The coordinator is also responsible for conducting seminars in various student counseling areas, including financial aids, health services, student counseling, admissions and records, and student services. These seminars are designed to give participants necessary understanding of non-academic services so they can better serve their mini-lab. students.

6. Summary

Although the Instructor-Counselor Program is less than two months old, including the four-week summer experience, the program staff is pleased with its progress to date. The various components of the program, viz., course work, internships, seminars, and mini-labs., are blending into a "total instructional program" which is getting at major program objectives.

Cooperation and enthusiasm at the four participating institutions--C.S.U., Cuyahoga Community College, Lorain County Community College, Lakeland Community College--is excellent. Administrators, faculty, and staff at these institutions have caught the spirit of the program, and they are providing help and support in many areas.

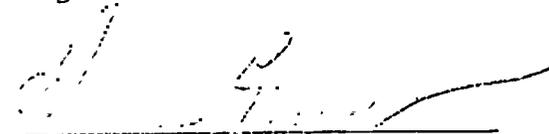
Since the Instructor-Counselor Program is yet in its infancy, there are some areas which need strengthening and additional work. The concept itself of "instructor-tutor counselor," since it is unique, is being clarified and redefined, as we work through the program. The program staff attempts to clarify this concept by constant contact with the resident staff at the four institutions.

Also, since the "instructor-tutor counselor" is a new and unique individual in American higher education, the participants themselves are having to work out personal roles within this conceptual framework. This role definition is not a problem. In fact, it was expected. The point is that the program is being tailored to meet the individual role definitions of each participant as he seeks to achieve the overall program objectives. In many respects, this is part of the real excitement of this program.

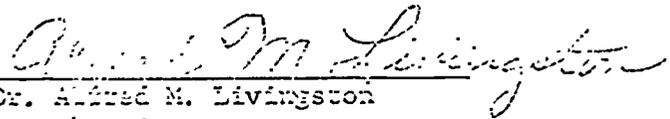
In sum, the mood is enthusiastic; the work is difficult at times, but enjoyable. The future is promising.

Encressor-Counselor Program
Cleveland State University
Page 3

7. Signatures of the Contract Officer and the Program Director:



Dr. Harold E. Emerson
Contract Officer
President
Cleveland State University



Dr. Alfred M. Livingston
Program Director
Executive Vice President
Cuyahoga Community College

Preparing Instructor-Counselors for
Underachieving College Students

Director's Interim Progress Report - Winter 1971

1. The Cleveland State University
"Preparing Instructor-Counselors for Underachieving College Students"
Grant #64; NIH #76-3298

Dr. Alfred M. Livingston
Program Director and Executive Vice President
Cuyahoga Community College

2. Fall-Term Program

The training program for the fall term began on September 30, 1970, as scheduled in the proposal. Thirty-four participants were in attendance, including 18 full-time and 16 part-time participants.

Full-time Program

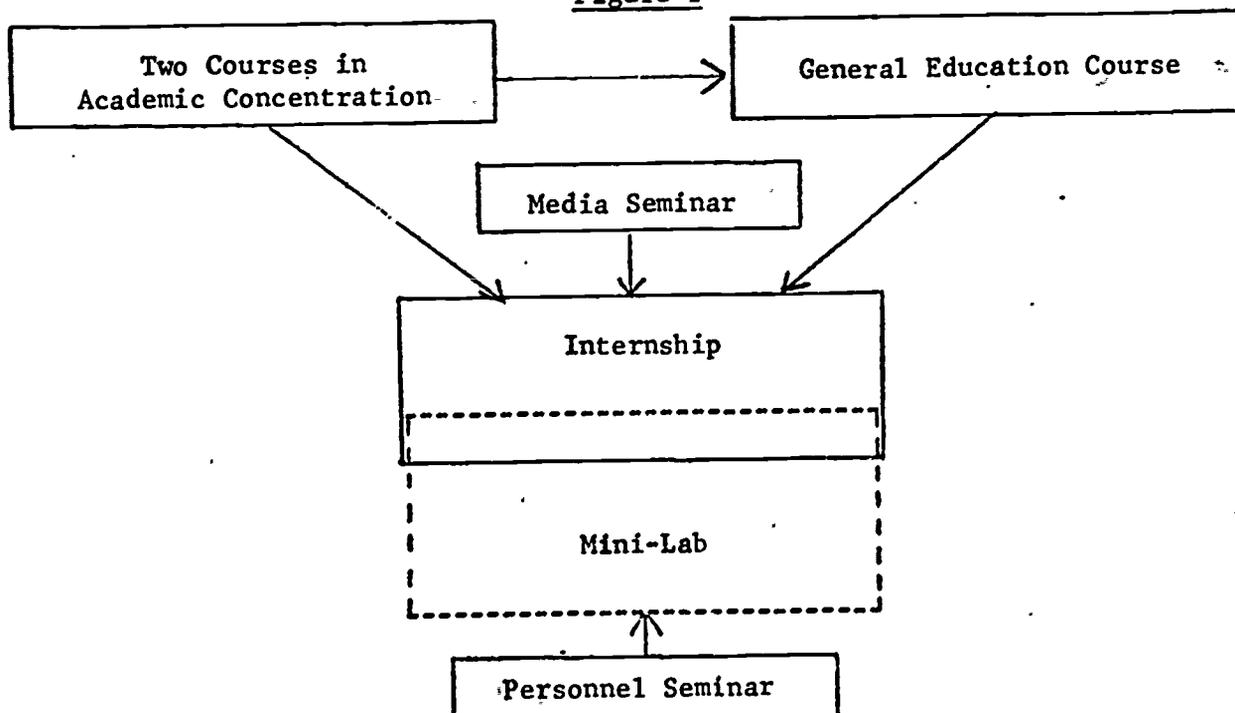
Full-time participants were enrolled for 15 quarter hours of graduate credit, including:

- Themes and Approaches to Learning in General Education
- Pre-Teaching Internship and Seminar
- Two courses in the field of academic concentration

The full-time program also included a media seminar, a mini-counseling laboratory, and a personnel seminar. Figure 1 below depicts the relationship of the various curricular components in the full-time program.

Instructor-Counselor Program
Full-Time Program - Fall, 1970

Figure 1



Director's Interim Progress Report
Winter, 1971
Page 2

As shown in figure 1, the internship and the mini-counseling laboratory are the central focus of the full-time program. Internships and mini-counseling laboratories are conducted at four local institutions-- Cleveland State University, Cuyahoga Community College, Lorain County Community College, and Lakeland Community College. Internships are established in English, mathematics, psychology, sociology, philosophy, reading development, nursing, media, and counseling. The program staff also decided to include the mini-counseling laboratory as part of the internship experience: this was not according to original plans. However, after planning the internships on the various campuses, it became apparent that the objectives of the mini-counseling lab could best be met by combining the mini-lab with the internship. The success of the internship and the mini-lab to date reinforced this idea, so the same arrangement is continued this winter term, 1971.

The internships, as indicated in Attachments A and B, are designed to be developmental in nature. The fall term internship, Phase I, concentrated on professional socialization, providing opportunities for the intern to work closely with an assigned resident instructor on one of the four campuses in a variety of roles. This included, for example, assistance in the development of course objectives, development of course materials, working with small groups of students, attendance at departmental meetings, actual teaching experience, and so forth.

The mini-lab, then, is a part of the internship experience, and interns are required to work with students in their internship classes who need special developmental assistance. This allows the intern opportunities for identifying learning problems in his field of academic concentration and for developing learning experiences to overcome these problems. It also provides him with opportunities to work with "under-achievers" and to become familiar with their problems.

The full-time participants also took a multi-media instructional seminar held at Cuyahoga Community College under the direction of Mr. Richard Decker, Director of the CCC Media Center. This seminar was designed to provide basic instruction in the development of classroom materials and to explore various applications of media to instruction.

A student personnel seminar was developed at Cuyahoga Community College as an experimental program for 11 interns who were working on that campus. The purpose of this seminar was to introduce the interns to the wide range of student personnel services which are available at a community college, so they might better work with their students in the mini-lab and the internship. These services included financial aid, counseling, health services, admissions and registration, student activities, and so forth.

All full-time participants enrolled for eight hours graduate credit in their field of academic concentration. Courses were selected which would complement and further develop undergraduate specialities and also to develop further academic competencies for the internship experience.

All full-time participants also enrolled in "Themes and Approaches to Learning in General Education." The focus of this course was on understanding the general education curriculum, especially as it relates to freshmen and sophomores. Students also learned to use Systems Analysis in the development of curricula and instruction. In order to provide the students with a practical base for applying the theoretical considerations of curriculum and Systems Analysis, the College of Education at Cleveland State University asked the students to develop a general education program for the College.

Part-time Program

The 16 part-time participants in the program were enrolled for the "Themes and Approaches" course and the mini-counseling laboratory. Mini-lab students were either assigned on one of the four campuses, or the part-time participants in their regular teaching positions worked with college-bound underachieving students.

In an effort to involve part-time participants in other aspects of the program, the media seminar, and other activities were made available to them. Some part-time participants elected to enroll for academic course work in order to strengthen their own interests.

3. No problems have arisen in the program to date. However, four part-time participants have officially terminated. These include:

- Miss Rebecca Turbok - Miss Turbok did not participate in the program during the fall term because of increased job responsibilities: she expected to return to the program this winter. However, the press of full-time job responsibilities made this impossible for her.
- Mr. Dennis Blue - Mr. Blue participated in the fall term experience. However, he finds that his teaching responsibilities and other activities will not allow him to continue in the program.
- Miss Marilyn Lekan - Miss Lekan also participated in the fall term program. Miss Lekan decided to change her major field of interest, and she is seeking a graduate program in counseling.
- Mr. Robert Miller - Mr. Miller is principal of a middle school in Lakewood, Ohio. He had to leave the program because of job responsibilities.

With the official termination of these four part-time participants, the program now enrolls 18 full-time participants (as originally scheduled), and 12 part-time participants (originally 16) for a total of 30 participants.

4. No publications have developed from the program to date. Several participants, however, have developed articles based on their fall term experience which they are attempting to publish in professional journals. These participants include Sr. Mary Denis Maher, Mr. Chester Mazer, and Mr. Maurice Thornton.

5. Staff Summary

The basic staff remains unchanged. This includes:

Dr. Alfred M. Livingston Program Director Executive Vice President Cuyahoga Community College	10% Teaching - 10% Administration
Dr. Ferris F. Anthony Assistant Program Director Assistant Professor Cleveland State University College of Education	20% Teaching - 40% Administration
Dr. Sam P. Wiggins Dean, College of Education Cleveland State University	10% Teaching
Mr. Richard Decker Director Instructional Media Center Cuyahoga Community College	10% Teaching
Dr. David Santoro Director of Student Services College of Education Cleveland State University	10% Teaching

Resident Instructors

Fourteen resident instructors, i.e., resident faculty members at one of four local institutions, are working with full-time interns. This includes Drs. Elsie Nicholson and Kenneth Oldman, who are working with four interns in the Developmental Reading Center at C.S.U. In addition, several full-time interns are also taking special work at the Center.

Special Consultants and Lecturers

This winter term, 1971, several outstanding educators will visit the program for purposes of consultation and special lectures. This includes Dr. William Moore, Jr., President of Seattle Central Community College, and the author of Against the Odds. Dr. Moore is recognized as a leader in developing educational programs for underachieving college students.

Dr. Donald Henderson will also visit the program as a special consultant and guest lecturer. Dr. Henderson is currently serving as Provost of the University of Pittsburgh, and he has done considerable work in the area of working with underachieving students.

As part of the planned program evaluation procedure, Mr. June Church, a Ph.D. candidate at the University of Kentucky, has decided to write his dissertation on this program. Specifically, Mr. Church intends evaluating various aspects of the program, especially an analysis of objectives, program components, and achievement. His study should provide the program staff with some valuable insights into the success or failure of particular program components.

6. Summary

After nearly six months of operation, the Instructor-Counselor Program is demonstrating its ability to achieve its major program objectives. In short, the program is demonstrating that instructor-counselors can be systematically prepared to work with underachieving college freshmen and sophomores. An evaluation of the fall term program (Phase I) indicates a high degree of success.

The Program staff collected data from Program Phase I including:

- Internship evaluations filled out by resident instructors.
- Mini-lab reports developed by each participant.
- Interviews with resident instructors, program staff, and others concerned with the program.
- Personal interviews with each participant.

A study of this data indicates that the Program is meeting originally-stated objectives. For example, participants are working with under-achievers, and they are developing methods and materials to help under-achievers to become achievers. The internships, which are well received at the four institutions, not only enable the interns to develop understandings of the role of the college instructor, but also gave them opportunities to explore and experiment with teaching and learning as it relates to underachievers.

The Program also has a self-renewing, self-vitalizing aspect. As feedback is received from various sources, the program staff studies it and determines its value for the program. If a particular idea is judged valuable, it is tested on an experimental basis. This winter term, for example, a weekly "brown bag" luncheon for all participants is being attempted on an experimental basis. This luncheon provides an open forum for discussion of instructional problems and for bringing in special guests.

The staff is also at work trying to develop supplemental experiences which will be beneficial to the participants. New ideas which come from the participants, the resident instructors, and from others interested in the program, are developed, if possible, and used to supplement an existing program component.

This process of change and improvement symbolizes the general mood of the Program, and as the spirit of the Program takes hold on the various campuses, new ideas and opportunities unfold. This may take the form of experimentation with computerized instruction, development of course materials for the underachiever, or cross-disciplinary experimentation. At the very least, the Program is providing a catalyst for the improvement of instruction. At best, it is meeting its objectives of preparing professional educators to work with underachievers.

7. Signatures of the Contract Officer and the Program Director:

Dr. Harold L. Enarson
Contract Officer
President
Cleveland State University

Alfred M. Livingston
Dr. Alfred M. Livingston
Program Director
Executive Vice President
Cuyahoga Community College

Preparing Instructor-Counselors
for Underachieving College Students

Director's Interim Progress Report - Spring 1971

1. The Cleveland State University
"Preparing Instructor-Counselors for Underachieving College Students"
Grant #64; NIH #76-3298

Dr. Alfred M. Livingston
Program Director and
Executive Vice President
Cuyahoga Community College

2. Winter-term Program

The training program for the winter term began on January 5, 1971, as scheduled in the proposal. Thirty participants were in attendance, including 18 full-time and 12 part-time participants.

Full-time participants enrolled for 16 quarter hours of graduate credit, including:

--Metropolitan Foundations of Education	3 credits
--Directed Teaching Internship	5 credits
--Two courses in field of academic concentration	8 credits
	<u>16 credits</u>

Part-time participants enrolled for three quarter hours credit--Metropolitan Foundations of Education--including an assigned mini-counseling laboratory.

Full-time Internships

All full-time participants were involved in internship experiences during the winter term. These experiences involved the participant in direct work with a resident instructor, i.e., a full-time professional staff member at one of the sponsoring or cooperating institutions. In some cases the participants were involved in actual classroom teaching. In other cases participants were involved in developmental reading laboratories, counseling, writing clinics, and computer-assisted instruction.

The primary focus of the winter term internship, a continuation and further development of the fall term internship, was to involve the participant in direct professional experience, especially as it related to underachieving students. As part of the three-term internship plan, the winter term internship provided each participant the opportunity to develop courses and materials which would be implemented in the planned spring-term internship.

Full-time participants, in keeping with the individualized nature of the program, also took eight quarter credits of graduate course work in a field of academic concentration. These credits provided participants with opportunities to strengthen areas of academic competencies or to develop new areas of interest.

All participants enrolled in "Metropolitan Foundations of Education." This course was team-taught by Dean Sam P. Wiggins and by Dr. Ferris F. Anthony. The course focused on several objectives, including necessary understandings of the metropolitan community and its relation to student academic achievement, and the implications of urban living for teaching and learning. The course drew heavily upon available resources in Metropolitan Cleveland, including expert personnel in sociology, history, economics, and a range of critical issues. As a part of this course experience, each student designed and implemented a personal learning project which focused on one aspect of the metropolitan community as it relates to the instructor-counselor's professional roles.

Additional Program Activities

During the winter term, the Instructor-Counselor Program staff met with representatives of the Cleveland State University College of Arts and Sciences and the Division of Developmental Programs to discuss the problems and issues confronting the universities as they seek to expand opportunities for the educationally disadvantaged. The result of these discussions was an invitational conference sponsored by the College of Arts and Sciences, the Division of Developmental Programs, and the Instructor-Counselor Program which focused on "The Expanding University--Different Students, New Programs." The Conference, held on April 23 and 24, 1971, was invitational in nature, including representatives of all public and private institutions of higher education in Ohio and the several adjacent states. Included in the conference were national authorities in the field of underachieving-disadvantaged students. The attached Conference program outlines the highlights of the two-day session.

Briefly, the conference included general and working sessions, providing participants with opportunities to hear and react to national and local responses to working with the underachieving-disadvantaged student. Dr. Alfred M. Livingston, Director of the Instructor-Counselor Program, served as a panel member in one of the working sessions entitled, "Special Programs--Variations on a Theme." Dr. Livingston presented the concept of the Instructor-Counselor Program including its significance for the newly emerging developmental programs which are being established on various campuses throughout Ohio and elsewhere.

As part of the Instructor-Counselor Program sponsorship of the Conference, all Instructor-Counselor Program students were allowed to attend the two-day program at no cost. This allowed the students a unique opportunity to meet with persons throughout the state who are most concerned with disadvantaged-underachieving students. It allowed them the opportunity to meet with national leaders in this field and to participate in discussions with them.

3. No unforeseen problems have been encountered to date; the program is following the original proposal, as planned. At the end of the winter term, however, two full-time students were dismissed from the Program for not meeting Program objectives and for failure to meet the academic standards of the College of Education graduate program. These students include:

--Miss Maureen McClure
--Mr. Reginald Winbush

The dismissal of these students reduces the full-time participants to 16 persons. This leaves the total number of participants at 28 persons, 82% of the original enrollment of 34 participants.

4. During the winter quarter, the Instructor-Counselor Program published a placement brochure to assist participants in locating positions for the 1971-72 academic year. This brochure (copies enclosed) included a description of the program along with basic biographical data on all full- and part-time participants who expressed an interest in job placement. The brochure was sent to all colleges, universities, junior colleges, and technical institutions throughout the country. It was also sent to various manpower training programs in business, industry, and local government.

Besides its primary placement function, the brochure also served as a "pre-announcement" brochure for the second year's Instructor-Counselor Program.

5. Staff Summary

The basic staff includes:

Dr. Alfred M. Livingston Program Director Executive Vice President Cuyahoga Community College	10% Teaching - 10% Administration
Dr. Ferris F. Anthony Assistant Program Director Assistant Professor Cleveland State University College of Education	20% Teaching - 40% Administration
Dr. Sam P. Wiggins Dean, College of Education Cleveland State University	10% Teaching
Mr. Richard Decker Director Instructional Media Center Cuyahoga Community College	10% Teaching

Appendix J

"The Expanding University--Different Students, New Programs"



THE EXPANDING UNIVERSITY--DIFFERENT STUDENTS,
NEW PROGRAMS

A Conference under the Auspices
of

THE COLLEGE OF ARTS AND SCIENCES
Jack A. Soules, Dean
THE DIVISION OF DEVELOPMENTAL PROGRAMS
Raymond C. Bowen, Dean
THE INSTRUCTOR-COUNSELOR PROGRAM
Alfred M. Livingston, Director

April 23 and 24, 1971

THE CLEVELAND STATE UNIVERSITY
Harold L. Enarson, President
Cleveland, Ohio

The Program

Thursday, April 22, 1971

8:00 - 10:00 P.M.REGISTRATION

-Fenn Tower 210, Cleveland State University,
East 24 and Euclid Avenue-

*

Friday, April 23

8:30 - 9:00 A.M.REGISTRATION

-Registration Area, Trinity Cathedral, East
22 and Euclid Avenue-

9:00 - 10:30 A.M.GENERAL SESSION

-Parish Hall, Trinity Cathedral-

-University Greetings, Harold L. Enarson, President,
The Cleveland State University-

-"A University, For What?" -An Address by Frank Farner,
Director of Program Develop-
ment, American Association
of State Colleges and Uni-
versities-

10:30 - 10:45 A.M.COFFEE

10:45 - 12:45 A.M.WORKING SESSION I

A. "New Admissions--Patterns and Processes"

-Parish Hall, Trinity Cathedral-

Moderator: Raymond O. Prada, Assistant Dean
College of Arts and Sciences
Cleveland State University

Panelists: William Holloway, Vice Provost for Minority Affairs, The Ohio State University

Derek Nunney, Vice President for Academic Affairs, Oakland Community College, Bloomfield Hills, Michigan

Gordon Sabine, Vice President for Special Programs, The Michigan State University

B. "Special Programs--Variations on a Theme"
-Brotherhood Hall, Trinity Cathedral-

Moderator: Floyd M. Adams, Director of Academic Services, Developmental Programs
Cleveland State University

Panelists: Leslie Berger, Associate University Dean
The City University of New York

Alfred Livingston, Executive Vice President
Cuyahoga Community College, Cleveland

Robert Ridenour, Director of Educational Development Program, The University of Cincinnati

12:45 - 2:00 P.M. LUNCH

(See Registration Staff, Trinity Cathedral, for Restaurant Suggestions)

2:00 - 4:00 P.M. WORKING SESSION II

A. "Comparing the Costs" -Parish Hall, Trinity Cathedral-

Discussant: Jack A. Soules, Dean College of
Arts and Sciences, Cleveland
State University

Speaker: Andrew Goodrich, Director of Minority
Group Programs, American Association
of Junior Colleges

B. "The Matter of Academic Standards"
-Brotherhood Hall, Trinity Cathedral-

Moderator: Lance C. Buhl, Assistant Dean
College of Arts and Sciences
Cleveland State

Panelists: Raymond C. Bowen, Dean of Develop-
mental Programs, Cleveland State

Bernard Hamermesh, Chairman, Depart-
ment of Physics, Cleveland State

Leon Soulé, Associate Professor of
History, Cleveland State

4:00 - 6:00 P.M.CASH BAR

-The KEG AND QUARTER MOTOR INN, East 18 and Euclid-

6:00 - 7:30 P.M.CONFERENCE DINNER

-KEG AND QUARTER-

"Who Are the 'Less Well Qualified' Students?"

-An Address by Helen S. Astin
Director of Research
University Research Corporation
Washington, D.C.-

8:00 - 10:00 P.M. BUZZ GROUP DISCUSSIONS*

*Buzz Group/Workshop Assignments will be made at
the Conference Registration.

*

Saturday, April 24

8:30 - 9:00 A.M. COFFEE

-Main Classroom Building, Room 101, Cleveland State-
(Directly across from Trinity Cathedral)

9:00 - 10:30 A.M. GENERAL SESSION
-Main Classroom Building, Room 101-

"The CUNY Experience" -An Address by Allen B. Ballard
Dean for Academic Development
The City University of New York-

10:30 - 11:00 A.M. COFFEE

11:00 - 1:00 P.M. PRIORITIES WORKSHOPS

-Rooms to be Assigned-

PROGRAM DIRECTORS

FLOYD M. ADAMS

Director of Academic Services
Developmental Programs
CLEVELAND STATE UNIVERSITY

LANCE C. BUHL

Assistant Dean
College of Arts and Sciences
CLEVELAND STATE UNIVERSITY

RAYMOND O. PRADA

Assistant Dean
College of Arts and Sciences
CLEVELAND STATE UNIVERSITY

THE CLEVELAND STATE UNIVERSITY
CLEVELAND, OHIO 44115

COLLEGE OF ARTS AND SCIENCES
OFFICE OF THE DEAN

(216) 771-0250

April 13, 1971

Dear Conference Member:

We are very pleased that you will be joining us on April 23 and 24 for Cleveland State's Conference "The Expanding University - Different Students, New Programs." We are confident that the program and your participation in it will be greatly beneficial to all concerned in and around Ohio with educating developmental students.

The final draft of the program is enclosed. Please note that Allen Ballard, University Dean for Academic Development and Professor of Political Science, The City University of New York, will speak in place of Dr. Timothy Healy, Vice Chancellor for Academic Affairs, CUNY, at the General Session on Saturday morning. Dr. Ballard has direct line responsibility for open admissions at the fifteen CUNY campuses.

Also note that there are four basic conference locations. Registration on Thursday evening will be held in Fenn Tower, Room 210. Fenn Tower is on the northeast corner of Euclid Avenue and East 24 Street. Friday registration and the morning and afternoon sessions that day will be housed in Trinity Cathedral on the southeast corner of Euclid and East 22nd. The Downtowner Motor Inn at Euclid and East 18 Street will be the site for the Cash Bar, Conference Dinner and Buzz Group sessions on Friday evening. The Saturday session will meet initially in the main auditorium, room 101, of the Main Classroom Building at Cleveland State, the northeast corner of Euclid and East 22 Street.

Given the press of time, it will be more convenient and sure to conduct registration entirely on an in-person basis. Do not, therefore, send checks to cover registration by mail. You may pay the fee and pick up conference materials at in-person registration on Thursday evening or Friday morning.

Enclosed is a listing of hotel accommodations, all convenient to the Cleveland State Campus. We have been assured that there should be little difficulty in reserving hotel rooms; no major conferences or conventions are planned for the city that weekend.

The campus is situated near Cleveland's downtown area. For those driving to the conference, all major Interstate Routes connect with Cleveland's Innerbelt. Innerbelt exits for Carnegie and Chester Avenues bring you within a block of the campus. Euclid Avenue is the main artery to look for. For those who plan to

Conference Member

-2-

April 13, 1971

fly, the Rapid from the airport to the Terminal Tower, Public Square, and a Loop Bus from the Tower down Euclid Avenue is about as convenient as taxi or limousine service and a good deal less expensive. Those who travel by train (are there any left?) will arrive (God knows when) at the Terminal Tower.

If you have any questions at all about the conference, accommodations, etc., please call me or Dean Raymond O. Prada at Cleveland State. The number is 216-687-3660.

We look forward to seeing you on April 23 and 24.

Sincerely,



Lance C. Buhl
Assistant Dean
College of Arts & Sciences

LCB/kk

"The Expanding University--Different
Students--New Programs"

Resource Personnel (Partial List)

Principal Speakers:

Frank Farner will address the Conference on the topic, "A University, For What?" Dr. Farner is Director of Program Development, the American Association of State Colleges and Universities. He served from 1967-1969 as President of Federal City College in Washington and has held a number of important teaching and administrative posts at Claremont, Berkeley, Oregon and in Connecticut. His involvement with educating the disadvantaged student has been direct and continuing, practical and scholarly.

Helen S. Astin will take up the question, "Who Are the 'Less Well Qualified' Students?" at the Conference Dinner. Dr. Astin presently is Director of Research for the University Research Corporation in Washington, D.C. She has served as Research Associate for both the Bureau of Social Science Research and the Commission on Human Resources of the National Academy of Sciences. In various other research capacities and in her scholarly output, her focus has been on educational and career development and higher education. Currently she is working on a study of disadvantaged students at The City University of New York.

Timothy S. Healy will speak on "The CUNY Experience" in open admissions. Dr. Healy has served as Vice Chancellor for Academic Affairs and Professor of English at C.U.N.Y. since 1969. Before that he was Executive Vice President of Fordham University in New York. He has taken the position that truly open admissions at C.U.N.Y. has not been anything like the disaster predicted for the system by many last year.

Panelists and other Personnel:

Leslie Berger, Associate University Dean and former Director of the pioneering S.E.E.K. Program, CUNY.

Raymond Bowen, Special Assistant to the President and Dean of the Division of Developmental Programs at The Cleveland State University.

Bernard Hamermesh, Professor and Chairman of Physics, The Cleveland State University, and consultant to many programs on innovative teaching.

Alfred Livingston, Executive Vice President, Cuyahoga Community College, and Director of a joint, federally sponsored project at C.S.U. and C.C.C. for training Counselor-Instructors for disadvantaged students.

Gordon Sabine, Vice President for Special Programs, Michigan State University, on leave this year with the American College Testing Program (Iowa City) as Senior Research Associate.

Appendix K

American Association of Colleges for Teacher Education

Distinguished Achievement Commendation

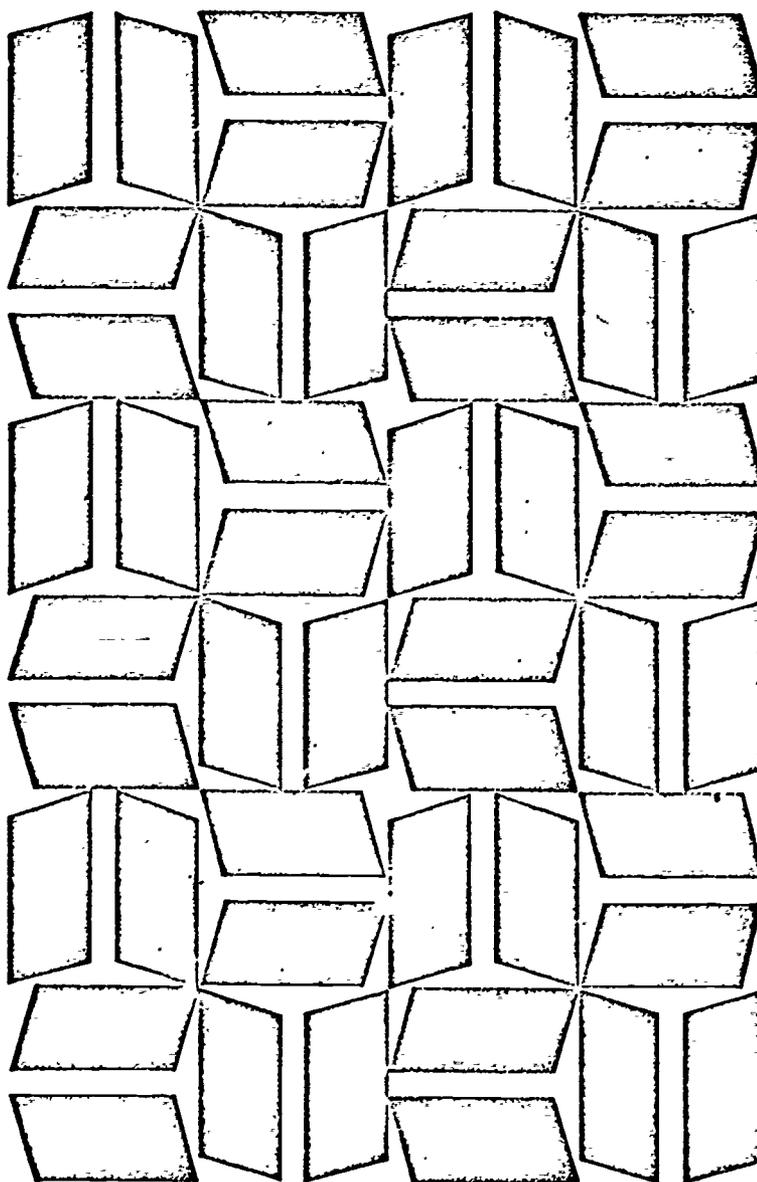
Cleveland State University
Cleveland, Ohio

President
Harold L. Enarson

Excellence
In Teacher
Education

1971
Distinguished
Achievement
Awards
Program

Developed jointly by Cleveland State and Cuyahoga Community College, the *Instructor-Counselor Program* focuses on competence in tutoring, academic counseling, and other forms of special assistance so that the counselor can work effectively with underachieving college students. Through a multi-experience approach, the master's level program includes formal academic work, internship experiences, special instructional seminars, and minicounseling laboratory activities with small student groups. The program is in line with the national priority of preparing higher education personnel to work with disadvantaged students and also with the conviction held by Cleveland State's College of Education to deal with the most neglected educational needs. Also collaborating on the program are Lorain County Community College and Lakeland Community College. Participants, under the program, can pursue an M.A. full-time or use the graduate courses to develop added skills and competencies for working with high-risk students.



Sponsored by
American
Association
Of Colleges
For Teacher
Education

Appendix L

The Concept of the Mini-Counseling Laboratory

THE CLEVELAND STATE UNIVERSITY
COLLEGE OF EDUCATION

THE INSTRUCTOR-COUNSELOR PROGRAM

THE CONCEPT OF THE MINI-COUNSELING LABORATORY

General Objective

The general objective of the mini-counseling laboratory is to provide an opportunity for the Instructor-Counselor to apply classroom learning to real situations. The mini-lab is a learning situation both for the Instructor-Counselor and for his assigned students. The basic character of the mini-lab is experimental, allowing the Instructor-Counselor to develop systematic, individualized instruction and other special assistance for his students. In this sense, the Instructor-Counselor will not only be instructing students, but also engage in on-going research to improve the quality of his instruction and to develop new methods of working with students who need special assistance.

Specific Objectives

The Instructor-Counselor needs to focus on ways in which he can serve his mini-lab students. These ways will include:

1. Provide a basic orientation to the college experience: myths and realities.
 - A. Tour physical campus (library, bookstore, classrooms, etc.)
 - B. Explanation of basic procedures (credits, quarter hours, grading system, withdrawal from courses, registration, etc.)
 - C. Discussion of instructional expectations.
 - D. Discussion of social, recreation, and cultural organizations and activities.
 - E. Explanation of financial aids.
 - F. Use of library.
 - G. Health services.
 - H. Testing and counseling services.
2. How to succeed in college.
 - A. Student-university personnel contacts.
 - B. Presentation of self in the academic community; including, fulfilling course requirements, turning in assignments, etc.
 - C. Discussion of "What am I doing here?"
 - D. Discussion of "How do I get where I am going in terms of my past and my present?" Also, "How can I make optimum use of who I am?"
 - E. Discussion of the peer group, how it affects my survival in college, and how it can be used for self-actualization.
 - F. Personal time management.

3. Academic Assistance

- A. Determination of present level of achievement and areas of strengths and weaknesses.
- B. Determination of predicted level of success (if possible), including what that means in reality, i.e., is it a valid prediction.
- C. Develop tutorial program designed to strengthen students' academic weaknesses.
- D. Implementation of tutorial and other special assistance program.
- E. Evaluation of program in terms of stated objectives and achievement of students. Revision of program based on evaluation.

Requirements for Mini-Counseling Laboratories

To accomplish the general and specific objectives of the mini-counseling laboratory, the Instructor-Counselor will need to:

1. Meet his assigned students a minimum of three (3) hours each week.
2. Develop and maintain a counseling log, including:
 - A. A record of routine activities.
 - B. A record of problems encountered and methods used to solve problems.
 - C. An outline of tutoring responses to student problems with assessment of success.
 - D. An evaluation of personal progress, including a determination of strengths and weaknesses.
 - E. Suggestions for personal improvement.
 - F. Suggestions for research and possible uses for student development programs. (Areas of special research interest may be undertaken by the Instructor-Counselor.)
 - G. Systematic feedback to the student development program.
 - H. Feedback to Instructor-Counselor program staff.

The Instructor-Counselor should be prepared to present and discuss his log at class meetings and in conferences with staff members. Therefore, each student should keep a written log of activities in an 8 1/2 x 11 spiral bound notebook which is then transferred in good form to a permanent 8 1/2 x 11 log in loose leaf form.

Appendix M

Internship and Mini-Lab Assignment Schedule

Instructor-Counselor Program
 Fall, 1970
 Internships and Mini-Lab Assignments
 Full-Time Program

September, 1970

<u>Name</u>	<u>Internship</u>	<u>Mini-Lab</u>
1. Mrs. Richelle Bernabei ✓	CCC - Spero	CCC/internship
2. Mrs. Joan Bowen ^	CCC - Nursing	CCC/internship
3. Mr. Philip A. Loftus ✓	CCC - Decker	CCC/internship
4. Miss Maureen McClure ✓	CCC - English	CCC/internship
5. Mr. James O'Keefe ✓	CCC - Psychology	CCC/internship
6. Mr. Kevin Patton ✓	CCC - Psychology	CCC/internship
7. Mr. Michael Penckey	CCC - English	CCC/internship
8. Miss Jean Zehnder ✓	CCC - English	CCC/internship
9. Miss Mitzi Wagner ✓	CCC - English	CCC/internship
10. Mrs. Sara Goldman ^	CCC - Sociology	CCC/internship
11. Mr. Thomas O'Donnell	CCC - Philosophy	CCC/internship
12. Miss Mellow Bradley ✓	CSU - Reading	CSU/internship
13. Sister Mary Denis Maher ^	CSU - Anthony	CSU/internship
14. Mr. Chester Mazer ✓	CSU - Reading	CSU/internship
15. Mr. John Ruth y	CSU - Reading	CSU/internship
16. Mr. Robert Kim Walton ✓	CSU - Reading	CSU/internship
17. Mr. Ralph Hammond	CSU - Sociology	CSU/internship
18. Mr. Reginald Windbush ✓	Lorain CCC - Sociology	LCCC/internship

Part-Time Program Mini-Labs

1. Mrs. Evelyn R. Bellin	CCC Counseling Center
2. Mr. Dennis Blue	CCC
3. Mr. James J. Cackowski	CCC Parma
4. Mr. Edward Hauser	Lakeland CC
5. Mr. Anthony Jacketti	Lakeland CC
6. Mrs. Sue Johnson	CSU
7. Miss Marilyn Lekan	CSU
8. Miss Ruth Lott	CCC
9. Mr. Keith Miles	CCC
10. Mr. Robert W. Miller	CSU
11. Mr. Charles S. Noble	CCC
12. Mr. Ronald Nicholson	Lakeland CC
13. Miss Rosemary Rogers	CSU
14. Miss Rebecca Turbak	Lakeland CC
15. Mr. Isaiah Williams	Lakeland CC

Schedule N

Course Schedule

Revised Mar 20

TEACHING-COUNSELING PROGRAM - C.C.C. - C.S.U.
PROPOSED COURSE SCHEDULE #1
FULL-TIME PARTICIPANTS

<u>Term</u>	<u>Course</u>	<u>Lab. or F.E.</u>	<u>Credit</u>
Summer, 1970 (Four Weeks)	✓ Higher Education Seminar (4 credit)	Mini-Lab. (2 credit)	6 Total 6
Fall, 1970	Themes & Approaches to ✓ Instruction in Gen. Ed. (3 credit)	Mini-Lab. (N.C.)	6
	Pre-Internship (3 credit)		
	2 courses in field of academic concentration		8 Total 14
Winter, 1971	Teaching Internship	Mini-Lab. (N.C.)	5
	→ Core Course (Foundations of Urban Ed.) ✓		3
	2 courses in field of academic concentration		8 Total 16
Spring, 1971	Teaching Internship ✓		5
	Student Personnel Services in Higher Education		3
	Seminar - Independent Study in development of course materials and teaching strategies		4 Total 12
			Grand Total 48

PROBLEMS:

1. Lack of counseling emphasis
2. Missing one core course

Appendix O

Seminar in Higher Education

Syllabus

Cleveland State University - Cuyahoga Community College
Cleveland, Ohio

Instructor-Counselor Program

Education 562
Seminar in Higher Education: Teaching and Learning,
Mini-Counseling Lab and Research
Summer, 1970
July 1 - 31

Room Stilwell 205
Alfred M. Livingston
Ferris F. Anthony

Purposes and objectives of the course

As the first in the series of educational experiences designed for the Instructor-Counselor Program this course is introductory in nature. Its primary purpose is to establish a common base of cognitive and affective experience for program participants.

Among the specific objectives of the course are the following: (see Instructor-Counselor Program objectives for more complete statement) To assist the instructor-counselor in developmental fashion to:

1. Become comfortable in his relationships with his colleagues, the staff of the ICP and obtain information on the organization, services and physical facilities of the colleges and universities cooperating with the ICP.
2. Identify various teaching methods being used in his subject area, both traditional and experimental.
3. Demonstrate an ability to translate course objectives into sound learning-teaching experiences for lower division students, with emphasis on disadvantaged (educationally deprived) students.
4. Demonstrate an understanding of instructional technology and of its application to learning and teaching.
5. Demonstrate an approach to the development of his own learning-teaching system based on a sound rationale including an evaluative feedback system.

6. Develop his ability to assist the student in adapting productively to the academic environment.
7. Demonstrate understandings of the developmental needs of students in the early college years, including an understanding, appreciation and acceptance of their social milieu and its relationship to their needs.
8. Demonstrate an understanding of the role and purpose of higher education in a changing society, particularly as it relates to lower division instruction.

Course characteristics and requirements

1. Lecture-discussion section: a minimum of 36 hours of class meetings;
Mini-lab section: a minimum of 12 hours of laboratory activity.
2. Development, maintenance and discussion of the Mini-lab Log (see the concept of the mini-counseling laboratory).
3. The completion of four critical reviews of books, or an appropriate number of periodicals or other pertinent material (written and oral).
4. The completion of "reaction" and evaluative papers as assigned.
5. A final examination (essay; two hours).

ICP evaluation will be based on:

- | | |
|---------------------------------------|-------|
| a) Quality of individual written work | (30%) |
| b) Quality of verbal participation | (30%) |
| c) Results of final examination | (30%) |
| d) Staff judgment | (10%) |

Wednesday, July 22

The systems approach to learning.

Thursday, July 23

IC group will not meet in formal session.

Monday, July 27

Concepts of diversified staffing -
panel presentation and discussion.

Tuesday, July 28

Final Examination

Wednesday, July 29

Issues in higher education in a time
of stress.

Thursday, July 30

Review of final examination, ICP Summer
Program assessment and plans for September.

Appendix P

**Foundations of Metropolitan Education with Mini-Counseling Laboratory
Course Materials**

EDB 500

Foundations of Metropolitan Education with Mini-Counseling Laboratory
Winter, 1971

Instructor-Counselor Program

Purpose of the Course

The purpose of this course, in terms of the Instructor-Counselor, is to assist the prospective Instructor-Counselor in developing understandings of the metropolitan environment. The Instructor-Counselor's ability to work with underachieving college freshmen and sophomores will depend on, among other things, his understanding of the environment which has contributed to the student's development. This course is concerned with the metropolitan environment. Basically, this includes:

- The nature of the metropolitan community, its history and its sociology.
- The problems of the metropolitan community--social, economic, political, institutional.
- The relationship of the metropolitan community to education.

This broad purpose will hopefully allow us to explore the metropolitan community from many angles. Ultimately, we want to explore those things which will help us to improve our performance as Instructor-Counselors.

Specific Objectives

The following specific objectives are developed from the general purpose of the course.

1. The Instructor-Counselor should demonstrate an understanding of the historical development of the city.
2. The Instructor-Counselor should demonstrate an understanding of the sociology of the city, including an understanding of its composition, its organization, and its institutions.
3. The Instructor-Counselor should be able to identify current metropolitan problems, and he should be able to relate these problems to teaching and learning.
4. The Instructor-Counselor should be able to demonstrate an understanding of the metropolitan schools, especially colleges and universities, including their purposes and functions in the metropolitan community.
5. The Instructor-Counselor should demonstrate an understanding of teaching and teaching problems in the metropolitan community, including an understanding of how metropolitan problems relate to the Instructor-Counselor's major field of concentration.

Achievement of Objectives

To achieve the five specific objectives of this course, we need to break down those objectives into specific tasks. This breakdown into specific tasks requires that we further refine the objective objectives, i.e., to define what things are necessary in order to achieve each objective.

For example, what things are necessary in order for you to demonstrate an understanding of the historical development of the city? The first thing that comes to mind is the necessity of getting basic information about the history of cities. We can get this cognitive material in several ways:

- 1. Bring in a guest speaker with expertise in urban history.
- 2. Do some reading. I suggest that we read at least one basic book on the historical development of cities and one book, such as Cleveland: The Best of Secret.
- 3. Determine through discussion or group work what generalizations we can develop from an historical study of the city and how those generalizations might apply to the present metropolitan community.

We will, as you know from our work last term, have to decide how much time to devote to each activity. We may decide, for example, that to achieve the first objective we need only to bring in a guest speaker and to read one book.

Task #1

Our task this evening is to work through each of the five objectives, breaking them down into specific tasks. At the end of the period we should have worked out answers to these questions:

1. What is necessary in order to achieve each objective?
2. How can we accomplish each objective?

Let me suggest that we consider the various levels of objective achievement: cognitive, affective, psychomotor, and so forth. I suggest that we consider each of these levels of achievement objectively and then determine what things are necessary to achieve each cognitively, affectively, psychomotor, and so forth. I suggest that we consider each of these levels of achievement.

Achieving Objectives

To help us achieve the objectives of this course, we are attempting to integrate several learning components. First, in our weekly class sessions we are calling upon various persons who can help to broaden and deepen our understanding of the metropolitan community. Second, through the suggested reading list, we are giving everyone an opportunity to do some thing related to the metropolitan community. As we mentioned earlier, we would also like to get reading suggestions from you, so we can make them available to the rest of the class. Suggestions may be turned in to Dr. Anthony.

A third learning component is what we might call the "synthesizing component," since it aims at tying together the learning from the first two components and since it gets at the question, "What is the significance of metropolitan foundations for the instructor-counselor?"

Learning Tasks

Your elected planning group met with Dr. Anthony this past week to work out specific learning tasks which get at this synthesizing component. Drs. Wiggins and Anthony discussed these learning tasks as they relate to course objectives, and they decided to allow each student to elect one of two options.

Option #1

- A. General Task - Students will work in a special interest group to prepare a class presentation on a selected topic. The group will focus on a special area of interest as it generally relates to the metropolitan community and as it specifically relates to course objectives. Within the group, each student is required to contribute to the selected topic by gathering pertinent information, e.g., reading selected books and articles.

The group is required to make a presentation, tentatively set for March 11 or March 18, the scheduled final examination period. The group is also required to turn in an annotated bibliography which lists the materials used developing the selected topic.

- B. Individual Task - A student who elects to work in a special interest group is also required to turn in an individually developed project which amplifies the group work or in a related special area of interest. A final written project should be turned in no later than March 11. Projects will be evaluated on the basis of overall scholarship; thoroughness, and presentation. It should show evidence of sound workmanship.

Option #2

Students who elect Option #2 are responsible for selecting, designing, and implementing a personal learning experience which is related to overall course objectives and which is specifically related to the significance of metropolitan foundations for the instructor-counselor.

After deciding upon a personal learning experience, the student must inform the course instructors of the decision which then becomes a contractual agreement. Sometime near the end of the term, either during the final week of instruction or before the scheduled final examination period, the student must present the results of the learning experience to the course instructors. This should include the design and implementation of the experience as well as the student's evaluation of it. The course instructor will evaluate the learning experience on the basis of: 1. its relation to overall course objectives, 2. its specific relation to metropolitan foundations as it affects the role of the instructor-counselor, 3. its overall scholarship, 4. its demonstrated significance as a learning experience.

Summary

Each student may elect one of two options. Option #1 involves two parts--a group and an individual task. Option #2 involves an individually selected, designed, and implemented personal learning experience.

SUGGESTED READINGS FOR
METROPOLITAN FOUNDATIONS OF EDUCATION - EdB 500

A. M. Schlesinger, "The City in American History," MVHR, XXVII (June 1940). This article also appears in his book, Paths to the Present.

William Diamond, "On the Dangers of an Urban Interpretation of History," in Eric Goldman (ed.) Historiography and Urbanization.

Eric E. Lampard, "American Historians and the Study of Urbanization," AHR, LXVII (October 1961).

Oscar Handling and John Burchard (eds) The Historian and the City.

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Gideon Sjoberg, The Preindustrial City: Past and Present.

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Appendix Q

Themes and Approaches to Learning in General Education

Syllabus

Themes and Approaches to Learning
in General Education
EDE 563

Fall, 1970
Dr. Ferris F. Anthony
Tower 204
687-3682

Introduction

The primary function of the university is instruction. In the earliest universities--the Platonic Academies and the universities of the Middle Ages--the central concern of the university revolved around the student-faculty instructional relationship.

Quite recently--within the past hundred years--universities have also claimed that research and service are also proper functions of the university. In some respects the history of higher education in America can be thought of in terms of the relationship of these three functions --teaching, research, and service--and of the domination of one function in any given time period.

Today universities are going through a reexamination of their primary functions, and some of the most serious questions being raised have to do with what goes on in the classroom: i.e., what should be taught, how it should be taught, and why. Many students of higher education, including yours truly, think that instruction will be the primary focus of criticism, complaint, and development within the next several years.

EDE 563

This course is about instruction, especially the instruction and learning that is found within programs of general education. The course is designed to assist the future college instructors and others who are interested in colleges and universities, in understanding the nature of instruction in higher education, and their individual, unique roles within the university instructional community. The only prerequisite to this course is a deep interest in higher education and the lack of any preconceived ideas of what should be taught in college classrooms and how it should be taught. Our main objective is to discover answers to these questions.

Primary Objective

This course was conceived and designed for a special group of future college educators--the Instructor-Counselors. As such, the course has as its primary objective:

"... to educate and train instructor-tutor counselors to work with college freshmen and sophomores, especially in student development programs designed to upgrade and strengthen basic skills."

Specific Objectives

Within this primary objective, this course aims at the following:

The Instructor-Counselor should be able to:

1. Identify the content of his subject matter area taught in lower division college programs.
2. Identify various teaching methods being used in his subject area, both traditional and experimental methods.
3. Demonstrate a working knowledge of the concepts of his discipline.
4. Demonstrate an ability to write appropriate course objectives in his subject field based on a concept of the discipline, on an understanding of the learner and his needs, and on measurable criteria.
5. Demonstrate an ability to translate course objectives into sound learning-teaching experiences for lower division students, with emphasis on students with special needs.
6. Demonstrate an ability to develop innovative approaches to teaching his subject field, especially as it relates to the specific needs of individual students and groups of students.
7. Demonstrate an understanding of inter- and intra-relationships between his subject field and other subject fields.
8. Demonstrate an ability to evaluate his learning-teaching system in terms of his stated objectives and his ability to use resultant feedback to revise his system.
9. Demonstrate an understanding of the nature of the lower division as represented in the several institutions of higher education extant in the United States.
10. Demonstrate a working knowledge of the concepts of general education, liberal education, and specialization, and be able to develop his own course utilizing these concepts.

The Course Schedule

This course meets each Thursday from 7:00 to 10:00 P.M. The course will meet on the following days (please note that topics assigned are suggestive):

October

- 1 - General Orientation
- 8 - General Education: Its Nature
- 15 - General Education: Major Concepts and Values
- 22 - General Education Today
- 29 - Systematic Approach to Instruction

November

- 5 - Developing Course Objectives
- 12 - Developing Course Objectives
- 19 - Developing Course Elements
- 26 - Happy Thanksgiving

December

- 3 - Evaluation
- 10 - Open

The schedule of classes presented here is designed to get at three questions: What was? What is? What should be?

The first question, "What was?", has to do with the nature of general education. Where did this concept originate? What was its primary purpose? What was it supposed to be?

The second question is, "What is?". What is general education today? Is it being used on college campuses? How? Why? What are its main objectives?

The third question is, "What should be?". Assuming that you will be teaching your own class, what should you teach? Why? How does your teaching fit into the general scheme of college instruction? How are you contributing to the student's development?

We will have an opportunity to get at answers to these questions and others, as we seek to understand college instruction and our role as professional educators.

The Method and the Assignments

The course which deals with instruction must, of necessity, be concerned with its own instruction. In this regard, this course will attempt to provide various instructional methods. For the first several weeks, when we are attempting to develop a basic understanding of general education, the lecture method will be used. Time will also be provided for student-faculty interaction and small group discussion.

We will also use small group projects, individual projects, guest lecturers, audio-visuals, and other forms of instructional method, depending upon the topic and the objectives of a particular lesson.

Assignments

Each student is required to complete the following assignments:

- 1 - A short paper on General Education, focusing on the student's major concern in general education. For example, a student who is interested in English may write a paper on English in general education.
- 1- Final Project. On or about October 29, students will begin to develop their own course (or other area of special interest) based on the systems approach to instructional development. Details of this project will be provided in a separate paper.
- 1 - Mid-term Examination. The time of the mid-term examination will be announced well in advance. The mid-term will deal exclusively with general education. It will probably be objective in nature.

Group Projects and Presentations. - Students will be assigned a group project within the next few weeks which requires them to systematically analyze the nature of general education in one of the several local institutions. Students will also be required to present their Final Project to the class.

Readings

No specific textbook has been selected for this course, since the nature and scope of general education is too broad for any one text. A thorough bibliography is provided for each student, including books and articles, which will allow the student to read extensively on each topic presented in class. The bibliography should especially be used in writing the short paper and in developing the final project.

Appendix R

Instructions for Final Project

MEMORANDUM

TO: Full-time Instructor Counselor Students

April 6, 1971

DATE

FROM: Drs. Alfred M. Livingston and Ferris F. Anthony

SUBJECT: Final Project

Introduction

To assist you in pulling together the things you have learned this year and to provide a significant measure of your overall performance, we are asking each full-time participant to complete a final project. The final project focuses on this task:

You are to design a program (course, developmental program, etc.) which may be implemented in an educational setting, especially related to underachieving-disadvantaged students. The completed project should incorporate the overall objectives of the Instructor-Counselor Program, and it should demonstrate systematic development and thorough workmanship of a scholarly nature.

Specific Requirements

All final projects must meet the following requirements:

1. Systematic Format - Completed written projects should include the following:
 - a. Title page
 - b. Reader's page (see "Project Directors")
 - c. Abstract - limited to 500 words, outlining the main points of the project
 - d. Introduction - including the rationale for the project as well as a statement of objectives. In short, the introduction is an overview of the entire project.
 - e. Review of Literature - This section should demonstrate a familiarity with literature which is pertinent to the project. It should support the project objectives.
 - f. Operational Plan - This is the heart of the project. It is the detailed plan of operation including, for example, lesson plans, program components, overall schedule.
 - g. Summary and Conclusion - This section pulls together the significant points of the project, and it includes the student's evaluative conclusions of the proposed plan of operation.
 - h. Appendices
 - i. Bibliography

2. All projects must be neatly typed on bond paper (onionskin paper is not acceptable).
3. Each student is required to turn in three (3) copies of the final project. One copy (the original typewritten copy) must be bound in a spring-type binder; the other two copies (carbon copies are acceptable) should have appropriate covers. The spring-bound copy will remain on permanent file in the ICP office; one carbon copy will remain in the student's permanent file; and the other carbon copy will be returned to the student.
4. Projects should be a minimum of 15 pages in length. No maximum length is established; however, students should be guided by the overall objectives of their proposal. Supplementary material, e.g., course materials, reading lists, etc., should be presented in the appendices.
5. Each project should include the following title page:

<p>PROJECT TITLE</p> <p>by</p> <p>Your Name</p> <p>A Final Project</p> <p>Submitted to</p> <p>Cleveland State University</p> <p>in partial fulfillment of the requirements</p> <p>for the degree of</p> <p>Master of Education</p> <p>Cleveland State University-Cuyahoga Community College</p> <p>Instructor-Counselor Program</p> <p>1970</p>
--

6. Projects must follow a consistent style of presentation. The student may, for example, follow the Turabian method of footnoting, bibliography, etc. Whatever method is selected, it must be consistent throughout the project.

Project Schedule

To assist the student in the development of the final project, and to satisfy College and University graduation requirements, final projects must meet certain deadlines. These deadlines are as follows:

- April 6 - Final Project orientation meeting.
- April 13 - One-page abstract due. A seminar session of all full-time participants will be held at 5:30 p.m. in the announced locations. The one-page abstract should include an overall statement of the selected topic and an outline of the project design. Each student will be asked to make a short oral presentation of the intended project.
- May 4 - A seminar session of all participants will be held (tentatively at 5:30 p.m.), at which time each participant will give an oral progress report.
- May 14 - All final projects (three copies) are due in Dr. Anthony's office no later than 5:00 p.m.
- May 15-20 - Students will report at an assigned time for an oral presentation and defense of the project. The oral presentation will be tape-recorded and should include a verbal explanation of the project--who, what, why, where, when, how--along with supporting evidence as appropriate. Students may use audio-visual aids or other materials as appropriate. The taped record of the oral presentation will become part of the final project file.

Project Directors

The College of Education and the Program staff have assigned three faculty members to assist students in completing final projects. These faculty members are also responsible for evaluation of both the written project and the oral presentation.

Drs. Alfred M. Livingston, Ferris F. Anthony, and Richard McArdle will serve as readers of the project; each of them will alternate responsibilities as primary and secondary readers. The final written project should include a reader's signature page, i.e., a page after the title page with three lines for readers' signatures.

Besides meeting with students during scheduled meetings, the Program staff, Drs. Livingston and Anthony are available by appointment to counsel with students about the final project. Please see Miss Donna Spooner, T-204, for an appointment.

FFA/ds