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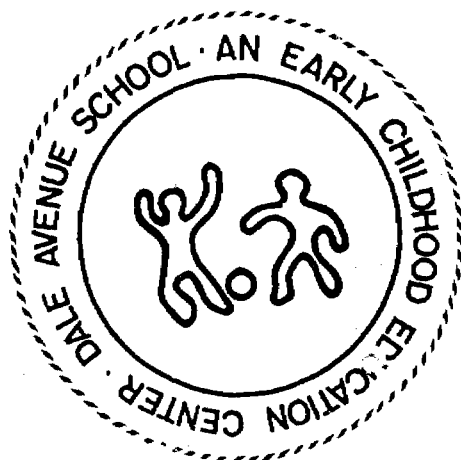
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ABSTRACT

Described is the inservice teacher training component for grade levels 1 through 3, of an early childhood urban education program funded under Title III in Paterson, New Jersey. Noted is development by teachers of tests for each of 10 previously identified performance objective areas. Described individually are workshops held on the following topics: the performance objectives, orientation for pre-kindergarten and kindergarten teachers in the program, orientation for aides, a 3-day orientation for project teachers, language disorders, learning disabilities and reading, and interrelationships in urban schools. Listed are members of the Board of Education, the Community Advisory Committee, the Parent Committee, and the project staff. (DB)

DALE AVENUE SCHOOL
PATERSON, NEW JERSEY



A TITLE III E.S.E.A. PROJECT
PATERSON BOARD OF EDUCATION

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In-Service Teacher Training Program 1971-72

The in-service teacher-training program for levels one through three at Dale Avenue School differs from the previous year's training program in several ways. Last year, the program involved only Pre-Kindergarten and Kindergarten teachers and para-professionals. Since each Pre-Kindergarten teacher had two aides and each kindergarten had one aide, it was feasible for teachers to discuss or obtain resource material whenever they needed it. An open-door policy was therefore established between Title III and the classrooms. Additional resource material could also be obtained from the Pre-Kindergarten Director.

This kind of program was not possible for the first through third level teachers as they did not have full-time aides and they could not leave their classes whenever a question or program arose.

A series of voluntary meeting dates was, therefore, established as of January, 1972 so that teachers could meet with Title III staff on a regular basis if they so desired. Every other Monday from 2:45 to 3:45 was set aside for first level teachers, every other Wednesday for second level teachers and every other Thursday for third level teachers. At these meetings, the problems of interpretation of the first through third level performance objectives were discussed.

The teachers decided that tests should be developed for each of the ten performance objective areas. Many of the teachers volunteered to make test kits that could be shared with the rest of the staff, (Math, Listening, Speaking, Naming, Seriation and Writing and Motor Skills Test Kits were made by the teachers, reviewed by the members of the Title III staff and run off on stencils so that they could be used for testing).

Workshops

The Workshop portion of the Teachers Training Program was similar to last year's program but geared to the specific needs of the first through third level children and teachers.

Orientation Workshop

An orientation workshop with the music, art, speech, physical education, and home economics specialists and the first through third level teachers was held on September 7th. At that time, the Performance Objectives Pre-Kindergarten and Kindergarten Slide Story was shown and the Performance Objectives concept was discussed and suggestions were requested. The teachers subsequently presented the Title III staff with a listing of material they believed their children should cover from first to third level in the areas of math, reading, language arts and music. This input was subsequently incorporated into the first draft of the first through third level performance objectives which was given to the teacher just before Christmas vacation to pilot with their children beginning January 1972.

Orientation for School #24 Teachers (With Performance Objectives)

On September 9th and 10th, one Kindergarten and one first grade teacher from School #24 who were to be using performance objectives this year came in for orientation with Title III staff and a full day observation with the Pre-Kindergarten and Kindergarten teachers.

Reorientation Workshop for Pre-Kindergarten and Kindergarten Teachers

On October 13th, a reorientation workshop was held with the Pre-Kindergarten teachers to go over the revised Pre-Kindergarten and Kindergarten Performance Objectives.

Workshop for Aides in Title I Schools

On October 26th through 28th a three day workshop was held for fourteen teacher aides, working in fourteen Title I Schools in Paterson, who will be using Performance Objectives. The aides viewed the Performance Objective Slide Story, toured the school, took part in a language workshop and observed in Pre-Kindergarten and Kindergarten classes.

Workshop for Project Team Teachers

A three day orientation workshop similar to the one for teacher aides was held on Monday, November 8th through 10th for the fourteen project team teachers who were to be working in the previously mentioned Title I Schools. The Reading Specialists also attended.

Learning Disabilities, A Language Disorders Phenomena

Besides the orientation session, the Project Team Teachers along with the entire Dale Avenue teaching staff attended a workshop on November 8th entitled "Learning Disabilities, A Language Disorders Phenomenon" led by Dr. Harold M. Scholl, Professor of Speech and Coordinator of Special Education Programs at Montclair State College. A video tape of the workshop was shown to all Dale Avenue para-professionals on November 9th.

Dr. Scholl discussed the following seven fields of instruction which should be taught every day; sensory-motor areas, visual processing, language-psycholinguistic development, auditory processing, academic areas, social behavior and emotional development. He emphasized that signs, gesture, writing, and speech are all communication as they are means of conveying something we know or feel.

He discussed with the group his feeling that up until the age of eight, children who failed tests given to determine areas of reading difficulty actually failed because of perceptual problems. Above the age of eight, however, perceptual difficulties were more conceptual, cognitive or semantic problems.

Like many other workshop leaders, Dr. Scholl stressed that it would be simplistic to expect all children to learn with one method only.

Learning Disabilities and Reading Workshop

On Wednesday, December 1, Mrs. Ann Oppman, Learning Disabilities and Reading Specialist from B.O.I.C.E.'s, Nassau, addressed the Dale Avenue teachers and specialists in the morning and the para-professionals in the afternoon. Using the Slingerland Test, she demonstrated with several first and third level Dale Avenue children how to determine which of the following avenues of learning were problem areas: 1) copying (How does he perceive things dot to dot?); 2) eye and hand coordination; 3) spatial relationships; 4) proximal and distal (How well can child copy at far point and near point?); 5) length of copy time (Is child working hard to compensate? Does it take too long?); 6) visual memory; 7) visual motor; 8) visual discrimination; 9) perceptual constancy (in different types of print, letters); 10) figure ground (pulling out word, picture or block asked for).

Mrs. Oppman stressed that a child with reading disabilities needs to work in visual, auditory, kinesthetic and tactile areas. First he needs to build a sight vocabulary and then see likenesses. He needs to work with the parts - beginning sounds, sounds of consonants and vowels and blending.

In her demonstrations with the children, she helped the teachers to determine how each child learned best (auditorally or visually) and then showed how she would work with him. (She gave several examples. The teachers found this part of the workshop particularly helpful.) She further stated that consonant substitutions and blending sounds together are very difficult for children with learning difficulties because they cannot picture the words in their minds. She suggested using plastic letters that the children can manipulate.

The Pre-Kindergarten, Kindergarten and First Level teachers, who spend a great deal of time teaching the use of puzzles, form boards, picture sequencing and focusing in on pictures, were delighted to hear Mrs. Oppman stress that reading is developmental and so a child must have skills in visual memory, sequencing, building a whole from its parts and back to its parts, and being able to find something (figure ground). This reconfirmed that many of the games that go on in the early grades are building reading skills.

Workshop on "Interrelationships in Urban Schools"

Dr. Daniel Sugarman of the Psychology Department of William Paterson College spoke to the Dale Avenue teachers on January 11, 1972. A video tape was made to be shown to the para-professionals at a later date.

The first part of Dr. Sugarman's workshop dealt with background information, definition and description of the different classes in the United States. He stated that a) the amount of money one has is only one factor. What is more important is what one does (how he gets his money.) b) where one lives, c) one's family connection, d) how long one has been in the country, e) religious background, f) value system. "In the United States," he said, there is a fluid movement. With difficulty, you can push up, while meeting others who are going down."

Since the cardinal value of the middle class is delay of gratification (giving up immediate gratification now for future gratification), Dr. Sugarman felt that all teachers are, therefore, automatically in the middle class - since in order to gain a degree they have delayed gratification for four years. He also felt that middle-class teachers were often disturbed because lower-class children had difficulty waiting for delayed gratification. He explained that by five years of age a lower class child was very different from his middle-class counterpart. The middle class child has usually learned that, if something is promised to him he will probably get it, while the lower class child has learned to get it now as there may not be a later.

The second part of the workshop was an open forum where questions were asked, and problems were aired.

In their evaluation forms, the teachers reported that this was one of the most valuable workshops of the year.

Through the Title III workshops, testing feedback to teachers, resource materials, and bi-monthly meetings, it is hoped that all involved personnel will gain much insight into the various abilities and needs of the students in addition to knowledge of the various ways in which students may be helped to move at their own individual rates.



Dale Avenue Friends