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DOCUMENT RESUME

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ABSTRACT

This program, included in "Effective Reading Programs...," serves about 8,900 educationally disadvantaged children in K-6. The program involves all 700 classroom teachers and most of the 700 paraprofessionals in 31 Title I elementary schools. The schools are located in low-income areas of a large city. The major objective of the program is to improve the reading skills of educationally disadvantaged children. The program focuses on three areas: comprehensive reading instruction; extensive inservice training for teachers, aides, and other staff members; and the development and production of supplementary instructional materials. Reading instruction usually takes place in the regular classroom. It involves a multisensory approach and features initial and continuous diagnosis of students' critical reading needs. Before teachers may acquire supplementary materials for use in their classrooms with the students who are eligible for Title I service, they must attend a 24 hour course that includes instruction in specific reading techniques and the development and use of supplementary materials. Teacher aides [illegible] extensive [illegible] (*)

ED 063317

Title I Reading Program

Minneapolis Public Schools
September, 1973

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What was it like when you learned to read?

What happened if a child didn't learn to read in first or second grade?

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What's it like for a child in today's Title I Reading Program?

He still has a reading problem but it is one that is his reading skills.

He may still be in a class for reading, but his teacher has ways to find out exactly what lessons he needs.

He may still use workbooks but he also uses games, cards, charts and pictures and other books to help him with his specific reading problems.

His teacher still takes reading classes but teaching reading is a lot more than just the teacher's job. It is everybody's job.

He is [illegible] children [illegible]

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but it's one that fits his reading skills.

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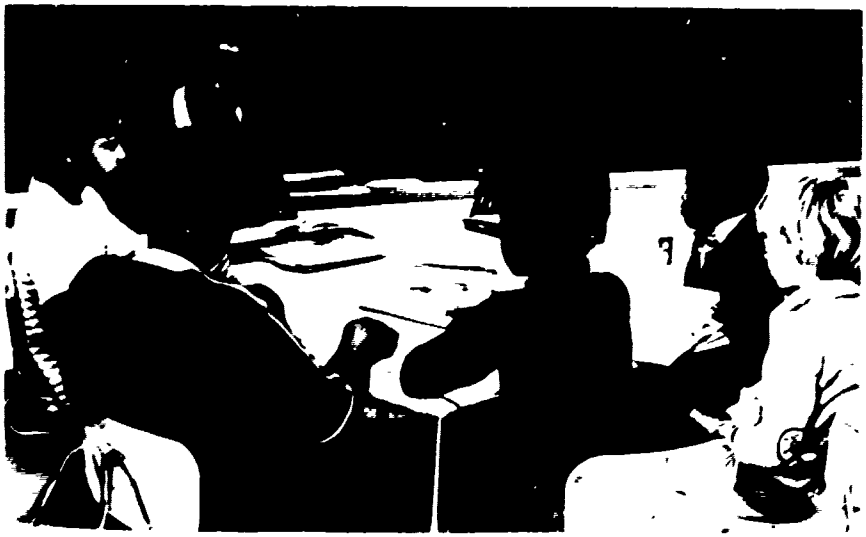
Picture a typical Title I classroom during reading period



A small group of children is reading to the teacher

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His teacher has ways to find out exactly what lessons he needs.

[illegible] with a trained teacher

[illegible]

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It is not like so organized as classrooms used to be, but it makes sense. Why? Because different children need different lessons. A child goes through many steps when he learns to read. He learns to recognize letters. He learns how each letter sounds. He learns how groups of letters sound. He learns new words and what they mean. Children go through these steps at their own pace. It is important for a teacher to know which steps a child is ready to learn or practice. The Title I Reading Program provides informal tests that help a teacher find out what kind of reading errors a child is making. Then she can give him lessons to correct his mistakes.

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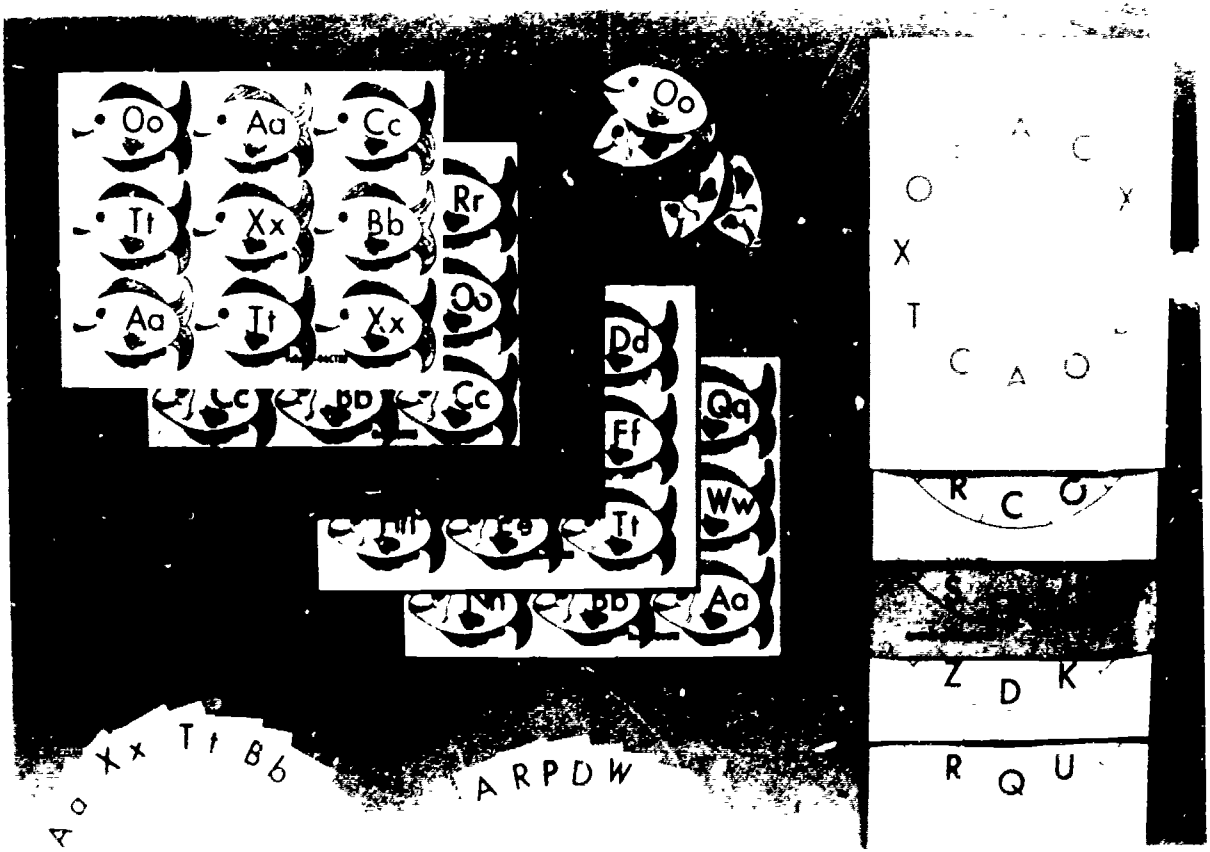
He uses games and cards and pictures and other books to help him with his special reading problems.

The Cookie Monster, the Jungle Game, and Rummy don't sound as if they belong in a reading program, do they. But they are a very important part of the Title I Reading Program. The Cookie Monster eats words — but only words read "loud and clear" by Title I youngsters, who say them feed the word to the Cookie Monster. And there's only one way to win in the Jungle Game — by reading phrases correctly. The high scorer in "Root-Word" Rummy is the one who gets the most "tricks" made up of a word in all its forms, like "talk," "talks," "talked," and "talking."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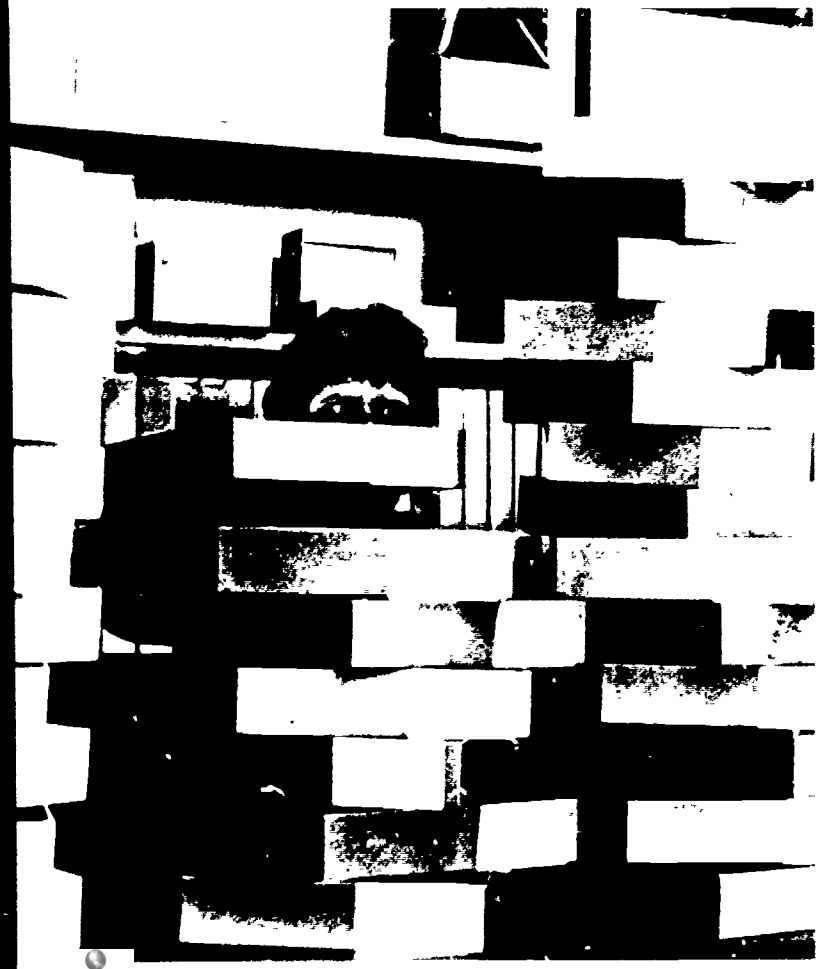

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His teacher still takes a college course in teaching reading, but she gets lots of extra training and help while she's actually teaching.

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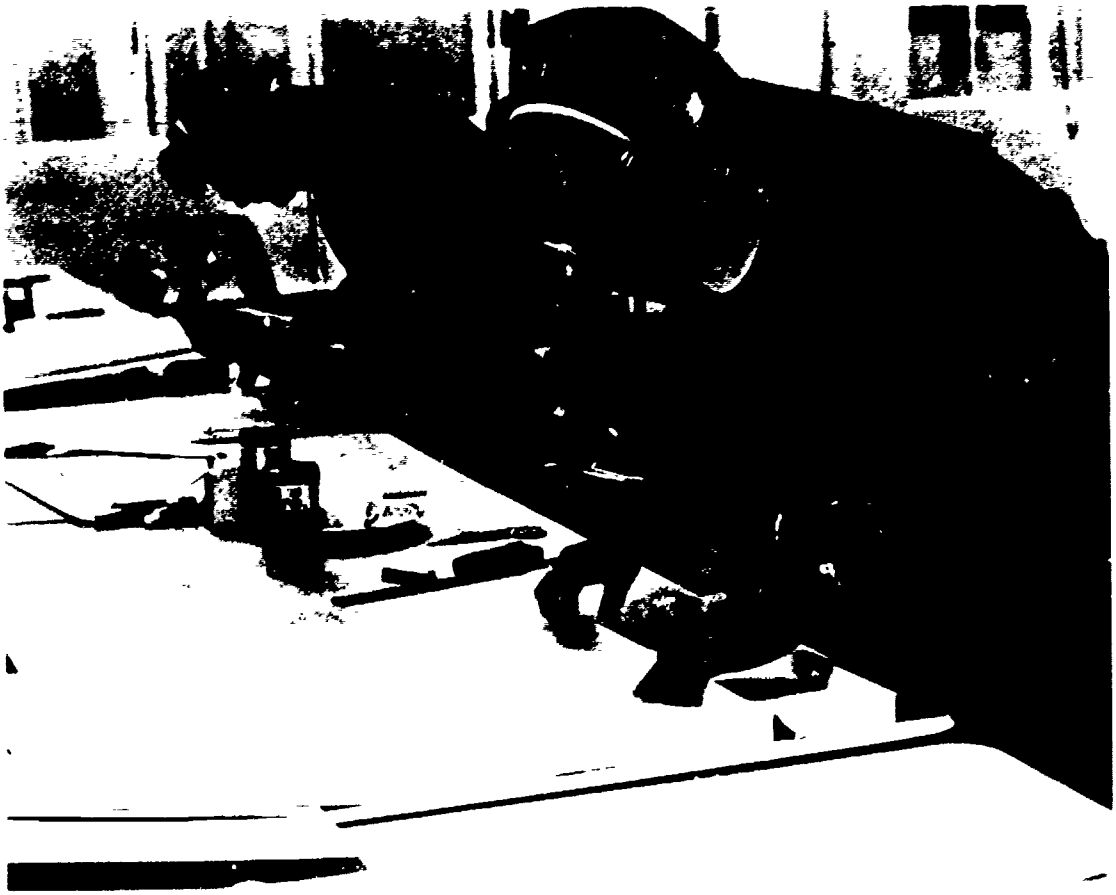

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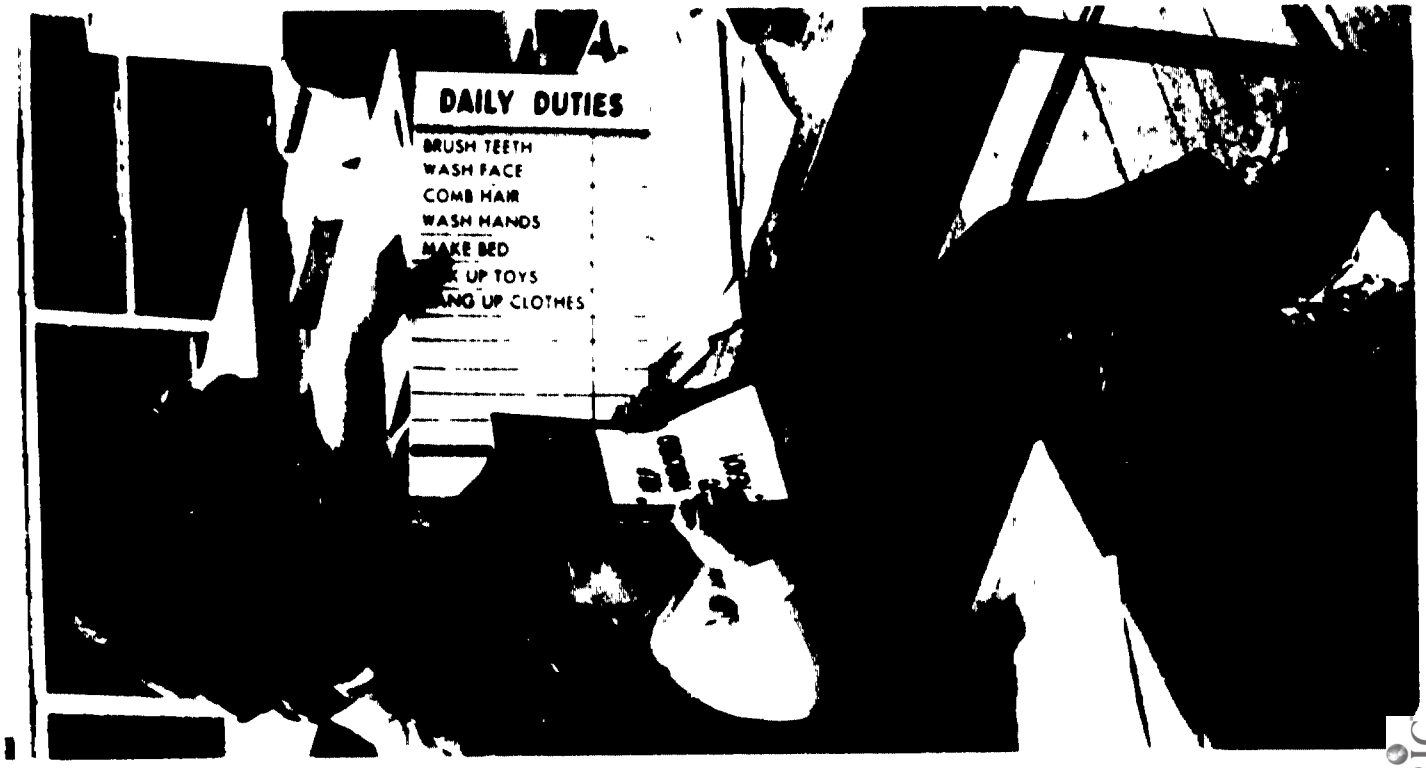
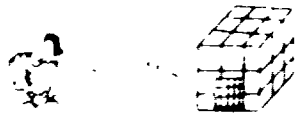

DAILY DUTIES
BRUSH TEETH
WASH FACE
COMB HAIR
WASH HANDS
MAKE BED
UP TOYS
ANG UP CLOTHES

He will get help all through elementary school.



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Superintendent of Schools

MINNEAPOLIS PUBLIC SCHOOLS

Minneapolis Public Schools

Title I Reading Program
Project Directors' Report
1972-73

Alberta Brown, Primary Reading Program
Diane Carley, Intermediate Reading Program
Mitchell D. Brockman, Instructional Materials Center

This project was supported by Title I,
ESEA funds

Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board

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Minneapolis Public Schools

Title I Reading Program
Project Directors' Report
1972-73

Summary

See page

The Title I Reading Program, with the Instructional Materials Center (IMC) and the Combine Component, operates in Minneapolis public and parochial Target Area elementary schools to help improve the reading skills of educationally disadvantaged children. The Reading Program began operations in 1968 and focused on primary grade students until January 1972 when a component was formed to work with intermediate grade children. The Combine Component trains selected classroom teachers for reading leadership roles. The IMC writes, produces and distributes the reading material used in the program. All are located in the Florence Lehmann Education Center, 1006 W. Lake Street, Minneapolis. 6-9

In 1972-73 the Title I Reading Program and its components operated on a budget of $427,854, all of which was provided by the federal government under Title I of the Elementary and Secondary Education Act of 1965. The Primary Reading Program and Combine Component operated on a budget of $195,710, the Intermediate Reading Team spent $96,2[illegible], and the IMC had a budget of $135,856. 10-11

The Title I Reading Program has provided many services and materials for Title I teachers and eligible pupils. The overall evaluation of services has been good, and the program has been designated as a top priority item by principals and advisory groups in Target Area schools. Extensive in-service training has been provided for teachers by the Reading Program, the IMC and the Combine Component. 13-24

All IMC materials are original productions copyrighted by the Minneapolis Public Schools. The Center distributes a catalogue listing available materials, which include educational games, vocabulary cards, phrase cards, color-coded alphabet cards, short stories in colorful books, diagnostic materials and tests. During the 1972-73 school year over 50% teachers used IMC [illegible] materials. Their response was enthusiastic. 24-34

[illegible] Department

About this Report . . .

This report presents a DESCRIPTIVE picture of the project prepared by project administrators.

Descriptive reports generally follow the procedures and format described in Preparing Evaluation Reports, A Guide for Authors, U. S. Department of Health, Education and Welfare, Office of Education.

Readers who are familiar with these descriptive reports may wish to skip the first two sections which describe the City of Minneapolis and the Minneapolis Public Schools, since these descriptions are standard for all descriptive reports.

EVALUATIONS of the project, prepared by the Research and Evaluation Department of the Minneapolis Public Schools, or by external evaluators, are reported in separate publications

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The City of Minneapolis

The program described in this report was conducted in the Minneapolis Public Schools. Minneapolis is a city of 434,400 people located on the Mississippi River in the southeastern part of Minnesota. With its somewhat smaller twin city, St. Paul, it is the center of a seven-county metropolitan area of over 1,874,000, the largest population center between Chicago and the Pacific Coast. As such it serves as the hub for the entire Upper Midwest region of the country.

The city, and its surrounding area, long has been noted for the high quality of its labor force. The unemployment rate in Minneapolis is lower than in other major cities, possibly due to the variety and density of industry in the city as well as to the high level capability of its work force. The Twin City metropolitan area unemployment rate in June of 1973 was 3.3%, compared with a 4.8% national rate for the same month. As the economic center of a prosperous region rich in such natural resources as forests, minerals, water power and productive agricultural land, Minneapolis attracts commerce and workers from throughout the Upper Midwest region. Many residents are drawn from the neighboring states of Iowa, Wisconsin, Nebraska and the Dakotas as well as from the farming areas and the Iron Range region of outstate Minnesota.

More Minneapolitans (32%) work in clerical and sales jobs than in any other occupation, reflecting the city's position as a major wholesale-retail center and a center for banking, finance and insurance. Almost as many (26%) are employed as craftsmen, foremen and operatives, and 23% of the work force are professionals, technicians, managers, and officials. One out of five workers is employed in laboring and service occupations.

Minneapolis city government is the council-dominated type. Its mayor, elected for a two year term, has limited powers. Its elected city council operates by committee and engages in administrative as well as legislative action.

Minneapolis is not a crowded city. While increasing industrial development has occupied more and more land, the city's population has declined steadily from a peak of 522,000 in 1950. The city limits have not been changed since 1927. Most homes are sturdy, single family dwellings built to withstand severe winters. Row homes are practically non-existant even in low income areas. In 1970, 48% of the housing units in Minneapolis were owner-occupied.

Most Minnesotans [illegible] not [illegible] born [illegible] eign born. Swedes, Norwegians [illegible] of the foreign born population.

[illegible] non-white [illegible] are increasing. [illegible] The [illegible] more than doubled [illegible] in the interven[illegible] non-whites are black. Most of the remaining [illegible] Indian, mainly Chippewa and Sioux. [illegible] from Spanish-surname or Oriental [illegible] non-white residents made up 6.4% of the city's popula[illegible] of the children in the city's elementary schools.

Minneapolis has not reached the stage of many other [illegible] of social problems. [illegible] relatively [illegible] racial disorders or by student [illegible] are [illegible] concern over law and order, [illegible] re-election of Mayor [illegible]

[illegible] that Minneapolis [illegible] decay. [illegible] around the parks and lakes and [illegible] other large cities, the problems are [illegible] increasing concentration there of the poor, many of them non-white, and [illegible] For example, [illegible] black Americans in Minneapolis [illegible] Minneapolis [illegible] population [illegible]

[illegible] migration [illegible] American Indians [illegible] from [illegible] Minneapolis [illegible] The American Indian [illegible] generally [illegible]

[illegible]

The Minneapolis School

[illegible] in Minneapolis. Most of them, about [illegible] attend parochial [illegible].

[illegible] headed by [illegible] Lavell, Jr., who [illegible] elementary schools, kindergartens [illegible] grades [illegible], five high school grades [illegible] high school, and two special schools. Nearly [illegible] employees.

[illegible] public school system ultimately rests with a seven-member [illegible] own taxes and sells its own bonds. These non-salaried [illegible] by popular votes for staggered six-year terms. The [illegible] by the board and serve as its executive officer [illegible].

[illegible] each local property tax dollar goes to support a [illegible] operating general fund budget in 1973-74 is [illegible] in 1972-73. Minneapolis received federal [illegible] dollars in 1972-73 from many different federal aid [illegible] Elementary Education Act provided about [illegible] million dollars were from Title I funds. The [illegible] cost in the system was $481 in 1971-72 [illegible] cost in the state for districts maintaining [illegible] was from $[illegible] to $1,7[illegible].

[illegible] has been to achieve greater communication [illegible] initially, two "pyramids [illegible] were formed. First to be formed, [illegible] North High School and the elementary [illegible] the Southwest. Pyramid [illegible] each pyramid has an [illegible] of principals, teachers, [illegible] were to effect greater [illegible] community, to develop [illegible] particular [illegible].

[illegible] one step further when [illegible] schools involved in an [illegible] was divided into three areas.

[illegible] headed by a superintendent [illegible] of school [illegible].

[illegible] the percentage of black American [illegible] years before, the proportion [illegible] currently comprise [illegible]% of the school [illegible] proportion of eight years ago. The proportion [illegible] in the various elementary schools generally reflects the [illegible] school area. Although some non-white [illegible] elementary school, non-white pupils are concentrated [illegible] elementary schools, 11 [illegible] enrollment and four of these have over 50%. There are [illegible] schools. Twenty-three elementary schools have [illegible] enrollment of less than [illegible].

[illegible] board has adopted a desegregation plan involving [illegible] which takes effect in September 1973.

[illegible] has more than doubled [illegible] to [illegible].

[illegible] for all the city schools in 1970-72 [illegible] turnover rate [illegible] or leaves the school [illegible] September enrollment as a base [illegible] a much higher turnover [illegible] turnover rates less than [illegible] for the Target Area Schools [illegible].

[illegible]

educationally disadvantaged, i.e. one or more grade levels behind in basic skills such as reading and arithmetic. Federal programs are concentrated on the educationally disadvantaged group.

According to 1970 census data, over 170,000 persons resided in the Target Area. Of that group, 11 percent were black and 3½ percent were Indian, more than double the citywide percentage of minority group members. Over half of the Target Area residents over 25 years old had not completed high school, compared to the 35 percent of the non-Target Area residents who did not have high school diplomas. One out of five Target Area residents over the age of 25 had gone to college, and nine percent had completed four or more years. One out of four of the non-Target Area residents had gone to college, and 15 percent had completed four or more years.

The income for an average Target Area family was $9,113 in 1970, about $2,000 less than the citywide average. The homes they lived in had an average value of $10,385, over 40 percent less than the average value of a single family residence in Minneapolis. One out of five Target Area children between the ages of 6 and 17 was a member of a family that was below the poverty level, while only 6 percent of the non-Target Area children had such a family status.

Schools and Neighborhoods Served by the Title I Reading Program

The Title I Reading Program operates in Minneapolis public and parochial Target Area elementary schools to help improve the reading skills of educationally disadvantaged children.

Target Area schools are schools located in Minneapolis inner-city areas that have been designated eligible to receive additional funds from the federal government under Title I of the Elementary and Secondary Education Act. Funds must be used to provide preventive and remedial instruction in reading, writing, mathematics and oral language to students who score at the 25th percentile or below on citywide tests or who are one grade or more behind in reading or math skills. For the 1972-73 school year, 25 public and seven parochial elementary schools were designated as Target Area schools.

The Instructional Materials Center, a support component of the Title I Reading Program established in August 1969, provided materials to about 240 teachers in Title I schools during the 1969-70 school year. During the 1972-73 school year, the number of teachers using IMC-produced materials with their disadvantaged children increased to more than 530.

History of the Project

Educators are aware that many children's learning and behavior problems stem from poor reading skills. In 1967, a Minneapolis teachers' committee composed of inner-city elementary school teachers identified reading instruction as the main area in which children needed help.

Teachers also were concerned about the many different methods for reading instruction used in inner-city elementary schools in Minneapolis. Some 22 different systems for teaching reading were found among 20 inner-city elementary

schools in Minneapolis. Inconsistency in reading programs was especially hard on inner city children who moved frequently during the school year. While children who move a great deal often stay in the same general area, they may attend several different schools within the same year. In an effort to provide some continuity for these children, and to provide a basis for more effective instructional materials development in reading, teachers from inner-city schools selected one basal reading series to be used in all their schools.

Teacher interest in reading instruction resulted in an in-service teacher training course to (1) train teachers in specific techniques for teaching reading and (2) train teachers to use a wide range of multi-sensory reading instruction materials. This course also was funded under Title I of the Elementary and Secondary Education Act of 1965. Teachers and staff of the School's Office of Planning, Development, and Federal Programs worked for one year to design the course. Teachers identified their practical day-to-day problems in teaching reading and examined possible alternatives for dealing with such problems. It was up to teachers to decide which problems and solutions would be emphasized in the course.

The teacher-training course, in turn, led to development of the IMC. Official hours of operation for the IMC during the first eleven months were [illegible] a.m. to 5:45 p.m., five days a week. To keep up with the level of service felt necessary by the IMC staff, it was necessary to work many weekends to meet the demand. In preparation for the start of the 1970-71 school year, the IMC hours shifted to a 7:00 a.m. to 11:30 p.m. day during the twelfth month of operation. The work week was lengthened during the spring of 1971 to six and and seven days in order that a commitment to the Summer School program could be met.

During the summer of 1971 the United States Government donated the Buzza Building to the Minneapolis Public Schools. Located at 1006 W. Lake Street, this large building was renamed the Florence Lehmann Educational Center. Space was set aside for the Title I Reading Program on the fourth floor and during September 1971, a total of eight truckloads of LMC materials and supplies were transported to the new location.

In January 1970, plans were formulated to coordinate certain phases of the University graduate and undergraduate program in reading with the ongoing Minneapolis Title I Reading Program. The goal of this cooperative venture was to provide increased instructional services to children in Target Area schools.

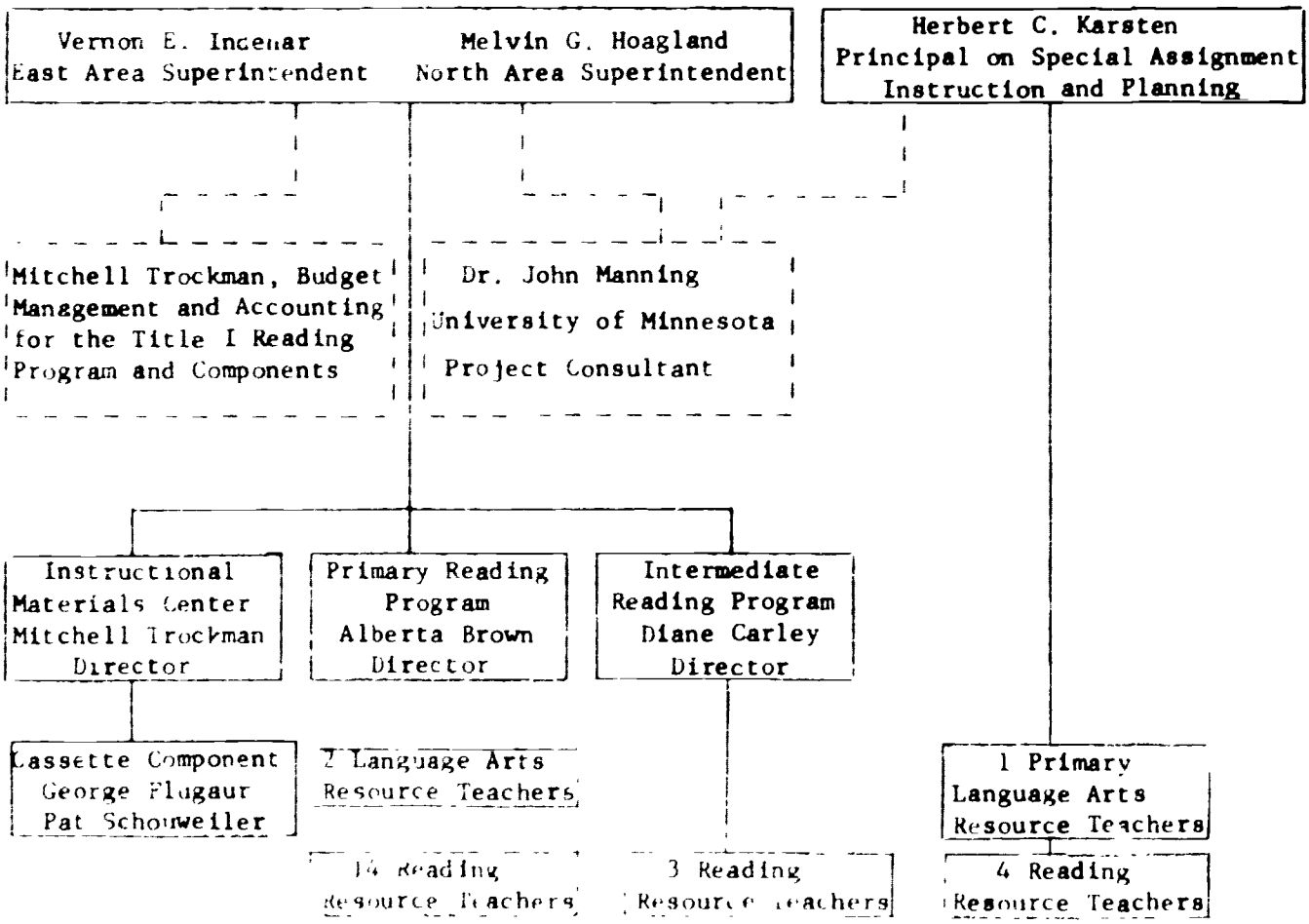
The Combine Component, another facet of the Title I Reading Program, involves the training of selected classroom teachers (Combine Interns) for reading leadership roles. This training is accomplished during the school day in Title I classrooms through planned educational experiences with classroom teachers and children. The personnel selected for the program also pursue graduate work in reading at the University of Minnesota.

Additional instructional services are provided to Title I children by three classes of undergraduate students enrolled in reading courses. Supervised by Resource Teachers, these students tutor individual children and small groups who are in the greatest need of remedial help.

In the fall of 1970, the Reading Specialist, North and South Pyramid Reading Resource Teachers, and the Combine Interns formed a reading team whose duties were to: assist Target Area teachers in testing, grouping, and diagnosing students, demonstrate teaching techniques; help teachers prepare materials; and generally, offer faculty in-service training.

The Title I Reading Program's writing team began functioning in the spring

This year's Title I Reading Program report differs somewhat from other Project Director reports in that it incorporates all aspects of a wide-ranging program that is not under the immediate direction of a single person. Therefore, an organizational chart is included to more clearly illustrate the leadership roles in the Title I Reading Program.



of 1970. Its first project was the creation of a summer school program which would maintain and reinforce skills learned during the school year. The team continues to function as an extremely productive group. A great percentage of the materials produced in the IMC are a result of this team's efforts.

The Intermediate Component of the Title I Reading Program came into existence in January 1972 as an outgrowth of the Title I Primary Reading Program. Its goal is the extension of reading services, similar to those offered in the primary program, to the intermediate grade Title I pupil population. These services include the development of supplementary reading materials for readers having low achievement levels, in-service education for teachers on an areawide and individual school basis, and the provision of resource teachers to aid classroom teachers through demonstration, consultation, and program evaluation. The need for an intermediate grade reading program was apparent because of the low reading levels of some intermediate grade children. A specific listing of the needs was developed by Alton Greenfield of the University of Minnesota who interned as a reading specialist in the Minneapolis schools. This listing which is included in the 1971-72 Pyramid's Reading Program Project Directors' Report, outlined, on a priority basis, the specific reading needs of the intermediate grade population.

Budget

In 1972-73, the Title I Reading Program and its components operated on a budget of $42[illegible],854, all of which was provided by the federal government under Title I of the Elementary and Secondary Education Act of 1965. The budget breakdown for each component follows

Primary Reading Team

The Primary Reading Team operated on a budget of $195,710. A substantial portion of these funds, $99,714 (51%) was used to pay the salaries of Combine interns, while a lesser amount, $52,072 (27%) was used for the salaries of other program personnel, $9,000 (5%) was spent on consultant fees; $25,207 (12%) was used for in-service training stipends and salaries. The remaining $9,717 (5%) was spent on transportation, meeting costs and mileage and travel expenses.

Intermediate Reading Team

The Intermediate Reading Team operated on a budget of $96,288. Most of this amount, $88,923 (92%) was for salaries; $6,000 (6%) was spent for in-service training stipends and $1,465 (2%) was used for audio tapes, meeting costs and mileage and travel expenses.

Instructional Materials Center

In 197[illegible]-[illegible], the Instructional Materials Center operated on a budget of $135,456. Most of this amount, $103,985 (76%) was used for salaries; $15,783 (11%) was spent on supplies and materials; $12,650 (9%) was used for aide salaries and mileage and travel expenses, and $4,338 (3%) was used for machine maintenance and new equipment.

Parent-Community Involvement

Parents were consulted when the planning for the project began. Through Parent Teachers Associations and Pyramid advisory committees, parents had expressed their desire that improvements be made in the reading program for their children. The Title I Reading Program evolved from this parental concern.

After initial plans for the project were made, much effort was exerted to inform the community about the IMC and its role as part of the total Title I Reading Program.

A publication was written by the reading specialist specifically for distribution to parents of kindergarten children. This booklet described the reading readiness program and suggested games and skill improvements methods the parents could follow. A set of letter flash cards was included in the booklet.

Several groups of parents visited the center during the year. The visits were organized by the schools and by the staff of the IMC. The feedback from the parents was very positive and encouraging.

Resource teachers have conducted training sessions for parents in several elementary schools during the year, and in some schools, have trained community volunteers to work with children having reading difficulties. These teachers have also made presentations at PTA meetings, participated in open house activities and conducted informational meetings for parents as requested.

[illegible] PTA volunteers who were assigned to the Instruction Materials Center [illegible] planned and implemented intensive training sessions for parents [illegible] reading specialist, the intermediate coordinator and the IMC director [illegible] staff with the [illegible] parent advisory group in making [illegible] meeting.

Dissemination and Communications

[illegible] reading program is available [illegible] sufficient copies [illegible] interested individuals and agencies. [illegible] with PTA and other community groups [illegible] requests from [illegible] PTA [illegible] and all [illegible] and IMC [illegible]

[illegible] Parent [illegible] as part of the Milwaukee [illegible]

reading program in their communities.

The IMC director has prepared a slide sequence that has been used to inform educators, interested parents and community residents.

A booklet of suggestions on reading activities was prepared for parents by the Resource Teachers. The activities included ideas for reinforcing vocabulary, concepts and basic skills. A detailed description of the services provided by the Reading Team written by Peg O'Shaughnessy is available.

The United States Office of Education, Compensatory Education Division, published a report on the Minneapolis Title I Reading Program in the summer of 1972 entitled A Title I ESEA Case Study: The Pyramids' Reading Program. The Minneapolis program was the only compensatory reading program in the country chosen for a case study.

For details about instructional aspects of the reading program, contact either Dr. Lawrence Moon, Director of Planning, Development and Federal Programs, Tel. 348-6147 or Mitchell Trockman, Tel. 348-4062. The area code for both numbers is 612.

The following three sections will discuss certain aspects of each of the three major components of the Title I Reading Program. The first section presents information about the Primary Reading Program.

Primary Reading Program

Personnel

A reading specialist Alberta Brown, was contracted to help implement the Title I Reading Program. She had coordinated a similar, but smaller scale operation, in Clovis, California, and had been a classroom teacher at several levels, a curriculum coordinator, an elementary principal, student teacher supervisor, college instructor, and author of reading materials.

Her responsibilities included supervising instructional aspects of the program, coordinating staff development and workshops, visiting classrooms,

demonstrating techniques and materials to teachers during the school day, writing and developing instructional materials needed by teachers, coordinating teams of teachers in writing new materials, and developing materials for the Summer School Reading Program in the Target Area schools of Minneapolis.

An initial assignment performed by the reading specialist was to act as a consultant to a large committee of teachers who were working on the adoption of reading materials for children in grades 4, 5, and 6. The reading specialist also worked with the IMC project director in establishing production priorities.

Objectives and Results

The overall goal of the Title I Reading Program, which includes the Combine and the IMC, is to improve the reading skills of educationally disadvantaged children.

The Reading Program has provided many services and materials for Title I teachers and eligible pupils. The overall evaluation of services has been good.

Principals in Target Area schools, as well as advisory groups, have designated the Reading Program as a priority item. This would seem to indicate the importance placed upon the services of the Reading Task Force and the IMC.

There has been an enthusiastic response to the new Rebus/Mini Modified Program. The program was used by the majority of the first grades.

The Title I Reading Program has received national recognition:

- A report on the Title I Reading Program was presented at the International Reading Association in May 1972.
- The United States Office of Education published a case study of the program that was widely disseminated throughout the U.S.
- The program was listed in the Federal Aid Planner as an "outstanding and exemplary program in reading."

- The A.B. Dick Company printed a case history in its nationally disseminated educational services bulletin entitled "Minneapolis Builds Pyramid for Better Understanding."
- At the International Reading Association, the Committee on Reading for the Disadvantaged requested information for use in preparing a report on outstanding reading programs for the disadvantaged.

Objective I

To provide help to teachers and Title I pupils through the assistance of teams of Reading Task Force personnel who would assist in: testing, grouping, and diagnosing students; demonstrating teaching techniques, preparing materials, and providing faculty in-service training.

Results:

A survey of teachers in 22 of the Title I schools serviced by the Reading Task Force showed high regard for the program. Teachers indicated they had received help in the following areas:

- Grouping and placement
- Testing
- Vocabulary Instruction
- Phrase Reading/Fluency
- Oral Reading for Diagnosis
- Specific Skill Lessons
- Comprehension
- Independent Activities
- Reinforcement (Games, etc.)
- Language Experience
- Materials Organization

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[illegible] Methods Bank Program

[illegible] strategies activities including areas of Cause and [illegible] Main Idea and Details

[illegible] activities built in a sequence of difficulty which are [illegible] teaching skills tested at each level.

[illegible]

[illegible] to supervise University of Minnesota undergraduates [illegible] individually and in groups. Title I identified pupils who have been [illegible] in greatest need of help.

[illegible]

[illegible] participated each quarter.

Recommendations

[illegible] Primary Reading Program are to:

[illegible] from large size in-service classes to individual or [illegible] members through the use of video tape sessions. Video [illegible] aspects of the reading program from organization to [illegible] have already been made.

[illegible] take a refresher course using video tapes and the [illegible]

[illegible] teacher aides in training opportunities.

[illegible] coordinate reading material storage and [illegible] for more efficiency and less waste of [illegible]

- Put a greater emphasis on reading comprehension.
- Explore other areas of the Language Arts Curriculum i.e. Oral Language, Language Experiences, and Literature.

Intermediate Reading Program

Personnel

The Intermediate Reading Program was staffed by a coordinator and four resource teachers, two of whom were assigned to the project after the 1972-73 school year began. They demonstrated teaching techniques, assisted teachers in testing, grouping and diagnosis, prepared materials and provided in-service training. Seven classroom and resource teachers created supplementary materials. They spent a maximum of four hours per week beyond the defined school day in this task, and were selected because of previous writing experience and interest in this type of activity.

Training

From January to March 1973, a ten-week course covering materials and teaching techniques was taught by Dr. John Manning, with the assistance of the intermediate reading coordinator and resource teachers, to sixty-nine teachers. Dr. Manning also taught two courses of two sessions each on some specific reading problems to [illegible] teachers in November and December. All courses were offered after defined school hours, and the teachers received stipends for attending.

Objectives and Results

The Title I Intermediate Grades Reading Program functions as an extension of the Primary Reading Program to provide older Title I pupils with the same types of services rendered by the Primary Reading Program, which include:

Provision of new and/or modified instructional materials suited to the needs of these particular pupils.

Provision of in-service education for teachers by a team of resource teachers, through classes, classroom demonstration, and consultation with teachers.

Provision of in-service training for aides who work with these pupils.

Continuing diagnosis of specific needs of these pupils.

The seven-member writing team has developed many additional materials to aid in the remediation of students' skill deficiencies. These materials and teaching techniques were shown to classroom teachers by the intermediate coordinator and resource teachers.

Thirty-five aides participated in a ten-week course taught by the intermediate coordinator with help from the resource teachers. This course covered available materials and appropriate techniques for aides to use in working with older children having difficulties in reading. This same kind of assistance was offered to small groups of aides in individual schools.

Objective I

To assign four teachers to the project to serve as reading resource teachers of Title I intermediate grades pupils in order to give concentrated classroom help.

Results:

Four resource teachers have been assigned to the project and have begun their work.

Objective II

To develop instructional materials which would aid teachers in the remediation of reading skills deficiencies as listed in the report, Basic Needs of Students.

Results:

Materials have been developed to aid in remediation of deficiencies in such skill areas as word recognition, vocabulary concept development, study skills development and comprehension.

Objective III

To enlist the services of the Instructional Materials Center to reproduce and disseminate the materials developed by the writing team.

Results:

The IMC has been, and is presently, producing and disseminating the materials which have been completed.

Objective IV

To provide in-service training for intermediate grade teachers.

Results:

In-service training was provided through a class offered by Dr. John Manning of the University of Minnesota, a two-session class on specific skill areas and numerous meetings within individual buildings.

Objective V

To provide in-service training to acquaint aides with the materials and their role in the use of these materials.

Results:

A course of this type was offered in the spring of 1[illegible]3.

Objective VI

To increase dissemination of information about the program to keep the community informed

Results:

The coordinator and the resource teacher presented the program to the Title I parents group and some PTA groups. Various community groups were directly involved in helping to assemble some of the material for their own student populations.

Performance Objectives

I. Fifty percent of Title I pupils in the intermediate grades who are served by the program, and who have been in the Title I Reading Program for the past two years with at least an 85 percent attendance rate, will progress one month in reading ability as measured by the Gates-MacGinitie Reading Test for every month they are in the program.

II. Eighty percent of the Title I pupils in the intermediate grades who are served by the program, and who have been in the Title I Reading Program for the past two years with at least an 85 percent attendance rate, will progress at least 7 months in reading ability, as measured by the Gates-MacGintie Reading Test for a nine month stay in the program.

III. No Title I pupils in the intermediate grades who are served by the program and who have been in the Title I Reading Program for the past two years with at least an 85 percent attendance rate, will fail to make at least a 3 month gain in reading ability, as measured by the Gates-MacGinitie Reading Test for a nine month stay in the program.

Recommendations

Recommendations for the Intermediate Reading Program are to:

Continue diagnosis of pupils' needs and provision of teacher written materials to suit the needs of Title I pupils.

- Continue in-service training of teachers in short-term sessions aimed at building skill in specific techniques.
- Continue in-service training of aides to inform them about new materials and their uses.
- Continue coordination with the primary component to assure continuity in the total program.
- Continue dissemination of information about the program to keep the community informed about the project.
- Concentrate writing efforts toward the creation of materials in the area of comprehension, as requested by intermediate grade teachers in the spring of 1973.

Instructional Materials Center

Personnel

The initial IMC staff for the 1969-1970 year included: Mitchell Trockman, an assistant elementary principal on special assignment, as project director; a clerk-typist and an offset press operator. Mr. Trockman had been a teacher, an assistant principal, and had performed several miscellaneous administrative functions during previous school years. He had an extensive background in graphic arts, equipment procurement and operation.

The director was charged with the responsibility for administrating and coordinating the Instructional Materials Center. His responsiblilities included: writing specifications for equipment and supplies, coordinating remodeling of physical facilities, training clerical employees in operations of graphic art equipment, setting project priorities, establishing production schedules, preparing projected budgets and monitoring spending within assigned dollar amounts. Another responsibility of the director was coordinating the production

of the IMC with the needs of the reading specialist in the area of staff development, research and development of new materials.

Among the responsibilities assigned to the clerk-typist were the tasks of being receptionist, and handling correspondence, payroll and supplies. Under the supervision of the director and reading specialist, the clerk-typist also prepared press-ready copy using various types of graphic art equipment such as a photo-type composing machine. The clerk-typist assisted in filling orders for materials from teachers and kept a detailed inventory of all materials placed in classrooms.

The offset press operator operated the printing and binding equipment, assisted in shipping prepared materials, maintained an inventory of raw materials, and trained several Neighborhood Youth Corps members in the operation of an offset print press.

Assistance also was rendered by Neighborhood Youth Corps members and other teachers and clerical people assigned on a temporary basis for short periods of time.

Each staff member had special qualifications and training which allowed an immediate start-up of the Instructional Materials Center without the need for them to train or "break-in."

The clerk-typist brought to the project many years of clerical experience and rapidly became proficient in the operation of new types of equipment.

The offset press operator had formal training and was experienced in the operation of high speed printing presses and miscellaneous binding and graphic art equipment.

Both the clerk-typist and the offset press operator positions were difficult [illegible] these positions were established above the normal entry level and [illegible] required skilled experienced employees rather than trainees.

During 19[illegible] the IMC staff was increased by the addition of another clerk-typist and a part-time duplicating machine operator.

Staffing of the IMC was increased during the 19[illegible] fiscal year to [illegible] two duplicating machine operators and three clerk-typists. Additionally, two clerk-typists were added during December in order to support the new Intermediate level team. Funding for these two positions was provided by Title I, "Part C" funds.

The 197[illegible]-197[illegible]3 clerical staff included four clerk-typists, one clerk, one account clerk and two duplicating machine operators. Two professional staff members, an audio-visual supervisor and a cassette resource teacher, became a part of the IMC complex when the federally funded cassette project, formerly the Clinton Cassette Project, became a part of the IMC. The audio-visual supervisor manages the cassette program and related activities and assists the IMC project manager in other unrelated areas. The Cassette Resource teacher writes lessons for cassette tape production and works in Title I schools helping to implement the cassette tape libraries.

Training

A major function of the IMC has been to support teachers who have been trained in specific methodology. Without the intense pre-service and in-service training of teachers and para-professionals that is part of the Title I Reading Program, the IMC would be merely a print shop.

[illegible] Manning [illegible] the University of Minnesota teaches the in-service course, which was first offered to the teachers during the summer of 1968. Approximately 125 teachers took a similar course during the summer of 1969. One-hundred forty teachers [illegible] the course during Fall 1969, and the same number [illegible] Spring 19[illegible] [illegible] enrolled in summer 19[illegible]. Parochial

school teachers also participated. Title I funds supported this training program.

The course emphasized practical help for teachers. Course instructors taught demonstration lessons to children selected by participating teachers from their own classrooms. Four broad areas were covered:

1. Effective initial instruction in reading for disadvantaged boys and girls;
2. Practical classroom methods for diagnosing reading disabilities;
3. Classroom methods and materials for treating specific reading difficulties;
4. General principles and classroom methods in helping children with severe reading disabilities.

Materials development has been one of the most important aspects of the course. A whole range of materials has been designed to teach each reading skill. For children who do not learn best with auditory aids, there were many materials which utilized a child's visual and tactile senses. Teachers took an active role in constructing materials during the course.

During 1971-1972, the DMC logistically supported staff development sessions held prior to the fall term and during the school year. Training sessions ranged from individualized meetings to sessions attended by more than 140 teachers.

During the 1972-1973 school year, a methods bank consisting of cassette and video tapes was produced to enhance individual and small group training of new teachers and teachers new to the reading program used in Title I schools.

Project Operations

Materials Production

None of the materials produced by the IMC are available from commerical publishers. All materials produced are original and are copyrighted by the Minneapolis Public Schools. A basic rationale for the inception of the IMC was the need for materials tailored to the specific needs of disadvantaged readers in Minneapolis Target Area schools. Teachers and the reading specialist work together to design most materials.

The Center has produced a wide variety of materials including educational games for kindergarten children, vocabulary cards, phrase cards, color-coded alphabet cards, comprehension games, materials for parents, short stories in colorful booklets, diagnostic materials, and tests. The Center distributes a catalogue to keep teachers informed about what materials are available.

Teachers were not permitted to obtain materials from the Center until they completed the special teacher training course. The Center maintained a detailed inventory of all materials sent to each teacher. This inventory helped guide the Center staff in planning new materials, based on what teachers requested most frequently; as well as simplifying auditing and accounting.

Equipment

To produce the materials, equipment was procured which would allow for an efficient low cost operation. Major items are: an offset press, camera for making plates, processing unit to develop plates, power paper cutter, semi-automatic collator, photo type composing machine. The Center uses other equipment commonly found in a printing operation, such a : a light table, waxer, typewriters, and a padding press. The initial capitalization of equipment was approximately $12,000.

The 1970-1971 budget included funds for some additional equipment that was needed to keep up with the demands for additional materials by the classroom teachers. The additional equipment included: an automatic collator with the capability of gathering and stapeling 35,000 sheets of paper an hour, a roll fed laminator which puts a coating of mylar on items, a stock rack for drying printed materials, additional shelving for storage of finished materials, and a fully automatic electrostatic plate maker which, when delivered, will cut the plate making costs by two-thirds.

During 1972 additional shelving was added to previously purchased shelving. The coordinator of the Intermediate level reading team started to write multiple page supplementary readers. A stitcher-folder attachment for the automatic collator, which allowed for fully automatic production of booklets, was purchased.

Equipment used for recording and duplicating audio-tape lessons includes a sound-proof recording booth, two reel-to-reel recorders, one mixer/amplifier, two turntables, microphones, four high-speed duplicator units, one bulk audio-tape eraser, and two fast cassette tape rewind units.

Facilities

During 1970-1971, the Instructional Materials Center was located in the George J. Gordon Educational Center, 1616 Queen Avenue North. In September 1971, it was moved to the Florence Lehmann Educational Center, 1006 West Lake Street, where the IMC has four times its former floor space.

Between August 1969 and June 1970, about 1,000 square feet was used by the IMC. In June 1970, the space allocation was doubled to help alleviate a serious space problem. The move to the Lehmann Educational Center has provided over 4,000 square feet of production, storage and office space. Plans have been made to remodel these facilities to provide for more efficient working conditions.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Transition Program

[illegible]

[illegible]
[illegible] grade.

[illegible] program [illegible]
[illegible] and expanded.

[illegible] program for kindergarten [illegible]
[illegible] has been completed

A second form of the informal inventory has [illegible]

[illegible]

[illegible] consisting [illegible]
established in each [illegible] Minneapolis [illegible]

[illegible]

[illegible]

[illegible]

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[illegible] has been made so that in September 1973 we will provide [illegible] labeled and ready for use [illegible] Minneapolis during the 1973-74 school [illegible] additional 100 cassette tape lessons to each cassette [illegible]

[illegible]

[illegible] cassette tape lessons into daily use for Title I children in the [illegible] all Minneapolis Title I schools and in the homes of Title I children.

[illegible]

[illegible] students have come to accept the project as a stimulating facet of their [illegible] program, they look forward to using the cassette recorders in class and [illegible] particularly excited about the opportunity to take the recorders and/or [illegible] lessons home overnight. The response from parents has been positive--[illegible] proud of their children's school.

Recommendations

[illegible] the IMC program are [illegible]

- [illegible] increased emphasis on thoroughly familiarizing teachers with the [illegible] materials available to them for use with Title I children.
- [illegible] increased emphasis on training teachers in the use of cassette tapes [illegible] table techniques that will result in improving the [illegible] of Title I children.
- [illegible] increased emphasis on the importance of teachers prescribing [illegible] instructional materials to each Title I child.
- [illegible] artists to replace [illegible] contracted artists.
- [illegible] storage cabinets to protect filtration equipment.
- [illegible] and vandalism [illegible] equipment.
- [illegible] visual supervisor position from 36 weeks to 40 weeks. [illegible] taken during the summer months are necessary to maintain [illegible] development, production and service.

Minneapolis
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Instructional
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Classroom Teachers' Catalogue

January
1975

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Special School District No 1
MINNEAPOLIS PUBLIC SCHOOLS
Minneapolis, Minnesota 55413

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Room 433 Lehmann Educational Center 1000 West Lake Street

Z -

Andrew Smith
Adams

TITLE I MEDIA PROGRAM

INSTRUCTIONAL MATERIALS CENTER
Milwaukee Public Schools
Curriculum Educational Center
Room 840
1320 West Lake Street

Telephone [illegible]

CLASSROOM TEACHER CATALOGUE

JANUARY 1975

ITEM NUMBER	TITLE	UNIT OF MEASURE
	MANUALS	
[illegible]	[illegible] INSTRUCTION MANUAL Manual for teaching letter Readiness Program in Kindergarten and First Grade [illegible]	Ea
[illegible]	TEACHER'S GUIDE A manual for use with ABC materials. Includes instructions for teaching all elements of the Basic Instructional Sequence. P & I	Ea
[illegible]	INSTRUCTIONAL INDEX FOR THE ELEM[illegible] A reference of materials and ideas for teaching skills from Early Childhood through Journeys. One set per teacher. P & I	Ea
[illegible]	SME [illegible] PRIMARY A manual for use with primary games and materials related to the IM[illegible] program. Includes use of materials, assembling procedures, variations, and data base description. P	Ea
[illegible]	SME [illegible] INTERMEDIATE A manual for use with intermediate games and activities related to the M[illegible] program. Includes use of materials, assembling procedures, variations, and data base description. P	Ea
[illegible]	PRIMARY [illegible] MANUAL SET [illegible] INCLUDES MASTERS Teacher's Manual to accompany Cassette Tape Program, Kindergarten, Grade 1 only. Includes [illegible], Three Little Bears, Woody Woodpecker, etc. P	Ea
[illegible]	PRIMARY TELEPHONE [illegible] SET INCLUDES MASTERS Teacher's Manual to accompany Cassette Tape Program, Kindergarten, Grade 1 only. Includes [illegible], Three Little Bears, Programmed Training Set. P	Ea
[illegible]	[illegible] MANUAL A manual for use in the [illegible] the Mini Translation Program. P	Ea
[illegible]	[illegible] MANUAL [illegible] Program. Instructions [illegible] Includes [illegible]	Ea
[illegible]	[illegible] MANUAL [illegible] Manual for use with [illegible] P	Ea
[illegible]	[illegible] MANUAL [illegible] Manual for use with [illegible] P	Ea
[illegible]	[illegible] Manual for use with [illegible]	Ea
[illegible]	[illegible]	Ea
[illegible]	[illegible]	Ea
[illegible]	[illegible]	Ea
[illegible]	[illegible]	Ea
[illegible]	[illegible]	Ea
[illegible]	[illegible]	Ea
[illegible]	[illegible]	Ea
[illegible]	[illegible]	Ea

MATERIALS (cont.)

TESTS

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REA[illegible]ESS MATERIALS (cont[illegible])

[illegible] Pad

[illegible] explanat[illegible] Pad

[illegible] explanat[illegible] Pad

[illegible] explanat[illegible] Pad

[illegible] explanat[illegible] Pad

[illegible] explanat[illegible] Pad

[illegible] explanat[illegible] Pad

[illegible] explanat[illegible] Pad

[illegible] Kit

[illegible] onta[illegible] and a [illegible]

[illegible] the same order

[illegible] include

[illegible] Lady [illegible]

[illegible] 31, SW[illegible]

[illegible] Set

[illegible]

[illegible]

[illegible]

[illegible]

ITEM NUMBER	[illegible]	UNIT OF MEASURE

READINESS MATERIALS (cont.)

4E-444	ANIMAL SERIES [illegible] MATCHING WORKSHEETS - Series of worksheets (animal to home [illegible] Upper Case and Lower Case matching. [illegible] to Kindergarten [illegible]	Set
4E-444	PICTURE CLASSIFICATION - Activities designed to reinforce concepts such as big-little, [illegible]. An additional copy is provided for thermofaxing and [illegible] worksheets. Kdgr-1 only. P	Set
4E-447	PUZZLES - GOLDEN BOOK PUZZLES - A set of three Golden Book Puzzles made by the Playskool Company. Puzzles are used to teach upper case - lower case relationship and other skills. Only one set may be ordered each year by Kindergarten. P	Set
4E-447	RHYMING SOUND PICTURES - A set of pictures to teach rhyming and beginning consonant sounds. Each is color-coded to indicate a sequence of learning. The complete sequence of rhyming pictures may now be obtained as copies for thermofaxing. P	Set
4E-445	SHOESTRING LETTER-MATCHING GAME - A game to strengthen and review UC and LC letters and beginning consonant sound knowledge. Children lace cords matching a UC letter to a LC letter, and finally, to the correct beginning sound. A set includes ten Shoestring Boards, color-coded by sequence. One set of boards per classroom. Kdgr-1-2 only. P	Set
4E-4456	WINDOW-SHOPPING WITH PICTURES - Activities designed to develop gross sound discrimination of beginning sound. Individual or small group activity. Kdgr-1 only. P	Set

SOUNDS

4E-[illegible]	ALPHABET KEY WORD CARDS - Twenty-six cards, 4½ x 6, with upper and lower case letters on each card. Illustration with "Key Words" for teaching Sound-Symbol relationship, as outlined in American Book Company's Third Step. One set for classroom display, one set for teacher use. P	Set
4E-[illegible]	ALPHABET BOOKS WITH KEY WORD PICTURES - Illustration with "Key Words" for teaching sound-symbol relationship, as outlined in American Book. P	Set
4E-[illegible]	KEY WORD MULTIPLE-RESPONSE CARDS - A multi-response card for use with pupils in responding to beginning sounds. One side has the letter, the other the "Key Word". Kdgr-1 only. P	Set
4E-[illegible]	MICE IN CHEESE GAME - Contains 12 mice to be put on 18" x 24" poster board cheese. The mice to be matched to mice have a picture representing a beginning consonant sound. P	Set
4E-[illegible]	SOUND-SYMBOL GAME - Game to review beginning consonant sounds. Contains cards 3 x 12, [illegible] twenty cards, with a self-check provided. Pictures are arranged in boxes [illegible]. Torque Depressors are provided. One set of 12 cards per classroom. (See revised instructions in Game Book.) P	Ea
4E-[illegible]	[illegible] T-Scope with pictures on one side and related pictures [illegible] and [illegible] on reverse. P & I	Set
4E-[illegible]	SOUND-SYMBOL WRITING PRACTICE SET 1 - Pupils write letter standing for beginning sound under pictures color-keyed to Kindergarten teaching sequence. Master copy only for use in duplicating. P	Set
4E-[illegible]	SOUND-SYMBOL WRITING PRACTICE SET 2 - Practice in writing UC and LC letters [illegible]. Pictures related to letter sound are on the page. Kdgr-1 only. P	Set
4E-[illegible]	[illegible] each with a picture representing a sound [illegible] with a [illegible] number indicating the sequence of teaching letters [illegible] Modified Program. WTR-1, WGN-2, LMS-3, DJK-4.	Set
4E-[illegible]	[illegible] Non-consumable item [illegible]	Set

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	VOCABULARY & PHRASE MATERIALS FOR REBUS PROGRAM	
46-[illegible]	TEACHER WORD CARDS REBUS Cards, 3 x 9 , intended to be used by the teacher under her direction The structure words are coded by lesson number P	Set
46-[illegible]	TEACHER STRUCTURE WORD KIT A set of structure word cards approximately [illegible] x 3 for use in building sentences with Teacher Rebus Cards A printed chart for filing is included P	Set
46-[illegible]	PHRASE STRIPS/REBUS Contains phrases as listed in the manual for each story One set per teacher Non-consumable item P	Set
46-[illegible]	REBUS SENTENCE STRIPS Sentence strips for use in Plymouth Chart in teaching as outlined in Manual 1 set per teacher Non-consumable P	Set
46-[illegible]	SENTENCE CHARTS. Individual charts 6' x 18 with two pockets These are used by pupils in building sentences with EPR word and rebus cards Set of 10 1 set per year P	Set
46-[illegible]	TEACHER REBUS CARDS Rebus (pictures) to be used in developing the content words in phrases and sentences when teaching structure words in Rebus Program P	Set
46-[illegible]	STUDENT WORD CARDS - REBUS Intended to be used with Level I technique Used by students in building sentences Set of 10 Non-consumable P	Set
46-[illegible]	STUDENT REBUS CARDS Individual rebus word cards to be used by pupils in building individual sentences	Set
46-[illegible]	STRUCTURE FISH BINGO SET 1 AND 2 ARE COMBINED Two sets of six cards Sets marked in corner Set I contains the first ten structure words taught. Set II is review of all sixteen structure words (2 sets per package) 1 set per year P	Set
46-[illegible]	STRUCTURE FISH DIE CUT Die cut salmon colored fish with the sixteen structure words for use in a variety of ways P	Set
	VOCABULARY & PHRASE MATERIALS FOR MINI PROGRAM (Level A)	
46-[illegible]	MINI BOOK TEACHER WORD CARDS Cards 3 x 9" coded for use with Mini Book lessons P	Set
46-[illegible]	MINI BOOK PHRASE STRIPS Contains phrases as listed in the manual P	Set
46-[illegible]	MINI BOOK TEACHER REBUS CARDS Rebus (pictures) to be used in teaching the Mini Program	Set
46-[illegible]	MINI BOOK SENTENCE STRIPS P	Set
46-[illegible]	INDIVIDUAL STUDENT WORD CARDS MINI AND LEVEL A words are same in both programs P	Set
	VOCABULARY & PHRASE MATERIALS FOR MODIFIED PRE-PRIMER PROGRAM	
46-[illegible]	MATERIALS FOR USE WITH THE Type A Teacher word cards for use with the Modified A	Set
46-[illegible]	MATERIALS FOR USE WITH THE Teacher word cards for use with the Modified B	Set
46-[illegible]	MATERIALS FOR USE WITH THE Teacher word cards for use with the Modified C	Set
46-[illegible]	MATERIALS FOR USE WITH THE Type A Phrase strips correlated with Modified A P	Set
46-[illegible]	MATERIALS FOR USE WITH THE Phrase strips correlated with Modified B P	Set
46-[illegible]	MATERIALS FOR USE WITH THE Phrase strips correlated with Modified C P	Set
46-[illegible]	MATERIALS FOR USE WITH THE Type A Rebus (picture cards) to accompany Modified A	Set
46-[illegible]	MATERIALS FOR USE WITH THE Rebus (picture cards) to accompany Modified B	Set
46-[illegible]	MATERIALS FOR USE WITH THE Rebus (picture cards) to accompany Modified C	Set

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46-1?-

MISCELLANEOUS

STORAGE CONTAINERS

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Minneapolis
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Resource Teachers' Catalogue

January
1975

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Special School District No. 1

MINNEAPOLIS PUBLIC SCHOOLS

Minneapolis, Minnesota 55413

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RESOURCE TEACHER CATALOGUE

JANUARY 1975

TESTS

READINESS MATERIALS

UNIT OF MEASURE

[illegible] MATERIALS AND LITERARY STRAND

[illegible] and accompanying activities [illegible] reading at approximately [illegible] The [illegible] that accompany each paperback [illegible] Guide and the Students [illegible] available through the Reading [illegible] title. Available to [illegible] Teacher.	Set
[illegible]	Set
[illegible]	Set
[illegible]	Set
[illegible]	Set
[illegible]	Set
[illegible]	Set
[illegible]	Set
[illegible]	Set
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]

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January
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Special School District No 1
MINNEAPOLIS PUBLIC SCHOOLS
Minneapolis, Minnesota 55413

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TITLE I READING PROGRAM

INSTRUCTIONAL MATERIALS CENTER
Minneapolis Public Schools
Lehmann Educational Center
Room 433
1006 West Lake Street

Telephone [illegible]-4062

RESOURCE TEACHER CATALOGUE

JANUARY 1975

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	TESTS	
[illegible]	INFORMAL BATTERY OF BASIC SKILL TESTS An informal battery used to diagnose specific reading disabilities. The battery includes nine different tests Available through the Reading Resource Teacher P & I	Set
	READINESS MATERIALS	
[illegible]	[illegible] LESSON 1, SPATIAL RELATION These five lessons are geared to teach the system or the order of language It treats the arrangements of word forms showing their mutual relationship within sentences The lessons are developed around specific concepts spatial relationships, rhyming and sequencing, [illegible], [illegible], and personal pronouns Available through the Reading Resource Teacher P	Set
[illegible]	[illegible] RHYMING SEQUENCING (See 46-0459 for explanation.) P	Set
[illegible]	[illegible] LESSON 3, [illegible] (See 46-0459 for explanation) P	Set
[illegible]	[illegible] LESSON 4, [illegible] (See 46-0459 for explanation) P	Set
[illegible]	[illegible] LESSON 5, PERSONAL PRONOUNS (See 46-0459 for explanation) P	Set
[illegible]	[illegible] LESSON 1, INTRO OF [illegible] SOUND A set of nine lessons to develop [illegible] identification of sounds, primarily in the initial position. [illegible] facilitate the ability to verbally produce the sounds of language [illegible] elaboration of expressive abilities Available through the Reading Resource Teacher P	Set
[illegible]	[illegible] (See 46-0474 for explanation) P	Set
[illegible]	[illegible] AND [illegible] SOUND (See 46-0474 for explanation) P	Set
[illegible]	[illegible] (See 46-0474 for explanation) P	Set
[illegible]	[illegible] (See 46-0474 for explanation) P	Set
[illegible]	[illegible] (See 46-0474 for explanation.) P	Set
[illegible]	[illegible] (See 46-0474 for explanation) P	Set
[illegible]	[illegible] (See 46-0474 for explanation) P	Set
[illegible]	[illegible] (See 46-0474 for explanation) P	Set
[illegible]	[illegible]	Kit
[illegible]	[illegible]	Kit

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

COMPREHENSION MATERIALS AND LITERARY STRAND

46-1[illegible]	[illegible]FALL KILL A collection of 14 paperback books and accompanying activities that are designed for intermediate Title I children reading at approximately levels G-J in the ABC Series The materials that accompany each paperback [illegible] one or two stapled packets The Teacher's Guide and the Students pages Paperback books and worksheets are available through the Reading Resource Teacher (Limit - 15 copies of a specific title.) Available to you through a Title I Resource Teacher I	Set
46-1510	CHARLIE THE LONESOME COUGAR (See 46-1510 for explanation) I	Set
46-1520	COOL COS (See 46-1510 for explanation) I	Set
46-1525	DEAD END SCHOOL (See 46-1510 for explanation) I	Set
46-1530	THE GREAT BRAIN AT THE ACADEMY (See 46-1510 for explanation) I	Set
46-1535	HENRY AND BEEZUS (See 46-1510 for explanation) I	Set
46-1540	ENCYCLOPEDIA BROWN GETS HIS MAN (See 46-1510 for explanation.) I	Set
46-1545	ENCYCLOPEDIA BROWN TRACKS THEM DOWN (See 46-1510 for explanation) I	Set
46-1550	JENNIFER, HECATE, MCBETH, WILLIAM MCKINLEY AND ME, ELIZABETH. (See 46-1510 for explanation) I	Set
46-1555	JUT (See 46-1510 for explanation) I	Set
46-1560	SOUNDER (See 46-1510 for explanation) I	Set
46-1565	STUART LITTLE (See 46-1510 for explanation) I	Set
46-1570	TRUMPET OF THE SWAN (See 46-1510 for explanation) I	Set
46-1575	TUCKER'S COUNTRYSIDE (See 46-1510 for explanation) I	Set
46-	COMPREHENSION, CAUSE AND EFFECT Consists of three separate units designed to teach, reinforce, and assess different aspects of children's comprehension skills The three units include main idea and supporting activities, sequencing, and cause and effect Available through the Reading Resource Teacher. P & I	Ea
46-[illegible]	TEACHER DIRECTED, LEVEL III, CAUSE AND EFFECT (See 46-1735 for explanation.) P & I	Ea
46-[illegible]	COMPREHENSION, MAIN IDEA (See 46-1735 for explanation) P & I	Ea
46-[illegible]	TEACHER DIRECTED, LEVEL III, MAIN IDEA SUPPORT (See 46-1735 for explanation.) P & I	Ea
46-	COMPREHENSION, SEQUENCE (See 46-1735 for explanation) P & I	Ea
46-	TEACHER DIRECTED, LEVEL III, SEQUENCE (See 46-1735 for explanation) P & I	Ea

MISCELLANEOUS

[illegible]	[illegible] P & I	Ea

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SKILL SHEETS

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SKILLSHEETS (CONT'D)

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
[illegible]	[illegible] PROGRAM SKILLSHEETS, [illegible], PAD OF 50	Pad
[illegible]	[illegible], PAD OF [illegible]	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, D4-5 AND D4-6, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, [illegible] AND D5-2, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, [illegible] AND D5-4, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, [illegible]-5 AND D5-6, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, [illegible]-1 AND D6-2, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, D6-3 AND D6-4, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, D7-1 AND D7-2, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, D7-3 AND D7-4, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, D8-1 AND D8-2, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, [illegible] AND D8-4, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, D9-1 AND D9-2, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, D9-3 AND D9-4, PAD OF 50	Pad
	[illegible] PROGRAM SKILLSHEETS, [illegible]-1 AND D10-2, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, D10-3 AND D10-4, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, D11-1 AND D11-2, PAD OF 50	Pad
[illegible]	[illegible] PROGRAM SKILLSHEETS, [illegible] AND D11-4, PAD OF 50	Pad
[illegible]	[illegible] AND D12-[illegible], PAD OF 50	Pad
	[illegible], PAD OF [illegible]	Pad
	[illegible] PROGRAM [illegible]-4, PAD OF 50	Pad
	[illegible], PAD OF 50	Pad
[illegible]	[illegible]	Pad
	[illegible]	Pad
	[illegible]	Pad
	[illegible]	Pad
	[illegible]	Pad
	[illegible]	Pad
[illegible]	[illegible]	Pad
	[illegible]	Pad
	[illegible]	Pad
[illegible]	[illegible]	Pad
[illegible]	[illegible]	Pad
	[illegible]	Pad
	[illegible]	Pad
	[illegible]	[illegible]
	[illegible]	[illegible]

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

SKILLSHEETS (cont.)

46-3668	BASAL PROGRAM SKILLSHEETS D21-1 AND D21-2, PAD OF 50	Pad
46-3671	BASAL PROGRAM SKILLSHEETS, D21-3 AND D21-4, PAD OF 50	Pad
46-3674	BASAL PROGRAM SKILLSHEETS, D21-5, PAD OF 50	Pad
46-3677	BASAL PROGRAM SKILLSHEETS, D22-1 AND D22-2, PAD OF 50	Pad
46-3680	BASAL PROGRAM SKILLSHEETS, D22-3 AND D22-4, PAD OF 50	Pad
46-3683	BASAL PROGRAM SKILLSHEETS, D23-1 AND D23-2, PAD OF 50	Pad
46-3686	BASAL PROGRAM SKILLSHEETS, D23-3 AND D23-4, PAD OF 50	Pad
46-3689	BASAL PROGRAM SKILLSHEETS, D23-5 AND D23-6, PAD OF 50	Pad
46-3691	BASAL PROGRAM SKILLSHEETS, D23-7 AND D23-8, PAD OF 50	Pad
46-3694	BASAL PROGRAM SKILLSHEETS, E1-1 AND E1-2, PAD OF 50	Pad
46-3697	BASAL PROGRAM SKILLSHEETS, E1-3 AND E1-4, PAD OF 50	Pad
46-3700	BASAL PROGRAM SKILLSHEETS, E1-5 AND E1-6, PAD OF 50	Pad
46-3703	BASAL PROGRAM SKILLSHEETS, E2-1 AND E2-2, PAD OF 50	Pad
46-3706	BASAL PROGRAM SKILLSHEETS, E2-3 AND E2-4, PAD OF 50	Pad
46-3709	BASAL PROGRAM SKILLSHEETS, E2-5 AND E2-6, PAD OF 50	Pad
46-3712	BASAL PROGRAM SKILLSHEETS, E3-1 AND E3-2, PAD OF 50	Pad
46-3715	BASAL PROGRAM SKILLSHEETS, E3-3 AND E3-4, PAD OF 50	Pad
46-3718	BASAL PROGRAM SKILLSHEETS, E3-5 AND E3-6, PAD OF 50	Pad
46-3721	BASAL PROGRAM SKILLSHEETS, E4-1 AND E4-2, PAD OF 50	Pad
46-3724	BASAL PROGRAM SKILLSHEETS, E4-3 AND E4-4, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, E4-5, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, E5-1 AND E5-2, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, E5-3 AND E5-4, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, E6-1 AND E6-2, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, E6-3 AND E6-4, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E7-2, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, E7-3 AND E7-4, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, E7-5, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E8-2, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND [illegible], PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E9-1, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E9-3, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E9-4, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E10-1, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E10-2, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E10-3, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E10-4, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E11-1, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E11-2, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E11-3, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E11-4, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND E11-5, PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND [illegible], PAD OF 50	Pad
[illegible]	BASAL PROGRAM SKILLSHEETS, [illegible] AND [illegible], PAD OF 50	Pad

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ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	SKILLSHEETS (cont.)	
46-3772	BASAL PROGRAM SKILLSHEETS, E12-1 AND E12-2, PAD OF 50	Pad
46-3775	BASAL PROGRAM SKILLSHEETS, E12-3 AND E12-4, PAD OF 50	Pad
46-3778	BASAL PROGRAM SKILLSHEETS, E13-1 AND E13-2, PAD OF 50	Pad
46-3781	BASAL PROGRAM SKILLSHEETS, E13-3, PAD OF 50	Pad
46-3784	BASAL PROGRAM SKILLSHEETS, E13-4, PAD OF 50	Pad
46-3787	BASAL PROGRAM SKILLSHEETS, E14-1 AND E14-2, PAD OF 50	Pad
46-3790	BASAL PROGRAM SKILLSHEETS, E14-3 AND E14-4, PAD OF 50	Pad
46-3793	BASAL PROGRAM SKILLSHEETS, E15-1 AND E15-2, PAD OF 50	Pad
46-3796	BASAL PROGRAM SKILLSHEETS, E15-3 AND E15-4, PAD OF 50	Pad
46-3799	BASAL PROGRAM SKILLSHEETS, E15-5(1) AND E15-5(2), PAD OF 50	Pad
46-3802	BASAL PROGRAM SKILLSHEETS, E16-1 AND E16-2, PAD OF 50	Pad
46-3805	BASAL PROGRAM SKILLSHEETS, E16-3 AND E16-4, PAD OF 50	Pad
46-3808	BASAL PROGRAM SKILLSHEETS, E17-1 AND E17-2, PAD OF 50	Pad
46-3811	BASAL PROGRAM SKILLSHEETS, E17-3 AND E17-4, PAD OF 50	Pad
46-3814	BASAL PROGRAM SKILLSHEETS, E18-1 AND E18-2, PAD OF 50	Pad
46-3817	BASAL PROGRAM SKILLSHEETS, E18-3 AND E18-4, PAD OF 50	Pad
46-3820	BASAL PROGRAM SKILLSHEETS, E18-5, PAD OF 50	Pad
46-3823	BASAL PROGRAM SKILLSHEETS, E19-1 AND E19-2, PAD OF 50	Pad
46-3826	BASAL PROGRAM SKILLSHEETS, E19-3, PAD OF 50	Pad
45-3827	BASAL PROGRAM SKILLSHEETS, E19-4, PAD OF 50	Pad
46-3829	BASAL PROGRAM SKILLSHEETS, E20-1 AND E20-2, PAD OF 50	Pad
46-3832	BASAL PROGRAM SKILLSHEETS, E20-3, PAD OF 50	Pad
46-3835	BASAL PROGRAM SKILLSHEETS, E21-1(1) AND E21-1(2), PAD OF 50	Pad
46-[illegible]	BASAL PROGRAM SKILLSHEETS, E21-2 AND E21-3, PAD OF 50	Pad
46-3841	BASAL PROGRAM SKILLSHEETS, E21-4, PAD OF 50	Pad
46-3844	BASAL PROGRAM SKILLSHEETS, E22-1 AND E22-2, PAD OF 50	Pad
46-3847	BASAL PROGRAM SKILLSHEETS, E22-3 AND E22-4, PAD OF 50	Pad
46-3850	BASAL PROGRAM SKILLSHEETS, E23-1 AND E23-2, PAD OF 50	Pad
46-3853	BASAL PROGRAM SKILLSHEETS, E23-3, PAD OF 50	Pad
46-3856	BASAL PROGRAM SKILLSHEETS, E23-4 AND E23-5, PAD OF 50	Pad
46-3859	BASAL PROGRAM SKILLSHEETS, E24-1 AND E24-2, PAD OF 50	Pad
46-3862	BASAL PROGRAM SKILLSHEETS, E24-3 AND E24-4, PAD OF 50	Pad
46-3865	BASAL PROGRAM SKILLSHEETS, E25-1 AND E25-2, PAD OF 50	Pad
46-3868	BASAL PROGRAM SKILLSHEETS, E26-1 AND E26-2, PAD OF 50	Pad
46-3871	BASAL PROGRAM SKILLSHEETS, E27-1 AND E27-2, PAD OF 50	Pad
46-3874	BASAL PROGRAM SKILLSHEETS, E27-3 AND E27-4, PAD OF 50	Pad
46-3877	BASAL PROGRAM SKILLSHEETS, E28-1 AND E28-2, PAD OF 50	Pad
46-3880	BASAL PROGRAM SKILLSHEETS, E28-3 AND E28-4, PAD OF 50	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

SKILLSHEETS (cont.)

46-3883	BASAL PROGRAM SKILLSHEETS, E29-1 AND E29-2, PAD OF 50	Pad
46-3886	BASAL PROGRAM SKILLSHEETS, E29-3(1) AND E29-3(2), PAD OF 50	Pad
46-3889	BASAL PROGRAM SKILLSHEETS, E29-4 AND E29-5, PAD OF 50	Pad
46-3892	BASAL PROGRAM SKILLSHEETS, E29-6 AND E29-7, PAD OF 50	Pad

THE NORTH AND SOUTH-CENTRAL PYRAMIDS' TITLE I READING PROGRAM

by

Margaret O'Shaughnessy

Minneapolis Public Schools

Background Information

The program described was conducted in the Minneapolis Public Schools. Minneapolis is a city with an estimated population of 434,400.[1] Approximately 78,700 children attend school in Minneapolis; 68,000 of these children attend the ninety-seven public schools in the city. In 1967 the school system was decentralized to improve communication within the system and between the individual schools and their communities, to develop collaborative and cooperative programs and to share particular facilities and competencies of teachers.[2] A group of twelve geographically proximate schools were formed into the North Pyramid. In 1969 a similar grouping pattern was established, with the same objective, and called the South-Central Pyramid. The two pyramids consist of nineteen elementary schools, five junior high schools and three senior high schools. Approximately 22,000 children attend these schools and, of that number, one-third are defined by the State Department of Education as educationally disadvantaged, i.e., one or more grade levels behind in the basic skills of reading, mathematics or oral language development.[3]

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[1]Mitchell Trockman, Instructional materials project director's report. Research and Evaluation Department, Educational Services, Minneapolis Public Schools, 1972, p. 1.

[2]Ibid., p. 5. [3]Ibid., pp. 5-6.

The superintendent of schools, Dr. John B. Davis, Jr , appointed Mr. Melvin Hoaglund as the Director of the North Pyramid at its initiation. Mr. Hoaglund began his work by holding a series of meetings with community members and the individual faculties of the twelve schools. These sessions revealed that reading instruction was the major educational problem in the schools. The teachers set the following goals for improving reading instruction in their classrooms:

1. a unified effective program for initial classroom instruction that would include
   a. a soundly determined, and common, sequence of presentation of reading skills based on crucialiity,
   b. a multi-sensory approach which would meet the needs of deprived youngsters,
   c. a rich and organized continuum of multi-sensory strategies and materials designed to facilitate the learning of each specific skill taught,

2. a brief, informal and practical small-group method for an initial and continuous diagnosis of each pupil's most critical reading skills reinforced by a materials center sufficiently stocked and varied to provide for different learning styles in each skill or concept,

3. in-service training which would prepare teachers to implement the program in their own classrooms; the instructor of the in-service program would demonstrate all phases of the course with children,

4. unification of all elements of the reading program so that a child who moved from school to school would be taught essential reading skills in the same sequence.[4]

A proposal was submitted to obtain federal funds to meet these goals and in the summer of 1968 a combined in-service course and workshop was held sponsored by Title I funds of the Elementary and Secondary Act of 1965. The in-service training was conducted by Dr. John C. Manning of the University of Minnesota and the materials workshop was coordinated by Mrs. Alberta Brown. The course and workshop were attended by eighty-seven classroom teachers in the afternoons from June 24 through August 2, 1968.

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[4]Mary C. Kasbohm, Unpublished administrative report. Minneapolis Public Schools, 1970, pp. 2-3.

Teachers in the first training session identified twenty-two basal systems used in their nine elementary schools during the school year 1967-68.

In 1966 Richard Faunce had made a study of the mobility rates of students in the Minneapolis schools; Mr. Faunce discovered that children in the inner-city of Minneapolis changed schools about twice as often as children living in comparison areas of the city.[5]

In the City-Wide Testing Program Report, the Department of Guidance Services reported, "The study (of all 1968 city-wide testing scores) disclosed that Minneapolis students who moved from one school to another scored significantly lower than all Minneapolis students on city-wide tests."[6]

The combination of mobility factors and the multiplicity of basal texts resulted in the teachers' agreement that a single textbook should be adopted in the North Pyramid's elementary schools. When the South-Central Pyramid was formed in 1969, its Director, Mr. Vernon Indehar, indicated that his teachers wished to participate in the Title I Reading Program and that they, too, accepted a single textbook concept.

The basal selected by the teachers was a linguistic series which emphasizes the learning of spelling patterns in the initial stages of reading.

In the summer of 1969 a second training session was jointly conducted by Dr. Manning and Mrs. Brown. The in-service was limited to primary grade teachers and approximately 125 teachers, representing both Pyramids, attended. The content of this course, as the one held the previous summer, centered on giving teachers specific skills in the areas of beginning reading, diagnosis, remediation and basic methodology. Materials developed

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[5]Richard Faunce, Student mobility in selected Minneapolis public schools. Administrative report, No. 3, Minneapolis Public Schools, 1966.

[6]Kasbohm, p. 7.

in the workshop were designed to reinforce and/or teach basic skills as outlined in the basal; the materials produced by the teachers were manipulative in nature and were developed to hold the child's attention by keeping him actively involved.

The abundance of materials, the increased number of teachers and students involved in the program and the wide range of instructional levels to be served soon made it necessary to organize a more technological means of materials production. In August, 1969 an Instructional Materials Center was put into operation to produce teacher-developed materials on a massive scale. The Materials Center was also financed by Title I funds.

In the Fall of 1969 a third in-service was conducted. Again, the primary teachers of both Pyramids were invited to attend. One hundred forty teachers, who had not participated in earlier sessions, registered for the class. Dr. Manning conducted this course through the University of Minnesota under the title, "Materials and Instructional Techniques of Elementary Reading." The teachers enrolled in the class had a choice of receiving academic credit, stipend or local professional growth credits.

In February, 1970 Mrs. Alberta Brown, who had assisted Dr. Manning in the summer training sessions, was hired as a full-time Reading Specialist for the North and South-Central Pyramid schools. Mrs. Brown's responsibilities were many and varied. They included organizing and coordinating in-services, writing materials, classroom visitations, demonstration lessons and working with a group of teachers to develop new materials for the 1970 summer school program.

A course was also offered to intermediate grade teachers in the Spring of 1970; 140 teachers in grades four, five and six took advantage of this opportunity to get help in working with disadvantaged youngsters.

The exclusion of the intermediate teachers up until this time had been the result of establishing a priority that the program would emphasize preventative measures in the early grades initially and would later expand to meet the needs of older, inefficient readers.[7]

The summer school of 1970 introduced a program of language development for children who would be entering kindergarten in the Fall. The approach used was a modified version of a language program developed by Dr. Muriel Saville and consisted of thirty lessons designed to develop syntax and phonology. Also, in the summer of 1970 an additional 100 teachers participated in a workshop held two weeks before the opening of school. Therefore, by the end of August, 1970 intensive efforts had been made to train teachers of disadvantaged children from the pre-school level through the third grade; approximately 47[illegible] teachers had participated in one of the in-service programs.

The efforts listed have been, for the most part, related to in-service meetings. Classroom demonstrations had been conducted by Mrs. Brown; however, since there were approximately 35[illegible] teachers in the primary grades of the Pyramids' schools and the additional responsibilities of Mrs. Brown has already been noted, it became apparent that additional personnel were needed to meet the demands of teachers.

In the Spring of 1970, a job description was posted in all the elementary schools of the city of Minneapolis. The positions being advertised were for "Resource Teachers--In Residence." The responsibilities of the Resource Teacher were "to improve the quality of learning through improvement in the quality of instruction." The ways in which this purpose was to be accomplished included "demonstration teaching; staff development including

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[7] Ibid., p. 9.

the pre-school workshop for new teachers; planning with teachers and principals; the creation, location and distribution of student materials." Qualifications for the job were:

1. a Bachelor's degree with valid teacher certification,
2. evidence of three years of successful teaching experience, preferably with more than one age level,
3. demonstrated interest and personal development in the area of emphasis.

The positions available provided for primary and intermediate Resource Teachers in the areas of Language Arts, Mathematics, and Social Studies. The individuals selected were to be paid according to their level on the regular teacher's salary schedule and were to begin work on August 17, 1970.

While the city of Minneapolis was accepting applications for the positions of the Resource Teachers in Residence, the North and South-Central Pyramids were planning to expand their Title I Reading Program. During the Spring of 1970 federal money was allocated for a cooperative effort between the University of Minnesota and the Minneapolis Public Schools aimed at preventing and remediating reading dysfunctions. The program was labeled "Combine."

The personnel involved in the Combine program were to be selected from the Minneapolis Public Schools and the University Graduate School. Specifically the following efforts were to be made:

1. Five classroom teachers, with inner-city experience, were to be selected to pursue a Master's degree at the University as well as to work in the nineteen schools of the Pyramids.

2. Two graduate students, working on Doctoral Programs, were to be selected.

3. Undergraduates in their junior and senior years in the College of Education at the University were to be involved in a reading methods course that required them to tutor students in the inner-city.

4. The Master's candidates were to commit themselves to two years of inner-city teaching beyond the training period of two years.

The program was to be inaugurated in the Fall of 1970. Two training centers for the undergraduates were established: Hawthorne School in the North Pyramid and Lyndale School in the South-Central Pyramid. The format proposed noted that through the undergraduates approximately 500 disadvantaged youngsters in these two schools would receive clinical help. It was also hoped that the classroom teachers of these students would profit from the in-service and supervision provided. The philosophy of reading was to be taught by Dr. Manning and the doctoral candidates. Specific techniques for teaching basic skills were to be shared by the master's candidates. These interns were also to be responsible for providing a continuous succession of in-service courses and workshops for teachers in the Pyramid schools.

Therefore, in the Fall of 1970, about 400 teachers in the primary grades of the inner-city schools in Minneapolis had received in-service training, the school system was searching for Resource Teachers in the area of Language Arts, the Combine segment of the program had been funded and steps for selecting personnel taken, a single textbook had been adopted, a Reading Specialist employed and an Instructional Materials Center put into operation.

The second part of this paper will center on the methodology conveyed to teachers through in-service.

The Method

The underlying philosophical base for the approach used to teach reading in the Pyramid schools encompasses the following:

1. differentiation of instruction according to ability, rate of progress, sub-skill weaknesses and self-direction,
2. enrichment through language experience and independent reading,
3. social-personal learning,
4. active pupil participation.[8]

These criteria are the roots of the pedagogical aspects of the implemented reading methodology. The conviction, based on research, that children in the inner-city can learn to read is the nucleus of the program.[9]

Reading readiness instruction is begun in kindergarten with an emphasis on learning the alphabet. This approach is based on the conclusion that success in first grade reading has a high correlation with letter knowledge.[10] Children are grouped for instruction according to their physiological, neurological and social maturity as well as by level of ability. The readiness program is designed to develop two fundamental skills along with letter knowledge; they are 1) attention and persistence in learning, and 2) ability to follow directions.[11] The steps for teaching the alphabet are outlined in the manual, Essential Initial Reading Instruction, which is available to all kindergarten and first grade teachers who have attended an in-service program.

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[8]John C. Manning and Alberta Brown, A Classroom Teacher's Digest of Reading Instruction (Minneapolis: Department of Elementary Education, University of Minnesota, 1968), p. 3.

[9]Kasbohm, p. 12.

[10]Manning and Brown, p. 3.

[11]Ibid., p. 3.

When the child has completed the readiness portion of the program, formal reading instruction begins. The reading program is eclectic in nature in that a basal series and an integral phonics approach is used. As in the readiness program, the visual, auditory and kinesthetic modalities of the child are all involved in the learning process. The basic ingredients of the teaching process are vocabulary instruction, phrase reading for quick recognition, oral reading for diagnosis, oral reading for practice and silent reading.[12] Manipulative and supplementary materials, designed by teachers, are used to reinforce basic skills either as part of the lesson or as independent follow-up activities. A manual, The Classroom Teacher's Digest of Reading Instruction, describing suggested teaching techniques is available to all teachers who have participated in some in-service training.

Part three of this paper will describe the intensive efforts made to improve the quality of reading instruction in the inner-city schools of Minneapolis. It is a discussion of the Reading Team which began work in the Fall of 1970.

The Reading Team (1970-1971)

Introduction

As was mentioned in the first section of this paper, by the Fall of 1970 the personnel available to assist in the Pyramids' reading program had been increased. The Minneapolis school system selected four classroom teachers to work in the area of Language Arts in the inner-city schools.

[12] Ibid., pp. 4-5.

Two Resource Teachers were appointed to the North Pyramid and two to the South-Central Pyramid; in each of these sections of the city, therefore, there was a primary and an intermediate Resource Teacher.

A selection committee consisting of the Pyramid Directors, the Pyramids' Reading Specialist, the University Consultant, the Assistant Director of Federal Projects and an Assistant Director of Personnel chose five classroom teachers to begin an internship as members of the Combine program. Two doctoral candidates from the University of Minnesota were also selected to participate in the program.

Since preventing reading failure had already been established as a priority in the schools to be serviced, the goal of the Reading Team was to assist teachers in the kindergarten and primary levels. The two intermediate Resource Teachers were included in all in-service and Reading Team meetings in order to assure continuation of the efforts being made at the early levels of education. However, the Combine interns were assigned to work with the primary Resource Teachers in the pyramids. Further discussion of this paper will be limited to the function of the Reading Team at the kindergarten-primary level.

Classroom Teaching

The Reading Team in the Fall of 1970 consisted of the University Consultant, a Reading Specialist, two primary Language Arts Resource Teachers, five Combine interns and the Director of the Instructional Materials Center. Nineteen elementary schools were to be serviced by this team with a combined primary staff consisting of approximately 400 classroom teachers.

The Pyramid [illegible] ns [illegible] nt [illegible] the Reading Specialist assigned [illegible] the North and South-Central Pyramid schools [illegible] the first team consisted of the Reading Specialist [illegible] responsible for six schools--four [illegible] North Pyramid; the second team [illegible] Source Teach Language Arts [illegible] responsible for six North Pyramid [illegible] primary Resource [illegible] ns and was responsible [illegible] Pyramid.

The [illegible] as an example [illegible] teachers in the [illegible] of Team III [illegible] standardized or achievement [illegible] results, performing [illegible] individual [illegible]. Principals [illegible] furnished by [illegible] demonstrated [illegible] teaching [illegible] oral language [illegible] in conjunction with the basal, [illegible].

Each member [illegible] the North [illegible] assigned [illegible] with services and answer questions [illegible] school [illegible] open [illegible] children.

Inexperienced teachers and those new to the Pyramids were given first consideration. The Team functioned in a variety of ways. Initially the interns observed the techniques used by the Resource Teacher in either testing or teaching situations. Each time a classroom teacher was given help, a follow-up conference was arranged. The purposes of the conference were to review the procedures, explain the rationale for their use, offer suggestions for future lessons and answer questions posed by the teacher; the conference was also seen as a concrete way to build teacher confidence and to establish rapport between the teacher and the members of the Reading Team. As the Combine interns became familiar with sections of the program, they assumed responsibility for their implementation in classrooms. Requests for demonstration lessons came from the teachers, the principals, or were the result of the members of the Team offering to teach a lesson.

The arrangements for teaching the lessons were kept flexible in order to accommodate the schedule of the Reading Team to the classroom teacher's schedule. Eventually the following schedules for lessons were possible:

1. Resource Teacher demonstration with reading group; interns and classroom teacher observing,

2. Resource Teacher demonstrating lesson with one group; Combine interns each demonstrating lesson with one group classroom teacher alternating her observations between the three groups,

3. Combine intern demonstrating lesson with one group; second intern, Resource Teacher and classroom teacher observing,

4. Each member of the Team demonstrating a lesson in different classrooms of the same building,

5. One member of the Team demonstrating a lesson; all the classroom teachers at a grade level released from their classrooms to observe,

6. Each member of the Team working in separate buildings with classroom teachers.

The members of the Team were responsible for keeping each Principal informed regarding their work in the schools. Conferences with the Principals were limited to a discussion of the program and the lessons performed by members of the Team. Extreme caution was used to avoid evaluating individual teachers. When situations arose that were of concern, a suggestion was made to the Principal that he visit the particular classroom.

Frequently a member of the Team, or the entire Team, assumed the responsibility for teaching all of the reading groups in a classroom for a period of days. The procedure was used to: 1) allow the teacher to see a sequential skill development, 2) observe organizational techniques, 3) give members of the Team time to get to know the individual children in a group and identify sub-skill weaknesses, and 4) to demonstrate a variety of instructional techniques. The Team often arranged to stay in classrooms where teachers had indicated they were having difficulties long enough to eliminate the problem or until the teacher felt comfortable enough to resume responsibility.

Whenever possible, demonstration lessons included a sample of the many reinforcement materials produced at the Instructional Materials Center; the assembled materials were usually left with the teacher after the lesson.

Classroom teaching consumed the greater portion of each working day. Members of the Reading Team spent approximately three-fourths of each day in their assigned buildings. The remainder of the day was occupied with preparing the next day's lessons, assembling materials for teachers, attending meetings or in conference.

Undergraduate Reading Course

In January of 1971, the Combine interns, Dr. Manning and the doctoral candidates began teaching the undergraduate reading course. At the first class sessions, Dr. Manning presented an overview of the program, a description of the schools and the philosophy of the course. The 70 college students were assigned to one of the two training centers. Buses transported the students from the University to the schools and back again. Each student began by working with one child, moved to responsibility for a small group and, by the end of the quarter, was teaching an entire reading group. The course met twice each week; it was arranged so that time was divided between tutoring and participating in discussions regarding instruction. Dr. Manning participated in the lectures and observations of the students by alternating his time between the two buildings. The doctoral candidates were each assigned a building and responsible for coordinating its program, assisting Dr. Manning in the lectures and observing the students. The Combine interns were assigned specific students to observe and were responsible for demonstrating instructional procedures. The children's classroom teachers met with Dr. Manning before the program started for an all-day training session. At that time suggestions were given for the selection of children to participate in the program and ways to reinforce the clinical tutoring were also mentioned to the teachers. During the quarter the classroom teachers were invited to observe the undergraduates as they worked with children.

Spring quarter a second course was offered; again 70 college students and approximately 500 children participated.

Additional Information

Throughout the year, meetings were scheduled every other week for the entire Reading Team. At these meetings the work in the schools was discussed as well as any problems that had been encountered. Modifications in the program were suggested and voted upon for approval. Related research or new studies in reading were presented. Plans for future activities and newly-developed materials were shared during these conferences. The meetings were held during the latter part of the afternoon and usually lasted from two to four hours.

It should also be noted that along with the work in the schools, the undergraduate course and the in-service programs, the members of the Combine component of the program were pursuing coursework at the University of Minnesota.

In-Service

During the school year 1970-71 many in-service meetings were conducted. For clarity's sake the following distinctions are made: 1) the levels of in-service and 2) the types of in-service. Non of the in-services are mandatory: teachers may choose to attend or not to attend.

Levels of in-service. The levels of in-service range from those conducted for all teachers in the pyramids to those held for individuals. The first level of in-service training to be considered is that done on a pyramid-wide basis.

University sponsored classes were taught by Dr. Manning to the primary teachers in the fall of 1970 and winter quarter to the intermediate teachers. The classes were held from 4:00-6:00 p.m. once a week for a ten-week period. In-services designed to implement new techniques or materials were also

conducted on a pyramid basis. For the most part, these classes are limited to those teachers directly involved in the use of the new methods. Samples of these kinds of in-service held in 1970-71 are: the kindergarten workshops, the pre-fall workshops for new teachers, testing in-services, pre-summer school training sessions and the kindergarten rebus workshop. These meetings are held to share information about the program with teachers, get teacher input for reinforcement ideas and help teachers correlate their objectives with the techniques. A third kind of Pyramid-wide in-services are referred to as mini-workshops. These meetings are requested by teachers and may involve a tour of the Instructional Materials Center or a request for help with one phase of the program; they are available to all facilities in the pyramid.

A second form of in-service available on a Pyramid-wide basis are the individual building in-services. Each school in Minneapolis dismisses early on Tuesday afternoons to give teachers staff development time. Many of the individual building in-services are conducted during this release-time.

The in-service conducted for teachers in a building may be for the whole staff, grade level, an instructional level or an interest level. Requests coming from facilities include those for help in establishing grouping patterns, demonstrations of new materials as they are produced, and questions related to adapting techniques to meet the particular needs of students in the building. The aides and volunteers in the building who frequently assist the teacher in reinforcing basic skills have also been in-serviced. The training of these people focuses on ways they can assist the classroom teacher, suggestions for working with children and the basic philosophy of the program.

During the school year members of the Reading Team also participated in PTA meetings, open house programs in schools, school board meetings and many informal meetings with parents and other members of the community.

The individual teacher in-services and the undergraduate program were discussed in the preceding section of this paper.

Types of in-service. The types of in-service can be classified as training sessions in which techniques for general application were presented and those in which techniques for specific programs were discussed.

The philosophy and methodology of the programs are presented to teachers in a variety of ways. Each Pyramid-wide in-service includes a demonstration of techniques with a group of children. Teachers are frequently requested to teach and critique a lesson which they have developed to put a particular theory into practice as an assignment for the course. Members of the Reading Team are also available to demonstrate theory in the teachers' classrooms and to observe the teacher. Because of the abundance of materials, in-service time is frequently directed to assisting the teachers to use the basal manuals, the supplementary materials, diagnostic tools and reinforcing techniques effectively.

In-service to initiate a new program has a three-pronged purpose: first, dissemination of information, second, development of materials and third, correlation of materials and appropriate techniques.

The Reading Team (1971-1972)

Introduction

Many of the services begun in 1970-71 were continued during the school year 1971-72. The Combine component of the program was expanded and six Master's candidates were selected to work with the Reading Team.

Since two of the initial candidates had withdrawn from the program after its onset, the number of personnel available to work in the Pyramid schools was increased by four. The selection of the second group of interns was made by a committee; the requirements were the same: successful inner-city teaching experience, acceptance in the Graduate School of the University, demonstrated ability to work well with others, dedication and agreement to remain in the program a minimum of four years.

Classroom Teaching

In the Fall of 1971, the Reading Team consisted of the University Consultant, the primary Reading Specialist, two doctoral candidates from the University, two primary Language Arts Resource Teachers, three second-year Combine interns, six first-year Combine interns and the Director of the Instructional Materials Center. The personnel were again divided into teams. Six teams with two members resulted; no team was responsible for more than four buildings.

The classroom work of the teams was not drastically different from that done the previous year. It was possible, however, to spend more time in a building since the number of teachers to be helped had been reduced by the enlargement of the Reading Team. The Fall of 1971 saw fewer inexperienced teachers hired and placed in the inner-city schools than ever before. The people who had been involved in the program the year before had less need to explain their roles to staffs of teachers.

Undergraduate Course

The training of the undergraduates resumed winter quarter of 1972. The first-year Combine interns were involved in this class as were Dr. Manning and the doctoral students. The training center in the North Pyramid

remained Hawthorne School but the South-Central Pyramid's training center was shifted from Lyndale to Seward School. This change took place for two reasons. 1) Seward was closer to the University and, therefore, more accessible and 2) Lyndale School was in the process of being phased out and teachers and students were to move to a new building in the spring. The number of college students enrolled in the course was reduced to 60 each quarter and approximately 500 students were involved in the program at the two training centers. Dr. Manning provided in-service for the teachers prior to the beginning of each quarter.

In-Service

Each strand of the Pyramid-wide in-service program continued during the school year 1971-72. A University course was taught by Dr. Manning both fall and winter quarters. The format for the classes varied to the extent that a lecture was presented from four to five o'clock. At five o'clock the teachers were divided into small groups with a leader to promote interaction. During the small group sessions materials were shared with and distributed to the teachers.

Early in the year an in-service program was offered to the Principals in the nineteen schools. Principals had been encouraged to attend previous classes but a conflict in schedules had made their attendance sporadic. The training presented to the Principals concentrated on areas in which they could assist the classroom teacher in improving reading instruction as well as conveying the basic philosophy of the program.

After January of 1972, it became apparent that some in-service time needed to be set aside for persons already functioning as resource teachers in the building. The six people involved in these in-services worked as

general resource personnel or remedial reading teachers in individual buildings. Monthly meetings were scheduled at the Instructional Materials Center and were designed to share information, discuss problems and suggest alternative solutions.

New programs were also initiated in the fall of 1971. The kindergarten Language Development program was expanded and all kindergarten teachers invited to a three-session workshop on its use; about 40 kindergarten teachers attended these meetings.

The Rebus program begun in the kindergartens the previous spring for children who had completed the readiness program, was established as a pilot study in fourteen first grades in the fall. Teachers in this program attended four workshops during the year.

Mini-workshops continued to be held as individual staffs, clusters of schools or Pyramids indicated their need. In the Spring of 1972, Dr. David Pearson from the University of Minnesota conducted a mini-workshop on teaching comprehension skills for the intermediate grade teachers.

The amount of time given to building in-services was also increased by the additional number of people on the Reading Team; the kinds of programs conducted at this level were consonant with those done in 1970-71.

The amount of information distributed about the program was extended from the local community to the nation. Visitors to the Instructional Materials Center and the Pyramids' schools included teachers and principals from other systems throughout the United States, university professors, curriculum coordinators, Title I auditors from Washington, D.C., State Department visitors, and the Commission Members of the International Reading Association.

A new dimension was added to future in-services in the spring of 1972. At that time video tapes of the basic instructional sequence were made. The video tapes are to be a part of a Methods Bank that will be put into operation in the fall of 1972.

Conclusions

1. A comprehensive reading program was developed and put into operation in nineteen inner-city schools in the city of Minneapolis.

2. The reading program was designed to aim at preventing reading failure by attacking the problems of instruction in the kindergarten and primary grades.

3. One-third of the students in the nineteen schools involved in the program are educationally disadvantaged.

4. The reading program is eclectic in approach; the basal series linguistic.

5. A Reading Team functioning in the schools attempted to assist classroom teachers through intensive in-service programs, demonstration lessons in classrooms and the development of a variety of reinforcing materials.

6. The nucleus of the program is the conviction that inner-city children can learn to read.