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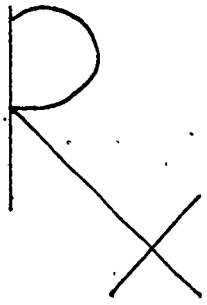
ABSTRACT

The papers and other materials in this volume are an outgrowth of a conference held in Philadelphia in April 1975. Directors of Reading from six major Eastern urban centers presented information on exemplary reading practices and programs within their cities. The first paper discusses the Comprehensive Instruction Program and the Atlanta Right-to-Read Program. The second paper discusses a prescription for teacher preparation in reading instruction, including assessment, classroom management and instruction, and teaching reading in the content areas. The third paper discusses the reading program of the Boston public schools. The fourth paper discusses reading experiments and activities in the New York City Public Schools. The fifth paper concerns reading instruction in the Philadelphia public schools with implications for teacher education. The sixth paper discusses inservice education and experience exchange. The final section of this volume contains critiques of various workshops held at the conference. (JS)



PRESCRIPTION FOR TEACHER PREPARATION IN READING INSTRUCTION

APRIL 22 - 23, 1975
SUGARLOAF CONFERENCE CENTER
TEMPLE UNIVERSITY
PHILADELPHIA, PENNSYLVANIA

FUNDED UNDER
THE RIGHT-TO-READ EFFORT
TEACHER PREPARATION

Prescription for Teacher Preparation in Reading Instruction

The content of this volume is an outgrowth of a conference held on April 22 - 23, 1975 in Philadelphia, Pennsylvania. Directors of Reading from six major Eastern urban centers presented information on exemplary reading practices and programs within their cities. Each of these persons selected a University colleague who acted as an observer; at the final session the University people reflected on the proceedings. The specific intent of the meetings was development of directions for teacher preparation based upon the realities of the situations in which beginning teachers initiate their careers.

The participants included the following:

Ruth Love Holloway
National Right-to-Read Director

School Districts

Atlanta	-	Anne Wright Bronner
Baltimore	-	Dorothy R. Clayborne
Boston	-	Marie T. Hayes
New York City	-	Anita Dore
Philadelphia	-	Marjorie N. Farmer
Washington, D.C.	-	Nellie R. Lewis

University

Atlanta	-	University of Georgia (Athens) Ira Aaron
Baltimore	-	Johns Hopkins - Gilbert Schiffman
New York City	-	City College of New York Muriel Mandell
*Philadelphia	-	Temple University - Marciene Mattleman
Washington, D.C.	-	George Washington University Ruth Peterson

*Chairperson

Additional Invited University Participants

Philadelphia	-	University of Pennsylvania Morton Botel
Philadelphia	-	Beaver College Adeline Gomberg

The Comprehensive Instructional Program (CIP) and The Atlanta Right to Read Program (R2R)

Anne Wright Bronner
Reading Director
The Atlanta Public Schools

Background Information:

During the last three or four years the Atlanta Public School System like many urban school systems has experienced a decrease in pupil population. The White population has decreased and the Black population has increased somewhat.

The present pupil population is 82% Black. We have a Black Superintendent, Dr. Alonzo A. Crim and an integrated administrative and teaching staff. The system serves a total 85,450 pupils in 113 elementary schools, 8 middle schools and 23 high schools.

The system is divided into four geographical areas designed to facilitate curriculum and instructional concerns for all schools. The areas are staffed by resource personnel and administered by an Area Superintendent. The mobility index for the Atlanta School system is .30, with the elementary schools realizing a higher mobility index than high schools.

In the last four years of reporting, the average daily attendance (ADA) has declined from 95,406 to 78,431; while the total expenditures of the system has increased from $83,855,021 to $104,136,719. As of the 1973-74 reporting period, the amount expended per pupil was $1327.75. Atlanta allocated approximately 66.2% of its total budget for instruction.

Atlanta has a systemwide testing program. The instrument used to measure achievement is the Iowa Test of Basic Skills (ITBS) for grades 1 - 8. Atlanta Public Schools has traditionally measured pupil achievement in reading according to grade equivalents scored on standardized tests. More recently the focus has been on the gains made from year to year by pupils on the same tests.

The Comprehensive Instructional Program (CIP):

The Comprehensive Instructional Program was developed to assure academic gain for pupils and to provide teachers with a management

system for achieving this goal.

CIP was proposed to the Board of Education as a program which would capitalize on curriculum improvement and teacher in-service training. The proposal stipulated that the first year of operation would concentrate on improving the reading instruction in grades one, two and three. The program would be designed to improve the quality of the instruction so that every child could be assured of the maximum progress possible for participation in the instructional program.

The Board's approval of the program and provision of funds for its implementation resulted in a multi-faceted program, which embraces five major emphases -- Diagnosis, Prescription, Sequential Development of Skills, In-School Practice and Assistance for Teachers.

Improvement of educational opportunities is the main purpose of CIP and that purpose of improvement is approached in three major ways:

-helping guarantee that each pupil gains in the educational exchange.
-establishing a minimum professional floor for teachers through pre-service and in-service training.
-providing each school with a skilled resource person who can help in areas where principals, teachers, or students need assistance and who can either supply or secure that assistance.

The focus of the first year's activity for the CIP staff was to work toward these goals as they directly relate to the teaching of reading in grades one, two and three. At the heart of guaranteeing for each pupil academic gains for time spent in instructional situations was determining what the needs of each pupil were and providing instruction to meet those needs. Toward this goal, the CIP staff, with the assistance of the reading staff of the University of Georgia, developed extensive diagnostic tests to determine individual needs. These tests are administered to all pupils reading on grade levels 1-3 at periodic intervals. Test results are utilized by teachers to develop instructional programs for pupils.

Teachers are urged to follow the diagnostic process in teaching and are encouraged to provide time for free reading during the

school day. Specific objectives have been listed and spelled out for teachers in terms of reading skills.

Individual prescriptions are made and instructional programs are set up on the basis of the diagnostic information received. The five step procedure for teachers is as follows:

1. Diagnose for specific strengths and weaknesses.
2. Design all learning experiences to meet needs identified through diagnosis.
3. Define in precise terms what children are to learn, and teach to accomplish these objectives.
4. Evaluate to find out what each child has learned.
5. Plan next lesson on basis of this evaluation.

CIP tests are grouped in five sections:

Section "A" tests the readiness skills of auditory and visual discrimination.

Section "B" examines knowledge of letters of alphabet and basic sight words.

Section "C" tests for pupils' knowledge of phonics skills, and the two

"D" sections are tests of comprehension.

Specific sections of the test are recommended for pupils reading on particular levels. However, teachers are not required to follow these suggestions explicitly. Tests are machine scored by the data processing division and results are returned to teachers within a three week period. As the program was extended into the upper elementary grades, the Prescriptive Reading Inventory, a commercially prepared criterion-referenced test was purchased and is utilized to determine needs of pupils reading above 3rd grade level.

Along with diagnostic tests to determine the students' needs, the teachers' skills are also assessed and in-service training is offered to work toward the teachers' developing needed competencies and skills. Working through and with the reading staff of the University of Georgia on this in-service training, the CIP staff also approached the second goal: that of establishing a minimum professional floor for teachers. Proficiency modules were developed

by the University staff with the assistance of the CIP staff to be utilized in providing the in-service training.

The proficiency modules are designed to allow a person to develop proficiency in particular skills in a variety of ways. Modules generally include the following elements:

General Objective
Specific Performance Objectives
Pupil Behaviors
Materials Available for Use
Alternate Learning Routes
Required Additional Activities
Suggested Related Reading

In an effort to assure gain for pupils, consideration has been given to providing assistance for teachers. Resource teachers, based in the four areas, work to provide on the spot assistance for teachers who request or require help. The role of these resource people is that of being available to help-immediately and on the spot-when teachers, principals, and students need help.

Using a reading instruction checklist, teachers' reading instruction is evaluated periodically, either by a resource teacher, principal, another teacher or the teacher (herself/himself) to see if there are weak points that need strengthening or strong points that can be capitalized upon. Proficiency modules are utilized to assist teachers in strengthening areas of weakness.

Each school staff selects the reading program that they feel can best meet the needs of their pupil population (seven basal programs have been adopted for use in Atlanta schools). Schools are encouraged to keep pupils in one specific program which will provide a continuous sequential development of word attack and comprehension skills at least through the 1st three grades. Supplementary materials are made available at the teachers' request. Books for free reading are a part of each classroom library. School principals are knowledgeable of the reading process and give support to teachers in their efforts to provide quality instruction to pupils.

The Comprehensive Instructional Program is now in its fifth year of operation. Improvement in performance of students in the grades affected has been evident during past years. Following are excerps from a report of the 1973-74 findings from the division of Research and Evaluation.

SCHOOL GAINS IN THE NATIONAL ACHIEVEMENT QUOTIENT FOR READING 1973-74

Atlanta Public Schools traditionally has measured pupil achievement in reading according to grade equivalents scored on standardized tests. More recently the focus has been on the gains made from year to year by pupils on the same tests. Although gains can be measured by subtracting grade equivalent scores for two years, they can also be the result of differences in National Achievement Quotients (NAQ).

The NAQ, as described in other publications of the Research and Evaluation Division, represents the relationship of actual pupil performance to the national norm. By dividing the mean grade equivalent of a group of pupils by the norm for their grade level, the NAQ is obtained.

Although the system average indicates that pupils, generally, lost ground in relation to national averages, there are some positive statements that can be deduced from the data. Pupils who repeated the first grade did so with very positive effects, moving to within 5 NAQ points of the national mean. At the third grade level and above, pupils appear to perform fairly consistently, maintaining their NAQ's of the previous year. If the dramatic decline in performance at the second grade level were remedied, and if the performance thereafter remained as consistent as it appears to be from 1973 to 1974 at all other grade levels, pupils in the Atlanta Public Schools could move considerably closer to national norms.

Another way of looking at reading achievement based on national percentiles (ITBS) is to determine whether or not there has been a positive shift in the distribution of pupils along some continuum of performance. In order to adjust for the fact that fewer pupils were tested in 1974 than were tested in 1973, the percentile data were again computed using the <u>percentage</u> of pupils scoring in the different percentile catagories rather than the total number of pupils. These data are summarized in the table labelled "Comparison of Per Cent of Pupils and National Percentile Rank of Reading Scores (G.E.), ITBS."

Examination of this table reveals that in 1973, 62 per cent of pupils in grades one through seven scored in the lowest tenth percentile. In 1974, this percentage had decreased to 27 per cent,

a decrease by 5 percentage points of the number of pupils scoring at the tenth percentile or below. On the other hand, the percentage of pupils scoring in the top tenth percentile (91-100) increased from 2 per cent to 3 per cent. For every grade level except the first grade, the percentage of pupils scoring in the lowest tenth percentile was lower in 1974 as compared to 1973.

This movement of pupils into higher achieving percentile ranks is reflected in the table entitled "Improvement in 1974 Over 1973 National Percentile Ranks in Reading, ITBS." Overall, there was a shift of approximately 6-8 per cent of the pupils from percentile categories below 50 to percentile categories above 50.

Conclusions:

1. The percentage of pupils scoring in the lower percentile categories (especially the lower tenth and twentieth percentiles) was smaller in 1974 than in 1973.
2. The percentage of pupils in the top percentiles increased slightly in 1974-1973.
3. The mean percentile rank obtained for each grade level increased significantly in 1974 over 1973.

These data seem to indicate that there was a significant improvement in the reading achievement scores of pupils in 1974 over 1973. The profile or distribution of pupil achievement shifted upward.

AN ANALYSIS OF THE RATE OF INCREASE IN ACHIEVEMENT IN READING AND MATHEMATICS (1973-74 OVER 1972-73, GRADES 1 - 7)

Comparisions of changes in the rates of increase in achievement of 1973-74 over 1972-73 (grades 1 through 7) have been based on the scores of standardized achievement tests. The Metropolitan Achievement Test was administered April 1972; the Iowa Tests of Basic Skills was administered in April, 1973 and in May, 1974. The comparisions are of pupil performance in reading and in mathematics. Further, the changes in the trends of the increase of achievement are examined in four ways.

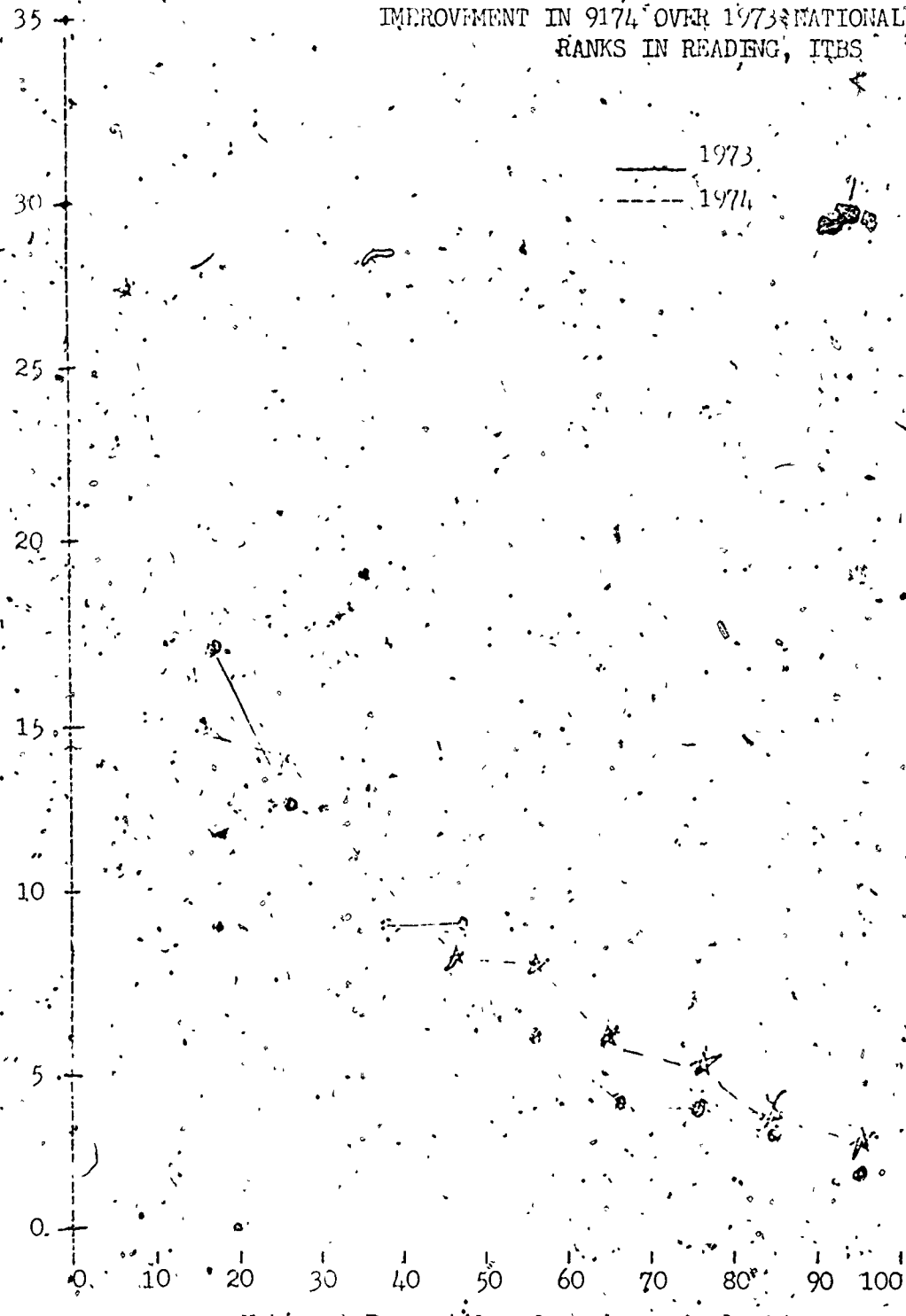
1. The profile of the pattern of increase of the same pupils for whom test data can be matched over the three year period.

IMPROVEMENT IN 1974 OVER 1973 NATIONAL PERCENTILE RANKS IN READING, ITBS

Per Cent of Improvement of Pupils by Grades

Percentile	1	2	3	4	5	6	7	1-7
91 - 100	4	0	2	0	0	0	0	1
81 - 90	0	0	1	1	2	-1	0	0
71 - 80	2	1	2	1	0	-1	0	1
61 - 70	4	4	4	1	2	1	0	2
51 - 60	2	1	1	3	1	0	1	2
41 - 50	-6	2	1	-3	0	0	0	-1
31 - 40	-3	3	-1	0	4	0	3	1
21 - 30	1	3	-2	-1	2	3	-1	1
11 - 20	-6	-11	-2	5	-4	1	6	-2
1 - 10	2	-3	-6	-7	-7	-4	-9	-5

IMPROVEMENT IN 9174 OVER 1973 NATIONAL PERCENTILE RANKS IN READING, ITBS



2. The increase in performance over the years of grades composed of matched pupils,
3. The increase in performance by grades as groups of unmatched pupils moved up through the grades, and
4. The increase in performance over the years of each respective grade level composed of unmatched pupils.

The first analysis concerns the patterns of growth of the pupils for whom scores can be matched over the three years. The matched data for reading show that, on an average, the rate of increase in achievement accelerated by 1 percent in 1973-74 over 1972-73 for the 24,146 pupils for whom matched scores exist. The acceleration was 8 per cent for the 4,346 matched pupils in the third grade; 1 per cent for the 4,788 pupils in the fourth grade; and 26 per cent for the 4,721 pupils in the sixth grade. There was a decrease in the growth rate for two groups of matched pupils: 23 per cent for 5,070 pupils in the fifth grade and 3 per cent for 5,221 pupils in the seventh grade. Hence, in general, over half of the 24,000 matched pupils accelerated their rate of growth in reading achievement as they progressed through the grades from year to year.

The mathematics data show a greater acceleration in achievement than was shown by the reading data. The acceleration in 1974 over 1973 averaged 5 per cent for the 23, 965 matched pupils, Three of the five groups of pupils accelerated the same growth rate whereas the third-grade group decreaced its growth rate by 33 per cent. In general, approximately 20,000 of the 24,000 matched pupils either accelerated or maintained their respective rates of growth in mathematics.

The second comparison focuses on whether or not, over the years, the grades composed of matched pupils accelerated their rates of growth in achievement. The reading data show that two of the three grades did increase their growth rates (second grade, 36 per cent and fifth grade, 226 per cent). The pupils in the fourth grade decreased their rates of growth by 7 per cent. In general, the three grades (14,204 pupils), which can be matched, exhibited an avarage acceleration of 85 per cent in their rate of growth in reading achievement in 1974 over 1973.

Performance in mathematics of matched grades (14,109 pupils) over the years showed a greater acceleration (749 per cent) than

was shown in reading (85 per cent). All three matched grades accelerated their rates of growth in mathematics (third grade, 1068 per cent; fourth grade, 958 per cent; and fifth grade, 221 per cent).

The third type of analysis concerns unmatched data: changes of total grade performance as the pupils advanced from grade to grade. The reading data show that there was a 9 per cent decrease in the rate of growth for the 34,112 pupils in grades three through seven in 1973-74 as compared to the rate of growth in 1972-73. Three grades decreased in their rates of growth: fourth grade, 10 per cent; fifth grade, 29 per cent; and seventh grade, 26 per cent. These three grades had about 21,000 of the 34,000 unmatched pupils. The remaining 13,000 pupils in grades three and six increased their rates of growth by 3 and 16 per cent, respectively.

Overall, grade-to-grade performance of the unmatched pupils in mathematics exhibited a decrease in the rate of growth (8 per cent) similar to that in reading (9 per cent). Four of the five grades showed a decrease which ranged from 4 per cent (of the fifth grade in 1974 over the growth rate of the fourth grade in 1973) to 34 per cent (of the third grade in 1974 over the growth rate of the second grade in 1973). Acceleration occurred in only one grade: 26 per cent of the fourth grade in 1974 over the growth of the third grade in 1973. Hence, approximately 27,000 unmatched pupils decreased in their growth rates in mathematics while 7,000 others increased.

The fourth comparison of changes in growth is of unmatched pupils by grade levels from year to year throughout the three-year period. This comparison reveals whether or not there was acceleration in the growth rates in 1974 over 1973 for each respective grade. The reading data show that there was an overall decrease of 18 per cent in the growth rate for the 47,343 unmatched pupils for whom reading data exist. The growth rate in each of the seven grades was less in 1974 than in 1973 except for the fifth grade. The 7,000 pupils in the fifth grade increased their growth rate by 218 per cent in 1974 over 1973. The other six grade levels decreased their growth rates from 12 per cent in the third grade to 115 per cent in the sixth grade.

The rate of growth in mathematics by grade levels from year to year shows an acceleration of 795 per cent in 1974 over 1973. Four of the seven grades increased their rates of growth from 12 per cent in the first grade to over 5,000 per cent in the third

grade. The decrease ranged from 26 per cent in the second grade to 122 per cent in the seventh grade. The excessive increase in the third grade is because of the negligible increase in the rate of growth in 1973 over 1972; hence, any material change in the rate of growth in 1974 over 1973 would result in a comparatively large per cent.

In summary, this analysis of the reading and mathematics growth rates in 1974 over 1973 revealed:

1. About half of the pupils have been in the school system and have test data for the three-year period studied.
2. For matched data:
   a. Reading improvement in 1974 continued at the same rate as it was in 1973.
   b. Mathematics improvement was slightly accelerated in 1974 over 1973.
3. For grade level changes throughout the years for matched data:
   Reading and mathematics improvement exhibited a significant acceleration in 1974 over 1973 (85 per cent and 749 per cent, respectively).
4. For grade progression of unmatched data:
   Rates of reading and mathematics improvement slightly decreased in 1974 over 1973 as unmatched pupils progressed from grade to grade.
5. For grade level performance throughout the years for unmatched data:
   a. Reading improvement was less in 1974 than in 1973.
   b. Mathematics improvement was greater in 1974 than in 1973.

In conclusion, the fact that matched data exist for only half of the pupils indicates that approximately half of the pupils have been enrolled for a three-year period. Consequently, this large immigration of pupils could have significently hampered the development of consistent growth patterns. (Note: Consideration is not given here to mobility within the school system and its effect on achievement.) In view of this immigration problem, it appears that the school system in making progress by preventing the growth rates from being slowed more than is the case. There is evidence in these data that particular attention given to coping with reading and mathematics problems caused by immigration might result in

future significant increase in the rates of growth in reading and mathematics. This seems to be a logical conclusion, since pupils who have been in the school system for three years have rather consistently increased their acceleration of achievement.

8/12/74
Research and Development Division

The Right to Read Program:

The Atlanta Public School system was selected as one of the 21 great cities to participate in the National Right-to-Read effort. Atlanta's program has been incorporated in the following Atlanta Public Schools: E.A. Ware, A. F. Herndon, and Fowler Street Elementary.

The goals and objectives of the national Right-to-Read effort demand full community cooperation and participation in local programs. As Ware Elementary School had been involved in the Educational Improvement Project since 1965, a program which also hinges on cooperative community involvement, Ware was chosen as the impact site for Right-to-Read. Success of the program which began in 1971-72 was then replicated in the two satellite schools, Herndon and Luckie. (Luckie Street school was later closed and replaced by Fowler Street).

The program attempts to provide a curriculum that will treat each student as an individual, and to clearly define goals and objectives related to the students' needs as identified by the needs assessment. Varying techniques have been utilized to involve parents, para-professionals and the community. These techniques are unique inasmuch as they vary from school to school, and pupil to pupil. Thus, the program's goal is to incorporate the diagnostic/prescriptive approach and continue to encourage staff development.

Development of the local program was based on the following assumptions:

1. That measurable intelligence can be developed or improved by stimulating environmental situations.
2. That reading is an important aspect of communication and can be developed and expanded throughout life.

PER CENT INCREASE IN ACHIEVEMENT OF 1973-74 OVER 1972-73

System Wide

Data Method - Reading

Grade	April '72	April '73	May '74	Rate of Gain for '73-'72	Rate of Gain for '74-'73	Increase in rate *	Increase in rate ***	No. of pupils
1	1.562							
2	2.150	2.331						
3	2.760	2.959	3.247	0.769	0.833	8	36	4346
4	3.653	3.755	3.859	0.809	0.818	1	-7	4788
5	4.507	4.292	4.591	0.989	0.760	-23	226	5070
6		5.135	5.177	0.639	0.805	26		4721
7			5.807	0.628	0.611	-3		5221
		Avg. Incr. Per Pupil				1	85	
		Total Pupils				24146	14204	

Data Unmatched - Reading

Grade	April '72	April '73	May '74	Rate of Gain for '73-'72	Rate of Gain for '74-'73	Rate Incr. **	Rate Incr. ***	No. of pupils
1	1.536	1.835	1.941			-68		6517
2	2.110	2.321	2.413			60		6714
3	2.736	2.975	3.207	0.785	0.805	3	-12	6918
4	3.679	3.761	3.827	0.885	0.775	-10	-27	7038
5	4.502	4.319	4.556	1.025	0.723	-29	218	6934
6	4.851	5.196	5.138	0.640	0.745	16	-115	6596
7	5.369	5.643	5.759	0.694	0.512	-26	-62	6626
		Avg. Incr. Per Grade				-9	-18	
		Total Pupils				34112	47343	

Data Method- Mathematics

Grade	April '72	April '73	May '74	Rate of Gain for '73-'72	Rate of Gain for '74-'73	Increase in rate *	Increase in rate ***	No. of pupils
1	1.603							
2	2.292	2.532						
3	2.988	2.968	3.181	0.909	0.608	-33	1008	4381
4	3.834	3.845	3.973	0.676	0.914	35	958	4733
5	4.758	4.588	4.814	0.857	0.881	3	221	4995
6		5.337	5.414	0.754	0.751	0		4667
7			6.069	0.579	0.665	15		5189
		Avg. Incr. Per Pupil				5	749	
		Total Pupils				23965	14109	

Data Unmatched - Mathematics

Grade	April '72	April '73	May '74	Rate of Gain for '73-'72	Rate of Gain for '74-'73	Rate Incr. **	Rate Incr. ***	No. of pupils
1	1.601	1.714	1.853				12	6457
2	2.283	2.498	2.673				-26	6663
3	2.981	2.978	3.154	0.897	0.596	-34	433	6869
4	3.834	3.863	3.940	0.695	0.875	26	141	6991
5	4.741	4.632	4.790	0.882	0.643	-4	232	6882
6	5.232	5.416	5.400	0.798	0.698	-13	-108	6540
7	5.950	6.075	6.045	0.675	0.572	-15	-122	6584
					Avg. Incr. Per Grade	-8	795	
					Total Pupils	33866	46986	

* Increase in rate of growth of pupils as they progressed through grade levels.

** Increase in rate of growth of grades as the groups progressed upward.

*** Increase in rate of growth of pupils of each grade level throughout the three-year period.

3. That the establishment of reading centers for remediation will provide opportunity for diagnostic treatment, motivation, observation, and growth of each individual student.
4. That reading, a communicative skill, is closely related to listening, speaking; and writing. These four phases of language arts are sequentially related to one another.
5. That the reader's facility in the use of language is directly related to comprehension.
6. That the improvement of reading skills will improve the achievement in the content areas.
7. That the extension of psychological, mental, social, and emotional experiences of the students will result in the development of an improved citizenry better prepared for the future.

Having accepted these premises the following objectives have been established:

To provide developmental and corrective reading experiences for all students enrolled in kindergarten through grade 7.

To organize reading centers providing remedial work for the most severely retarded students.

To focus attention on raising the sights of all students involved in the program.

To upgrade teaching techniques of all teachers.

To improve the academic achievement in the content areas of all students as the result of increased reading proficiency.

In order to activate the three satellite schools, a six-prong approach was expedited: (1) school tone, (2) teaching style, (3) curriculum, (4) demonstration, (5) in-service, and (6) community involvement, which is a special feature of the program. Five parents from each community are employed part-time to serve as parent-tutors in assisting the professional staff in the total reading program.

School tone includes the physical aspects of the school plant, administrative philosophy, emotional mood of faculty and students as well as the learning environment, the focus on change and community involvement.

Teaching style centers attention on diagnostic procedures of teachers individualization of instruction, evaluation and interaction of teachers and students in the learning environment, including the physical aspects of the room, teacher decorum and management.

The curriculum refers to content, subject matter, or that which is to be taught and learned.

Demonstration teaching refers to observing sequential teaching of reading skills on a grade level for a given number of weeks or months.

In-service education includes planned regular instruction on school time. In addition, it includes evaluation of instruction by outside consultants, attendance at local, state, national professional meetings and visits within the schools as well as reimbursing tuition to teachers and librarians for one graduate course in the reading sequence taken during the summer for credit.

Community involvement encompasses hiring and training of a given number of community parents as part-time Parent-tutors to assist classroom teachers in providing students with optimal learning opportunities, facilitators of learning. Also relieving the classroom teacher for scheduled in-service sessions.

To implement the procedural planning, these activities are designed:

School Tone:

1. Conferences between the Right-to-Read Program Coordinator and Principals.
2. Conferences with R2R Coordinator, Principals, one Assistant Principal, Reading Teachers, and Counselor-Lead Teachers.
3. Conferences with Area Resource Personnel.
4. Conferences with Area Superintendent.
5. Faculty Awareness meetings.

Curriculum:

1. Achievement test scores interpreted and evaluated.

IOWA TESTS OF BASIC SKILLS
HERNDON
MAY, 1974

	Reading				Mathematics				Composite			
	Gr. Equiv.				Gr. Equiv.				Gr. Equiv.			
Gr.	Act.	Pred.	PAQ	NAQ	Act.	Pred.	PAQ	NAQ	Act.	Pred.	PAQ	NAQ
1	1.9			105	1.6			89	1.7			94
2	2.3	2.4	96	82	2.3	2.4	96	82	2.3	2.5	92	82
3	2.9	3.0	97	76	3.0	3.2	94	79	3.0	3.2	94	79
4	3.4	3.5	97	71	3.4	3.7	92	71	3.4	3.7	92	71
5	4.2	4.3	98	72	4.3	4.5	96	74	4.4	4.5	98	76
	Average		97	81			94	79			94	80

IOWA TESTS OF BASIC SKILLS
WARE
MAY, 1974

	Reading				Mathematics				Composite			
	Gr. Equiv.				Gr. Equiv.				Gr. Equiv.			
Gr.	Act.	Pred.	PAQ	NAQ	Act.	Pred.	PAQ	NAQ	Act.	Pred.	PAQ	NAQ
1	2.3			128	1.7			94	1.8			100
2	2.4	2.3	104	86	3.1	2.5	124	111	3.0	2.6	115	107
3	3.9	3.0	130	103	3.5	3.1	113	92	3.8	3.2	119	100
4	3.6	3.9	92	75	3.8	4.1	93	79	3.9	4.1	95	81
5	4.4	4.6	96	76	5.3	4.8	110	91	4.9	4.8	102	84
	Average		105	93			110	94			108	95

The following charts show total pupil achievement at Atlanta's R@R schools.

Gr. Equiv. = grade equivalent

Act. = actual mean score by grade

Pred. = mean score that had been predicted that the grade would attain (this is based on six factors such as prior achievement, socio-economic level, attendance, etc.).

PAQ = predicted achievement quotient or per cent of predicted score that was actually achieved.

NAQ = national achievement quotient or per cent of national norm that was actually achieved.

IOWA TESTS OF BASIC SKILLS
FOWLER
MAY, 1974

Gr. Equiv.	Reading				Gr. Equiv.	Mathematics			Gr. Equiv	Composite		
Gr.	Act.	Pred.	PAQ	NAQ	Act.	Pred.	PAQ	NAQ	Act.	Pred.	PAQ	NAQ
1	0.6			33	1.7			94	1.3			72
2	2.8	2.1	133	100	3.0	2.4	125	107	3.0	2.3	130	107
3	2.9	3.2	91	76	2.8	3.4	82	74	2.8	3.4	82	74
4	3.9	3.6	108	81	3.8	3.9	97	79	3.9	3.8	103	81
5	4.5	4.2	107	78	4.5	4.5	100	78	4.3	4.4	98	74
	Average		110	69			102	89			104	82

In-Service:

1. Paid released time for staffs of Fowler Street and Herndon to visit Ware to observe reading program in action.
2. Attendance at Southeastern Region IRA Conference.
3. Attendance at Atlanta University Reading Conference.
4. Attendance at local reading workshops.
5. Attendance at IRA Convention.

Community Involvement:

1. Community Awareness dinner.
2. Recruitment, hiring, and training of parents as Parent-Tutors.

Both of these programs feature some common practices that we in Atlanta find very promising. Both programs stress meeting needs of and assuring academic gains for individual pupils. Both programs also stress extensive staff development. We feel that these two practices add strength to any educational program. We have not found a panacea in Atlanta and we still have many problems, but we do feel that we have found some successful practices to increase the reading performance of the boys and girls in the Atlanta Public School System.

A Prescription For Teacher Preparation In Reading Instruction

Dorothy R. Clayborne
Coordinator
Office of Reading and Right to Read
The Baltimore City Public Schools

On March 29, 1972, the Baltimore City Public Schools officially became one of the twenty-one federally funded Right-to-Read Sites. The goal was for each site to plan the best possible program for its needs, using the materials, information, and assistance furnished by the National Right-to-Read Office.

For our purposes, ten schools were selected -- six elementary and four secondary in accordance with the organization of our school system at that time. Since then, the Baltimore Public School System has been reorganized into nine regions. Perhaps some background information about Baltimore's school system would be beneficial at this time. Ours is the eighth largest school system in the United States, boasting a student population of approximately one hundred and ninety-six thousand students in the kindergarten through grade 12 program. One hundred seventeen thousand six hundred of these students are in the K-6 program; four thousand five hundred of whom are students in the six selected Right-to-Read elementary schools, and seventy-eight thousand four hundred are in grades 7-12. Six thousand nine hundred eight of these students are in the secondary Right-to-Read schools. In addition, the school program includes about one thousand early admission students, those in the pre-kindergarten years. The school system also operates a special education program, adult and continuing education, evening school, and summer school.

The work with the ten pilot schools began with a comprehensive needs assessment for each school. The assessment results provided the basis from which the general plan of action for the project was developed.

A diagnostic-prescriptive approach to reading was decided upon. In designing our reading program, it was agreed that we would develop an instrument that could be used to determine students' strengths and weaknesses in reading and that could be administered to an individual student, a small group or a total class of children at one time. As a result of this effort, three manuals for use with the Right-to-Read students and staff were developed; the Criterion

Performance Assessment Manual I, Performance Objectives Manual II, and Teaching Reading in the Content Areas Manual III. These materials served as the basis for our staff development sessions and were piloted with the staff in the ten Right-to-Read schools.

Prior to the Baltimore School System receiving the Right-to-Read grant of $100,000, the Maryland State Department of Education had established reading as one of the state's educational priorities. This decision was based upon the national emphasis on reading in the 70's and a statewide needs assessment report from the Maryland State Department of Education. Simultaneously, the Superintendent of Public Instruction for the Baltimore City Public Schools embarked on a systemwide effort for reading improvement. The goal for the 1973-74 school year of the Baltimore City Public Schools was to strengthen the instructional program by refining the organizational structure and operational procedures, with the first objective being to improve achievement levels in reading, writing, and mathematics. This objective defined the responsibilities for the staff in the Office of Reading.

We were directed to begin the development of a systemwide plan, in accordance with the state requests and those of the Baltimore City Public Schools, using the model that had been developed for the Right-to-Read federally funded impact sites.

Our first responsibility was to design a plan that could be used for disseminating information to the total staff. A pyramid scheme was selected for this purpose and was organized in the following way. Staff development originates from the Office of Reading. Each region has five different teams consisting of three or more persons. One of the teams, known as the Instruction and Staff Development Team, was the recipient of the training provided by the staff in the Office of Reading. Each school was instructed to identify a number of people, usually three, to serve as the Dissemination Team for the local building. This group would be trained by the Instruction and Staff Development Team and would in turn train the staff in their schools.

Staff development for this stystems approach to reading instruction was our next task. The plan required that the design developed coexist with the several already established reading programs; be they basal or management system types. The staff development was organized in three phases:

Phase I - Assessment

Phase II - Classroom Management and Instruction

Phase III - Teaching Reading in the Content Areas

Each phase consisted of several components. Phase I on assessment would utilize the locally developed Criterion Performance Assessment tests (CPA) which had been piloted in the ten impact schools. An analysis of this instrument had also been completed by the Office of Pupil Program Monitoring and Appraisal (Research Division) and had reported their findings in relation to the validity and reliability using Hoyt's method for computing the estimation of reliability for norm-referenced tests, and Livingston's criterion-referenced reliability formula. The coefficient of validity has been determined by perceiving the population tested in a manner that allowed the test administered in the respective grades to be defined as alternative forms of the same test (Lord and Novick, 1968).

The criterion and norm-referenced value for reliability indicated an extremely high consistency of performance on the tests. The validity coefficient reflected a low-moderate but positive correlation.

The program outlined for teacher training required an introduction of all materials to be used in the assessment phase. These included a listing of the test battery recommended for each grade level K-12, a sample package of tests, class profile sheets and individual profile sheets. Sessions were conducted to train teachers in administering the tests, scoring them and recording the results on the class profile sheets. Information concerned with when to test, and how much testing to be done was disseminated. In addition, we suggested that the tests be administered during the regular reading or English period. The number of tests to be administered at one setting depended on the interest, maturity, needs and abilities of the students. This arrangement made it possible for the teacher to score tests administered each day and determine which pupils should continue the testing and where the instructor could begin.

The use and interpretation of the results recorded on the class profile sheets was also provided in the Phase I training. Teachers were given instructions in how to use the results to determine instructional levels as well as to identify specific skill needs of students.

Student individual profile sheets are used to record results of the instructional program accomplished in terms of skills mastered and those not mastered. The code for recording test performance is as follows:

[+] met criterion - skill is known [ ] test was not administered
[-] did not meet criterion - skill must be taught [*] skill has been taught and mastered

When a student transfers to another class or school, the individual profile sheet is placed in the student's cummulative folder to accompany him.

To initiate the assessment phase of the program systemwide, all teaching staff, as well as supervisory and resource staff were to test students in grades K-12 on the battery tests designated, record results on class profiles and incorporate their findings into the already existing instructional program. This Phase I staff training was completed in 47% of the schools at the end of the 1974 school year.

In September 1974 Phase II was implemented. This phase emphasized Classroom Management and Instruction. Components included in Phase II were Instructional Models, Group Informal Screening Tests for secondary content area teachers, Readability Formulas, an introduction to Prescription Writing, Teaching by Objectives, Functional Reading, and Cross Referencing.

A reading instructional model of integration between standardized and non-standardized assessment measures was presented to the workshop participants.

The purpose of the model was to provide teachers with a plan for organizing the formal reading period in order to provide instruction in those skill categories identified from the Iowa Test of Basic Skills (ITBS) as well as the Criterion Performance Assessment Tests. The model, referred to as the 1/3, 2/3 model suggested that the time set aside in a school for the reading period be divided into two instructional segments. If a given reading period is sixty minutes, 1/3 or twenty minutes of the teaching time should be devoted to instruction of skills related to the ITBS, and 2/3 or forty minutes devoted to the teaching of skills identified from the Criterion Performance Assessment tests and other materials.

The 1/3 part of the model is a teacher-directed instructional period with the total class. The skills for this teaching time are

taken from the comprehension and vocabulary sections of the ITBS and the functional reading goals identified by the State Department of Education. Incidentally, the ITBS and a locally designed criterion-referenced assessment for functional reading are cited as assessment tools in our state accountability law.

Instructional models for the Directed Reading Thinking Activity and Skill Development were also introduced to the teachers.

Secondary content area teachers were provided a Group Informal Screening Test to be used to help determine the reading levels of students on the basis of a classroom text.

Readability formulas were introduced for the purpose of determining the readability of available materials in order that suitable instructional strategies could be applied, and to aid in the selection of curriculum materials for students.

Preparing students to meet the reading demands of functioning in society is the ultimate goal of incorporating functional reading into our existing reading program. Unfortunately, research has shown that, upon entering the world of work, many of our students were not able to complete and understand forms, follow directions, gain information from varied sources, or to attain personal development through reading. Hence, these five factors became the focus of our statewide effort to give students survival reading skills. Curriculum materials have been designed with and for students in kindergarten through grade 12. Suggested teaching strategies have been disseminated. Although State Department assessment will be conducted in grades 6, 10 and 12, we have designed pre and post evaluative instruments to correlate with each of the sub-goals. These materials are currently being piloted and refined in our local schools.

At the elementary level and secondary level, survival reading activities can be incorporated into all subject areas.

Prescription writing was focused upon as a part of our diagnostic prescriptive approach to reading. We view prescription as all of the teaching-learning experiences students engage in, in order to become competent in an identified skill area. Prescriptions can be developmental, remedial or reinforcing. These activities can be directed or independently handled in accordance with the students' needs, interest and abilities. It is important to mention that prescriptions can be administered on a one to one basis, a group basis or a total class basis.

In accordance with the development of prescriptions, the ten major reading programs being used in our system were cross-referenced with our Sequential Listing of Reading Skills. These materials provide another set of ready resources for staff as they endeavor to personalize instruction for all students.

As we proceeded with staff development in reading, the total system was also being instructed in how to manage and teach by objectives.

The third and last phase of our staff development will be completed in June, 1975. This phase deals with mini-courses offered to all teachers in the school system. The mini-courses began in February, 1975 and are conducted on Saturdays and evenings. Three local colleges offered their facilities free and local system personnel and college personnel in and out of the city volunteered as instructors. All persons who completed Phases I and II were eligible for the mini-courses for which three credits will be awarded upon completion of the mini-courses. In addition to the mini-courses offered systemwide, two hundred sixty staff members from each of the federally funded impact sites were able to take graduate level reading courses.

There has been an on-going staff development program for paraprofessionals. They too have been instructed in how to score the Criterion Performance Assessment tests. In addition, they have been given instruction in basic reading skills and how to reinforce these skills.

Similarly, volunteers have been given pre-service and in-service training in order to supplement the formal reading instruction given by teachers.

Parents, too, have been involved in workshops on a local school and regional basis in order to familiarize them with the organization of our reading improvement plan and ways that they can assist their children in learning to read. In conjunction with this effort, we have developed a slide tape presentation which shows ways that parents can help.

The staff in the Baltimore City Public School System does not purport to have the panacea for curing all students' reading problems. However, we do believe that we have embarked upon a concerted effort by administrators, teachers, parents, volunteers and students to become totally committed to ensuring every child the right to read.

The Reading Program of the Boston Public Schools

Marie T. Hayes
Reading Director
The Boston Public Schools

Organizing a newly-established department of reading in a large urban school system, and being charged with the responsibility of effecting change in the reading achievement of its 94,000 children is an awesome challenge. The terms, performance objectives, planned program budgeting, accountability, affective and cognitive domains, systems approach, humanistic education, computer-assisted instruction, contingency management, educational technology, and individualization of instruction cease to be abstract catchwords which one has gleaned from textbooks and suddenly assume a reality and become the verbalization of esoteric concepts. School systems are looking not only for understanding of these concepts, but also direction in their implementation in actual programs, as theory is translated into practice. That translation brings with it a degree of bafflement and confusion and, yes, frustration because the educational theoreticians have given us concepts that seem to be extremely global and rather vague. Converting theory to application is no more effortless in the real world of public education than it is in any other discipline. Misjudgments are made in the process of transformation, but they are to be expected in so equivocal a process.

In Boston, in the area of reading, the school people work very closely with the university people. One does not defer to the other because each has his own store of knowledge, his own perceptions, his own insights. It is the sharing of these values, attitudes and assumptions that may lead us to better serve society and the child.

The Department of Reading of the Boston Public School System has benefited from this bond between university and public school. That association culminated, in 1973, in the creation of an alliance - The New England Consortium for the Right-to-Read, organized to provide to its participating members the intelligent leadership and change-agent skills necessary to assure that the national goal of the Right-to-Read program would be attained.

> "The problem that has been documented so extensively is clear. The splintered efforts of past years are recognized as both assets and liabilities in the achievement of our purpose. Assets,

> because the materials, equipment, and prepared reading specialists are present resources that bring strengths to our concerned effort; liabilities, because these splintered efforts, in many instances, have become separate entitities. Unification of all efforts into a master plan is needed to provide continuity to students' programs." (from: The Constitution of the New England Consortium for The Right-to-Read.)

To assist schools in assessing their reading programs and so determine areas of need, criteria of excellence were established by the Consortium Committee. These criteria are broad statements of conditions that must prevail if all children are to be served by the reading program.

In 1974 these criteria were adopted by the School Committee of the City of Boston as their own - as the ultimate goals of Boston's Department of Reading.

The Criteria of Excellence are twenty-six statements delineating conditions that should exist if reading failure is to be eliminated from our schools and communities. They are, in essence, the hallmark of an effective and viable reading program. It is on the foundation which these Criteria provide that the Department of Reading of the City of Boston has built the organization and administration of its program.

The Boston program is positive in its approach. Though multifaceted, it weaves segments such as Reading Is Fundamental, Programmed Tutoring, Reading Laboratories, Resource Rooms, Eclectic Approaches, Title One Reading Programs, Programs for Children with Special Needs, Reading Coordinators, Parent Workshops, Middle and Senior High Schools Programs into the TOTAL-Reading-Program conceptual framework.

Attempts are being made to build the Boston Reading Program wisely, scientifically and on the basis of substantiated and validated facts and documented experiments instead of on illusory assumptions, erroneous beliefs and personal preferences. Data gathered from a comprehensive analysis and assessment of reading programs and achievement in all schools throughout the City of Boston which was published in March of 1973, just prior to the establishment of the Department of Reading, indicate that the problems in this city school system, as they relate to reading instruc-

tion, are not dissimiliar to those enumerated in reports from urban school systems across the country: excessively large percentages of students falling below the national norm of standardized tests; significant student mobility in Boston, over 30%; lack of coordination of over eighty different reading programs being used throughout the system; ineffective utilization of city-wide standardized testing programs in reading; demand for quality in-service education in reading by a majority of teachers at all levels; expressed desire by parents and school faculty that a skill-based, system-wide reading curriculum be established.

The Boston Reading Program, as it exists in its first year of operation, is a skill-based system-wide reading program. It has for its philosophical base and model a continuous progress organization. Implied in continuous progress is the recognition that each child has the potential and ability to learn; a need to develop his own style of learning and a right to be instructed at the particular time he evidences that need and desire. The model is not an innovative one. It was inherent in the first publicly supported schools in America where pupils of all ages and abilities were housed in the rural one-room school, and teachers, logically, had to group the pupils for instruction in all subject areas.

This model Boston pioneered in pre-Revolutionary days and recognizes it, in this bi-centennial year, as a viable and efficacious one, and looks to its teachers as the real curriculum builders. They are the clinical experts in curriculum because their daily labors are correlated to classroom-based data about learning and teaching processes which no one else has. Toba Claims:

> "There is reasonable ground for believing that if the sequence in the curriculum development were reversed -- that if, first, teachers were invited to deal with specific aspects of curriculum and then, on the basis of these experiences, a framework were to be developed-curriculum development would acquire a new dynamic."

It is that new dynamic that the Department of Reading of the Boston Public Schools is actively engaged in activating. It is that dynamic which is responsible for the development and implementation, embryonic though it may be, of the Boston Continuous Progress Reading Program.

The desire and need for a system-wide reading program has been voiced by Boston teachers. The Department of Reading has acknowledged the aspiration and has undertaken the task of acquiescence.

A reading program has three components: 1. curriculum - what professionals think is necessary for child to learn in order to become an independent reader; Boston has it. 2. Methodology - strategies for teaching what the child must learn; Boston has it. 3. Organization and Administration - what must be done to accomodate individual differences and to guarantee that learning and not just teaching will occur. Boston did not have the latter component on a city-wide basis, but directors, principals and teachers are building it. The process is a slow and enervating, yet an exhilarating and vital one.

In order to support a city-wide Continuous Progress Program and yet allow freedom in the selection of material and flexibility of approach at the building level, an instructional management system was designed.

The system consists, primarily, of a set of performance objectives, limited in number and terminal in nature. They were built by a group of Boston teachers in the Summer of 1974, after another group of teachers had cross-referenced ten basal readers and had devised a basic list of skills common to the foci of the ten basals and on the basis of which the second group could initiate their work. There is a tendency to suggest that school systems should purchase ready-made, published objectives. We, in Boston, did not concur. Input, agonized though it may be, gives one a sense of partnership, of ownership, and may lead to superior output. Those original objectives are now (May, 1975) being reviewed for possible revision by another group of teachers. Thus, the positive ripple effect is taking place: The personal ownership concept is extending from building to building throughout the school system.

The performance objectives, having been written, Criterion-Referenced Tests were devised to measure the attainment of those objectives at two levels - Primary and Intermediate Grades (K-5) and (6-8). These test items were later sent to a master in psychometrics to refine. Teacher-evaluation of the tests after administration of them indicated that the test items really did measure what they purported to measure. The tests are valid measures of individual skills achievement. Some changes in the format

of the tests were requested by teachers and other department heads (e.g. Vision Resources, Kindergartens) and those changes, where practical and significant, have been made in preparation for the second (June) test-administration.

The most difficult aspect of Boston's instructional management system has been in the design of the computerized record-keeping system. It is here that one brings to the instruction model utilized initially in the one-room school house the technological sophistication of the 1970's. The mobility of the Boston student requires that some monitoring system follow and assist him as he proceeds through the grades.

The system originally devised gave the classroom teacher an individual prescription for each child. The teacher was thus informed what skills the student had mastered, on what additional skills the student should next work, and what instructional materials were available to him in his school for the acquisition of those skills (books/pages specified). In addition, each teacher was given a class grouping report in which his/her children were grouped according to common instructional needs. The latter proved to be most valuable to the teacher. The former, which everyone thought would be most beneficial, left the teachers buried under that deluge of paper that only a computer can pour forth. Change was demanded!

"Change" is the key word of the Boston program. The loose-leaf format of the Teacher's Manual is an external manifestation of that dictum. So, the indivudual prescription sheets have now (April) been replaced by Group Prescription sheets in pamphlet form. Each pupil receives an Item Analysis sheet for each test he takes and this serves to confirm his group placement. The exact resources available to the teacher, here and now, are delineated for each group of students, instead of for each individual student.

The initial stages of implementation of any reading program on so expansive a scale are difficult, yet there are side effects and spin-offs in the program-building process that are positive and convincing. One such effect is found in a report published in April, 1975, in which the status of reading achievement of Boston Public School children, as measured by the Metropolitan Achievement Test on a city-wide basis, had been analyzed. This report, done two years after the original 1973 Needs Assessment, reveals rather startling results as indicated by this excerpt:

"It is extremely significant to note that the downward trend in the reading achievement of Boston students, previously reported, has been halted, and the students generally do as well or better in vocabulary, relative to reading achievement. The halt in the downward trend becomes even more notable when the rising rate of student mobility (up 5% from the 1972-1973 school year to the 1973-1974 school year) in the elementary districts is considered."

Could this halt, a shadow of success, not be due to the fact that an entire school system is beginning to pull together to build a reading program that will assist the child in feeling secure and in tasting success as he moves into a new environment?

Reading Experiments and Activities in the New York City Public Schools

Anita Dore
Director
Bureau of English
New York City Board of Education

Although you are all well aware of New York City's size and our considerable school population, a few statistics may be of interest to help you realize the magnitude of our educational system.

We have one million, one hundred thousand pupils, approximately, and a staff of almost 118,000 pedagogical and administrative employees of whom 72 thousand are teachers and supervisors. We have about 12 thousand paraprofessionals. We have a School Volunteer Association which has over 2 thousand volunteers working in our schools, and in addition on a more or less regular basis, there are substitute teachers, student teachers, and other personnel.

A breakdown of the ethnic composition in New York City, shows that 37% of the students are Black, 23% are Puerto Rican, and 4% of Spanish surname, 34% are White, and 2% are Oriental. There are many languages spoken and where students are not fluent in English, instruction is given in the native language: primarily Spanish, but also French, Chinese, Greek, and Italian.

Under the decentralized Community School District System, passed by the legislature in 1969, the operation and control of the public schools are shared by the citywide Board of Education and 32 community school districts.

The high schools, however, are solely under central headquarters control. The decentralized districts have local school boards of nine members, elected by the residents of each district and they in turn select community superintendents, principals, and other supervisory personnel.

There are nearly 100 high schools in New York City: academic, vocational, and comprehensive. There are about 20 alternative high schools, small schools geared to the needs of students who prefer a non-traditional style of organization and curriculum.

As one student in one of these schools wrote while an intern at the Amsterdam News, "The Alternate School is that sort of program for the unwed mothers; students with the high absenteeism; early history of passing, late history of failing; those with family responsibilities; history of cutting and those simply bored with education".

The nerve center of the Board of Education is 110 Livingston Street in Brooklyn and across the street in 131 Livingston, an old elementary school, the subject bureaus are located here: Bureau of English, Foreign Languages, Social Studies, Mathematics, Science, Home Economics, Industrial Arts, Music, Art, and so on, all part of the Division of Educational Planning and Support. Each bureau is staffed with a director and assistant directors, and in some cases supervisors and coordinators. The subject bureaus work with principals and assistant principals at all levels, work more or less directly with heads of departments in the high schools, with district reading coordinators, and with colleges, state and federal educational departments and funded programs.

Reading instruction on all levels is the responsibility of the Bureau of English and I, as Director, give the greater part of my time to this area.

Crucial for the reading program is the yearly testing program, mandated by the New York State Legislature for all pupils in grades 2 through 9.

The reading tests are administered for two reasons: first, to rank all schools according to proportion of pupils reading at and above grade norm, and, second, to provide central, district, and school administrators with objective bases for instructional, organizational and personnel policy decisions.

Some of the advantages of such a testing program are offset by the unfavorable publicity engendered. The significance of the scores given in grade levels is misunderstood. Too often the general public assumes that 100% of the pupils can or should be at grade level or above. Invidious comparisons among schools are made. Small class size and extra staff provided to schools with low reading scores are, ironically, lost when the school by great effort achieves improved scores.

An analysis of the April, 1974, testing results indicates that 33.8% of the pupils, grades 2-9, are reading at or above grade level.

This figure compares favorably to other big cities as New York ranks third amongst the ten largest in regard to the percentage of students reading at or above grade level.

No citywide statistics are available for the high schools but screening tests to determine the need for funded and tax levy remedial reading classes shows a very large percentage of students severely retarded, many, especially in the Title I schools, reading below 5.0, with a significant number identified as non-readers.

Reading is the number one priority in all except the highly favored schools. Many schools are organized into classes on the basis of reading scores. Teaching positions, allocation of space, and budgets for reading materials reflect the importance of reading and there is a massive search for ways to solve the reading problems.

Last year our office distributed a questionnaire to the 32 district reading coordinators who are responsible for surveying, training, advising on materials and programs for each of the 32 community districts. The questionnaire requested information on the reading programs and materials used in each district by schools in the elementary, intermediate and junior high schools. Data was organized under organizational patterns, such as reading labs, mini schools, open classroom; according to methodology, basal reader, phonics approach, special alphabet, multi-media multilevel, language experience, and so forth.

In fact the results showed that there is probably no type of program nor variety of material which is not being used somewhere in New York City.

But it is not these programs and materials, most or all of which are undoubtedly being used in your own city's schools, but some special programs being tried out experimentally in idividual schools and classrooms which show promising results that I should like to describe. In some cases you may note that these are similar to programs in your schools for we are all eager to try out such programs and word of them spreads quickly.

As you will see, many of the programs that I will describe involve the participation of an outside agency. There is a kind of partnership between the school and the museum or colleges or hospital, or commercial institution which is working effectively toward reading improvement.

In District 2, in the lower part of Manhattan, there is a program called Prevention and Remediation of Learning disabilities. It's done with the cooperation of NYU and with Dr. Archie Silvers, psychiatrist, Dr. Rosa Hagan, psychologist, and a social worker working as a team. They work in 5 schools in that district, and the purpose of this program is to identify, as early as possible, students with disabilities. At this time of year they are mass testing the pupils in the kindergarten. They use a battery of tests called SEARCH which they have prepared. The tests are administered individually with an oral response, and they sometimes identify children having neurological difficulties. The program extends into grades 1 and 2, and sometimes into grade 3. Students are taken out of the classroom into a separate room, and the work is with individuals or in a group of two, but generally not more. The team also work with teachers who are very carefully selected and trained in advance by Dr. Silvers. Pupils are given special activities dealing with language and memory for about 20 minutes every day. The team constantly works with the teachers on further training. The teachers work with the entire family of the students as needed. They use some commercial materials and some materials which they have prepared themselves. They use books, toys, games, telephones, blocks and other materials.

District 12 and District 22 are using a program which bears a great deal of resemblance to one of your programs in Philadelphia, and we are sharing some of your material using television as motivation. District 12's program started as a summer funded program in a junior high school for students severely retarded in reading. Special funds provided tapes and scripts of such television programs as "The Story of Jane Pittman","Brian Song", and others. Students viewed the tapes, read and dramatized the scripts, wrote their own reactions and also new original scripts. The program worked successfully and it was carried over into the regular school program in the fall. Students preselected their scripts and every student had his/her own. They preplanned with the staff and devised and worked out the program's objectives and approaches. There was a three hour involvement period: 1 hour 15 minutes utilizing the script for decisions about dramatization, and 1 hour and 15 minutes analyzing and practicing the speaking roles using segments of the film for reference; then 30 minutes of writing exercises. There were supplementary activities as well: visits to studios, interviews with different persons and personalities, and so on.

In one of our districts in the Bronx, District 8, puts great emphasis on the need for developing students' self-image. Students

who were not qualified for promotion from elementary schools to junior high school because they did not reach the required reading level were given a special program. Instead of being held back within the same elementary school, they were moved to an alternative school housed in a church. There they are given an intensive program, spending a great deal of time on reading activities. They use carefully selected materials, and for motivation and enrichment they go on weekly visits to the museums. They also go twice a week to a "Y" for swimming. The improved attitudes toward school have resulted in substantially higher reading scores.

Within the same district we have an intermediate school where a very knowledgeable assistant principal is in charge. In order to deemphasize individual students' weaknesses and retardation, he programs the entire 6th grade for reading. The entire grade works in the reading lab setting with individualized contracts according to diagnosed strengths and needs. Although an early advocate of the reading lab, this assistant principal feels it can become sterile and he's now enriching the program with the use of such activities as creative dramatics and films. In the 7th and 8th grades only those pupils who really need special attention continue in the reading lab and the others concentrate on a language arts curriculum.

District 11 is concentrating on the content areas for intermediate and junior high schools and has made arrangements with Harold Herber to come down from Syracuse for teacher training. He comes down and works with all the assistant principals in that district in all subject areas. He gives lectures and organized workshops in which supervisors prepare materials and go over them together. Next year Dr. Herber will work with the teachers.

We have a number of programs using the arts as motivation for reading. The Children's Art Carnival, originally developed with the Museum of Modern Art, works with 12,000 pupils during the year. The children are now taken to Hamilton Terrace, which is a total environment creative workshop, and they work there in sculpture, painting, clothing design, sewing, photography, and other arts. Then they return to their classroom where they have reading activities related to what they have been doing at the Hamilton Terrace Center. They work on scripts, design sets, and take notes and keep logs, related to their arts projects.

There are other arts related projects, one at the Guggenheim Museum and another which is just organized, Arts in General Education, funded through the John D. Rockefeller III Fund.

An intermediate school uses an interdisciplinary program where major art students with low reading scores are programmed for 4 periods of art and 4 periods of corrective reading. They work on vocabulary, comprehension and study skills using art as the medium. They keep journals of their art projects.

The daily newspapers are used extensively in reading projects, especially the News and the Times. In one district the Times is delivered to 300 students in grade 6, whose reading levels range from 2.0 up. They start reading the Times, beginning with the advertisements, sports, weather; and then they read some human interest stories. One of the interesting things about this project is that the paper is taken home to the parents, so that it becomes a family sharing activity.

Many schools make use of students as tutors. It has been demonstrated that the tutor generally gains more than the tutee. To help to provide adequate remedial help for the tutee as well, a JHS in Brooklyn has made interesting use of the services of senior citizens. Senior citizens have been recruited from local churches, temples, and centers. They are given some initial training by the assistant principal in charge of English at the school and they work on a one-to-one basis with students who are retarded in reading. The PTA provides the senior citizens with lunch, and a para-professional coordinator gathers materials, keeps attendance, and renders other helpful service. The senior citizens attend additional meetings and workshops where they get continued instruction. Dr. Lillie Pope, psychiatrist from Coney Island Hospital, addresses the group periodically.

We move on the high schools where the Bureau of English has been working intensively expecially this past year.

Five years ago working with the funded Urban Aid and then Title I programs we established the reading laboratory as a supplementary class for high school seniors reading below 8.0 and therefore ineligible for diploma.

These laboratories were staffed largely by English teachers trained by a corps of teacher trainers and coordinators working with the Bureau of English.

These laboratories became the prototype and the teachers helped to make the reading labs a nucleus to stimulate the tax levy school programs.

When the first Right to Read Impact program was funded three years ago, Muriel Mandell, a teacher working in the Reading Laboratory at an inner city high school, became the coordinator and the basic training program developed at Theodore Roosevelt High School became the model.

The design of the project was to use the reading lab staffed by an experienced teacher, as the site for training other members of the staff. Funding was to train and provide members of the English department in reading techniques by assigning them one period of the day to the reading lab as an assist to the experienced teacher. Gradually a cadre of trained teachers was developed within the English department. The next step was moved into other content areas and assign teachers of science, social studies and other subjects as assists in the reading lab. As they became trained, these teachers were able to apply reading skills in their other content area classes.

Special materials were developed to assist the reading teacher: Reading Laboratory for the Secondary Schools, High School Reading Taxonomy, A Reading Manual and Taxonomy for the Social Studies Classroom, and The High School Reading Sampler. (Copies are available from the Bureau of English at a small charge).

This year the Board of Higher Education concerned over the percentage of dropouts in the Open Enrollment Policy asked for assistance from the High School Division. With the assistance of the Bureau of English and Right to Read a program was launched to improve pupils' reading abilities, especially the marginal student going on to college but deficient in basic skills. In October, 1974, a 2½ hour standardized reading test, the Iowa Silent Reading Test, was administered to 160,000 9th and 11th grade students to identify strengths and weaknesses in vocabulary, comprehension, rate of reading, recall, skimming and scanning, work study skills, such as using the dictionary, reference books, diagrams and graphs.

Detailed individual profiles for each student were sent to every high school. The individual profiles also supplied the instructional level and independent reading levels. Parents were informed of their children's achievements.

As a result of the test, more students who might have gone on to college lacking basic skills were given help in high school and students with high reading scores were often identified as lacking a particular skill such as skimming or work-study.

A full scale training program for supervisors of all subjects was launched by the Bureau of English and New York City's Right to Read Project so that following the test students could be given help.

The training program involved: (1) mini courses for approximately several hundred supervisors in all areas to form a cadre of trained personnel to give reading instruction to their teachers: (2) special training for supervisors devoted to test orientation interpretation and follow up: (3) 4 special manuals for teachers and supervisors with classroom activities and practices.

This program is to be expanded next year with testing for the entering high school students and those not yet tested this year.

More intensive training sessions and courses are planned. A TV in-service course will be prepared to be aired in 1976-77 for teachers and supervisors in secondary reading in the content areas.

Like the elementary, intermediate and junior high schools, the high schools have developed a number of projects working as partners with an outside agency or institution to improve reading.

There are many school-based courses and programs carried on in cooperation with city and private colleges especially in reading in the content areas.

There are a number of career-oriented projects, such as the one at Benjamin Franklin High School with Mount Sinai Hospital where students who are reading below grade level are being trained for health careers and use activities such as reading charts and case histories to improve their skills. The hospital gives instruction in basic health technology.

At Charles Evans Hughes, students in the Home Economics Course maintain a nursery school within the high school, read to the children and help them with the alphabet.

At Boys High School the Civil Service League helps to prepare students for civil service tests.

These examples selected from many show that there is creativity everywhere, not just within the school walls. Throughout our system there is a massive search to find new and better ways to improve reading by improved instruction, new methods, better materials, and more effective motivation.

Reading Instruction in the Philadelphia Public Schools
Some Promising Practices, with Implications for Teacher Education

Marjorie N. Farmer
Director
English Education
School District of Philadelphia

I. General information on the structure and organization of the program.

The Philadelphia Public Schools serve approximately 266,500 children. Of these, 155 (0.1%) are American Indian; 164,558 (61.7%) are black; 12,557 (4.7%) are Spanish-surnamed; and 88,480 (33.2%) belong to other racial groups. Instruction is provided by approximately 13,000 teachers, including 395 reading teachers.

The reading program in Philadelphia Public Schools is organized on a project-management basis. Each of the eight District Superintendents has a Reading Project Manager, who is responsible for directing the planning, organization, implementation, and evaluation of a comprehensive reading program in every school. Supervisory and consultant personnel are assigned to each district, working under the Project Manager's direction. Central direction is provided by the Director of English Education, who reports to the Associate Superintendent for Curriculum and Instruction. Management services, supplied by the offices of Personnel, Purchasing, Payroll, Budgets, and Research and Evaluation, are coordinated through a Central Resource Team, chaired by the Associate Superintendent for Curriculum and Instruction. Basic funding is supplied through the Operating Budget of the School District of Philadelphia, heavily supplemented in eligible schools by Title I funds, which are administered through the Office of Federal Programs. A Director of Title I Reading Services has been recently appointed to manage this part of the program.

Instructional leadership is provided by the staff of the Division of English Education, which includes three assistant directors (for lower, middle, and upper grade reading programs), two English curriculum specialists, to support the comprehensive English-communication program, and fifteen supervisors of language-arts and reading, who provide leadership and support in the eight districts.

A professor from each of two major local institutions (Temple University and the University of Pennsylvania) is under contract to provide certain resource and staff development services to the Division. In addition, both teach certain of their University courses in the schools.

Instruction in reading is competency-based, using a diagnostic-prescriptive instructional mode. It is based on these principles:

The principles of reading instruction that support this program were published by the Division of English Education in System for Reading Improvement for the 70's - (March 1970).

1. Reading is part of the natural sequence of language development, which follows the pattern of listening, speaking, reading and writing. These facets of language development are interwoven and interdependent.

2. Reading is a process, not a subject; therefore, it is an integral part of all content areas that use any textual material as part of the instructional program. There need be no dichotomy between skills and content; both can be taught effectively so long as the teacher is not bound to "cover the curriculum" at the expense of teaching the child.

3. Reading is more than decoding; it is reconstructing and interpreting the ideas represented in the symbols, synthesizing them with past experiences, and utilizing new ideas thus gained.

4. Reading involves a hierarchy of skills developed sequentially, from the decoding process to the higher level aspects of critical comprehension.

5. Unless there is thinking, whether it be at a superficial, concrete or in-depth and abstract level, there is no reading.

6. There is no one method, approach or material that will meet the diverse needs of all pupils. Children have different modality preferences and strengths for learning; many require a combination of sensory stimulations in order to learn to read. In the final analysis, it is the teacher who makes the difference,

rather than the use of any particular method or material. The teacher must therefore have access to a variety of techniques, materials and approaches in order to be responsive to the individual needs of the students.

7. Each child is unique in his background of experience, his level of language development, his social, mental, physiological and emotional maturation; all of these are interacting forces impinging on a child's readiness for reading instruction at all levels.

8. The underlying philosophy is that the education must be student rather than subject centered, and that the emphasis must be on the acquisition of skills and their application to content, so that the student can be independent in his search for knowledge.

9. We must produce readers who are <u>educated</u> as well as <u>trained</u> - readers who not only use the printed word to cope with their environment, but who also use it to communicate with the past and present, to adapt themselves for the future, and to understand themselves, their fellow humans, and the times in which they live.

The primary teaching resource is READING: PUPIL COMPETENCIES with its accompanying Criterion-Referenced Tests.

The overall goals of the reading program are as follows:

1. Students leaving school at age 16 or beyond will have achieved minimal functional literacy. This means that they will possess at least the reading skills that enable them to:

   - Follow written directions and fill out forms connected with daily living, such as applications for employment and drivers' licenses, tax forms, medical forms, etc.

   - Read instructional manuals (operational and job-connected).

   - Read newspapers, periodicals, and other publications for information and personal satisfaction.

Measurement will be based on teacher appraisal of specified curriculum outcomes.

2. Reading achievement levels of students in Philadelphia Public Schools will be generally equivalent or superior to those of students in similar age groups throughout the country, as indicated by:

   - Improvement of individual students' test scores.
   - An increase in the percentage of students scoring in the functional reading range.

Measurement will be based on performance on nationally standardized reading tests.

3. Students will make steady progress through the Reading Curriculum (Reading: Pupil Competencies) of the Philadelphia Public Schools.

Measurement will be based on performance on the Criterion-Referenced Tests that accompany the curriculum.

Student achievement, as measured on standardized tests, has generally showed an upward trend over the five years (1970-1975) that this comprehensive effort has been underway.

II. Some promising practices.

Field and central office Division of English Education staff members have been asked to identify instructional practices that they regarded as especially successful, in terms of improved levels of learner achievement. Some of these are outlined briefly in the accompanying table.

	Program title and/or description	Reasons for considering it successful	Implications for teacher education
LOWER GRADES (1-4)	The comprehensive reading program as in the Kearney School. The reading plan reflects total participation on part of the district, school, teachers and pupils, and community. The goals are clearly understood and <u>everyone</u> is committed to getting children to read. Open classroom (yrs.1-2). Cycling at intermediate lev. Strong decoding program <u>but Pupil Comp.</u> provide basis of instructional program. Reading Center (corrective).	Over the five years of the District Reading Program, progress on the California Reading Tests (word recognition and comprehension) indicates dramatic upward movement. Teacher turnover is at a minimum. Absenteeism among the lowest in the district.	The reading teacher is the key to success. She has the <u>complete</u> confidence of teachers and principal, and parents. Parent groups are organized to assist children having problems - these are evening meetings held in homes, organized by reading teacher and president of Home & School Council. The reading teacher herself feels that the kind of support she receives from the district has enabled her to "organize the school for reading." The impetus provided by the District Reading Plan enabled the movers in the Kearney to organize a total reading program where <u>everyone</u> (new teachers and parents fall into the pattern) work together for the same purpose.
	Primary Reading Skills Centers for first and second grade pupils. Instruction is individualized, based on diagnosis and prescription. Teacher directed activities in specific skills areas are reinforced by other learning activities. Aides assist with reinforcement.	Research results of second year pupils indicates significant improvement in pupil achievement.	The classroom teacher who accompanies the class to the Center becomes part of the instructional team. This provides continuous professional development for that teacher who becomes familiar with techniques of individualization that can also be carried into the classroom.

	Program title and/or description	Reasons for considering it successful	Implications for teacher education
LOWER GRADES (1-4) (Cont.)	A wide variety of specific skills materials and literature are available. Pupils work individually, and in small groups according to pupil needs. A first year reading Program in School of Expressive Arts, Pennypacker School. Language Experience and Literature approach combined with movement. Literature and original writings or any exciting piece of language.	Pupil achievement and enthusiasm for words. The desire and the ability to read widely.	Teachers should know: How to develop and use informal diagnostic instruments. How to integrate results of diagnosis into instruction. How to use a diagnostic prescriptive program. How to write instructional objectives. How to increase opportunities for individualized learning. How to develop and maintain an activity-centered classroom.
MIDDLE GRADES (5-8) (7-9)	Special compensatory junior high school reading program in District Four. Program includes basic decoding, individualized instruction, programmed materials. Diagnostic, prescriptive approach. Use of criterion-referenced tests to assess progress.	1. Pupil achievement, decrease in percentage of pupils in lowest quintile with corresponding increase in other three. Quintile - CAT in Junior High Schools. 2. Increase in reading in content areas, request of contest area teachers for staff development.	At the secondary level, the success of the program often lies in the administrative support in terms of roster commitment and commitment to staff development.

	Program title and/or description	Reasons for considering it successful	Implications for teacher education
MIDDLE GRADES (5-8) (7-9)	Smaller classes - (17-20 7th & 8th grades) (reading in addition to English - 4 or 5 periods a week). BRL Program uses books and comprehension program.		
	McGraw-Hill Criterion-Referenced reading program at Jones Junior High School. A skill centers approach but everything is based on pre and post testing of each skill at various levels. Each student has prescription. We have correlated in vast amounts of materials for practice with specific skills.	Last year pupils gained up to three years in reading growth.	
UPPER GRADES (9-12)	The Comprehensive program in West Phila. High School involves total teacher involvement. The least able students are taught by a reading specialist in smaller groups. In the developmental classes, the least able pupils are taught in the skills center, leaving the developmental reading teacher with fewer pupils. In the more able developmental reading classes teachers with students are rostered to the reading center for demonstration and exposure to wide availability of materials and new teacher techniques.	This program is chosen because the entire school is involved and concerned about reading. The tenth grade, where the greatest emphasis is, showed most improvement.	West Phila. High School is very much improved. An atmosphere for learning prevails, marked by school wide participation and concern for the improvement for reading. Attendance has improved.

	Program title and/or description	Reasons for considering it successful	Implications for teacher education
UPPER GRADES (9-12) (Cont.)	Grade 12 pupils are given help with test-wiseness; and functional literacy program for least able students. Content area teachers - English, Science, Social Studies - are aided by reading coordinator. Teachers are very conscious of diagnosis. They try to teach to the needs of pupils. They seek aid from reading coordinator. Skills are emphasized but reading for pleasure and information are emphasized also. DRTA and SQ3R are made part of all teachers instruction. Materials are made available to teachers based on pupil needs and target group. Materials have been limited for particular target populations based on teacher experience in using most effective materials. Comprehensive Reading: Gratz Bartram Annex: a 10th grade program with emphasis on reading in all content areas. H.I.L.L. - a part of comprehensive reading program. Gratz: A comprehensive program offering specialized help to students at varying reading abilities	H.I.L.L. - Southern; West Phila. Gratz - Comprehensive Reading Classes: CARE - for lowest level readers - help via linguistics, etc. move up after 1 year and next level. REMEDIAL CORRECTIVE - Word of Work Seminar Communication Labs Superbee	English department head very cooperative and supportive of the reading program. Program aims to encompass needs of all students in school. A structured, well-organized ongoing staff development program is intrinsic to whole plan.

	Program title and/or description	Reasons for considering it successful	Implications for teacher education
UPPER GRADES (9-12) (Cont.)	and with varying reading needs. Reading teachers coordinate work with English department, counselors, social studies, etc. All based on careful diagnosis and prescriptive teaching. Multi ethnic; eclectic selection of material dealing with word attack and vocabulary development, all levels of comprehension, literacy and job-oriented reading, as well as college pre materials.	Students in general have moved upwards. Achievement levels generally on upward swing.	
ANY LEVEL	A Study Skills Program and staff development using the Public Address System. Weekly broadcasts over the Public Address System to individual classrooms. Classroom teacher monitors. Lessons by Supervisor.	Enthusiasm - not operating long enough to report other evidence.	Creative use of hardware. Diagnostic prescriptive teaching.

III. Continuing Concerns.

A. Difficulty of achieving effective integration of reading instruction with other elements of a comprehensive communication program, and with instruction in the content areas.

B. Complexity of evaluation -- on three levels: the progress of individual pupils, the effectiveness of specific program components, and the impact of various organizational patterns.

C. Interaction with collective bargaining units (teachers' and administrators' organizations); and with the State Department of Education, the universities, and the political structure.

D. Public relations: the problem of maintaining an adequate flow of information to the community. Establishing a clear definition of "functional literacy" and responding to questions about the accountability of teachers and administrators for levels of student achievement are related concerns.

IV. Elements consistently associated with significant pupil achievement.

A. Instructional practices

1. Focus on the core curriculum (Reading: Pupil Competencies), providing for consistent and comprehensive reading instruction.

2. Relevance of instructional materials and activities to real-life interests of students.

3. Use of non-print media (film, tapes, etc.) along with printed materials.

B. Staff

1. A highly competent, sensitive reading teacher - the key to a successful building program.

2. Effective supervisory services, providing structured, continuing, relevant staff development services.

3. Volunteers, tutors, paid paraprofessionals, including students.

C. Management

1. Breadth of staff, parental, and community involvement in program planning, implementation, and evaluation.

2. Informed and sensitive administrative support for the work of teachers and supervisors.

V. Implications for Teacher Education.

A. Teachers (in all subject areas and at all grade levels) need these elements in their education.

1. Training in the practice of pedagogy. Most of the skills of reading are essential elements in good teaching of all disciplines, rather than a separate, specialized discipline.

2. Training in curriculum development as applied to the individual classroom as well as to larger units.

B. Administrators and supervisors need, in addition to the competencies identified for teachers, training in these areas.

1. Management skills related to support for reading instruction.

2. Political skills and understandings, with special reference to the importance of reading achievement in sustaining public support of school programs; and understanding and skill in working with the growing trend toward populist control of education.

Experience Exchange: In-Service For All

Nellie R. Lewis
State Director
Right-to-Read
Washington, D.C.

The quest for literacy in America began with a law passed in 1627 which mandated that each town having increased to fifty householders "shall then, forthwith appoint one within their town to teach all such children as shall resort to him to read and write." Thus the first tiny strand was woven in a great cable of developments in reading instruction embracing innumerable philosophies, methods, materials, changing and growing in magnitude and leading many teachers and scholars in search of means of maintaining adequate instructional experiences as our social structure increases in magnitude and complexity.

As long ago as 1973, Arthur I. Gates proclaimed that reading instruction and materials should be adapted to meet the unique needs of the individual students. The availability of Right-to-Read funds, in 1971, prompted us in Washington to seek new avenues toward more effective means of achieving the same goal. Being on the threshold of the development of criterion reference tests and diagnostic-prescriptive teaching techniques, we developed a proposal to implement a program to increase teachers competence in the diagnostic prescriptive approach to teaching reading skills. Because standardized tests results for the D.C. Public Schools in 1971 revealed a serious decline in achievement in reading as measured by the CTBS, the Right-to-Read proposal was designed to create a model to upgrade the achievement level of students. Furthermore, with a cadre of reading specialists (approximately 150) operating reading centers in most of the elementary and junior high schools, it became apparent that a preventive approach may be a more viable step in the direction of realizing our goal. Hence, the sixteen schools ranking in the fourth quartile according to the 1971 test results were chosen to participate in the program with kindergarten, grades one and two our target population.

The Right-to-Read Diagnostic-Prescriptive Center Program embraced two major objectives:

1. To provide students with diagnostic-prescriptive services and individualized solutions to their learning problems in reading.

2. To provide in-service training for K - 2nd grade teachers in 16 Right-to-Read schools in diagnostic and prescriptive methodology and immediate application of solutions to individual difficulties in learning to read.

PROGRAM DESIGN

Planning Committee:

A K-2 teacher from each of the sixteen schools with the principals served as the planning committee to decide what experiences would most specifically meet the needs of teachers in their service to children. This committee met monthly in a full day's session to assess the previous month's activities and to plan for the month to come.

D-P Coordinators:

Two diagnostic-prescriptive teachers, based at the Diagnostic-Prescriptive Center visited the sixteen schools on a regular schedule to coordinate the activities of the teachers and to assist them in the classroom with the diagnostic-prescriptive process. The D-P Coordinators developed instructional materials, conducted workshops and assisted the Project Director in the dissemination of information to the program participants.

Parent Advisory Group:

Letters of invitation were sent to parents of students in the program seeking the involvement and support in achieving the program goals. Nineteen parents formed an advisory council to:

1. discuss avenues of involvement in the educational program,
2. advise the Project Director and staff in program strategy,
3. learn ways of promoting reading achievement through home activities, and
4. delineate strategies for effective assistance in the classroom.

Staff Development Activities:

Teachers met in teams to learn strategies for (1) diagnostic prescriptive teaching, (2) developing perceptual skills with young children, and (3) promoting positive self-concepts among youngsters.

Principals were also convened to discuss the administrators role as instructional leader and his responsibility for the promotion of reading programs in their schools. They also worked along with their teachers in their regular workshops learning strategies for children.

The sixteen schools chose partner schools and effected an Experience Exchange. Each school prepared attractive displays of students' work and teacher ideas and exchanged it with the partner school. The displays were placed in a conspicuous setting so that all the school could share.

Evaluation:

The program was evaluated through a compilation and analysis of the evaluation questionnaires which workshop participants prepared at the conclusion of each activity. The responses to the questionnaires indicated that each of the workshops had been a worthwhile learning experience.

Achievement tests were administered all of the students in the program. Eighty percent of the students who remained at the end of the three years had made significant gains.

It is our conclusion that the most valuable features of the Right-to-Read Diagnostic Prescriptive Center Program were the union of principals, teachers and schools in their efforts to provide greater reading proficiency for students.

The Right-to-Read Diagnostic Prescriptive Center was made possible through federal funds. The knowledge that the funding period was limited to three years, and that 104 elementary schools were not so fortunate, we began to formulate a program to respond to all of the schools on a regular basis, using existing resources and operating without a budget.

Having recently made our first attempt at sequencing reading skills across the grades in behavioral terms, the Associate Superintendent for Instruction requested that we plan a citywide coordinated thrust in disseminating information relative to the value and use of our booklet Sequential Levels of Reading Skills and its relationship to the recently developed criterion reference tests..

Such a task required the development of a master plan involving personnel and resources from all departments in Instructional Services.

Ninety eight reading specialists (80 elementary and 18 junior high), twenty two language arts teachers and nine special education resource teachers were brought together and teams of five were released to work as teacher-trainers for one full week on a rotating basis in what became the Reading Resource Laboratory.

Organization Schedule:

Each team received its orientation on Friday from the Laboratory staff and the team presently serving in the Laboratory. The following Monday - Thursday were the days on which schools, in clusters of ten were invited to send at least five teachers to participate in the in-service activities at the Laboratory. On Friday, the team interacted with the incoming team relative to their experiences and closed the term of service by consolidating the evaluation sheets of the teacher participants for the week and finally giving their own assessment of the Laboratory program model for staff development.

The Reading Resource Laboratory was located in part of a building formerly used as a furniture store (the D.C. Public Schools held a lease on the entire building). Huge learning centers housed attractive displays of teacher made materials and activities to promote mastery of skills listed in the Sequential Levels of Reading Skills. Curriculum materials (textbooks, programs, kits recommended for approval by the Textbook Evaluation Committee, were arranged in the learning centers so that teachers could examine them and make more meaningful decisions about the most appropriate items for their use in the classroom.

Each staff development team developed a program of activities centered around the use of the curriculum documents - Sequential Levels of Reading Skills and the Prescriptive Test analysis.

On Monday, Wednesday and Thursday of each week, October 1, 1973 - May 6, 1974, 5 teachers and two clusters of schools (10) participated in workshops, seminars, and skill development sessions conducted by rotating teams of reading specialists, language arts teachers and special education resource teachers. Tuesday was reserved for the scheduling of special groups in response to principals' requests for in-service for their entire faculty groups. Approximately ten school staffs made such requests.

College and university groups also participated in the Laboratory program both as workshop recipients and interns. Undergraduate

classes seeking more intimate knowledge of the work of the teacher came to look and stayed to work side by side with teachers in working with children. One young lady made the decision to never enter the classroom as a teacher.

ATTENDANCE SUMMARY

Personnel in Attendance	Number
Teachers	1143
Students	15
Reading Specialists	474
Counselors	42
Administrators	273
Social Workers	1
Psychometrist	1
Aides	271
Budget Analyst	1
Parents	11
Librarians	17
Pupil Personnel	3
Student Teachers	14
Total	2266

Evaluation:

Each person who participated in the Laboratory program was asked to evaluate his experience in terms of its usefulness to him. The following shows the overall value of the workshops as indicated:

Extremely helpful	2,574
Very helpful	1,457
Generally helpful	529
Occasionally helpful	106
Not helpful	35

Recommendation of workshop to colleagues:

Yes	No
2,012	1

Further, the staff development teams assessed the week's activity from their vantage point. Further, the team, at the end of the week, assessed the program design as a model for citywide staff development. Following are comments given by team leaders relative to the four cycles of staff development held during 1973-74.

Six Reports Follow

ASSESSMENT

CYCLE I OCTOBER 1-5, 1973

MODEL FOR CITY-WIDE STAFF DEVELOPMENT

STRENGTHS: Provide for a team of all personnel who deal with the development of language and communication skills to bring their expertise together for a unified approach to the reading problems.

Provides opportunity for a large number of classroom teachers and school personnel to become knowledgeable about diagnostic prescriptive techniques for the teaching of reading using the Sequential Levels as an important tool in the Instructional Program.

Displays materials (commercial and teacher-made) which can be used in the development of specific skills and suggests a way of keying materials presently used to the behavioral objectives in the Sequential Skills Guide.

Lets teachers become more aware of all the resource personnel available to assist them in their schools and how these persons may be used.

Makes interaction and exchange of ideas possible among teachers from many schools from different areas of the city, and thus provides, in a small way, a cross-section of the types of problems encountered city-wide.

Inspires all involved to research, develop and contribute their own ideas and materials for the benefit of themselves and others.

WEAKNESSES: Has no built-in provision for providing released time for teachers to attend sessions.

No materials budget was provided for making projects.

Provided no inputs of needs and concerns from the potential clientele of the workshops.

RECOMMENDATIONS: Principals should be invited and encouraged to be workshops participants.

Teachers should be encouraged to supply teacher-made items for display in the Center.

Assessment, Cycle 2, Team 1

Transportability

Grade level meetings

Bulletin Boards

Newsletters - within the school building

Sharing on an individual basis

Newsletter from Reading Resource Laboratory to all reading personnel in D.C. School System to share and provide information and communication related to reading.

CRITIQUE ABOUT THE WORD PERCEPTION WORKSHOP

DECEMBER 10-14, 1973

Team Leader- Alice S. Jones

Christine Jenifer

Araminta Bucksworth

Delores Dorsey

Critique About the Word Perception Workshop

December 10-14, 1973

I. Reactions

1. Workshop
   a. Mental
   b. Rewarding, interesting
   c. Encouraging creativity
   d. A sounding board for all participants
   e. Promoting self-confidence, self initiative and teamwork
   f. Informative, interesting
   g. Helpful workshop guide booklet
2. Toward each other
   a. Cohesiveness
   b. Cooperation
   c. Congeniality
   d. Self-directed
   e. Intellectual growth
   f. Strong leadership
3. Toward Workshop Participants
   a. Enthusiastic
   c. Cooperative
   c. Impressed with team members performance
   d. Very interested
   e. Concerned about expanding more time for workshop sessions
   f. Relished the relaxed atmosphere
   g. Pleased with abudance of materials
4. Toward Administrative Force
   a. Very friendly
   b. Expert guidance
   c. Eager to help

II. Recommendations

A. Involve more media specialists, school base teachers, administrators and counselors as team members or workshop participants.

B. Display large colorful posters about the Reading Resource Laboratory with the major areas of reading skills and with the dates of the cycles on the office bulletin board in all the elementary and junior high schools.

C. When the new team is called, inform members to familiarize themselves with the sequential levels of reading skills.

D. A permenant place should be established as the Reading Resource Laboratory.

Diagnostic - - Prescription

Reading Seminar

Brookland School

Washington, D.C.

Monday, March 18, 1974 - March 23, 1974

Summary

I. Assessment

A. Strengths:

1. Participants carried back to their schools useful ideas and aids to help put these ideas to practice.
2. All day sessions are very good. It allows more time for interaction.
3. It was organized in such a way that it took in consideration interest of each group member.

B. Weaknesses:

1. More work time was needed.
2. More work space was needed.
3. More materials for making things was needed.

II. The Team Experience

A. The team felt that the workshop was very rewarding because the participants were quite receptive.

B. The workshop made us aware of the importance of cooperation.

C. It afforded an opportunity to experience leadership.

III. Tranportability

A. Some participants are going to give workshops at their own schools based on ideas and materials from their workshop.

B. Hand-outs will be shared at grade level meetings at some schools.

C. Some participants will give reports on the workshop to their staff members.

IV. Recommendations

A. More than one day is needed for planning the workshop.

B. Have a substitute list composed of reading specialist who would be willing to serve in case of emergency.

Team

P. Yvonne Jones

Delores M. Marlow

ASSESSMENT

STUDY SKILLS WORKSHOP: TEAM EVALUATION 4/8 - 4/11/74

TEAM LEADER: Edwina Hamby

TEAM MEMBERS: Verlone Dixon, Letitia Garrett, Henrietta Grant, Vernal James Rosa McLaurin, Marlene Bischitelli and Ada Smith.

MODEL: Interdisciplinary team approach utilizing persons from language Arts, Reading, Special Education on Elementary and Secondary levels.

TEAM STRENGTHS: The input from everyone; size and attendance of the group; cooperation; varied skills; backgrounds; interests and individual strengths of team members; ability to sucessfully utilize constructive criticism; ability to coordinate under pressure.

TEAM EXPERIENCE: We were not allowed adequate time from the beginning due to the scheduling of an activity on our planning day. Scheduling in the future should be so organized to eliminate such an occurance.

TRANSPORTABILITY: See recommendations.

RECOMMENDATIONS: Allow team members opportunity for adequate observation of previous teams to assist them in planning for their cycle; in-service training for team at the university level (leadership, etc.); follow-up by local school teams participants to teachers in the building; have hardware and software materials available for workshops; have budget for resource laboratory to buy necessary supplies, etc.; have resources from other disciplines such as the librarian, media specialists, etc. as part of the team; and a better mixture of levels (secondary and elementary) on all teams to provide diversity.

The two programs described here merged as one with the Right-to-Read staff serving as the office-based personnel for the city-wide operation.

The transportability is evident this year as the D.C. Public Schools decentralized into six regions. Each of the regions has a director of curriculum and a staff development coordinator who use the existing resource personnel, all of whom are assigned to regions.

Presently, the D.C. Public Schools are moving toward a coordinated effort in planning a master design for reading using all of the rich resources that are uniquely available in our Nation's Capitol. A similar report as this, in another year will serve as a model for states and cities for nearly every school and region has some dynamic practices giving our students many exciting learning experiences.

Synthesis of University Participants' Discussion

Much commonality of concern and practice was revealed in the comments of the city personnel. The topics mentioned most widely were the following: assessment of program effectiveness, reading in the content areas, criterion-referenced testing, diagnosis/prescription, competency based education and the need to involve community and to train administrators.

In the ensuing discussion many questions related to the above were raised. Has the need for accountability resulted in the breakdown of reading into minute skills? Can they be measured? If reading is a constellation of skills, how can it be dealt with taxonomically in any adequate way? Does research and/or experience indicate that a hierarchy of reading skills exists? Does the application of a "systems approach" (i.e. management by objectives) ignore what we know about child development? Are we studying differences in learning styles to a sufficient degree? If teacher behavior seems to be a crucial variable in the teaching/learning situation, are we researching this field; what does the research indicate that we might act upon in training teachers?

Implicit in the questions and the brief discussion session was the search for ramifications of these issues for teacher education. How to approach the field of reading instruction in a meaningful way and to consider the part that language development plays is a formidable task in our cities with low achieving populations. It was suggested that motivation through the arts might be a key.

Mainstreaming was another topic that received attention. With all types of exceptional children already in our schools and entering in greater numbers, we must be prepared. The barriers between specialists in learning disabilities and in reading will have to be obliterated. Professionals must work together in alleviating restrictions and must join lay groups in working toward realistic legislation.

The involvement of the community was another focus. To what extent should parents be included in decision making? Universities must also, to a greater degree, use schools as laboratories for students and directly share the responsibility for educating our illiterates.

It was not anticipated, either before, or during the Conference that answers would emerge. The purpose of the meeting was

an opportunity to share ideas and successes and to delineate problems of mutual concern. Perhaps a definition of some issues emerged that, hopefully, will be the beginning of future dialogue among people and places.

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