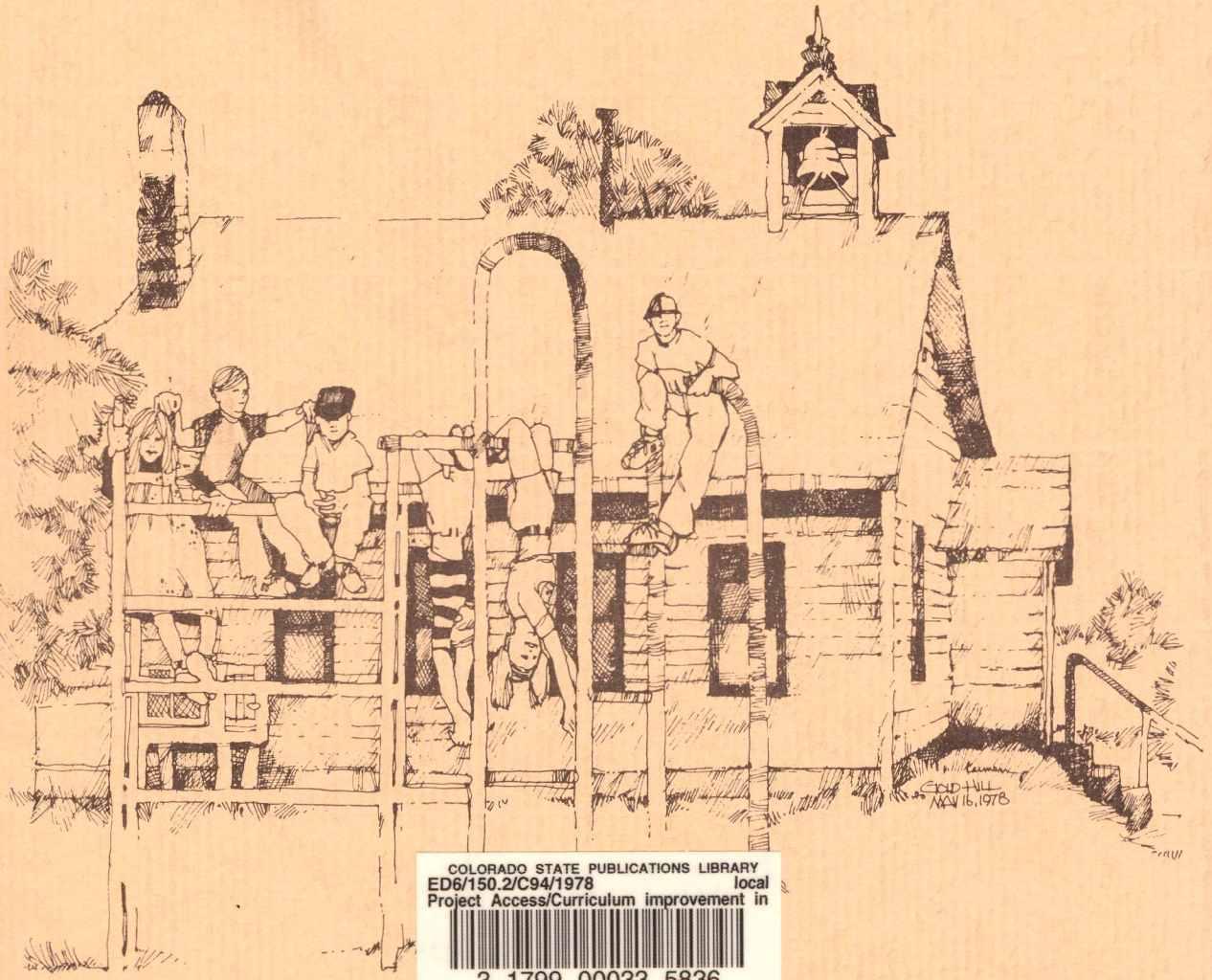
Curriculum Improvement in Small Rural Schools



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COLORADO DEPARTMENT OF EDUCATION, CALVIN M. FRAZIER, COMMISSIONER, DENVER, 1978

CURRICULUM IMPROVEMENT IN SMALL RURAL SCHOOLS

An Information Package

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May, 1978

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INTRODUCTION

This booklet has been designed for teachers and administrators in small rural school districts who are interested in curriculum improvement. It is important to make a distinction between "curriculum development," which tends to be a one-time effort resulting in a piece of material, and the on-going process of curriculum improvement. The booklet is about the latter and is based on the assumption that small rural schools can take certain steps which will give them the capacity to continuously improve curriculum instruction. Specific suggestions are provided.

This booklet is the result of an analysis and synthesis of information from the Educational Resources Information Center (ERIC), educational journals and books as well as discussions with educators from small rural school districts, the Colorado Department of Education, the University of Colorado and educational laboratories across the country. Current information and thought on the question of curriculum improvement in small rural schools has been examined in light of two key questions:

1) What does a small rural school district need to have in order to continuously improve instruction?, and

2) Given the limited amount of human and material resources,

what steps can a small rural school district take to maximize the improvement which can occur?

It is hoped that the insights, ideas and suggestions provided will be useful to a school district which is trying to decide how to most effectively use its resources. Although a number of alternatives are presented, the decision to implement a particular area is necessarily dependent on the needs and desires of the individual district.

ACKNOWLEDGMENTS

This booklet stresses the importance of identifying and using existing resources in educational planning and development. In an important sense, the booklet is a result of that process.

As the booklet was developed, educators with many different types of expertise contributed their insights and perspectives. Although it would be impossible to list the names of all these people, special thanks go to the following individuals:

Dr. Robert C. McKean, professor of education at the University of Colorado, who provided a framework for examining the factors which facilitate effective curriculum improvement.

Barbara Marrion and Larry Bussey, two educators from local school districts in Colorado, who worked with the author to develop the "Checklist for Curriculum Change."

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Carroll Hall from the ERIC Clearinghouse on Rural Education and Small Schools who helped in the identification of materials which served as the basis for many of the topics covered.

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Jan Stoltz, secretary for Project ACCESS, who provided the logistical and moral support needed to bring together the perspectives and suggestions of all of the individuals listed above.

TABLE OF CONTENTS

TABLE OF CONTENTS
Continued

CURRICULUM IMPROVEMENT IN SMALL RURAL SCHOOL DISTRICTS: WHERE HAVE WE BEEN AND WHERE ARE WE GOING?

There is new excitement over the potential for instructional excellence in small rural school districts. The excitement seems to emanate from the realization that small rural school districts are different than their urban-suburban counterparts and that the differences provide fertile ground for significant reform.

Thirty years ago reform efforts focused on urbanizing the rural school districts. Educators made the assumption that what was right for the larger urban-suburban school also was right for the small rural school. Urban-suburban education was equated with progress,and the isolated rural district was encouraged to adopt the programs and practices of the larger districts or forever be marked as backward. Faced with these circumstances, the educators in small districts, analyzed the resources available and tried to the extent possible to emulate their counterparts.

The fact that materials and practices designed for the urban-suburban district during the 1950's and 1960's can now be found in rural districts is evidence of these efforts.

Educators in small rural schools have worked hard to improve instruction and have been able to implement an amazingly large amount of the innovative ideas developed by larger districts which

have traditionally had the larger proportion of the resources necessary to improve instruction. The problems have not stemmed from the inability or desire of the small district to implement new ideas. Instead, they have resulted from the assumption that the small rural district should be urbanized. In Education in Rural America A Reassessment of Conventional Wisdom, Sher states that "urbanizing reforms, such as consolidation and standardization have not produced poor results because they were good ideas badly implemented, but rather because they were bad ideas successfully implemented." [1]

As a result of years of imposing larger school solutions on small school problems, new sensitivity to the nature and potential of the small rural school has developed. The small, rural district is gaining acceptance as a viable alternative to the larger, urban-suburban system. There is agreement that urban-surburban schools have and will continue to develop important solutions to their problems. Small, rural schools now are asked to accept the same challenge.

This challenge is summarized in a paper prepared as a result of the National Conference on Rural America in 1975 in Washington, D.C. The paper states:

> Rural citizens have historically been shortchanged by the educational systems serving them. The effects of this failure (in terms of illiteracy, lack of marketable skills, lost opportunity, or low educational achievement have had a crippling effect on the lives and aspirations of rural children and adults throughout America.
>
> Whether intentionally or unwillingly, rural school systems have accepted the assumptions of metropolitan American, i.e., that rural America is an anachronism, in our modern urban world, and therefore, bringing rural America into line with metropolitan life styles, economics, and culture makes obvious good sense. Consequently, in making this assumption, rural school systems have pushed ahead with all their energy to prepare children for lives in the urban environment they see as being inevitable. However, by encouraging the outmigration of rural youth, by adopting urban curriculums and practices, and by remaining aloof from the immediate, pressing needs of rural areas in which they are located, today's rural schools are aiding, and perhaps hastening, the process of decay in our rural communities. Solving these problems is by no means an impossible endeavor. It requires only the combination of national will and increased human and financial resources. For too long, we, as a society, have avoided this task. We cannot afford the human and economic costs any longer.[2]

The above quote implies that a "national will" and "increased human and financial resources" are needed to solve the problems of rural schools. While this conclusion may have some validity, changing the national will and increasing human and financial resources is a process which will require years.

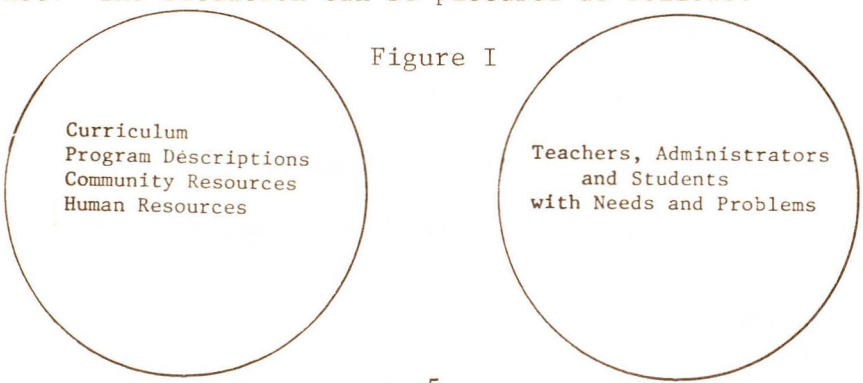
In the interim, improvements can be implemented by the rural educator. The remainder of this paper will focus on those improvements.

Since it is unlikely that large increases in the amount of state or federal money will be available to small rural school districts in the near future, the responsibility for improving curriculum will depend on the ability of educators in these schools to more effectively use existing resources. Although educators everywhere constantly talk about the necessity to make better use of resources, they rarely take the time to identify those resources and determine how and when they can best be used.

As a result, teachers and administrators continue to expend the limited amounts of staff time and financial resources available with little or no significant gain. Problems continue to arise, and there never seems to be enough time, energy and information to deal with them.

Although the same situation is found in school districts large and small, the problems are most acute in the small rural district. The situation can be pictured as follows:

Figure I



On one side can be found teachers, administrators and students with what appear to be endless needs and problems. The numbers of problems and needs often become overwhelming. As a result, the time and resources available in a particular school or district are used to meet each crisis. Unfortunately, the daily crises are often symptoms of deeper needs which are never addressed. For example, educators in a school may see lower test scores in basic skills areas as the "problem," when, in fact, the lower test scores may be only a symptom of deeper problems such as inadequate curriculum materials or poorly trained staff. As long as educators in rural districts continue to expend the largest part of their time and money dealing with the symptoms rather than the real needs, little significant improvement in curriculum can occur.

In order to identify the real needs, rural educators must first examine the conditions which are necessary for continuous curriculum improvement and determine whether or not those conditions exist in their district. Rural educators across the country agree that providing for continuous curriculum improvement depends on four critical conditions:

1) A knowledgeable and well-trained staff

2) A knowledge of successful programs, materials and

practices in rural education.

3) The ability to more effectively use existing resources.

4) The ability to cooperatively support curriculum improvement activities which require more resources than any one small rural school district could provide.

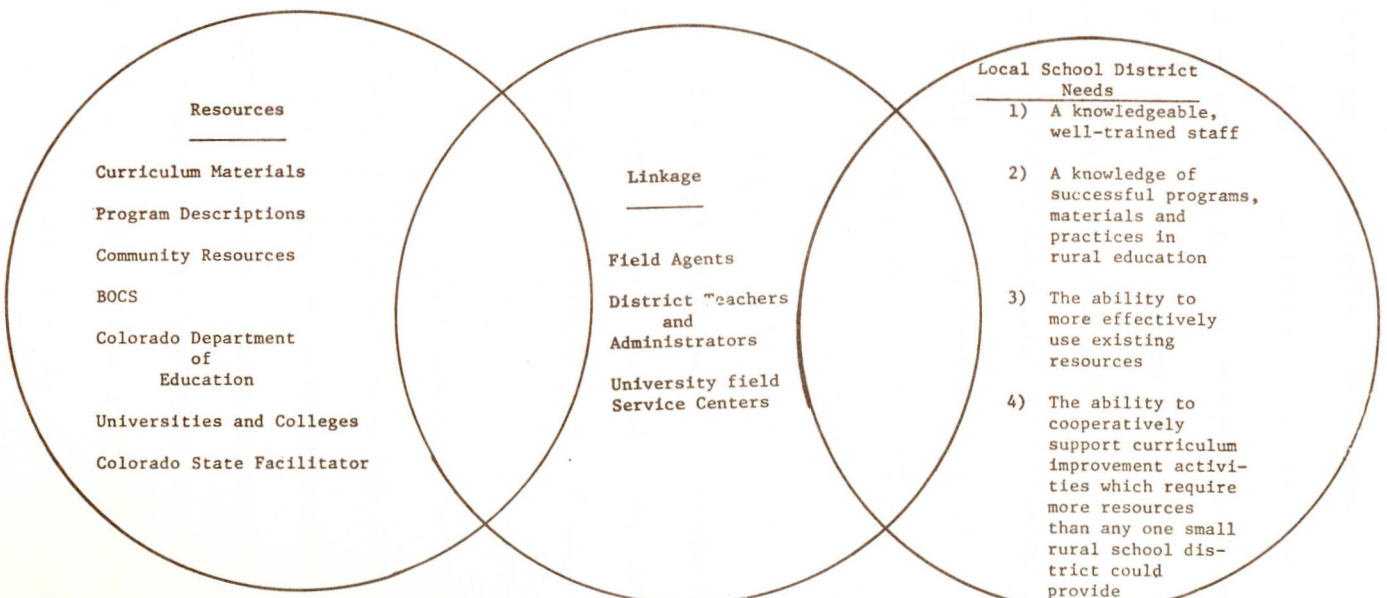
Since most small rural school districts cannot meet the conditions necessary for continuous curriculum improvement, these conditions become needs (see Figure II, page 8). The sections which follow this one will present practical alternatives for dealing with each condition.

As small rural school districts take steps to meet these needs, it is important to use resources which can save tremendous amounts of time and money and maximize the quality of education. Figure II on page 7 illustrates the relationship between the needs and the resources.

The circle on the right hand side of Figure II illustrates some of the types of resources which might be considered. These include curriculum materials, program descriptions, community resources, BOCS, the Colorado Department of Education and Universities and colleges, and the Colorado State Facilitator.

Most people would agree that proper use of these types of resources will result in an improved curriculum. The problem

FIGURE II


Resources
Curriculum Materials
Program Descriptions
Community Resources
BOCS
Colorado Department of Education
Universities and Colleges
Colorado State Facilitator
Linkage
Field Agents
District Teachers and Administrators
University field Service Centers
Local School District Needs
1) A knowledgeable, well-trained staff
2) A knowledge of successful programs, materials and practices in rural education
3) The ability to more effectively use existing resources
4) The ability to cooperatively support curriculum improvement activities which require more resources than any one small rural school district could provide

becomes one of knowing what resources are available, how to find resources needed for a particular need and effectively using the resources once they have been located.

Solving this problem required some type of "linkage" (see Figure II) between the needs at the local level and the wide variety of resources. Someone must understand the needs and be aware of materials and people who can assist in solving the needs. This linkage function can be provided by a number of different people. For example, Project Access Field Agents operating in seven BOCS and the Denver Public Schools have performed this function for approximately one and one-half years. They help educators in districts identify problems, and they provide districts with resources to assist in solving the problems.

In the Mountain BOCS in Leadville, Colorado, teachers and administrators also perform a linkage function. They receive some training from Jill Leiker, the Project Access Field Agent in the types of resources available and how to use them. The cooperation between Jill Leiker and district "linkers" has resulted in the proper use of resources to meet a large number of curriculum questions. Several institutions of higher education also have field service personnel in education who seek to make the resources of the college or university available to school districts.

THE COMMUNITY: AN EXISTING RESOURCE WHICH IS RARELY USED EFFECTIVELY

Proper use of the community is critical to a small rural school district. Unfortunately, a positive relationship does not occur automatically. School district personnel must determine how the community can be used and initiate activities which will result in support for educational programs. Community, as it has meaning to the school, refers primarily to the area from which the school's support and students come. The rural school usually perceives its community to be within a radius determined by the distance its school buses travel.[2a]

The need for improving school community relations is felt by many teachers and administrators in small rural communities. In "Strengthening The Small School," Edington describes a paper presented by Jongeward to The Rural Sociological Society in 1974. Jongeward "concluded that the once close relationship between the small rural school and its community has recently been seriously weakened and that that relationship must be renewed. Jongeward indicated that educational change requires: community understanding and support; parental cooperation; and a close relationship between students, teachers, administrators, school boards, and parents."

The first step which needs to be taken by a small rural school district is to determine how the community will be used. This section will describe three possibilities.

1) using the community as a resource to support curriculum improvement,

2) involving the community in curriculum improvement decisions, and

3) securing the support of the community for existing programs.

Using the Community as a Resource to Support Curriculum Improvement

There are two approaches to using the community as a resource. The first is to identify expertise available in the community which might be used in the school. Districts wishing to do this could formally survey the community to determine the types of expertise available or simply pull the school staff together to document the staff's collective knowledge of expertise available. Once this information is documented it can be distributed to all teachers in the school. Teachers can be encouraged to bring community members in to work with the class on appropriate topics.

Schools which have attempted to identify the expertise available in their area are frequently surprised and pleased with the amount of assistance available from retired people, housewives and individuals in all types of vocations. In addition, com-

munity members feel honored to be asked to share their knowledge with students.

The second approach to using the community as a resource involves using community members as paraprofessionals in the schools. The assistance provided by paraprofessionals frees classroom teachers from non-instructional tasks and gives them more time to devote to curriculum improvement.

An Ohio Project (ED102385) experimented with the use of paraprofessionals in an Adult Education Program and found that programs using paraprofessionals showed student gains above those in traditional classes.[4] Although the Ohio Project focused on adult education, it concluded that the use of paraprofessionals seemed unlimited.

The project suggested a number of guidelines for maximizing the use of paraprofessionals. The first guideline related to selection. The two year study found that successful paraprofessionals were characterized by certain qualities and abilities. These included:

1) The ability to relate to both adults and children;

2) Academic proficiency at a high school or above level;

3) Demonstrated ability to work with instructional materials;

4) Interest in improving their skills and performance;

5) Emotional stability;

6) High level of self confidence;

7) Good reputation in the community;

8) Good physical and mental health;

9) Familiarity with the community being served, and

10) Familiarity with the authority structure of the school;

11) Enthusiastic and positive attitude;

12) Flexible and adaptable to changing conditions;

13) Responsible, dependable and prompt.

The qualities listed above can serve as criteria for selection of paraprofessionals in small rural school districts. Before a community member is selected it is important for the principal and the prospective paraprofessional to jointly determine the extent to which these or other criteria can be met. Specifying selection criteria and going through the selection process increases the likelihood that the community member will have a positive experience and also increases the

likelihood that the school will benefit from the outside assistance.

The Ohio project provided a number of other guidelines for use of paraprofessionals. These included:

1) Clearly specify the role and job responsibilities.
2) Develop time schedules for tasks.
3) Train the paraprofessionals for tasks they are expected to complete.
4) Assess job performance of paraprofessionals and provide feedback and additional training where necessary.
5) Listen to the suggestions and observations of paraprofessionals.

ALL of the processes and procedures used by the Ohio Project are documented in ED 102385. The document includes practical materials such as an agenda for a preservice workshop, a complete list of selection criteria, job descriptions and training descriptions. The processes could easily be applied to any school district which wanted to improve the use of paraprofessionals.

Involving the Community in Curriculum Improvement Decisions

Since the school is an integral part of the small rural community, it is important to provide community members with a voice in educational policy and control. If a community is aware of existing curriculum and has an opportunity to provide input into curriculum improvements, a high level of support is likely to develop.

Although the school board is an important mechanism for maintaining a close relationship between the school and community, the board frequently does not represent all of the interests in a community. In addition, board members may not have the time to work on subcommittees dealing with curriculum improvement.

Many school districts cringe at the thought of having the community actively involved in educational programs. Problems can and do arise without proper planning for the use of community talent. These problems could easily be prevented if committees are properly selected and organized.

The selection of a representative school-committee is described in PAK 1.1 - "Forming a Representative School-Community Committee." This publication is available free from the Accountability Unit of the Colorado Department of Education. It describes practical suggestions for 1) analyzing the community 2) determining tasks which should be the responsibility of the committee, and 3) determining tasks which should be delegated to the professional staff.

Once the committee has been selected, a number of procedures can be used to improve the effectiveness of the group. Since failure to follow many of these steps can lead to all kinds of problems, the guidelines are included below. These guidelines have been excerpted from PAK 1.2 - "Organizing the Committee and Getting to Work", a publication which is available free from the Accountability Unit at the Colorado Department of Education.

Guidelines for Setting up a Group

1. Determine the tasks (mission) of the group.

Often confusion arises in a group because no one knows what kind of a meeting is being held or why it was called. One of the first orders of business is to determine what the group is to accomplish at that particular meeting.

An effective procedure is to have each member of the group indicate his own perceptions of the group's task. Record these on a large sheet of paper. After each has had his turn, arrive at a consensus. This task list can be referred to in subsequent meetings when some members stray from the task.

2. Establish ground rules.

People are generally more comfortable when they can openly discuss and agree on how they want to operate as a group. Encourage the group to establish its own ground rules.

Some basic decisions that need to be made include the following:

a. There are several types of meetings; each calls for its own procedures and type of leadership. Examples are:

- o Problem-Solving (leader/recorder)
- o Decision-Making (leader/recorder)
- o Planning (leader/recorder)
- o Informational (chariman)
- o Feedback/Evaluation (chairman, moderator)
- o Training Session (trainer)

-- What type of meeting will it be?
-- What kind of leadership will be appropriate for this meeting?
-- What procedures are suitable for this meeting?

b. Meeting arrangements?

-- Where will the meeting be held?
-- How often and what time?
-- How long will each meeting last?
-- For what length of time will the group continue to function?

c. Responsibilities of members?

-- What frequency of attendance is expected?
-- What demands on members' time will be likely outside the group?

d. Membership in the group?

-- Will new members be admitted?
-- How will new arrivals be oriented?
-- How many members must be present to make a decision for the entire group?

While not all of these questions must be dealt with immediately, eventually they will need to be examined. As they are resolved, group members will feel more certainty about how the group operates.

3. Use group-memory techniques to establish accurate group minutes.

Group memory techniques are procedures whereby each member of a group states what he remembers or perceives concerning the group's activities, decisions and/or progress. After each member has contribued, the group discusses any differences and reaches agreement. This becomes the memory of the group rather than the memory of any one individual.

One of the often-heard complaints of groups is that the minutes of the meeting do not accurately reflect what took place at the meeting. Group-memory is an effective technique for assuring accurancy of the minutes and promoting group participation.

This involves keeping a record of what is said on large sheets of paper on the wall. These sheets can be torn from butcher paper rolls or newsprint purchased in pads. The important thing is that what is recorded is open, referred to, and available for all to see and discuss. It becomes "the group's minutes," not one person's minutes. Ideas need not be recorded word for word, but it is essential that the group agrees with the recorder's version of the ideas.

In addition, group memory techniques:

Serve as a visual record of the progress of the meeting.

Respect individuals -- anybody's idea is important enough to write down.

Depersonalize ideas.

Serve as a psychic release and free people to hear other ideas.

Encourage individuals to remain open to the viewpoints of others.

Provide a permanent record of the meeting.

In order to assure the success of this technique the group must assume at least three major responsibilities:

- o see that their ideas are accurately recorded
- o see that the leader and the recorder remain neutral and do not manipulate the group
- o focus all their energy on the problem

4. Determine consensus procedures.

Consensus means general agreement within the group.

Consensus procedures lie at the heart of group decision-making and action. It is important to note that consensus does not mean complete agreement on a given issue. Consensus is a useful strategy for decision-making in democratic task groups. It often leads to better solutions and stronger implementation because of greater involvement of group members. It may require more time and effort, but the results usually justify the extra trouble in the long run.

Decision by consensus can be thought of in three stages:

1. getting out the information
2. finding a solution

3. checking for agreement.

There are skills that can be developed that correspond with each of these three stages.

Members must approach issues with the idea that they can accomplish their personal goals while other members also accomplish their desired aims. This approach is called a win/win strategy, because it works with the cooperative assumption that both parties can reach goals without negating or blocking other groups. It contrasts with the win/lose position which assumes that "if you move toward your goal, it automatically keeps me from reaching mine."

Here are some general guides which will assist you in reaching consensus using the basic win/win strategy wherein both parties are generally satisfied and no one is completely disgruntled:

a. Do not assume that someone must win at the expense of someone else losing when discussion reaches a stalemate. Instead, look for the most acceptable alternative for all parties.

b. Avoid techniques such as majority votes, averages, trading and bargaining which result in apparent but not real consensus. When a dissenting member finally agrees to a solution, don't feel that he/she must be rewarded by being given his/her own way later.

c. Avoid arguing for your own individual judgments. Approach the task on the basis of logic and facts.

d. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.

e. View differences of opinion as helpful rather than as a hindrance in decision-making.

Try to involve everyone in the decision-making process. Disagreements can help form the group's decison, since there is a greater chance that the group will hit upon more adequate solutions through digesting a wide range of information and opinions.

5. Establish an effective group environment.

This includes the establishment of ground rules and consensus procedures. It also includes an opportunity for group members to express their ideas and feelings at the first meeting rather than have feelings fester and erupt at repeated intervals throughout the process.

This can be accomplished by dividing into small groups. Have each group list on newsprint their concerns or problems about what it is to do (mission). These can then be reported out and discussed openly.

Blank name tags should be provided at the initial meeting so that group members can print or write their names on the tags. They should be advised to write the name they want to be called on their tags rather than their formal titles.

Individuals deserve the courtesy of an introduction. This should be accomplished in a way so that they feel comfortable about their participation in the group. In this way members learn about each other, thus aiding in group identification and a feeling of group commonality. A suggestion might be to pair off the group, give the pairs five minutes to find out the essentials (include their expectations for the group) about each other and report it to the group. This is most important even in cases where group members have known each other for years.

Every agenda should be open and discussed prior to the meeting. This permits additions, deletions, and/or clarifications before anything is considered. It also reduces group member uneasiness.

The size of each group and the functions it is to perform should dictate the meeting room arrangements; however, some general considerations are in order.

a. Try to arrange for a"neutral"setting. Recreation building club rooms and the local banks are often available.

This tends to place everyone on an equal footing.

b. Accommodations should be comfortable, relaxing, informal.

c. Participants should be encouraged to dress informally.

d. Have refreshments available during the meeting instead of taking breaks.

e. Seating arrangements should fit the purpose of the meeting.

-- semi-circles or circles are best
-- focus the meeting away from the door
-- focus the group on the group memory skills
-- put small groups in small rooms, large groups in large rooms.

6. Establish communication channels

It is most important for each committee member to recognize his responsibility not only to the committee but also to the group he represents. To be a good representative one must know the ideas and feelings of the group he represents and be able to communicate these to the committee. He must also be aware of his responsibility to report back to the group he represents what the committee is doing.

7. Additional hints for a more effective meeting include:

a. At least one week before the first meeting -- set the time, secure a room, and send out a notice with a preliminary agenda.

b. Come early -- set up and arrange the room -- bring the supplies in -- set up the sheets for the group memory exercise -- greet people.

c. Start on time.

d. Revise the agenda. Why are we here? What do we want to accomplish?

e. Set a time limit -- how long will it take?

f. Organize the revised agenda. What's important to deal with first? A suggested breakdown for meetings:

   1. Information sharing/reporting

   2. Problem-solving/decision-making

   3. General discussion

   Important: Deal with only one item at a time.

g. Assign tasks.

h. Check with everyone -- how do they feel?

i. Review accomplishments of the meeting, summarize and seek agreement. (Group Memory Techniques)

j. Set the next meeting time and date and develop a preliminary agenda.

k. Take the group-memory minute sheets off the wall and transcribe them. Mail the minutes, meeting notice, and preliminary agenda to the participants.

l. Put the room back in order.

Securing the Support of the Community for Existing Programs

Securing support for existing programs is an on-going process. The community needs to know the successes that the

school is having as well as the steps that are being taken to solve the problems.

Schools need to spend more time letting parents and the community know their successes. This can be done through publications such as parent newsletters, through radio and TV, through articles in local newspapers, or through the kind of personal contact which would occur in a community-school day. During a community-school day, teachers and students might present a program to the community describing some of the exciting activities which are happening.

A KNOWLEDGEABLE AND WELL-TRAINED STAFF: FACILITATING THEIR DEVELOPMENT

Providing a quality curriculum depends in large part on knowledgeable and well-trained teachers. Since any educational program will only be as effective as the people who plan and implement it, it is important to investigate ways in which a small rural school can assist in the professional development of its staff.

Although most school districts acknowledge the importance of providing for staff development, in many cases, the actual staff development program frequently consists of fragmented inservice programs. That fragmentation must be reduced, and teachers must be provided with opportunities to acquire knowledge and skills relevant to teaching in rural areas.

Most people would agree that students need a variety of learning experiences. The same is true of teachers. A staff development program which is limited to inservice does not provide this.

In "Change in Small Schools", Rogers and Svenning suggest a number of ways to facilitate the development of staff, and ways to develop a climate for curriculum improvement.[7]

Many of the activities they suggest are inexpensive and easy to implement. The strategies are summarized below.

1) Provide an opportunity for teachers to share ideas with other teachers. "Providing teachers with opportunities to visit other schools permits seeing innovative efforts in operation. Cross-school visitations can provide teachers with a fertile arena in which they can explore, discuss, and exchange experiences with innovational efforts. Exposure to a school where innovation permeates the atmosphere can be contagious."[8]

2) Provide conferences and workshops which focus on practical ideas for the classroom. "Conferences and/or workshops are another way of bringing teachers from several different schools together. If the conferences and workshops concentrate on practical application, rather than on lectures discussing advantages of a given new method, more innovation is likely to occur. Teachers are often uncertain about the actual steps to take in making certain innovations work in the classroom. When the focus of conferences and workshops is on the practical aspects of adoption, more innovation is likely to occur."[9]

3) Provide rewards for teachers who make an effort to improve curriculum and instruction. "Reward teachers who exhibit a desire to improve their teaching through innovation. While it is often impossible to use financial incentives for innovations, other compensation can be made to encourage teachers in this direction. For example, planning time could be allotted during the school day."[10]

4) Involve teachers in decision making. "Unfortunately, teachers have learned to expect that they will not be involved in educational innovation decisions, that instead they will merely carry out

the decisions of someone else. To overcome this situation, school faculty can be encouraged to participate in discussions leading to the definition of needs and problems within the school and in the investigation of innovation to meet their felt needs. Often the school superintendent or principal is a member of innovation-investigating teams, and teachers are left at home. Teachers sent to other school systems for observation often return with new enthusiasm, which they may impact on other faculty members.

Involvement in the actual decision is also important. Many research studies point to involvement in a decision as the key to successful innovation adoption. Having been involved in the decision to adopt the innovation, individuals tend to be more committed to seeing it work."[11]

5) Use of expertise of exceptional staff members.

Rogers and Svenning suggest that exceptional staff members can be used to perform "helping teacher" roles.

Through careful selection, particularly innovative teachers could be placed in the roles of helping teachers. They would provide support, as well as expertise, to the teacher who is beginning to experiment with new teaching techniques. Innovation often takes careful planning and development, for which full-time classroom teachers often do not have time; so the helping teacher could also relieve the time pressures that accompany innovation, by either helping with the planning or relieving the teacher from classroom activities for short periods of time to permit the teacher to do the necessary planning. Stockman (1962) found the helping teacher to be an effective method to encourage teaching innovations in small school settings in Michigan. [12]

The small rural school district that implements any of these ideas provides a broad-based staff development plan which is likely to improve teacher morale and create a sense of excitement. Improving curriculum and instruction then becomes challenging and interesting.

Providing Effective Inservice Programs for Teachers in Small Rural Schools

The importance of providing effective inservice programs for teachers in small rural school districts is described by Everett Edington in "Strengthening the Small Rural School:"

> Since tenure laws and local politics often make it extremely difficult to remove inferior small school teachers, retraining seems to be the most reasonable solution to the problem of deficient personnel. It should be remembered, moreover, that many "inferior" teachers are not lacking in ability but are simply deficient due to a lack of proper training and/or lack of opportunity to stay abreast of their disciplines, especially those teachers located in isolated areas. Retraining via adequate inservice programs can help to eliminate these personnel deficiencies and can, thereby, enhance the education of children living in isolated rural areas.[13]

Given the importance of retraining for staff, the small rural school district must develop a readiness and commitment to professional growth. Edington states:

> Very often the initial step in upgrading the staff of an isolated school involves convincing personnel that there is a need for inservice training. Once

> this need has been acknowledged, effective inservice training can, if properly managed, be accomplished with minimal resources. In the development of in-service programs, the best results have been derived from thinking in terms of the larger geographical area and beyond the individual school district. In large geographical areas, an intermediate unit or the state department of education can most efficiently administrate inservice programs. It has been found that the most successful rural inservice education programs have been those that: 1) serve large numbers of remotely based teachers; and 2) bring programs to the teacher at this home site. (Burdin, 1973)[14]

Much of the literature on inservice in small rural schools points to the necessity of cooperative efforts through Boards of Cooperative Services or other cooperative arrangements. By cooperating, the training needs of teachers in a particular area (i.e. reading, special education, etc.) can be met in a cost-effective manner. Staff at the BOCS can provide the linkage function described in the section entitled "A Framework for Curriculum Improvement."

In "Cooperative Staff Development--A Possible Approach for Small Schools," Russel describes two approaches to cooperation.[15] The first approach focuses on common staff development in two districts. Russel suggests that administrators in nearby districts analyze their respective needs, identify common needs and establish a committee of teachers and administrators from

both districts to plan an appropriate program.

Coordination and resource assistance to the planning committee could be provided by nearby colleges or universities. He stresses the importance of using an "outside" person from higher education to bring in new ideas which may not be available in the respective districts. In addition, the university educator could assist in defining the need and suggesting appropriate inservice.

The second approach described by Russel involves a larger number of school districts and might best be implemented through BOCS. Districts which are members of a particular BOCS might analyze their needs, identify common needs and provide for staff development on a cooperative basis. Since administrators regularly attend BOCS meetings, the BOCS provides a convenient structure to plan for cooperative staff development.

A large part of the literature on effective inservice for small rural schools stresses the importance of developing more meaningful relationships between the university and the small school.

Figure I on page 5 illustrates the existing relationship between the university and the small rural schools. The university and the local school district tend to operate in separate worlds. There is no reason why the separateness has to continue. If educators in small rural school districts articulate their training needs and request assistance from the university, appropriate programs can be developed.

Since adequate preservice instruction generally has not been provided in the past, the rural teacher must depend on specialized inservice to meet his or her needs. A nationwide study was conducted by Charles in 1969 to identify training needs for rural teachers. The following training areas were identified as areas of greatest need:

> 1) More practical methods courses; 2) learning to teach with minimum facilities; 3) more preparation in guidance and counseling of students; 4) better preparation in a broader number of subject-matter fields; 5) added courses in rural culture and sociology; 6) ability to teach several grades in the same room; 7) training in diagnosis and treatment of exceptional children; 8) preparation in "practical rural living" (i.e., basic principles of carpentry, electricity, and plumbing); and 9) instruction in rural economic systems. [16]

These needs might serve as a starting point for developing courses for small rural school districts.

Universities and colleges in some states have developed courses for educators in small rural schools. A number of these are described by Ivan Muse in "Preservice Programs for Educational Personnel Going into Rural Schools:"[17]

> Eastern Kentucky University offers a well-attended graduate course for teachers, administrators, and counselors in elementary education. The course, entitled "Teaching the Rural Disadvantaged Child," provides the student with information regarding the characteristics of the rural disadvantaged. The content of the course stresses an involvement in common experiences of the rural culture with an historical and contemporary perspective. Those who enroll are assisted in becoming more skilled in developing teacher strategies and materials uniquely suited to the rural learner.[18]

> Eastern Kentucky University offers a rural education course for elementary teachers entitled "Teaching the Rural Disadvantaged Child." The course is offered regularly during the summer session at the University and when requested the course has been taught off-campus. Enrollments range from 15 to 40 students, most of whom are graduate inservice teachers. The primary goal of the course is to attempt to change the negative stereotyping that teachers may possess of low-income, low-achieving rural children. The secondary goal is to assist the teachers in preparing lesson materials that focus on life experiences as a base for learning.[19]

> Northern Montana College offers a summer session "Automated Teaching Systems" course for inservice teachers. This course, part of a three-year project for teachers in eight rural school districts, is designed to assist these districts in providing alternative vocational and remedial

learning experiences for special needs students. The direction of the program is to enable the special needs students to become more employable and capable of being successful in more advanced technical training. The college is responsible for coordinating the sharing of programs between schools, the training of student teachers in the utilization of the automated teaching systems, and the inservice on-the-job training of the teachers in the eight schools by the trained student teachers. The college also provides career counseling assistance through the utilization of interns enrolled in the Master's degree program in Career Guidance. [20]

Brigham Young University has initiated a new design for teacher education involving a cooperative venture in preservice/inservice education. The venture involves removing the regular teachers and administrators in a selected rural school and replacing them for a period of time (three to five school days) by student trainees. The student teachers attend several training sessions in a day spent on the public school campus with the cooperating teacher and the classes that they will be assuming when the regular teacher leaves.

During the time the regular teachers are gone, they participate in a workshop planned by them and conducted by the university. During the past three years, eight school districts have participated in the cooperative teacher exchange arrangement. At no time during the "take over" of the schools has there been any serious school problems arising. Parents have been laudatory of the program, and no criticisms have been reported to the school officials from community patrons. The student teachers have been very enthusiastic and have praised the rural schools where they have worked. Many of these students have changed their attitudes about teaching in a rural community as a result of this project. [21]

Several rural school districts might approach a university to sponsor a conference on rural school problems. Alumni organizations may be requested to plan appropriate programs for educators in rural locations.

The programs described above indicate a number of ways Colorado's universities and colleges might cooperate with local school districts to improve curriculum. The cooperation is advantageous for both the school and the university or college. As professors spend more time in the field, they will become more familiar with "real life" problems. Their expertise then can be used in meaningful ways. The result has to be better programs for small rural schools and more credibility for university and college professors suffering from the ivory tower syndrome.

As school districts identify their inservice needs, it is also important for them to increase cooperative efforts with other resource groups. The Colorado Department of Education can provide free assistance to school districts in a number of areas. The community also should be examined for possible inservice support.

COOPERATIVE SUPPORT OF CURRICULUM IMPROVEMENT: A NUMBER OF ALTERNATIVES

Educators throughout the country agree that cooperatively supported curriculum improvements need to be more closely examined by rural school districts. Nearly every document reviewed in developing this booklet stressed the need for more creative use of cooperative efforts.

Cooperative efforts can occur at two levels. The first level would bring together two schools to cooperatively improve curriculum. The second level would bring together a number of school districts to address a curriculum need. Seventeen Boards of Cooperative Services (BOCS) have been created in Colorado to serve this purpose. Unfortunately, local school districts in Colorado generally have not investigated the wide variety of cooperative efforts which could be provided by a BOCS.

Whether two schools cooperate or a large number of districts cooperate is not the primary concern. Rather, it is important for small rural schools to more carefully consider ways in which resources can be pooled to meet the student needs in a more cost-effective manner. The types of services

which might be provided by a BOCS or by two schools' cooperative efforts are limited only by the creativity of the district administrators involved.

In "The Emerging Role of Regional Service Centers, Proceedings of the Second National Conference of the National Federation for the Improvement of Rural Education", it states that:

> Each school district need not try to be all things to its students, nor should it continue to attempt to provide a 'little bit of everything'. Weiss makes a strong argument for doing just the opposite. Citing the works of Jencks and Coleman, Weiss concluded that school districts have too many goals, make too many promises which they cannot keep, and in many instances are not the best institutions to deliver desired services. [22]

For example, one district may concentrate on the development of vocational facilities to accommodate students from neighboring districts as well as its own students, thus avoiding a duplication of effort. A neighboring district might develop a well-staffed and comprehensively-planned drama department, again to accommodate students from neighboring districts on a reciprocal basis.

Examples of cooperative efforts can be found throughout the country. For example, an individual, such as a remedial

reading teacher, might be hired jointly by more than one school system so that he or she provides services to all the schools. While one small school may not be able to afford a remedial reading teacher on its own staff, several schools might be able to support the services of such an individual on a part-time basis. It is feasible to share the services of special teachers such as art, music, vocational education, etc. Shared services is a practice most common in rural New York, but is found in various forms in other states.

An alternative to cooperatively purchasing the services of an individual teacher is exchanging teachers between schools or districts. For example, teachers from one school actually change places with teachers from other schools. If one elementary school has a well-trained reading teacher on its staff and another school has a well-trained mathematics teacher on its staff, these teachers could rotate between schools and spend their time teaching subjects for which they are best prepared.

School districts also might cooperatively support a person to perform the linkage function illustrated in Figure II on page 8. This practice has been successful in seven BOCS in Colorado and in the Denver Public Schools. There is no reason why it could not be expanded to other BOCS and other school districts in the state.

A CHECKLIST FOR CURRICULUM CHANGE

Developed by:

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Although curriculum improvement is a complicated process, educators can take certain steps to increase the likelihood that the improvement will be successfully implemented. The following guidelines are offered to aid in this process. Not all items will be entirely appropriate for every situation. However, there are implications for success and failure in each item.

These guides have been developed from two major sources 1) literature on change and 2) our collective experience. It is perhaps important to note that the guidelines are based on the following assumptions:

1) Since the impetus for change or innovation is frequently initiated in the middle or lower levels of a school system hierarchy, the need for a support base and planning is essential.

2) The change under consideration is substantial and consequential. "Tinkering operations" may not require such an elaborate change process.

3) There is a temptation to rely heavily on informal communication channels in a change process. The use of both formal and informal channels is necessary.

4) The use of the following guidelines will help to minimize the frustrations of discouragement.

5) The planning phase is frequently the most neglected. Therefore, it is emphasized.

6) If anything is worth doing, it is worth doing well.

Hopefully, you will be able to use or adapt the guidelines in developing your own "cookbook" for change.

A CHECKLIST FOR CURRICULUM CHANGE

		Action Needed	Target Date	Person Responsible for Action	Action Completed
PHASE I:	Need Identification 1. Sufficient and reliable evidence is available to substantiate a need for change. 2. The "need" can be specified in discreet terms so that it will be understood and dealt with realistically. 3. Multiple needs are prioritized. 4. The need is acknowledged by more than one person in the organization, including at least one person with influence.				
PHASE II:	Conceptualization of Solution (Preliminary/tentative) 1. Informational resources are used to see if other schools/districts have faced a similar problem, or set of problems, and how they dealt with it. a. Professional literature, ERIC, etc. b. Visitations/observations. c. Colorado Facilitator Project. d. Colorado Department of Education. 2. An advocacy group is formed (formal or informal) to help develop a solution and support the concept (includes teachers and administrators). 3. Suggestions for solutions are consistant with organization's philosophy and goals and with community norms and values. 4. Advocacy group makes analysis to identify factors that will facilitate or inhibit ideas for change. 5. Advocacy group anticipates questions and concerns to be raised by those who will influence or make the decision.				

	Action Needed	Target Date	Person Responsible for Action	Action Completed
6. A concise written prospectus, or outline, is prepared for review/reaction by those who would (a) be involved in the change, (b) influence the decision, and (c) make the decision.				
7. Communication strategies include use of existing networks.				
**GO -- NO GO DECISION				
PHASE III: Planning				
1. Person responsible for coordination planning is formally identified.				
2. All persons in the organization to be affected by the proposed change are identified and involved, or represented, in the planning process.				
3. Planners are provided with adequate relief from regular responsibilities.				
4. Planners receive encouragement and assistance from key administrators on a regular basis.				
5. Planners verify accuracy of identified need and appropriateness of tentative goal statements. Where either the need is improperly identified or goals are inappropriate, changes are made to obtain congruency.				
6. Goals are translated into concrete, realistic objectives.				
7. Resource persons (internal and external) and agencies/organizations are identified and consulted for input and criticisms.				
8. Programmatic alternatives are identified, examined and compared to select the one(s) most appropriate and likely to achieve goals and objectives.				
9. Selected alternatives are consistent with knowledge about human growth and development, learning, individual differences, motivation, etc.				

	Action Needed	Target Date	Person Responsible for Action	Action Completed
10. All resources needed are carefully identified (includes staff, facilities, materials, supplemental funds, etc.).				
11. Changes in staff roles or responsibilities are carefully analyzed, fully understood, and accepted by those who must change.				
12. Further analysis is made by total planning group to identify factors that will facilitate or inhibit change.				
13. Specific plans are developed to address each inhibiting factor.				
14. Enabling activities are carefully assessed and specified, including staff training, acquisition of resources, development of management and evaluation tools, and obtaining parent-community input (when appropriate).				
15. Information is shared regularly with others in the organization throughout the planning process.				
16. All staff roles and responsibilities are specified.				
17. Clean and clear lines of authority and decision making are specified.				
18. Target schools and student populations are carefully selected for pilot phase and tentatively identified for installation phase.				
19. Evaluation plans are appropriate and realistic for <u>all</u> aspects of the plan (process and product, formative and summative). These plans are made with input from the persons being evaluated as well as with persons with expertise in evaluation.				
20. Monitoring and feedback mechanisms are designed to help counter negative consequences and capitalize on positive ones.				
21. Specific plans are developed for installation and diffusion, pending outcomes of the pilot phase.				

	Action Needed	Target Date	Person Responsible for Action	Action Completed
22. Projected costs are translated into both a line item and program budget. Proposed expenditures are realistic and clearly related to proposed activities.				
23. A comprehensive planning document is prepared and circulated for review and reaction by those who would (a) be involved in or affected by the change, (b) influence the decision, and (c) make the decision. (Plan format on page 18).				
24. The plan is given thorough consideration by decision makers.				
25. Decision makers provide planners with a timely response and with recognition for their efforts.				
26. Plan is revised/refined based on feedback and/or directives from decision makers.				
**GO -- NO GO DECISION				
PHASE IV: Pilot				
1. The scope of the pilot effort is restricted; i.e., no broader than necessary to sufficiently test the proposed change(s).				
2. Thorough orientation is provided for supportive personnel (especially principals) prior to initiating activities.				
3. Needed resources are on hand and ready for use before initiating activities.				
4. Necessary staff training is successfully completed before initiating activities.				
5. Responsible persons monitor pilot activities on a regular basis.				
6. Careful attention is given to staff morale throughout the pilot phase.				
7. Problems are accurately diagnosed and dealt with promptly.				
8. Evaluation procedures are faithfully observed.				

	Action Needed	Target Date	Person Responsible for Action	Action Completed
9. Evaluation findings are thoroughly analyzed by original planning group, participants, and key administrators.				
10. Recommendations for modifications and refinements are agreed upon, specified and submitted to decision makers.				
**GO - NO GO DECISION				
PHASE V Installation				
1. This is basically a repeat of steps involved in the pilot phase. The major difference here is the scope of the effort.				
2. Each increment added to the scope of the pilot project results in a geometric increase in complexity and, hence, in potential problems.				
3. Careful attention to all facets of the basic plan is essential. The plan should not be considered static, but rather it should be a dynamic document undergoing continuous refinement as the innovation process moves along.				

Essential Components of a Formal Plan for Change

Description of need and supporting evidence.

2. Summary of planning activities (who, what, when, why).

3. Goals and specific objectives.

4. Activities to achieve objectives and evidence in support of their selection.

5. Target population and school sites.

6. Staff

   a. positions
   b. qualifications
   c. responsibilities

7. Management system

   a. authority
   b. decision making
   c. communications

8. Materials and facilities needed.

9. Pilot test design.

10. Installation/diffusion design.

11. Evaluation.

12. Time line for all tasks and critical events.

13. Budget (line item and program).

HELPFUL HINTS:

* Avoid ambiguity and meaningless jargon and strive for internal consistency, i.e.:

  Objectives address needs
  Activities relate to objectives
  Evaluation relates to objectives

SUCCESSFUL PROGRAMS, MATERIALS AND PRACTICES IN RURAL EDUCATION

The remainder of this booklet provides descriptions of a variety of materials for improving curriculum in small rural school districts. Included are management materials for the administrator and curriculum programs and practices for the teacher.

The materials have been selected because they relate to curriculum improvement in small rural schools. They represent only a small part of the total materials available on small rural schools in general.

To the extent that school districts can use these resources, they can build on the experiences and ideas of others and save time and money. The small rural school district cannot afford to reinvent the proverbial wheel!

SELECTED BIBLIOGRAPHY OF
MATERIALS AVAILABLE FROM ERIC

ED115408
Strengthening the Small Rural School
Edington, Everett D.
Publ. Date: January '76
63 pages
EDRS Price: EDRS Price MF - $0.76 HC - $3.32 plus postage
Availability: National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-031 $3.00)

Since small school problems are magnified in rural areas and since small rural schools have suffered, consequently, from the consolidation syndrome, it is important to acknowledge the fact that due to geographical limitations some rural areas cannot consolidate and others simply prefer the small school environment. It should also be recognized that there are both strengths and weaknesses inherent in the small rural school. Weaknesses attributable to small rural schools include: (1) poor organizational structures; (2) difficulties in the recruitment and retention of quality personnel; (3) inadequate facilities; (4) curriculum deficiences; (5) inadequate financial support. Strengths attributable to the small rural school include: (1) a homogeneous sociocultural background; (2) the potential for closeknit educational organiztion; (3) close student/teacher relationships; (4) community involvement; and (5) a classroom environment conducive to innovative techniques. While the problems of finance must be met at the local, state, and federal levels, solutions to many of the problems of the small rural school can probably best be found by coupling inherent strengths with innovative educational practices which encompass use of: the intermediate unit; the shared services concept; media and technology; mobile units; and in-service programs.

ED100559
Small Rural Schools CAN Have Adequate Curriculums
Loustaunau, Martha
Pub. Date: February '75
35 Pages
EDRS Price: MF - $0.76 HC - $1.95 Plus Postage
Availability: National Education Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-023, $1.00)

The small rural school's foremost and largest problem is providing an adequate curriculum for students in a changing world. Often the small district cannot or is not willing to pay the per-pupil cost of curriculum specialists, specialized courses using expensive equipment no more than one period a day, and remodeled rooms to accommodate new teaching techniques in order to provide the same variety of classes available in a large school. An additional problem is hiring teachers who are prepared in several major curriculum areas. Some small rural schools have found ways to combat huge expense for specialized programs and curriculum deficiences by cooperation between schools, shared services, greater use of audiovisual aids, and inventiveness in meeting their special problems. Other methods used by some small schools throughout the United States to fill many gaps in an otherwise meager curriculum are expanding the curriculum to include vocational and career education to prepare the students for living in either a rural or urban environment, inservice teacher training, better guidance and counseling services, and utiliztion of community resources.

ED096067
Teaching in the Small Community, Yearbook 1956, Department of Rural Education.
Fox, Robert S., Ed.
Pub. Date: 1956
225 Pages
EDRS Price MF - $0.76 HC - $10.78 Plus Postage

Educators' main concern in 1956 is with teaching in small communities rather than exclusively with teachin in one-teacher schools. The modern rural school is likely to be one which serves

an entire community, usually including a hamlet, village, or small-town center and the surrounding open country area. Yet, the school tends to be small (about 64 percent of all school districts have fewer than 10 teachers and about 11 percent have 40 or more). Written for teachers who serve small communities, the Department of Rural Education's 1956 Yearbook focuses on problems encountered by teachers in small schools throughout the United States. Emphasis is upon practical approaches to these problems, although it is recognized that no solution to one teacher's problem can be transposed to another situation. The solutions are based on the assumptions that good learning experiences utilize and grow from the child's own environment; education is more effective when directed toward the improvement of living; and it is important that the school program be sufficiently flexible and varied to allow each child the opportunity to grow to his maximum capacity.

ED106011
Initial Contact Approaches for Community Resource Development With Small Rural Communities
Austin, Keith
Pub. Date: May 1975
64 Pages, Specialist in Education Thesis, New Mexico State University

A field study was conducted to ascertain how leaders in three small rural New Mexico communities viewed the approaches of a Community Resource Development (CRD) Specialist during the critical initial phase of the CRD process. A log of approaches was kept by the Specialist to record the significant approaches employed and the leader contacts made. Thirty-eight leaders were interviewed to determine opinions about various approaches. Twenty-five leaders approved of a CRD Specialist working in the community; one did not; and ten were undecided. It was recommended, that a new CRD Specialist approach community leaders face-to-face; have a pre-talk prepared for the visitation; carefully study the community before attacking a project; and either live in the community or work there several days a week.

D106009
Telecommunications Technology and Rural Education in the United States
Perrine, Jay
Pub. Date March '75
286 Pages; Taken from a Master of Arts Thesis, Washington University, St. Louis, Missouri.

The potential of telecommunications technology as an aid to rural education in the U.S. was examined. Information derived from relevant literature, telecommunications project reports, census and demographic data, educational statistics, and field data were utilized to examine the general situation in rural America and the two target groups of migrant farm workers and American Indians. Educational projects utilizing telecommunications in connection with the target groups were examined and then analyzed in terms of cost, effectiveness, quality, impact, and organizational control. Five separate elements were examined: (1) the physical setting and the population; (2) the problems and questions: (3) the forces, factors, and institutions; (4) the technology; and (5) the technological capability. It concluded that telecommunications have much to offer in terms of resource-sharing, having the ability to reach physically isolated populations; to teach and upgrade rural teachers; to share good teachers; to bring quality audio and visual information to schools; to teach in bilingual, bicultural situations, and to share administrative duties. Projected large-scale satellite-based educational telecommunications systems were found to be relatively inexpensive, costing no more than $35 per student school year.

ED11565
The Use of Paraprofessionals as an Approach to Community Development
Warner, Paul D.; Korsching, Peter F.
Pub. Date: August '75
13 Pages; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

By virtue of the Title V Rural Development Program, 10 paraprofessional workers were assigned, via extension services, to 10 counties in Appalachian Kentucky to engage in both action and research phases of community development. Extension Specialists were provided to train and support the paraprofessionals in surveying local leadership, identifying problems, establishing objectives, organizing group action, and serving as linkage to outside resources. Evaluation of the strengths and weaknesses in the use of these paraprofessionals revealed that: (1) the dual role of extension worker and researcher may give the paraprofessional insights into the community, otherwise not apparent, but may also present problems via conflicting objectives; (2) supervision can be a problem relative to the level of the organizational structure from which it is administered and the amount administered, but it can also be an asset, providing the paraprofessional with a close tie to the action oriented agency; (3) while maintaining an indigenous status, the paraprofessional may not have certain insights afforded the professional, and his familiarity with the people may erode the necessary aura of confidentiality; and (4) use of the paraprofessional allows a higher degree of economic efficiency, but a high rate of turnover among paraprofessionals presents additional problems.

ED091410
Parallel Needs Assessments among Small, Rural Districts as a Basis for Cooperative Planning
Brittingham, Barbara F.; Netusil, Anton J.
Pub. Date: April '74
10 Pages; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974.

The purpose of the project was to identify common curricular needs among seven small contiguous midwestern school districts by means of parallel needs assessments conducted independently by each district. Operating under a state finance plan in which school spending is tied directly to student enrollment and faced with a decreasing number of students, the districts were desirous of avoiding or postponing consolidation. Independent parallel needs assessments

Provided a method of cooperative planning which would allow them to retain their autonomy and yet share resources for those goal areas which were identified as common needs. (Author)

ED034628
Cooperative Staff Development--A Possible Approach for Small Schools.
Russell, Dwane
Pub. Date: 1967
4 pages
EDRS Price: MF-$0.76 HC-$1.58 Plus Postage
Administrative Problems/ *Cooperative Planning/ *Cooperative Programs/ Inservice Programs/ *Small Schools/ *Staff Improvement/ *Teacher Improvement

Because of the rapid increase of technological and general knowledge, the maintenance and development of teaching staffs has become a major problem, especially for the small school district, Cooperative programs uniting several school districts, such as the school study councils utilized in Texas, seem to present the most favorable solution. Advantages include: provisions for a comprehensive program, even distribution of resource allocations, and interaction of district staffs which may facilitate staff development and involvement. (DK)

RIE76CCT
How To Attract And Keep Good Staff In A Small District.
Baker, James E.
Pub. Date: April 10, 1976
5 pages
EDRS Price: MF-$0.83 HC-$1.67 Plus Postage
Paper presented at the annual meeting of the National School Boards Association (36th, San Francisco, California, April 10-13, 1976)

In attracting a good staff, one should stress the characteristics of a small district that might be attractive to recruits: A low teacher-pupil ratio, more opportunities to take leadership roles, opportunity to give more individual attention to students, a greater opportunity to be part of the community, ability to be

closer to one's own children's involvements and needs, and a community bond. Keeping good staff can mean involving the staff in as many things as possible, keeping the staff informed, showing interest in the staff by visiting them at work and recognizing their accomplishments, using every method possible to involve staff in planning and implementing of programs, exploring the leadership abilities in the staff and promoting those capable of leadership, recommending the highest salaries possible, avoiding inbreeding of ideas, and treating all staff as human beings who are needed and wanted and whose work for children is appreciated. (Author/IRT)

ED108770

Staffing Plan For Upgrading Of Rural Schools (Spurs). Utah.
Williams, Russell
Pub. Date: 1975
125 pages; For related document, see ED 101 868

The effectiveness of a differential staffing plan and a behavioral oriented teaching approach for upgrading of rural Utah elementary schools was examined. Spurs Staffing Model (an Elementary Secondary Education Act Title III Project) consisted of an instructional design team (composed of curriculum and behavioral specialists on a multischool basis) and an instructional technician in each classroom. An experimental and a control fifth grade classroom were selected from each of three different school districts. Ninety experimental and 83 control subjects were selected randomly by using a standard mathematical table. These students were administered the: California Achievement Test, Level 3 Form A; Lorge-Thorndike Intelligence Test; Student Activities Questionnaire; and Idea/ETS Attitude Questionnaire. Data were treated statistically using analyses of variance and covariance. The experimental model was successful in providing an overall (Multivariate) significantly better attitude toward learning and a significantly higher achievement level among students participating in SPURS. Specific areas of significance of attitude toward learning were: Class content, career development, multiple talent, enjoyment of school, and individual instruction. Specific areas of achievement significance were: Capitalization, Punctuation, and Comprehension. (NO)

ED038235
Continuous Curriculum Development -- Rural School, Second Year Evaluation Report
Pub. Date: Apr 69
EDRS Price: MF-$0.76 HC-$9.51 Plus Postage
196 pages

Program development and evaluation procedures involving faculty, students, and community in a continuous curriculum development project are given in this second-year report of the Fairfield, Indiana, community schools. The report is divided into 6 sections: (1) the process of developing conceptually designed curricula, (2) the processes of the professional staff, (3) analysis of professional growth, (4) analysis of the administrator-teacher relationships, (5) dissemination process and cost, and (6) the most significant change during the second project year. Exhibits illustrating workshop activities, as well as statistical evaluations of the project's impact on teachers and students, are appended. The first year of this program, which is funded under Title III of the Elementary and Secondary Education Act, is reported in a related document, ED 021 665. (TL)

ED034649
Modern Ways in One- and Two-Teacher Schools
Bathurst, Effie G.: Franseth, Jane
Pub. Date: 1960
27 pages.
EDRS Price: MF-$0.76 HC-$1.95 Plus Postage

Suggested methods for improving school organization, curriculum development, and educational planning are provided relative to the problems and constraints of rural one- and two-teacher schools. Particularly emphasized are procedures for scheduling and organizing classroom activities, developing curricula to meet the needs of rural students, and teacher-administrator planning. (DK)

ED015067
Upgrading Isolated Small School Programs, The Western States Small Schools Project
Gann, Elbie L.
Pub. Date: Oct. 1967
22 Pages
EDRS Price: MF-$0.76 HC-$1.58 Plus Postage

The history of small schools reveals that even after massive redistricting in the 1950's there were over 5000 small high schools in the United States which could not be redistricted. Most of these schools were financially unable to put more money into their programs, and as a result many became involved in projects (10 are described here) which were to be attempted improvements in the teaching-learning process. Multigraded classes, correspondence courses, multimedia instruction, programed materials, curriculum development, and shared services were among the practices attempted in different areas. The specific practices that seemed to hold most promise for small schools were the nongraded system, team teaching, teacher aides, and individualized instruction in the one-teacher school. It appears to be true that adoption of the aforementioned educational practices can help prevent the isolated small school from being inferior if there is community support, board of education support, and if an experioenced and highly trained faculty can be employed. This speech was presented at the National Outlook Conference on Rural Youth, October 23-26, 1967, Washington, D.C., sponsored jointly by the U.S. Departments of Agriculture, Health, Education, and Welfare, Interior, and Labor, OEO, and the President's Council on Youth Opportunity. (JS)

ED118302
Rural Education Program--Basic Program Plans, April 1972 (Northwest Regional Educational Laboratory Rural Futures Development Strategies)
Pub. Date: April 1972
302 pages. (A few pages contain light print)
EDRS Price: MF-$0.83 HC-$16.73 Plus Postage

Designed for progressive implementation (1966-1977) in the Northwest Region, this program guide emphasizes rural educational change via training systems and materials which suggest and support new structural patterns and participatory decision making for rural schools and communities. Divided into three major sections (Summary Information, Program Description, and Institutional Descriptions), the bulk of this guide describes the program as follows: (1) The Rural Education Problem (rural setting, present conditions, potential for rural education improvement, and critical rural education needs); (2) General Strategy (models for field-centered training, field-based product development, and an operational setting for product development); (3) Specific Strategies (the generic learning and change process model; strategies for school-centered, community-centered, learner-centered, and support agencies-centered rural futures development; and the strategy relationships); (4) Addendum (an optional family-centered strategy); (5) Dissemination Plan; (6) Evaluation Plan; (8) Bibliography. Major program components are identified as community, school, learning environment, and support agency components and include both activities and products. (JC)

ED110265

The Rural and Small School: A Comprehensive Information Booklet
Swick, Kevin: Henley, Lawrence L.
Pub. Date: Sept. 1975
17 pages
EDRS Price: MF-$0.76 HC-$1.58 Plus Postage
Illinois Local Control of Schools Association - Springfield

The status of rural and small schools in today's society is such that it is confronted with a myriad of problems. Differing from school to school and from community to community, the most consistent rural and small schools problems are: (1) low level of instructional quality, (2) inadequate physical facilities, (3) financial instability, (4) less than desirable instructional resources and materials. Moreover, rural and small schools are not receiving their proportionate share of Federal educational funds, and State education offices are encouraging elimination of rural and small schools via financial allocation systems

which reward large school districts and penalize small school districts. Despite these problems and prevalent criticism of the rural and small schools concept, some educators believe rural and small schools can provide a good climate for positive social behaviors among children, as well as revive and improve the total social climate in America. The 11 annotated book citations and the 20 annotated periodical citations presented herein are important works dealing with aspects of the following major issues in rural and small school education: (1) finances, (2) program quality, (3) staff development, (4) community control, (5) special needs learners, (6) physical facilities, and (7) appropriation of State and Federal monies. (JC)

ED070562
Development of a Problem Solving Capability for Rural School Districts, Final Report
Pub. Date: Nov. 1972
51 Pages
EDRS Price: MF-$0.76 HC-$3.32 Plus Postage

A model was developed to be used in the resolution of problems in the rural and suburban school districts in Intermediate School District #110 service area of King County, Wash. The system based on this model was used to move information from the professional/technical base to the manager confronted with the problem resolution. The problem resolutions involved staffing, enrollment, space, migration, and dropouts. It was decided that the restraints and requirements necessary to operate in a problem-solving capacity in the rural school district have been identified and that educational management has been receptive to the new ideas associated with this problem-oriented concept. It was noted that, in the future, the main effort will be directed toward the design of the management information system to insure its excellence in meeting the needs of local administrators. Appended are 25 charts and diagrams, and a 25-item bibliography is included. (PS)

ED115408
Strengthening the Small Rural School
Edington, Everett D.
Pub. Date: Jan 1976
63 Pages
EDRS Price: MF-$0.76 HC-$3.32 Plus Postage

Since small school problems are magnified in rural areas and since small rural schools have suffered, consequently, from the consolidation syndrome, it is important to acknowledge the fact that due to geographical limitations some rural areas cannot consolidate and others simply prefer the small school environment. It should also be recognized that there are both strengths and weaknesses inherent in the small rural school. Weaknesses attributable to small rural schools include: (1) poor organizational structures; (2) difficulties in the recruitment and retention of quality personnel; (3) inadequate facilities; (4) curriculum deficiencies; (5) inadequate financial support. Strengths attributable to the small rural school include: (1) a homogeneous sociocultural background; (2) the potential for close-knit educational organization; (3) close student/teacher relationships; (4) community involvement; and (5) a classroom environment conducive to innovative techniques. While the problems of finance must be met at the local, state and federal levels, solutions to many of the problems of the small rural school can probably best be found by coupling inherent strengths with innovative educational practices which encompass use of: the intermediate unit; the shared services concept; media and technology; mobile units; and in-service programs. (JC)

ED121559
Pacesetter for Small Schools. Report of a Summer Institute (Willamette University, Salem, Oregon, June 16-20, 1975)
Burcham, Mildren, Ed.
Pub. Date: June 1975
146 Pages
EDRS Price: $0.83 HC-$7.35 Plus Postage

Presented in condensed form, this document represents the general and concurrent session presentations offered to 191 participants attending the 1975 Tenth Annual Small Schools Summer

Institute held in Oregon. Identified as major speakers and resource people in attendance at the institute are: representatives from nationally validated Title III projects, exemplary programs in Oregon, Oregon College of Education, and the state department of education. Major presentations include: "Message from Superintendent Verne A. Duncan"; "Pacesetter for Small Schools"; "Legal Survival Skills for Educators"; "Preventing Reading Failure"; "Developments in Special Education in Oregon"; and "Constructive Rebellion". Among the concurrent presentations recorded here are speeches dealing with: law; teaching language arts; early childhood education guidelines and programs; new graduation requirements; minimum standards; budgeting and accounting; department of education guides; the metric system; 1975 legislation; school faculties and the decision making process; special vocational programs for small schools; career and community awareness; learning centers; aids for teachers of the handicapped; resources for learning disabled children; value clarification; alphaphonics; gaining support for innovative ideas; a communications curriculum; and model career education reports. (JC)

ED123729
Unique Budget Problems of the Small School District
Crump, John W.
Pub. Date: April 1976
10 Pages; paper presented at Annual Meeting of the National School Boards Association, San Francisco
EDRS Price: MF-$0.83 Plus Postage. HC not available

After a brief explanation of the way his state finances education, the speaker focuses on specific methods his small, rural district uses to save money and ease budget problems. (IRT)

ED125807
Small Schools, A Selected Bibliography (with ERIC Abstracts)
Pub. Date June 1976
64 Pages
EDRS Price: MF-$0.83 HC-$3.50 Plus Postage

Compiled TC provide access to some of the latest resource material, research findings, and/or developments in small school education. This bibliography supplements two previous bibliographies which in conjunction with four others published under

the title of "Rural Education and Small Schools" provides cumulative coverage. Part I of this supplement contains 26 citations taken from the April 1975 through March 1976 issues of "Resources in Education" (RIE). Each RIE entry includes an Educational Resources Information Center (ERIC) accession number, publication date, title, author(s), descriptors, identifiers, descriptive note, and an abstract. Derived from the April 1975 through March 1976 issues of "Current Index to Journals in Education" (CIJE), Part II includes six citations. Each CIJE entry includes an ERIC accession number, publication date, title, author(s), descriptors, identifiers, journal citation, and an annotation when necessary. A wide variety of material (program descriptions, technical reports, bibliographies, etc.) is covered, particularly in the areas of elementary/secondary education, rural schools, and educational problems. Part III presents an RIE/CIJE subject index, while Part IV presents a list of the standing order microfiche collections. Ordering information is appended. (JC)

ED125808
Rural Education, A Selected Bibliography (with ERIC Abstracts)
Pub. Date: July 1976
352 Pages
EDRS Price: MF-$0.83 HC-$19.41 Plus Postage

Compiled to provide access to some of the latest resource material, research findings, and/or developments in rural education, this bibliography supplements six previous publications, providing cumulative coverage. Part I of this supplement contains 267 citations and abstracts taken from the April 1975 through March 1976 issues of "Resources in Education" (RIE). Each RIE entry includes an Educational Resources Information Center (ERIC) accession number, publication date, title, author(s), descriptors, identifiers, descriptive note, and an abstract. Derived from the April 1975 through March 1976 issues of "Current Index to Journals in Education" (CIJE), Part II includes 72 citations which are annotated when necessary. Each CIJE entry includes an ERIC accession number, publication date, title, author(s), descriptors, identifiers, and journal citation. A wide variety of material (annual reports, technical reports, books, program descriptions, etc.) is covered. Subject areas most frequently cited include: Rural Development; Rural Schools; Small Schools; Rural Population; Rural Urban Differences; Rural

Areas; Program Descriptions; and Developing Nations. Part III presents an RIE/CIJE subject index, while Part IV provides a list of the standing order microfiche collections. Ordering information is appended. (JC)

ED128922
Managing School Districts with Declining Enrollment. Case Study Number 3: School District C. A complete Agricultural Service
Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys
Pub. Date: April 1976
25 Pages
Document not available from EDRS

The effects of declining enrollment on one small town school district in Minnesota are examined in this case study, published in conjunction with a planning manual on enrollment decline. This district, located in a predominantly agricultural, rural area, was forced to reduce its staff, close two elementary schools, and reorganize its educational programs to live within its financial means. To curtail the effects of lower enrollment and less money on the number of high school course offerings, the district instigated a trimester program that makes a large number of electives available, even though each elective is not offered every year. Some school facilities, such as the high school library, are now shared with the community. Most reduction in force has been accomplished through attrition (retirement and resignation), rather than through layoff. This case study, like the other four in this series, is intended to assist school officials and interested citizens in dealing with problems associated with enrollment. (Author/DS)

ED128924
Managing School Districts with Declining Enrollment: Case Study Number 5: School District E. A Local Village
Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys
Pub. Date: April 1976
25 Pages
Document not available from EDRS

The rural school district examined in this case study is the

smallest of the five covered in this series, which is published in conjunction with a planning manual on declining enrollment. The principal issue in this Minnesota district is simply survival. Its initially small enrollment has shrunk even further, and enrollment projections indicate that it will continue to decline. Operation costs have increased, even though the community, which wants to keep its two schools, recently passed a budget levy. Reduction in force has been accomplished through attrition and transfer, and educational programs have been somewhat curtailed. The major question facing district officials is whether the school system should continue to function in order to contribute to community vitality, or whether it should reorganize with neighboring districts to maintain an adequate educational program. This case study, along with the planning manual and the other four studies of Minnesota school districts, is intended to assist school officials and interested citizens in dealing with the problems associated with enrollment decline. (Author/DS)

ED133090

Colorado Western States Small Schools Project. Annual Report, July 1, 1962-June 30, 1963
Nachtigal, Paul M.
Pub. Date: September 1963
176 Pages
EDRS Price: MF-$0.83 HC-$10.03 Plus Postage

At the time of this report, the Western States Small Schools Project (WSSSP) had completed one full year of operation (1962-63) in the schools of Arizona, Colorado, New Mexico, Nevada, and Utah. Major WSSSP objectives are identified as: Developing ungraded programs (K-12); Developing appropriate uses of programmed materials; Providing teacher preparation for small schools and rural living; and Developing approaches to school board members' orientation to the education problems of rural America. Using a case study approach to the evaluation of the total project, data collected at the beginning of the project and again at its completion are to be analyzed in terms of observable changes resulting from project activities in each participating school. Among the activities cited in this Colorado report are: advisory meetings; regional workshops; a superintendents' conference; a scheduling conference; an amplified telephone project; and an annual summer workshop. Also, this report

contains the names of administrators, teachers, and a short description of WSSSP proposals. Reports are presented for project activities which have progressed far enough to have some significant findings re: the utilization of programmed type materials in English; a general music class; independent study in science; individualized instruction in mathematics and language; and the telephone method of teaching in a non-graded school. (JC)

ED133094

Small School Design in Practice. Central Ideas -- Focus on the Catskill Area Project
Tremlett, Willard L.; and others
Pub. Date: 1961
50 Pages
EDRS Price: MF-$0.83 HC-$2.06 Plus Postage

Describing major features of the New York Catskill Area Project in Small School Design (CAPSSD) begun in 1957, this pamphlet addresses: (1) basic concepts in small school design (flexible scheduling, multiple classes, organizational interdependency, teacher versatility, student planning, technological communications, and interagency cooperation); (2) CAPSSD background (emphasis on the human relations aspect of cooperative development, an interrelated community-school atmosphere, and shared services); (3) CAPSSD correspondence courses (emphasis on reduction of schedule conflicts, academic curriculum enrichment, and extended vocational services via supervised correspondence courses serving multiple classes, educational acceleration and exploration, transfer students, repeaters, alternate year courses, and college preparation); (4) CAPSSD multiple classes (describes the way in which different subjects taught at different levels in the same room promote student responsibility, cooperation, better student-teacher relationships, maximum use of ability); (5) CAPSSD school aides (Use of aides to conduct teacher housekeeping duties, freeing the teacher to teach); (6) enrichment opportunities for teachers and students (college courses, summer workshops, study groups, inter-school cooperation); (7) organization of small schools for coordinated improvement (federation vs centralization, freedom vs control, cooperative institutions, etc.). (JC)

ED125839

The Processes of Changing and Planning the School Curriculum in Rural Systems

Peters, Richard O.

Pub. Date: December 1975

9 Pages

EDRS Price: MF-$0.83 HC-$1.67 Plus Postage

When undertaking the tasks of change and planning in a rural area, educational management must consider the interrelated variables of what, why, when, how, where, who, and how well re: any given change. The goals and objectives (what and why) in a rural system are greatly influenced by the community's climate of opinion, economic condition, ethnic/cultural character, and political orientation. When determining the specificity of the "when" and "how well" process (planning/timing; process strategies; organization/structure; roles/tasks; and evaluation/feedback), every consideration must be given to the human and natural resources available. The questions of "how" and "where" are extremely difficult, for the change agent in a rural school system often has little control over the problems of size, space, physical plant, time, personnel, and resources. The most important change process commodity is time, for if the change agent does not provide sufficient time to organize, plan, develop, implement, evaluate, and revise a program, it cannot gain a broad based support and without support will lack stability and fail. Given the closeness of a small rural community, a successful change agent must engage in the kind of direct involvement that leads to adoption, vested interest, commitment, internalization, and ultimately intrinsic motivation. (JC)

ED108840

Guide to Federal Programs for Rural Development. Revised Edition

Baker, John A.

Pub. Date: March 1975

349 Pages

Serving as an introduction to federal assistance and as a locator of specific rural development programs, this directory is divided into the 5 following general categories: (1) jobs, business industry; (2) community facilities; (3) community

functions and services; (4) housing; (5) planning and coordination. Each of these categories is divided into chapters which are devoted to specific rural community improvement functions for which there are related or matching federal assistance programs. Chapters are intended to parallel "spheres of interest" at the local level. Each chapter includes the government-wide approach to a particular local problem, bringing the resources of several different departments and agencies together under one chapter heading. Each of some 600 entries include a program title and summary, eligibility requirements, and name and/or address of information contacts. (JC)

ED110265

The Rural and Small School: A Comprehensive Information Booklet

Swick, Kevin J.; Henley, Lawrence L.

Pub. Date: September 1975

17 Pages

The status of rural and small schools in today's society is such that it is confronted with a myriad of problems. Differing from school to school and from community to community, the most consistent rural and small schools problems are: (1) low level of instructional quality, (2) inadequate physical facilities, (3) financial instability, (4) less than desirable instructional resources and materials. Moreover, rural and small schools are not receiving their proportionate share of federal educational funds, and state education offices are encouraging elimination of rural and small schools via financial allocation systems which reward large school districts and penalize small school districts. Despite these problems and prevalent criticism of the rural and small schools concept, some educators believe rural and small schools can provide a good climate for positive social behaviors among children, as well as revive and improve the total social climate in America. The 11 annotated book citations and the 20 annotated periodical citations presented herein are important works dealing with aspects of the following major issues in rural and small school education: (1) finances, (2) program quality, (3) special needs learners, (4) community control, (5) staff development, (6) physical facilities, and (7) appropriation of state and federal monies. (JC)

ED130089

Comprehensive Career Education for America's Rural Schools
Peters, Richard O.
Pub. Date: 1976
19 Pages
EDRS Price: MF-$0.83 HC-$1.67 Plus Postage

In spite of limited physical plant facilities, faculty expertise, and operational funds, rural curricula and instruction can implement career education (CE) into the Kindergarten through Grade 12 instructional program by incorporating the natural, social, and human resources. A necessary part of this career education program would be concerned proximity congruency vis-a-vis community resources; that is, a situation in which students are perceptually or physically exposed to the world of work. Student awareness, exposure, and skills training can be enhanced when instructional programs are structured to provide a balance between pre-employment and psychomotor development, and skills application in real world of work situations. Instructional materials, career education resource centers, and a CE professional staff are also important components of a fully operational CE program. The career education coordinator position can be a means of mobilizing the support of the world of work community behind efforts to create and provide career education awareness, exploration, and skills training to students in rural systems. (TA)

ED079008

Meeker Schools ICDC (Integrated Career Development Curriculum) Implementation Case Study. Meeker School District RE-1 Colorado
Pub. Date: June 1973
71 Pages
EDRS Price: MF-$0.76 HC-$3.32 Plus Postage

Implementation of the Integrated Career Development Curriculum (ICDC) in Meeker, Colorado schools is described in this report. The main section of the report contains a historical description of implementation, a description of obstacles, a description of successes, and recommendations for improved implementation. Attachments contain a report on promising career education practices in small schools; a descriptive brochure of Education 233, a course offered by

Western State College; an example of a teacher's course evaluation; a review of the course by a teacher-administrator; a principal's evaluation; ICDC implementation case studies of an individual teacher; sample teacher devised units; and illustrations of other ICDC uses. (PS)

ED011474
Individualizing Instruction in Small Schools
(Western States Small Schools Project, Salt Lake City, Utah
Pub. Date: December 1966
36 Pages
EDRS Price: MF-$0.76 HC-$1.95 Plus Postage

This document discusses procedures and potentials for individualizing instructional programs in small rural schools. Four factors are seen to be operant in the individualization process. These are the instructor, the curriculum and supplementary materials, administrative practice, and physical facilities. New instructional procedures should be instituted with a concomitant redefinition of the role of the teacher. It is suggested that the curriculum be reorganized into a common curriculum to be taken by every student, an alternative curriculum to meet the needs of local economic situations, and an individual curriculum to provide opportunities for special skills and talents. Suggestions for administrative reorganization to provide for individual differences are included, ideas for modification of existing facilities and construction of new physical structures are presented. Free copies of this document are also available from the WSSP Coordinator, Suite 1300, University Club Building, 136 East South Temple, Salt Lake City, Utah 84111. (JM)

ED133091
A Plan for Individualizing Instruction for the Senior Government Class Through Use of Problem Solving Units
(Western States Small Schools Project Documentation, Silverton High School, Silverton, Colorado)
Higgs, Norman E.
Pub. Date: 1964
16 Pages
EDRS Price MF-$0.83 HC-$1.67 Plus Postage

During the 1963-64 school year, a secondary teacher from

the rurally isolated area of Silverton, Colorado initiated an individualized program in problem solving for a senior social studies class (N-8-10). Utilizing community resources, the instructor planned several units on government, while the students selected resource materials from the library. Each unit involved a period of: investigation (individualized data gathering projects); group discussion and activities (hypotheses exploration); and individualized hypothesis evaluation. Evaluation criteria established by student-teacher consensus were used to evaluate each student in terms of: conflicting data; logical solutions; satisfaction of student curiosity; student stimulation; use of student ability; and student attitude. Objective unit tests were designed to elicit the solution to a problem so that students would take a position making all answers relate to that position. Examining grading criteria, evaluative and open student questionnaires, and personal observation, the teacher evaluated the project in terms of student, teacher, school, and community improvement. Results indicated students, engaged in critical thinking, were interested and worked effectively in problem solving; better understood the areas covered; developed skills in decision making and research. Problems encountered were difficulties with: slow students and problem solving; covering desired material; keeping all students working; and finding sufficient resources. (JC)

ED117807
Administration of Special Education for Rural and Sparsely Populated Areas
Weatherman, Richard F; Hollingsworth, Sue Ann Eds
Pub. Date: 1975
162 Pages
EDRS Price: MF-$0.83 Plus Postage $5.00 Department of Educational Administration, 300 Health Services Bldg., Univ. of Minnesota, St. Paul, MN 55108

This book is a compilation of papers prepared for a 1975 conference on the delivery of special education services. Because conference participants were from states where problems of distance and low population density complicate the delivery of special education programs, a multifaceted approach was used to address these two critical problems.

The 11 individual articles that compose the book focus on the future trends and current difficulties educators must face in developing programs for handicapped children. The articles include "Economic Outlook for Human Service Delivery in Rural America," "A Statewide Plan for Special Education," "Problems and Issues in a Rural Cooperative," "The Southwest Regional Educational Service Agency for Mainstreaming Handicapped Children," "Implementing Early Education Program for Handicapped Children," "A Look at Regional Centers Serving Handicapped Children," "ESEA Title III and Its Implications for Service to Handicapped Students," "A Model for Training Leadership Persons in Rural and Sparsely Populated Areas," "Trends in School Finance and Budgeting," "Personnel Management in Rural/Sparsely Populated Areas," and "Evaluating Need for Special Education Service in Sparsely Populated Areas." (JG)

ED115430

A Model of a Program Plan and an Expanded Instructional Proposal for a Small Rural High School in Illinois That Will Provide an Accepted Program as Measured by Illinois State Guidelines

Howard, Ronald L.

Pub. Date: July 1975

126 Pages; Ed.D. Dissertation, Walden University

EDRS Price: MF-$0.76 HC not available from EDRS

In an effort to develop an instructional model for a small rural high school of 200 or less in compliance with the Illinois State Guidelines, the guidelines were analyzed and small school educational literature on models and operational instructional schemes were reviewed. The criteria employed in model development were: (1) Can flexibility be considered a feature?; (2) Can a staff of 12 or 13 teachers readily adapt to the concept?; (3) Is the cost reasonable for a small school budget?; (4) Is there an authority in the field who considers the identified concept valid?; (5) Would this concept facilitate community instructional goals? Utilizing a format involving inventory of need, statement of need, performance objectives, and implementation, the model was designed around the following stated student goals: (1) To develop a desire for learning now and in the future; (2) To develop skills in math, reading, writing, speaking, and listening;

(3) To develop pride in work and a feeling of self-worth; (4) To develop character and self-respect; (5) To learn to get along with people with whom you work and live; (6) To learn how to respect and get along with people who think, dress differently; (7) To learn how to examine and use information. Elements included in the model were: Classroom learning conditions; teaching-learning schematics; organizational patterns; curriculum; and personnel assignment. (JC)

ED122458
How to Expand Learning Opportunities in Small Districts
Miller, Donald F.
Pub. Date: April 1976
10 Pages; paper presented at the annual meeting of the National School Boards Ass'n., San Francisco
EDRS Price: MF-$0.83 HC-$1.67 Plus Postage

The Oregon Small Schools Program began in 1963 as a means of serving the needs of Oregon's 215 school districts with 1,000 or fewer students. Coordinated by the State Department of Education, the program provides assistance to small schools in identifying and delivering services available from other state agencies and from the communities. The Small Schools Association helps member schools define and meet their goals, improve communication between state and local levels, and coordinate programs and activities to share resources and information among members of the association. The program functions in liaison with principals' and superintendents' organizations, with the state school boards association, and with colleges and universities. (DS)

ED126391
Career Guidance: An Implementation Model for Small High Schools. A Maxi I Practicum
Stevens, Richard; and others
Pub. Date: January 1976
170 Pages; Ed.D. Dissertation, Nova University
EDRS Price: MF-$0.83 HC-$8.69 Plus Postage

The purpose of this practicum was to design, develop, and implement a career guidance program for small high schools. The program description would act as a model for implementation at other high schools desiring a career guidance program. The method of communicating the program to others was the

writing of a "How To" book which others would use as a guide. The practicum resulted in the development and implementation of a career guidance program at Del Paso High School, Walnut Valley Unified School District, Walnut, California. The process of implementation was evaluated at each step with good results. The process is to be described in a "How To" book which is in the process and, hopefully, will be published. (Author)

ED133902

A Plan for Individualizing Instruction in Seventh Grade Mathematics Through the Use of Multi-level Textbooks. Colorado Western States Small Schools Project Documentation (Ridgway High School, Ridgway, Colorado, 1963-64)

Gibbs, Doris

Pub. Date: 1964
22 Pages
EDRS Price: MF-$0.83 HC-$1.67 Plus Postage

Seventh grade students (N=9) from a small rural school in Ridgway, Colorado were exposed to a teacher-developed individualized program in modern math during the 1962-63 school year and again the following year. The students were divided into an average and above group and a below average group; group assignments were determined by IQ scores; the California arithmetic test for junior high (grade placement and percentile standing), and consultations with the student's former math teacher. Classroom procedures involved: use of two texts (one for each group); a self-paced format wherein students had access to problem answers and were required to test themselves only when they felt ready (a score of 80 or above was generally required for all but the poorest students); and no assigned homework. Each student was evaluated by September and May comparisons of SCAT, STEP, arithmetic, aptitude, and grade placement scores. Results indicated: the poorest student made an improvement of nearly one whole grade placement; the poorest improvement was .4% of a grade placement (slightly higher than average); and the two best students improved 2.4 and 3.4 grade placements. Changes affected during the 1963-64 school year involved: student goal setting; required homework (20 minutes); special projects; and different forms of the California test (results indicated gains, though not as large as those of the previous year). (JC)

ED133092
Report of Books for Children Project. Nevada Western States Small Schools Project, 1966
Jesser, David L.
Pub. Date: December 1966
12 Pages
EDRS Price: MF-$0.83 HC-$1.67 Plus Postage

A Nevada program under the auspices of the Western States Small Schools Project and aimed at providing "enjoyment" reading for small rurally disadvantaged schools is described in this report. Included in this program description are: (1) Introduction (a description of the rural, low-income, target population); (2) The proposal (states that a collection of enjoyment reading books be placed in approximately 15 of Nevada's rurally deprived elementary schools); (3) Procedures (describes the formation of a committee of four to determine the target schools and assemble representative book titles as determined by the teachers in each school); (4) Table I (tabular data re. Nevada schools receiving books under the proposal together with amounts to be expended); (5) Table II (tabular data re. Nevada schools receiving books under the proposal together with actual and encumbered expenditures); (6) Map of Nevada Schools receiving books. The grant of $3,000 received from the fund for the advancement of education in 1966 through the Western States Small Schools Project is described in the proposal as being used for books not to be accessioned to the Library list and for books to be considered expendable, if lost. (JC)

ED133095
Programmed Mathematics, Quemado, New Mexico High School
Goodman, Darril (New Mexico Western States Small Schools Project, Santa Fe)
Pub. Date: November 1965
9 Pages
EDRS Price: MF-$0.83 HC-$1.67 Plus Postage

In an effort to resolve the small school problems of limited math offerings, small classes, scheduling, and teacher overload, a secondary teacher from Quemado, New Mexico (a rural area) initiated use of five different programmed

mathematics courses in one class period. Objectives were to increase math offerings; decrease scheduling problems; increase motivation; provide for individual differences; meet requirements re. modern math and examining bodies; limit heavy grading duties; promote student development in formula solving, graph reading and construction, math nomenclature, etc.; and increase teacher time for individualized and/or group instruction. Employing a teacher's aide, a grading system built upon point accumulation, and student carrels, programmed courses in basic math, beginning and advanced algebra, plane geometry, and trigonometry were offered twice daily in two 45 minute periods. Results indicated: high student interest at the beginning of the year with a gradual slow down, particularly among the slower students; difficulty in getting all students to work at a rate commensurate with their ability; most teacher attention directed at slow students; increased teaching demands; and increased course completion by graduating seniors. (The Appendices presents a 1959-65 breakdown of course completion, the grading system, and a student's evaluation of programmed instruction.) (JC)

Resource Materials Available from the Colorado Department of Education

The following resource materials provide specific suggestions for a number of curriculum improvement activities. The materials are available from the Accreditation and Accountability Services Unit of the Colorado Department of Education. Part I lists specific papers and reprints. Single copies of these may be obtained by Colorado School districts by contacting the Department. Part II lists categories of resources available from the Accountability Resource Center. These materials include books, transparencies, papers, reports and examples shared by various districts and maintained in the files of the Accreditation and Accountability Services Unit. Part II materials are available in the Resource Center or in some cases copies of material may be sent or loaned to school districts. Persons seeking resource materials in these categories should discuss their specific needs with unit staff. In addition, consultations or presentations on these topics can be presented by Department Staff. For further information contact:

Accountability Resource Center
Accreditation and Accountability Services Unit
Colorado Department of Education
201 East Colfax
Denver, CO 80203
(303) 892-2111

PART I

Papers and Reprints

Series #1 - School Community Involvement

PAK #1.0 - Overview (of the process)

PAK #1.1 - Forming a Representative School - Community Committee
Includes one technique for analyzing your community, relationships between the local board and the local advisory committee, a suggested format for a local board charge to its advisory committee.

PAK #1.2 - Organizing the Committee and Getting to Work
PAK #1.3 - Establishing Commitment and Leadership
PAK #1.4 - Using the Delphi Technique to Reach Agreement
PAK #1.5 - Troubleshooting

If your committee talks a lot about issues but never seems to get anything done, then your group may be suffering from a breakdown in group communications. This PAK helps you analyze what is wrong and suggests ways to remedy this problem.

Series #2 - Student Needs Identification

PAK # 2.0 - Overview

This series of PAKs, used in sequence, provides one approach to Needs Assessment. a 45-minute color filmstrip with cassette-tape sound may also be checked out.

PAK #2.1 - Goals Revision, Gathering Concerns
PAK #2.2 - Collecting Facts and Developing Values
PAK #2.3 - Doing A Concerns Anaysis
PAK #2.4 - Refining Goals and Developing Operational Philosophy

Series #3 - Program Development/Modification

PAK #3.0 - An Overview
PAK #3.1 - Writing Student Objectives
PAK #3.2 - Developing Educational Programs: Structures - Objectives - Budgets

Series #4 - Program Management

PAK #4.0 - An Overview
PAK #4.1 - Understanding the Change Process, Strategies for Managing Change
PAK #4.2 - Making Management an Art
PAK #4.3 - Managing by Objectives (MBO)
PAK #4.4 - Putting Staff Objectives into Operation
PAK #4.5 - Coaching and Appraising Staff Performance
PAK #4.6 - Managing Time

Series #5 - Program Evaluation

No PAKs developed yet. Have an abbreviated workshop on Program Evauation with heavy emphasis on ways to measure other than testing and presenting a Decision-Making Evaluation model.

General Papers and Reprints

"Action Planning for School Improvement," Eugene R. Howard, Feb., 1976.

"Organizing a School for Change," Eugene R. Howard, 1976.

Eugene R. Howard. "Can Accountability Improve Secondary Education?", Educational Leadership, 33:8, May 1976, pp 595-600.

PART II

Additional Material Available

Series #1 - School Community Involvement

Copies of the Educational Accountability Law and Rules for Administration
Charges to the committee - examples
Committee by-laws, agendas, minutes, annual work plans - examples
Communications skills and group dynamics - training can be arranged
Community profiles - other approaches and forms
Evaluating the effectiveness of committee meetings - form
Informal and formal leadership and communication
Task forces - how to organize and use them - how they differ from an advisory committee

Series #2 - Student Needs Identification

Needs Assessment - other approaches and sample forms
Goals, Operational Philosophy - examples
Priority setting - different methods

Series #3 - Program Development/Modification

Affective Education
Self-concept
School climate
Values Clarification
Classroom Mangement Skills and Supervision of Classroom Management
Using Student Outcome Objectives in the Classroom

Series #4 - Program Management

Staff Development and Professional Growth - plans and examples
Decison-making
Managing Time
Teacher and Administrator Evaluation
Management Systems

Series #5 - Program Evaluation

Measurement
Program Evluation - other procedures and models
Reporting Results to the Public - examples
Testing

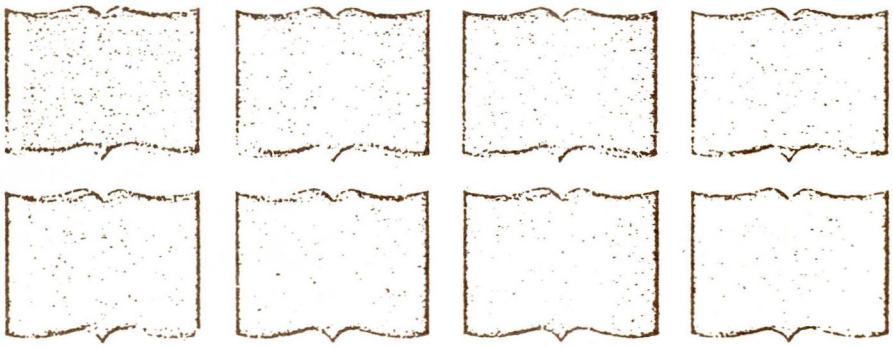
Effective Reading Programs

Summaries of 222 Selected Programs

National Right to Read Effort
United States Office of Education

Eric Clearinghouse on Reading and Communication Skills
National Institute of Education

National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801



REINFORCING PERSONALIZED INSTRUCTION
TORRINGTON, WYOMING

PROGRAM SIZE AND TARGET POPULATION

All 950 elementary children, including kindergartners, in this small, rural town participate in the program. Many of the students are lower-income Chicanos and Anglos. The school is organized around achievement levels, rather than around grades.

YEAR STARTED

The program began in 1970.

STAFF

All the staff from the single elementary school have some responsibility in the program. They include 36 teachers, 17 aides, 2 physical education teachers, 3 learning disability teachers, 1 speech therapist, 1 psychometrist, 1 production technician, 5 special education teachers, 2 librarians, 2 bilingual instructional aides, and 1 audiovisual technician. The principal and the assistant superintendent co-direct the program. About 20 parents volunteer throughout the year for tutoring and clerical jobs. All staff meet for 2 weeks before the school year begins to discuss changes and revise curriculum materials. During the year, in addition to spontaneous informal consultations among teachers, there are 5 scheduled inservice meetings that cover topics meeting the expressed needs of teachers.

MAJOR FEATURES

This total language arts program, developed over a period of 4 years, is designed to serve the individual differences in the children throughout their entire elementary school experience. To do this the staff has developed "contrapacs," a series of individualized learning experiences, each of which outlines a specific process that each child needs to follow in order to master individual reading skills. A contrapac includes a pretest and posttest, suggested activities, and appropriate criterion-referenced materials, all written as an educational prescription, for attainment of each stated objective. One or more regular classroom teachers work with a learning disability or special education teacher to prescribe contrapacs for each child. About half of each day is spent on language arts, but the time spent completing contrapacs varies with each child. To monitor progress as a child moves from level to level, a flow chart of all language arts skills records the following information: (1) when the child is introduced to the skill; (2) when the skill is emphasized; (3) when the skill is mastered; and (4) when the skill is used for enrichment.

FACILITIES, MATERIALS, EQUIPMENT

Because the emphasis is on reinforcement of reading skills through total physical and mental development of the children, instructional strategies employed are multimedia and multisensory. Thus, the program has available a large selection of readers, kits, self-contained reading programs, reading machines, and audiovisual equipment, all of which are exportable. Some classrooms were slightly modified by removing walls to create additional space for activity centers.

COST

The total cost of instructional materials for a class of 30 is $10. The average, annual per-pupil cost for the regular district program is $1,263. The annual per-pupil cost of this program exceeds that by less than $50.

FOR FURTHER INFORMATION

Paul Novak, Assistant Superintendent
Goshen County Unified School District #1
2602 West E
Torrington, Wyoming 82240

BEANBAG
NAPA, CALIFORNIA

PROGRAM SIZE AND TARGET POPULATION

Program participants include 600 Napa Unified School District students in kindergarten and first grade who live in a small city and its rural suburbs. Representing all economic levels, the student population is 85% white and 15% Spanish-surname.

YEAR STARTED

The program began in 1971.

STAFF

The regular classroom teacher spends about 5 hours a week preparing and delivering beanbag lessons. No inservice training activities are required, but the teacher must be able to learn basic phonics with her class by following the directions included in the beanbag materials. Parents may also use beanbag on a one-to-one basis with their young children.

MAJOR FEATURES

beanbag activities are based on the assumption that reading grows naturally out of early writing. Children using beanbag are introduced to 4 groups of lower-case letters. The children learn to identify these letters by their most common sound, listen to stories about animals representing each new letter, and play with beanbags shaped like the animal characters in their stories. Group 1 letters (*i*, *t*, *l*) are introduced first because they can all be made from straight lines and are therefore the easiest to write. Group 2 (*a*, *c*, *d*, etc.) and Group 3 (*b*, *h*, *r*, etc.) are introduced as the children learn to make left and right curves. Group 4 letters (*x*, *y*, *z*) are taught last because they require the students to be able to write more difficult, slanted lines. Various movement activities are used to reinforce students' perceptions of the letters' shapes and sounds. Students do somersaults when learning about curved letters and go down the slide to imitate the slanted lines of the letter *x*. Children learn to pronounce syllables and words by throwing a vowel beanbag (an ant for the letter *a*) at a number of consonant beanbags (a turtle for the letter *t*, a baby bird for the letter *b*). When the vowel beanbag lands next to one of the consonant beanbags, the student is asked to pronounce the "word" he has made. After the students have learned to read and write all lower-case letters of the alphabet and a basic short-vowel vocabulary, capital letters and letter names are introduced.

FACILITIES, MATERIALS, EQUIPMENT

beanbag kits include 26 beanbag characters shaped like bugs and small animals, 4 story books about the adventures of beanbag characters, and a teacher's guide. An easel, crayons, and large pieces of newsprint are also needed to implement the program. A readiness book is also available for parents or teachers of preschool children.

COST

The total cost of instructional materials for a class of 30 is $41.50. Beanbags can be made by teachers or parents, reducing this figure to $15.50. The average, annual per-pupil cost for the regular district program is $850. The annual per-pupil cost of this program exceeds that by less than $50.

FOR FURTHER INFORMATION

Donna Connell, Reading Specialist
Napa Unified School District
2119 Lone Oak Avenue
Napa, California 94558

"I LIKE BOOKS" ESEA TITLE II
HAGERMAN, NEW MEXICO

PROGRAM SIZE AND TARGET POPULATION

The program serves all 117 students in grades K–3 at 1 elementary school. Many of the students are bilingual, and they come from low-income families living in rural areas or in a small town.

YEAR STARTED

The program began in 1971.

STAFF

In addition to the regular school staff, the program employs a part-time reading specialist and program director, 3 full-time instructional aides, and part-time parent volunteers. All salaried staff members receive at least 4 hours a month of inservice training in reading instruction.

MAJOR FEATURES

Periodically during the school year, primary students in this school are presented with a collection of high-interest paperback books. These books are selected by the classroom teachers and the reading teacher according to grade level and individual student interests. The distribution sessions are announced on posters throughout the school and in the local newspaper and are preceded by activities such as pantomime or puppetry. Each student then selects from the collection 2 books that he wants for himself. Parents are also invited to attend the distribution. Students share their books with each other through oral reading between friends or in small groups during recess or free-reading times, but most students are reluctant to loan their books to others. Parents and aides assisting in the classrooms read aloud to the children or listen to the children read their books. As a result of the project, teachers have become concerned about the readability of their textbooks and are now using various techniques to determine the reading levels of classroom materials and to increase the variety of content area materials they use.

FACILITIES, MATERIALS, EQUIPMENT

Books used in the program include student-made books and books published by Educational Reading Service, Scholastic Books, Golden Press, and Educational Developmental Laboratories.

COST

The total cost of instructional materials for a class of 30 is $90. The average, annual per-pupil cost for the regular district program is $532. The annual per-pupil cost of this program exceeds that by less than $50.

FOR FURTHER INFORMATION

Bettie G. Taylor, Reading Specialist
Hagerman Municipal School
P. O. Drawer B
Hagerman, New Mexico 88232

READING IN RURAL APPALACHIA (R2R)
WESTMINSTER, SOUTH CAROLINA

PROGRAM SIZE AND TARGET POPULATION

The project serves all 605 students in grades K–4 at Westminster Elementary School. Students come from low-income families (under $6,000) in a rural town. Less than 35% of the town's adults are high school graduates.

YEAR STARTED

The program began in 1972.

STAFF

Project staff include a principal, a project director, a librarian, a resource teacher (part time), 23 teachers, 7 paraprofessionals, parent volunteers, and college-age tutors and student teachers. Project teachers have received extensive inservice training.

MAJOR FEATURES

Students spend about 2½ hours per day working with the Houghton Mifflin basal reading program and with selected enrichment materials. Children move through the reading program at their own speed so that they may experience success at each level. In their regular classrooms, children view filmstrips, listen to story records, and use programmed instructional materials and reading-related games. Each day, during a 30-minute period, children of different ages who are reading at the same level are grouped together for basic reading instruction. Students with special problems are referred to the school reading center for one-to-one work with college-age tutors. Students reading at all levels make use of the school library. During scheduled library periods, students become familiar with the card catalog and with various reference books. Right to Read funds have been used to keep the school library open during summer vacation. From 8:00 to 12:00 each summer morning, students are invited to the library to browse, to play records, or to watch filmstrips. At the end of the summer, those students who visited the library at least 4 times and who read at least 8 books are awarded special certificates. On skill assessment forms, project teachers expressed a desire for inservice training in such areas as diagnosis and remediation, use of new materials, and techniques for motivating students. These topics were covered at a 2-week preservice workshop, at monthly staff meetings, and at local reading conferences. In addition to participating in the above inservice activities, several teachers have also visited exemplary reading programs or attended reading classes offered at local colleges.

FACILITIES, MATERIALS, EQUIPMENT

The Reading Center is a regular classroom renovated to serve as an office with bookshelves, a duplicating room, and booths for tutoring. Essential materials for a class of 30 include 30 basal readers, 1 Peabody Language Development Kit, 1 Autovance with accompanying filmstrips and cassettes, 8 listening stations, and 8 commercial or teacher-prepared games and puzzles. In addition, the project uses a wide variety of commercial self-instructional reading materials.

COST

The total cost of instructional materials for a class of 30 is $180. The average, annual per-pupil cost for the regular district program is $708. The annual per-pupil cost of this program exceeds that by between $50 and $99.

FOR FURTHER INFORMATION

Gordon Wiebe, Reading Coordinator
Reading in Rural Appalachia
Westminster Elementary School
P. O. Box 615
Westminster, South Carolina 29693

THE EXTENDED NON-GRADED READING PROGRAM
OWEGO, NEW YORK

PROGRAM SIZE AND TARGET POPULATION

The program serves 720 predominantly white students in grades K–6. Disadvantaged and physically handicapped students are included. The program site is in a small rural town in which families are mobile and average annual incomes are low (less than $6,000).

YEAR STARTED

The program began in 1970.

STAFF

The school principal spends about one-third of his time directing this program. Classroom teachers implement the program with the assistance of a special reading teacher and 7 aides. Almost 50 senior high school students act as tutors, and parent volunteers are also utilized. Inservice training consists of after-school sessions for teachers of about 40 hours per year and in-school planning and evaluation periods each day.

MAJOR FEATURES

Needs-based instruction is the focus of this program. The reading curriculum is organized into an ordered number of levels, and the schedule is arranged to provide for a 2-hour period of instruction in reading and special areas (art, music, instructional media, physical education). Approximately 50 minutes of this time is devoted to small-group reading instruction. On the basis of continuous informal diagnosis and evaluation, teachers place each student on the level that suits his needs; grade levels are not used. The student is given a prescription card for reading activities and is allowed to proceed at his own pace. A 30-minute period is provided daily for teachers to meet and evaluate student progress, plan teaching strategies, and discuss utilization of materials.

FACILITIES, MATERIALS, EQUIPMENT

In the classroom a number of basal reading materials are used. The instructional media center (library) is of particular importance. Equipped with a multimedia center and a primary learning center, it is open for student use all through the school day.

COST

The total cost of instructional materials for a class of 30 is $279. The average, annual per-pupil cost for the regular district program is $1,400. The annual per-pupil cost of this program exceeds that by less than $50.

FOR FURTHER INFORMATION

Francis P. Orlando, Principal
Owego North Elementary School
George Street
Owego, New York 13827

Ruth Mead
Reading Teacher
Owego North Elementary School
George St.
Owego, New York 13827

BROADUS RIGHT TO READ PROJECT
BROADUS, MONTANA

PROGRAM SIZE AND TARGET POPULATION

All 251 students in grades K–8 at Broadus Elementary School participate in the project. Students are predominantly white and come from middle-income families in a rural town.

YEAR STARTED

The program began in 1972.

STAFF

Program staff includes 1 part-time coordinator, 12 full-time classroom teachers, 1 part-time reading specialist, and 1 full-time paraprofessional. Parents are encouraged to serve as volunteer aides. All project teachers receive intensive inservice training.

MAJOR FEATURES

The program is designed to provide learning readiness for kindergarten children and to allow students in grades 1–8 to progress through a hierarchy of reading skills and enrichment activities at their own rate. The kindergarten program relies heavily on Lippincott multisensory materials. Project staff feel that writing gives the child a concrete means of dealing with abstract symbols. As the child learns to identify each letter of the alphabet (visual stimulation) and to associate it with a sound (auditory stimulation), he also learns to form it (kinesthetic stimulation). Students in grades 1–8 work in a Skills Attainment Lab. Materials in the lab have been coded to over 500 reading behaviors, and students are asked to pass "check in" tests on each of these behaviors. If a student's accuracy level on any "check in" test is below 90%, he is given a prescription designating the laboratory material he needs to study. When a student feels that he has mastered a particular behavior, he takes a "check out" test. If the behavior is not mastered, the student may work further with the same or slightly different materials, work with a tutor, or temporarily drop that behavior and return to it at a later date. Staff inservice training activities reflect needs expressed by school reading personnel. In the past, activities have included outside speakers, visits to other schools, contracted college classes, independent study projects, and attendance at reading conferences. At on-site workshops, teachers have learned to modify Skills Attainment Lab materials so that they are self-teaching, self-correcting, and nonconsumable.

FACILITIES, MATERIALS, EQUIPMENT

The Skills Attainment Laboratory is a 3-room complex that houses a materials center, audio work areas, general work areas, reading interest centers, and the library. Essential materials and equipment for a class of 30 include 5 tape recorders, 30 sets of pretesting and posttesting material, a profile chart for each student, and a wide variety of commercial and teacher-developed reading instructional materials.

COST

The total cost of instructional materials and equipment for a class of 30 is $160. The average, annual per-pupil cost for the regular district program is $900. The annual per-pupil cost of this project does not exceed that of the previously used basal program.

FOR FURTHER INFORMATION

David B. Watson, Project Coordinator
Broadus Right to Read Project
Broadus Elementary District 79-J
Broadus, Montana 59317

NON-GRADED INDIVIDUALIZED INSTRUCTION PROGRAM IN READING

FLOYD, NEW MEXICO

PROGRAM SIZE AND TARGET POPULATION

The program serves 100 students in grades 1–6. The majority of the students are either white or Spanish-speaking. They live in a rural area and come from middle-income families.

YEAR STARTED

The program began in 1971.

STAFF

The program staff consists of a part-time coordinator, 1 full-time teacher, 3 full-time paraprofessionals, and several high school tutors who receive partial credit for a class in human development. Inservice training for the teacher and paraprofessionals includes materials development, special use of materials, and curriculum planning. Initially, the tutors learn how to use audiovisual equipment and how to locate and use teacher-prepared learning packets with the children. Beyond that, tutors receive little formal instruction in teaching techniques. It is felt that the spontaneity brought to the reading room by the tutors is often more effective than professional techniques. Periodically, tutors do meet informally with the teacher for guidance and advice on particular problems.

MAJOR FEATURES

This reading program is one component of a total sequential developmental approach to teaching all content areas in elementary school. To develop decoding and comprehension skills and to encourage reading as a recreational activity in all the elementary school children, individual learning packets (1 for each of 312 learning concepts in reading and language arts) have been developed and form the core of instructional activities. Each packet contains a pretest, instructions for teaching the concept, a list of materials and equipment that can be used with that concept, and a posttest. Everything contained in the packet is expendable and reproducible. Student and parents sign a contingency contract that establishes the number of concepts within a marking period that the child will achieve and the level of performance as identified on the scope and sequence chart. Tutors and teachers work with very small groups of children (no more than 6); they use learning packets on contracted skills and administer posttests when necessary. If a child fails a posttest, other learning packets are available for teaching the same concepts with different materials. Reinforcement tokens are awarded for successful performance, projects, school attendance, etc. A child can only spend his tokens with his personalized check at the Token Store, which is run by the students.

FACILITIES, MATERIALS, EQUIPMENT

Instruction takes place in the Reading Room. Materials referred to in learning packets include 4 different reading series (text and workbooks), filmstrips, transparencies, learning games, cassettes, and many teacher-prepared games.

COST

The total cost of instructional materials for a class of 30 is $219. The average, annual per-pupil cost for the regular district program is $743. The annual per-pupil cost of this program exceeds that by less than $50.

FOR FURTHER INFORMATION

Gerry D. Washburn, Superintendent
Floyd Municipal Schools
P. O. Box 75
Floyd, New Mexico 88118

INTEGRATED ACTION PROGRAM IN READING
HOWELL, NEW JERSEY

PROGRAM SIZE AND TARGET POPULATION

Initially the program served 36 third-grade students. It is being expanded to include some students in grades 4–6. The students are white and live in a small town and rural area; they are from low-income families.

YEAR STARTED

The program began in 1972.

STAFF

The staff consists of the school principal, who provides leadership and supervisory skills; a reading teacher, who acts as a resource person; and 2 classroom teachers, who plan and carry out instruction. Two hours of inservice training acquaint teachers with the goals and methods of the program.

MAJOR FEATURES

The primary goal of this program is to provide individualized reading instruction to meet the needs of each student. Commercial and locally developed tests are used to determine the reading achievement and deficiencies of students. Skill groups are then formed of students who have the same instructional needs. Phonetic and linguistic approaches are used, with a concentration of reading materials by grade and difficulty level. Emphasis is given to reading skill development. No grades are given, and students are allowed to change groups as their needs indicate.

FACILITIES, MATERIALS, EQUIPMENT

The program is carried out in regular classrooms with no special features. Essential materials include basal readers, a large collection of children's books, and audiovisual reading materials.

COST

The total cost of instructional materials for a class of 30 is $750. The average, annual per-pupil cost for the regular district program is $951. The annual per-pupil cost of this program exceeds that by less than $50.

FOR FURTHER INFORMATION

Maurice S. Kaprow
Supervisor of Instruction
Griebling School
Farmingdale, New Jersey 07727

PROGRAMED TUTORING
JEFFERSON COUNTY SCHOOLS
LOUISVILLE , KENTUCKY

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 2,000 disadvantaged first-grade students who were identified as poor reading risks.

YEAR STARTED

The program began in 1969.

STAFF

The program is administered by a full-time coordinator, who received 24 hours of training in programed tutoring. Other staff include 9 area tutor trainers (serving 10 to 12 schools each) and 1 paraprofessional tutor for each group of 15 students in the program. Trainers receive 24 hours of inservice training and tutors receive 22 hours.

MAJOR FEATURES

Programed tutoring is used as a supplement to the district's regular reading instruction. Each student in the program spends 15 minutes every day working individually with the Programed Tutor. In Jefferson County most of the tutors are mature women, but Neighborhood Youth Corps students are also used as tutors. The behavior of a tutor in this program is highly structured in order to meet the needs of the individual student without requiring the tutor to make professional decisions. For purposes of this program, the tutoring material is divided into items that make up lessons. Each tutor has a master list showing the items and lessons in sequence and indicating the page in the readers where each item can be found. An item may consist of a phrase, a sentence, or a paragraph, depending upon its position in the sequence of lessons. The items and lessons comprise programs in sight reading, comprehension, and word analysis. With the child, the tutor proceeds through the items and lessons in order, using a specific sequence of instructional steps. These steps include frequent and immediate feedback to the student, with a number of cycles to be used to help the student complete an item correctly. The cycles offer an increasing number of cues to the student and increased repetition of materials with which he is having difficulty. Thus, the student who already knows the material in an item will move immediately to the next item, while a student who makes a number of errors on his first attempt to complete an item will devote more time to the material. However, after a specified number of steps have been devoted to an item, the tutor always proceeds to the next item. If the student was unable to complete the item without error, the tutor records this fact and returns to the item at a later time.

FACILITIES, MATERIALS, EQUIPMENT

The tutoring is done in any available location in the schools. Each tutor in the program uses a commercially available Programed Tutoring Kit. The Programed Tutoring material is currently adapted to the following basic reading series: Macmillan Harris/Clark Reading Series, Harper & Row Design for Reading, Ginn 360, Houghton Mifflin, Holt, Rinehart and Winston, Scott Foresman Reading Systems, and Bank Street Readers.

COST

The total cost of instructional materials for a class of 30 is $60. The average, annual per-pupil cost for the regular district program is $672. The annual per-pupil cost of this program including the tutor salary, supervisor, and materials is approximately $150.

FOR FURTHER INFORMATION

Lucille Brooks
Coordinator of Programed Tutoring
Jefferson County Board of Education
3332 Newburg Road
Louisville, Kentucky 40218

EXEMPLARY CENTER FOR READING INSTRUCTION
SALT LAKE CITY, UTAH

PROGRAM SIZE AND TARGET POPULATION

The techniques developed at the Center are employed in a number of schools in Utah and other states in grades K–12. The Title III project described here involves primarily first-, second-, and third-graders (approximately 800) in 4 Utah schools. These students include sizable proportions (over 20%) of Ute Indians, blacks, Chicanos, and whites. They live in rural areas or small cities and are from low-income families.

YEAR STARTED

The Title III project began in 1971; the Center, in 1965.

STAFF

Staff for the project includes a director and 6 demonstration training teachers.

MAJOR FEATURES

To improve reading comprehension, vocabulary rate, IQ scores, oral language and writing ability, the program offers 2½ hours daily of rapid response drill to groups of 10 to 15 students. Testing and diagnosis determine student placement in materials, and instruction is based on stimulus-response theory. Teachers request 4 kinds of responses: single untimed (group is asked to write "The ant is in the sand"); multiple untimed (group is asked to write "The ant is in the sand" as many times as needed to fill 3 lines); single timed (as above, timed by a stop watch); and multiple timed (same). Four types of teacher behavior are monitored: checking (an individual indication of a student regarding his performance); praise (verbal or touch); management (directives "Stop talking," "The next word is . . ."); and teaching (modeling a skill, informing, asking questions, structuring a situation). Students must pass a mastery test at each level before moving to the next. The test assesses mastery in 4 areas: vocabulary, spelling, reading in context, and comprehension. Mastery on the vocabulary test is achieved if the student can read within the rate of one-half second per word. Mastery on the spelling and reading in context sections is 100% and 96% correct responses respectively, and on the comprehension check mastery is 5 out of 6 correct answers. Students having trouble are given "immediate" prescriptions to achieve mastery. Specific word recognition, comprehension, and study skills are stressed. Teachers are taught to reinforce positively all correct responses. As part of the Title III project, the system has been packaged into teacher-training kits over the past 3 years, and the Center now carries the program to various schools in and out of the state.

FACILITIES, MATERIALS, EQUIPMENT

The Center and its Reading Clinic are located in an elementary school; the school programs operate in the regular schools. The training program requires either the services of an ECRI staff member or teacher-training kits and films. Classroom materials include word cards, word charts, sentence charts, stop watches, student and teacher record forms, and teacher directives for word recognition, comprehension, and study skills, and for spelling, dictation, penmanship, and creative writing.

COST

The total cost of instructional materials for a class of 30 is $107. The average, annual per-pupil cost for the regular district program is $733. The annual per-pupil cost of this program exceeds that by less than $50.

FOR FURTHER INFORMATION

Ethna R. Reid, Director
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CARROLL COUNTY PROJECT FOR INCREASING PROFICIENCY THROUGH INTEREST MOTIVATION

CARROLLTON, KENTUCKY

PROGRAM SIZE AND TARGET POPULATION

The program includes 550 students in grades 6, 7, and 8. The participants are predominantly white and come from middle-income families living in small towns or rural areas.

YEAR STARTED

The program began in 1971.

STAFF

Administrative responsibilities are held by the school principal who serves as project director. There are 18 teachers and 5 paraprofessional aides. Special resource personnel who assist in staff training include a reading specialist, diagnostician, and a materials specialist. One hundred hours of training in reading instruction are required for all staff members.

MAJOR FEATURES

This program is based on the assumption that stimulating a student's interest is the key to providing the motivation necessary for him to increase his reading skills. The principal instructional strategy is diagnostic. A pupil's interests and learning needs are diagnosed and are used as the basis for the development of a personalized approach to learning. This assessment of the student's needs is continual and is integrated with instruction. The staff is organized into 4 interdisciplinary instructional teams of 5 teachers each; each team is responsible for one-quarter of the students in the program. The school houses 4 learning centers with 4 learning stations in each center; a nongraded approach is used. The learning process is initiated when the student expresses an interest to his team teacher. The student and teacher then plan an interest assignment, which is subject to teacher evaluation when completed. Inherent in this approach is another essential program feature, individualized attention. Here, learning is regarded as a function of the amount of direct contact between teacher and student. A strong emphasis is placed on increasing the efficiency of reading instruction during the course of the program. This is accomplished through a teacher education component which aims to increase the comprehensiveness of pupil diagnosis. Increased proficiency in this respect better enables the teacher to teach reading in alignment with student interests. The teacher education component also attempts to improve the teacher's ability to integrate the teaching of reading with other learning skills and other subject areas. Parallel with student involvement in the choice of instructional alternatives, the program stresses teacher involvement in the planning of inservice learning activities and the development of the curriculum based on student interests. Community involvement is fostered through meetings with a community council where program progress, problems, and needs are aired and possible resources for the operation of the project are discussed.

FACILITIES, MATERIALS, EQUIPMENT

The program operates in an open space school and requires no special facilities or equipment. A broad range of reading material is provided for individual exploration and discovery. Teacher- and student-prepared materials are also used.

COST

The total cost of instructional materials for a class of 30 is $1,500. The average, annual per-pupil cost for the regular district program is $745. The annual per-pupil cost of this program exceeds that by between $100 and $199.

FOR FURTHER INFORMATION

Ervin B. Pack, Project Director
Carroll County Project for Increasing
Proficiency Through Interest Motivation
P. O. Box 370
Carrollton, Kentucky 41008

INDIVIDUALIZED READING WITHIN OPEN EDUCATION
STATE COLLEGE, PENNSYLVANIA

PROGRAM SIZE AND TARGET POPULATION

The program serves all 1,000 children from 3 schools located in a university community. Many of the students come from rural areas. The average, annual family income is between $6,000 and $15,000.

YEAR STARTED

The program began in 1969.

STAFF

The total staff of the 3 schools—2 administrators, 32 teachers, 23 aides, and 3 part-time reading consultants—is involved in the program. Before the program was initiated, participating staff members attended preservice training meetings and learned how to teach with an integrated curriculum and how to individualize instruction. Since that time, teachers and paraprofessionals have attended ongoing inservice training sessions.

MAJOR FEATURES

The traditional curriculum disciplines in these 3 schools have been integrated into a topic-centered curriculum so that the language arts, math, science, art, music, and social studies aspects of a topic ("prehistoric life," for instance) would constitute a month's curriculum. Within the language arts activities, several kinds of strategies are used consistently. Every morning, the teachers provide each instructional group with a "morning" letter, an epistle from which the nucleus of each student's word study is drawn. The students have a time each day for "sustained silent reading" of self-selected books in order to develop comprehensive skills, to learn to concentrate, and to enjoy reading. Classrooms have large collections of library books which become the texts for the current topic. Creative writing about the topic is emphasized as a natural spin-off from the integrated curriculum approach. Multidisciplinary learning centers are a major aspect of each study unit and are planned by both teachers and students. The students explore the reference materials to find extensions beyond the nucleus of the teacher-made curriculum units. Activities are fitted to the level of maturity and the ability of each student so that he or she can sustain successful progress in the various language arts skills. A major evaluation of each student's competencies is done several times during the year, following an initial informal diagnosis by a teacher and, in some cases, a reading consultant. The schools are nominally ungraded, but the organizational compartments that substitute for grades K–6 are junior primary, primary, intermediate, and upper intermediate.

FACILITIES, MATERIALS, EQUIPMENT

To enhance nongraded, individualized instruction and to facilitate the creation of learning centers, open classrooms were made in the schools by cutting doors between the self-contained rooms. When planning and teaching each topical unit, teachers draw from an extensive list of curriculum topics and suggested instructional strategies. These materials are written and refined by local district personnel. In addition, the schools have about 200 trade books per 30 students, which provide source material for each topic studied.

COST

The total cost of instructional materials for a class of 30 is about $600. The average, annual per-pupil cost for the regular district program is $950. The annual per-pupil cost of this program exceeds that by less than $50.

FOR FURTHER INFORMATION

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State College Area School District
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State College, Pennsylvania 16801

SINCLAIRVILLE RIGHT TO READ SILO
SINCLAIRVILLE, NEW YORK

PROGRAM SIZE AND TARGET POPULATION

The project operates in 1 elementary school, which serves 500 predominantly white children in grades K–6. The students live in a rural area and are from low-income families.

YEAR STARTED

The program began in 1972.

STAFF

The staff for the program includes a principal, 20 teachers, and 4 full-time aides. Approximately 50 parent and community volunteers and a large number of high school and elementary tutors provide assistance in meeting each student's needs.

MAJOR FEATURES

The goals of this program are to improve children's reading ability, to provide each child with an individually tailored instructional prescription based on his diagnosed needs, and to involve the community in a democratic process of planning and helping. Teachers use an 80-page guide to available diagnostic instruments and prescriptive materials that summarizes the potential resources of the program and outlines the means to reach the defined objectives. Classroom organization varies and includes structured, self-contained rooms and informal, open ones. Children are assigned to classrooms that suit their individual needs. Using a variety of diagnostic instruments, teachers ascertain the reading needs of each student and prepare a prescription of instructional activities designed to meet these needs. All available commercial and locally developed instructional materials have been keyed to the specific skill areas and are organized for easy reference in the SILO (Sinclairville Individualized Learning Organizer). The prescription may be for only 1 student and require individual work; if several students have similar needs, the prescription may call for small-group work. Reading activities vary. For example, children may read stories to one another or do research to act out some real-world situation. They may gather all the objects they can find that start with the letters *tr*, work with flashcards (with each other, a volunteer, or the teacher), use wireless headsets and videotape cameras, or work with commercial reading kits. Many of the materials used are self-correcting so that students can work individually. In many classrooms, contracts are used. An effort to build the child's self-concept and strengthen his self-confidence accompanies the instruction through frequent reinforcement and planned success experiences. Reading is emphasized throughout the school day and is related to psychomotor activities through physical education, music, speech, and health.

FACILITIES, MATERIALS, EQUIPMENT

The program operates in the regular elementary school. Prescriptive materials include several basal reading series, reading labs, flashcards, records, wireless headsets, educational television, peg board screens, and locally prepared materials.

COST

The total cost of instructional materials for a class of 30 is $60. The average, annual per-pupil cost for the regular school program is $1,080. The annual per-pupil cost of this program exceeds that by between $10 and $50.

FOR FURTHER INFORMATION

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John E. Connelly
Right to Read Coordinator
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INDIVIDUALIZED READING AND SOCIAL SCIENCE PROGRAM
ATHENS, GEORGIA

PROGRAM SIZE AND TARGET POPULATION

The program serves over 800 rural elementary school students, both black and white. The project serves an unselected cross-section of students and includes disadvantaged, bilingual, physically handicapped, and institutionalized children.

YEAR STARTED

The program began in 1969.

STAFF

The project does not require any staff beyond those persons normally employed in the schools.

MAJOR FEATURES

The program curriculum is designed to improve the student's basic skills in reading and social science learning. The student reads or listens to short passages that are based on the concept of the functional community. After each passage, he answers up to 18 multiple-choice questions that are directly related to the content of the passage, but that may require him to evaluate or generalize from the passage. The student scores his own test and enters his score on his reading profile sheet. Project students receive about 50 minutes a day of instruction in this reading program. At the beginning of the year, the student's reading status is determined from his ability to read the first 2 or 3 passages in the curriculum. If he scores below 50% on the questions following these passages, he is placed at a listening station where he listens to passages and questions while he follows in his book. As soon as he answers 50% or 60% of the questions correctly for several passages in a row, he moves from the listening station to the regular program. If the listening activity does not bring about improvement in his reading skills, his prereading abilities are assessed, and he receives treatment for any deficiencies while continuing some work at the listening station. The students who read the first several passages correctly proceed through the materials at their own rate, recording answers to the questions following each passage on an answer sheet, scoring the sheet, and recording their scores on profiles. If the student scores less than 60%, he must reread the passage a second or third time until he is able to reach this level. During this process, the teacher serves as a supervisor, adviser, and motivator.

FACILITIES, MATERIALS, EQUIPMENT

Each classroom should be equipped with 3 tape players, as well as the curriculum materials (reading booklet, answer sheets, cassette tapes, and student profile sheets).

COST

The total cost of instructional materials for a class of 30 is $85. The average, annual per-pupil cost for the regular district program is $750. The annual per-pupil cost of this program exceeds that by between $100 and $199.

FOR FURTHER INFORMATION

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VALLEY SPRINGS RIGHT TO READ
VALLEY SPRINGS, ARKANSAS

PROGRAM SIZE AND TARGET POPULATION

There are 343 children in grades K–6 in the program. They are white residents of a rural area and small town and come from low-income families, averaging less than $6,000 per year.

YEAR STARTED

The program began in 1972.

STAFF

The staff consists of a director-teacher, 12 classroom teachers, a media specialist, and a reading coordinator.

MAJOR FEATURES

Improving the skills and effectiveness of reading teachers is the major goal of this program. Before the program went into effect in classrooms, teachers and aides took part in a 6-week summer workshop designed to strengthen teaching techniques and improve utilization of reading materials. During each school year about 18 hours of on-site training and 6 half-day workshops are given for teachers and aides. The basal reader approach is used for instruction, and multilevel grouping enables students to progress at their own rates. The adopted basal reader is supplemented by an alternate set of readers, by language experience activities, and by audiovisual materials. Learning stations in each classroom provide materials for independent work in skill improvement, creative expression, literature appreciation, follow-up activities to teacher-directed instruction, and audio lessons. In order to prescribe instruction to meet the needs of each student, teachers use an informal reading inventory and daily evaluations. They also maintain reading records for each student.

FACILITIES, MATERIALS, EQUIPMENT

Essential materials and equipment include basal reading programs, listening stations, tape recorders, filmstrip projectors, and record players. A reading resource center houses materials and special equipment for use both within the center and in classrooms, as requested.

COST

The total cost of instructional materials for a class of 30 is $325. The average, annual per-pupil cost for the regular district program is $438. The annual per-pupil cost of this program exceeds that by between $100 and $199.

FOR FURTHER INFORMATION

Joe Hefley, Principal
Valley Springs School
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Valley Springs, Arkansas 72682

PROJECT REGIONAL RURAL READING
RED OAK, IOWA

PROGRAM SIZE AND TARGET POPULATION

The program serves approximately 300 first- and second-grade students from 5 rural school districts in southwest Iowa. Only children identified as totally disabled readers are included in the program.

YEAR STARTED

The program began in 1971.

STAFF

The project is staffed by a full-time reading clinician, 6 full-time Title I teachers, and 1 full-time and 4 part-time aides. In addition, the project encourages assistance from psychologists, speech and hearing clinicians, and the school nurse in each district in an effort to build a cooperative interdisciplinary team.

MAJOR FEATURES

This project is designed to identify and serve totally disabled readers. Students are classified as totally disabled if they have serious deficiencies in skills and abilities which limit their reading growth. These are children whose reading scores are at least 6 months below expectancy at the end of the first grade, or 1 year below expectancy at the end of the second grade. The project concentrates on identifying these students in grade 1, and on providing remediation beginning in grade 2. A traveling reading clinician is responsible for developing diagnostic programs to identify the totally disabled readers in 5 school districts, for developing prescriptive remediation programs for each of the identified children, and for providing inservice training to the area's Title I teachers. A weekly program of conferences between the reading clinician and the teachers enables the clinician to observe and evaluate the progress made by each child in his individual remediation program. Advanced reading workshops offering college credit are held for the project's Title I teachers, covering such subjects as the clinical approach to the evaluation and remediation of disabled readers, and the relationship of the learning process to the reading process.

FACILITIES, MATERIALS, EQUIPMENT

Materials used in the program include commercial diagnostic tests and instructional materials. Among the materials developed by the project are a vowel integration informal test, a remediation plan entitled "My Alphabet House," and a set of materials called "CIDS Premediation Kit." The kit includes subtests and other appropriate materials to evaluate prerequisite learning skills and beginning reading skills necessary for successful reading.

COST

The total cost of instructional materials for a class of 30 is $30. The average, annual per-pupil cost for the regular school program across the 5 districts is $1,000. The annual per-pupil cost of this program exceeds that by between $50 and $99.

FOR FURTHER INFORMATION

Wanda Morgan, Project Director
Project Regional Rural Reading
Southwest Iowa Learning Resources Center
401 Reed Street
Red Oak, Iowa 51566

CADDO PARISH CONTINUOUS PROGRESS PROGRAM

SHREVEPORT, LOUISIANA

PROGRAM SIZE AND TARGET POPULATION

The Caddo Parish Continuous Progress (CPCP) program is an elementary school program which serves approximately 50,000 students in grades K–8. At Barret Elementary School, which is the site of the CPCP Reading Center but otherwise typical of the district, the 337 pupils are predominantly white with a small minority of black and Spanish-speaking students. Caddo Parish includes several small rural areas and a large city; the average income is less than $6,000.

YEAR STARTED

The program began in 1970.

STAFF

Barret Elementary School has on its staff a full-time coordinator, librarian, and 7 teachers, 1 for each of the grades K–6. In addition, community volunteers and students from a local college tutor individual students. The principal also participates in the instructional program to lower the pupil-teacher ratio to about 25:1.

MAJOR FEATURES

The CPCP program is based on sequential development of general reading skills. There are 36 levels of instruction that are stated in behavioral objective form but are not classified according to grade level. A district-prepared placement test administered by the coordinator is used to assign a student to his appropriate level. The teacher plans instructional activities to direct each student through the behavioral objectives for each level. There is a Behavioral Objective Checklist for each student on which is recorded his successful completion, or failure to complete, each objective at his level. Before a student moves on to the next level he must complete all of the behavioral objectives, pass the level test, and recognize 95% of the vocabulary words for that level. Unsatisfactory achievement requires more extensive evaluation of the student by either the teacher or the coordinator before reteaching occurs. An additional component of the CPCP program is the Barret School Reading Center, which serves approximately 107 students from all the district elementary schools who are experiencing severe learning and reading disabilities. They are enrolled full time in the Center for instruction in all content areas, with special emphasis on reading. The Center staff includes a counselor and 10 teachers, and class size averages about 10 students. Through special techniques and diagnosis, the program is designed to raise the learning capabilities of the students to such that they may return to the regular curriculum program.

FACILITIES, MATERIALS, EQUIPMENT

Basal reading programs and other commercially available materials are used for the basic instruction in coordination with district-prepared, criterion-referenced tests and study guides. Audiovisual equipment is also available for student instruction.

COST

The average, annual per-pupil cost for the regular district program is $868. The annual per-pupil cost of this program exceeds that by less than $50.

FOR FURTHER INFORMATION

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Caddo Parish School Board
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CORRECTIVE READING SERVICES
FORT WASHINGTON, PENNSYLVANIA

PROGRAM SIZE AND TARGET POPULATION

The program serves 150 children in grades K–9. The children come from homes with average annual incomes of less than $6,000. To participate in the program, children must be below grade level in reading and show measurable potential for improvement.

YEAR STARTED

The program began in 1966.

STAFF

One secondary and 1 elementary district-level reading specialist provide overall direction for the program. The program operates in 3 schools. In the school with the largest project population, there is 1 full-time and 1 part-time reading specialist; in each of the other schools there is 1 reading specialist. The efforts of the reading specialists are supported by coordinated instruction from all classroom teachers. In addition, the program is supported by a home visitor who establishes rapport with parents, a psychologist, and parent volunteers.

MAJOR FEATURES

The activities in which children engage depend on the diagnosis of their skill deficiencies. At each grade level, a reading specialist leads small groups of from 6 to 10 children with similar reading problems. At the elementary level, children with severe word recognition problems are given remedial word learning activities. General reading and language problems, including younger students' deficiencies in language readiness, are treated with a language experience approach. This approach is designed to improve verbal functioning (listening and speaking) as well as reading skills. At the secondary level, groups are formed for mild and severe reading problems. All of these groups meet from 2 to 5 times a week under the direction of the reading specialist. Skills taught in these groups are reinforced by the regular classroom teachers. Another facet of the program is the second-grade open space classroom. Children who evidence needs for concentrated language readiness and beginning reading instruction are recommended for placement in the open space second grade. In this setting, 2 classroom teachers and volunteer aides work with a reading specialist on an intense language readiness and reading program.

FACILITIES, MATERIALS, EQUIPMENT

Program activities take place in regular classrooms with designated reading areas or in a special reading room equipped with carrels, tables, chairs, and audiovisual equipment. A variety of materials is used, including basal readers, supplementary paperbacks, and teacher- and pupil-made materials.

COST

The total cost of instructional materials for a class of 30 is $1,050. The average, annual per-pupil cost for the regular district program is $1,325. The annual per-pupil cost of this program exceeds that by between $50 and $99.

FOR FURTHER INFORMATION

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Education in Rural America: A Reassessment of Conventional Wisdon by Johnathan P. Sher, 392 pages.

This book addresses a number of concerns related to small rural schools including coping with sparsity, eliminating class conflict, maximizing community involvement and reforming rural school finance. Administrators are provided with practical and useful examples in each of these areas. The book is available from:

Westview Press, Inc.
1898 Flatiron Court
Boulder, CO 80301

Cost: Hard cover: $18.95
Soft cover: $7.50

Early Childhood Education: Promising Practices in Rural Areas developed by The Rural Education Programs at the Northwest Regional Educational Laboratory.

This booklet describes a number of early childhood programs designed for urral areas. Three types of programs are described:

1) Programs which encourage parent involvement in home learning
2) Programs which describe group teaching practices in rural areas, and
3) Special programs.

Examination copies of this booklet are available to Project Access Field Agents through the:

R & D Depository
Northwest Regional Exchange
Northwest Regional Educational Lab.
710 SW Second Avenue
Portland, OR 97204

Rural & Small School Directory

A directory which describes rural schools with populations of 1,500 or less is now being prepared. This directory will contain the names and addresses of rural schools and schools in small towns.

This directory will be made available on a loan basis after June, 1978, to individuals conducting research on rural and small schools. For more information contact:

The ERIC Clearninghouse on Rural Education
and Small Schools.

Organizations Which Provide Information on Small Rural Schools

The ERIC Clearinghouse on Rural Education and Small Schools
Box 3 AP
New Mexico State University
Las Cruces, NM 88003
(505) 646-2623

The ERIC Clearinghouse on Rural Education and Small Schools develops publications on American Indians, Mexican Americans, migrants, as well as outdoor education, and education in small schools and rural areas. Information about publications is available from the Clearinghouse. Educators who are interested in receiving on-going information about the Clearinghouse's activities should asked to be placed on their mailing list. The Clearinghouse is an excellent source of information for the small rural educator.

"The Rural Connection", a program at
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

The Rural Connection is designed to communicate successful career guidance programs and practices and to respond to needs in the area of career guidance. It will also help you to:
1) become aware of new materials related to career guidance;
2) identify exemplary career guidance programs in your area; and
3) locate consultants who can help you resolve your specific problems.

The Rural Connection has a free hot line which provides responses to your questions or requests. Just call 800-848-6560 from anywhere in the continental US.

Answers to some questions will be immediate; others will require greater attention. In the latter case, project staff will respond by mail.

The Rural Connection is a consortium of The Center for

Vocational Education at Columbus Ohio, the ERIC Clearinghouse for Rural Education and Small Schools at New Mexico State University and the Far West Laboratory in San Francisco, California. This consortium has collected several thousand resources, including curriculum guides, student materials, guidance plans and research documents. In addition, newsletters are provided free to people who ask to be on the mailing list of the Rural Connection.

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1976 - 1978 EDUCATIONAL PRIORITIES

FOR THE COLORADO DEPARTMENT OF EDUCATION, ADOPTED BY THE COLORADO STATE BOARD OF EDUCATION- JULY 8, 1976

IMPROVING COMPUTATION AND COMMUNICATIONS SKILLS:

The Colorado Department of Education (CDE) will assist school districts in improving student skills in computation and communications. Communications skills emphasized will be those in the areas of reading, writing, listening, and speaking.

STRENGTHENING LEADERSHIP IN LOCAL BOARDS OF EDUCATION:

The CDE will assist local efforts in strengthening leadership of local boards of education.

IMPROVING CLIMATE FOR LEARNING:

The CDE will provide leadership in assisting school districts and individual schools in assessing and improving the school climate for learning and productivity.

IMPROVING RESOURCE UTILIZATION:

The CDE will assist local school districts, Boards of Cooperative Services and public libraries in improving utilization of resources including human, fiscal, facility, material and energy.

FEDERAL, STATE, AND LOCAL RELATIONS:

The State Board of Education will provide leadership in securing input from federal, state, and local leaders in identifying educational issues and developing strategy to meet these concerns.

ESTABLISHING A STATEWIDE INFORMATION AND DISSEMINATION SYSTEM:

The CDE will develop and implement a statewide system for dissemination to assist in identifying promising educational practices and to assist in the local adoption of proven practices. The CDE will also encourage use of research findings as a basis for making educational decisions.

ASSIST IN STAFF DEVELOPMENT PROGRAMS FOR LOCAL SCHOOL DISTRICT AND LIBRARY PERSONNEL:

The CDE will provide leadership to school districts and libraries in organizing and assisting in staff development and administrator renewal programs through professional growth activities and staff evaluation procedures.

IMPROVING SERVICES TO LIBRARIES:

The CDE, through the Colorado State Library, will seek to improve services to library patrons by providing consultant services and assistance to libraries throughout the state with emphasis on cooperative library programs.

INCREASING USE OF LIBRARY SERVICES AND MATERIALS:

The CDE, through the Colorado State Library, will seek to increase awareness and utilization of services and materials available to employees and officials involved in state government.