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EXPLORATIONS

Title III ESEA Programs in Iowa

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State of Iowa

1972

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Title III ESEA Programs in Iowa

Title III of Public Law 89-10
The Elementary and Secondary Education Act of 1965

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Prepared by:

Richard R. Stumbo, Dissemination Coordinator,
Title III ESEA
Roy Bennett, Consultant, Title III ESEA
Monte C. Hammond, Illustrator, Information
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FOREWORD

The following publication is being sent to you in an effort to inform you of the innovative and exemplary practices being utilized by the various Title III ESEA projects by local educational agencies.

As interested educators you may wish to use the materials as follows:

- Have your personnel visit some of these on-going projects.
- Review materials being developed within these projects.
- As an incentive to file projects for your own local unit.

Paul F. Johnston
State Superintendent of Public Instruction

THE PURPOSE OF TITLE III ESEA

The role of Title III of the Elementary and Secondary Education Act of 1965, as amended, in the improvement of American education is that of demonstrating the feasibility of innovations in a local context. These demonstrations should meet the criteria of having been field tested following research and development phases, usually under the auspices of state educational agencies, universities, foundations, or educational laboratories. They should be exemplary in that they will serve as models for other school systems that may wish to visit or replicate them and in that they hold promise of being economically feasible.

In this manner, the Title III ESEA projects bridge the research-to-practice gap by filling the diffusion role in the change continuum of research, development, diffusion, and adoption.

For the purpose of Title III ESEA, "innovation" is defined as an approach or program which is new to a state or a particular geographical area within a state. An "exemplary" project is one which can serve as a model for other areas--a project which has proved to be successful and is worthy of replication. Thus, an "innovative" project may not necessarily be an "exemplary" project, since an innovative approach may or may not prove to be successful.

STEPS FOR APPROVING A TITLE III ESEA PROJECT

- The local educational agency submits a letter of intent to the State Title III ESEA Administrator.
- The local educational agency submits an abstract of the proposed project to the State Title III ESEA Administrator for review.
- The local educational agency submits a Title III ESEA proposal to the State Title III ESEA Administrator
- The State Title III ESEA Administrator takes the proposal from the local educational agency through the following review sources:
 - a. Planning, Research, and Evaluation Division of the Department of Public Instruction.
 - b. Three (3) Title III ESEA Readers outside of the Department of Public Instruction staff.
 - c. Sends a copy to each of the 10 members of the State Advisory Council for Title III ESEA for their personal review.
 - d. Other divisions of the Department of Public Instruction, where applicable (Special Education, Media, Guidance, Curriculum, etc.).
- After the Planning, Research, and Evaluation Division's and Reader's reports are returned, these are developed into a composite report for review by the State Title III ESEA Advisory Council.
- When the State Advisory Council meets, the following procedures are followed:
 - a. The Planning, Research, and Evaluation Division's and Title III ESEA Reader's reports are reviewed by the State Title III ESEA Advisory Council and the State Title III ESEA Administrator and Consultant.

- b. The local educational agency submitting the Title III ESEA proposal then makes a presentation regarding the intent, content, and evaluation of the proposal. The State Advisory Council and the State Title III ESEA Administrator and Consultant and the local educational agency representatives ask the LEA personnel questions regarding the proposal.
 - c. The State Advisory Council and State Title III ESEA Administrator and Consultant then make a final review of the proposal based on the available data.
 - d. The State Advisory Council for Title III ESEA then votes by ballot on the proposal. This vote will determine whether the State Advisory Council will recommend funding of the project via Title III ESEA funds.
- Proposals approved by the State Advisory Council are sent to the State Board of Public Instruction recommended for funding.
- If the State Board of Public Instruction approves the project for funding, the local educational agency is notified, the terms of the Title III ESEA grant are defined, and provision is made for the start of the funding process.

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Waterloo, Iowa 50703
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Cedar Rapids Art Center
324 - 3rd Street, S.E.
Cedar Rapids, Iowa 52401
9. Dr. Harold B. Engen - Guidance
Associate Professor of Education
and Director of Guidance
University of Iowa
Iowa City, Iowa 52240
10. To be appointed

Handicapped Children's Nature Study Center

Muscatine-Scott County School System

(Project Number 0001)

The Handicapped Children's Nature Study Center and Outdoor Education for Special Education Programs was originally conceived in 1968 by Joe Moore, Science Consultant, and Jim Kay, Assistant Director of Special Education, both of the Muscatine-Scott County School System. The idea was presented to Dr. Paul Staskey, Director of Research and Development, and an application for federal funds was made in early 1969. Eighty-seven thousand dollars of Title III Funds was granted over a three-year period with approximately one-half to be allotted the first year for development of a six-acre site adjacent to Fairmount School in southwest Davenport, lease of a building and the development of education materials.

The center serves approximately 1,000 handicapped students (mentally, physically, socially, emotionally, learning problems) throughout the Area IX School System (Scott, Clinton, Muscatine and parts of Cedar and Louisa Counties).

The purpose of environmental or outdoor education and the Handicapped Children's Nature Study Center is to provide actual learning experiences in, about, and for the out-of-doors for handicapped students throughout Area IX. A major objective of the program is to provide these students with experiences and knowledge that they can use outside their school classes on their own, with friends, and/or with their families.

The Nature Center has utilized the natural phenomenon of the out-of-doors. Within this natural terrain are many trees and various other species of flora. Additional species of shrubs and trees native to the area have been planted. Within this area of approximately six acres there is room for small gardens, a cement trail wide enough to permit the passage of wheelchairs, a parking area, study stations, and a small service building containing restrooms and other facilities specifically designed for handicapped children.

The outdoor education program incorporates outdoor education into the existing curriculum by means of many diversified activities. The outdoor education consultant works with the teacher in planning activities that are appropriate for each particular group and objective to be achieved. Some of the activities various classes have participated in are: cookouts, building and maintaining gardens, building and maintaining bird houses, tracking, bird study, field trips, learning to use all of the senses to observe the natural environment, weather study, conservation projects, studying and collecting rocks and minerals, and constructing nature plaques.

Period of funding: August 1, 1969 to September 1, 1972

Amount of funding:	First year:	\$43,398.00
	Second year:	25,634.00
	Third year:	<u>17,923.00</u>
	Total:	\$86,955.00

(Continued)

For further information:

Mr. David M. Lanaghan, Project Director
Handicapped Children's Nature Study Center
Muscatine-Scott County School System
1523 South Fairmount
Davenport, Iowa 52802
Telephone: (319) 326-4969

Project Film Now

Mount Ayr Community School District

(Project Number 1001)

This project is an innovative curriculum development program which includes the development of a new course for secondary students in media and a companion adopter course to prepare teachers to teach the media course. The project also involves development of a research model and of media courses in southwest Iowa schools. Learning Activity Packages have been developed for both the student and teacher courses.

The student course was developed in the Mount Ayr Community School District, with classes beginning in August 1970. Objectives of the course include the improvement of knowledge and skills in the production and consumption of media messages and of attitudes toward self, teacher, school, media, etc. The course consists of eight modules, made up of a number of individualized Learning Activity Packages.

The adopter course, similar in format to the media course, is now being offered at Iowa State University.

Evaluation instrumentation consists of both standardized tests and tests of original design, including Self Concept Attitude Scale, Teacher Attitude Scale, School Sentiment Scale, the Stanford Achievement Test (arts and humanities section), the Meir Art Judgment Test, and individual tests to measure attitude toward media study, the movies, newspapers, censorship, and aesthetic value.

A specially-constructed media lab is being used for the production work of the experimental group. A documentary 16mm film of the project's activities has been produced and screened throughout the country. Educators across the country have responded favorably to the efforts of the project.

Period of funding: September 1, 1970 to August 31, 1973

Amount of funding:	First year:	\$ 82,109.00
	Second year:	54,192.00
	Third year:	<u>27,096.00</u>
	Total:	\$163,397.00

For further information:

Mr. William A. Horner, Project Director
401 Reed Street
Red Oak, Iowa 51566
Telephone: (712) 623-2766

PLAN--Program for Learning in Accordance with Needs
System for Individualized Learning

College Community Schools
Cedar Rapids, Iowa

(Project Number 1002)

The PLAN (Program for Learning in Accordance with Needs) program is currently being implemented in the College Community School System (grades 1-5). This program is our attempt to provide an appropriate educational program for each individual child. PLAN encompasses the four major educational disciplines, is based upon some 6,000 behavioral objectives, and is computer managed. It was developed and is marketed by Westinghouse Learning Corporation after more than three years of research costing millions of dollars. PLAN combines the resources of industry and the technical capabilities of the computer with a sound educational philosophy and a desire to meet the human needs of students as humans. The overall purpose of the project is to improve instruction through individualized learning.

PLAN aims to provide an appropriate program for each individual child. It provides an individual academic program of studies tailored to meet his unique needs, interests, and abilities. The emphasis of PLAN is to provide each child with a "successful" learning experience. With PLAN there is no such thing as failure. Since each child works independently, at his own speed with materials that have been chosen because he can understand and use them, success is built into the program. He is allowed to work as far and as fast as his capabilities and desires allow him to.

PLAN works like this: Information about a student is fed into a computer. The computer develops a program of studies (POS) for the student which is designed to take the student's uniqueness into consideration. Each POS is made up of learning modules--sets of goals or instructional objectives to be achieved by the student. The student satisfies these objectives by completion of teaching-learning units (TLUs). A learning module consists of one to five TLUs.

The TLU consists of a set of directions for the student, the instructional objectives of the module, a list of materials to be used, and a description of what the student should do with the materials. The student works through the TLUs and learning modules until he finishes his program of studies. Generally, the POS is designed to take a year, but some may finish in less than a year, or some may take more than a year to complete the work. The rate at which the student progresses is determined by the student himself. Each child is involved in his own program--he is given responsibility for his own education. The child can see where he has been and where he is going. He participates in the selection of materials. He uses tape recorders, projectors, records, and a multitude of books and resource materials. And, perhaps most important to him, he is trusted to use these tools by himself when he needs them. PLAN students learn an approach to education, to learning, that can be applied to a wide variety of subjects. Their attitude toward school often changes from tolerance or outright dislike to real enthusiasm.

Because PLAN is in its first year of operation in the College Community School System, no formal evaluations have taken place. Post-tests will be given near the end of the school year to each of the children to determine the progress made during the school year. At that time a more accurate determination of the success of PLAN can be made. To date,

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the program has met with wide-spread enthusiasm. Comments from administrators, teachers and students themselves are overwhelmingly favorable.

Period of funding: July 1, 1971 to August 31, 1973

Amount of funding:	First year:	\$180,000.00
	Second year:	120,000.00
	Third year:	<u>60,000.00</u>
	Total:	\$360,000.00

For further information:

Mr. Howard Strong, Project Director
Implementation of PLAN--Grades 1-5
College Community Schools
401-76th Avenue, S.W.
Cedar Rapids, Iowa 52401
Telephone: (319) 848-5221

Home Start II

Waterloo Community School District

(Project Number 1003)

Home Start II is a family-centered Title III innovative project which provides vulnerable children from two to five years of age with preschool enrichment. Participants in Home Start II include public and parochial and black and white families.

Periodic testing, designed to individualize enrichment, is a key feature of Home Start. Each child is tested in his home at six month intervals on an achievement-oriented series of tests, the Iowa Tests of Preschool Development (ITPD). These tests contain four subtests: Language, Visual-Motor, Memory and Concepts. Results from the ITPD are used not only to individualize readiness procedures, but also to identify those individual children who may require assistance that lies beyond what we conventionally think of as "educational enrichment." As illustrations, before an educational enrichment program can facilitate some children's intellectual growth, some parents need counseling; some mothers need assistance in securing help from social service agencies; some families need help with housing; and some fathers need assistance in learning about job placement facilities.

Para-professionals play a number of important roles in Home Start. Six paraprofessional administer the ITPD. The seven home workers are paraprofessionals who visit each home for an hour a week. Drawing upon observations as well as ITPD test results, the parents and home games are left for the child to play with from one week to the next.

The philosophy of Home Start centers around the idea that everyone in the family plays an important part in determining how, what, why and when a child learns or wants to learn. According to this view, effective preschool education includes a concern for the feelings, aspirations and behaviors of all family members.

Consistent with the Home Start objective of individualizing readiness, the home worker confers with professional Home Start staff members concerning those children who appear not to be progressing in the program (or who may be gifted and need special forms of enrichment.) Professional Home Start staff consists of a director, social worker, speech and language consultant, three educational consultants and a part time psychologist. It is Home Start policy to fully collaborate with existing community services. The success of this effort to avoid duplication of services is seen in the high proportion of local community agencies who have served Home Start families in response to a referral by a Home Start staff member.

Community involvement in Home Start is also witnessed by the active contributions of approximately 35 volunteers who contribute to the project in a variety of ways, ranging from preparation and repair of toys to baby sitting and help with transportation.

Regular in-service training sessions enable paraprofessional and professional staff members to discuss and refine methods of more effectively delivering service.

Home Start also emphasizes small group play sessions for children, with parental involvement and these include field trips and tours. Clusters of mothers also meet and their activities include get-togethers and parent discussion groups which cover topics such as preparation of economical and nourishing meals, child discipline, cardboard carpentry, and

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how families may make better use of existing community agencies. Family pot-lucks, picnics and swims are also arranged.

The procedures employed in Home Start II are based on the experimental results secured with Home Start I, which provided preschool services for children over a three year period. Home Start I participating children secured significantly higher scores on the Primary Mental Abilities Tests than did their older siblings who had not participated in Home Start.

Summing up, three common threads that run through the strategies developed for Home Start children deal with 1) the significance of individualization, 2) the essential interaction of a child's intellectual and non-intellectual needs, and 3) the importance of total community involvement.

Project Home Start II was recently the recipient of an Educational Pacesetter Award Certificate from the U. S. Office of Education after the project was selected by the President's National Advisory Council on Supplementary Centers and Services in a "National Assessment of ESEA Title III. As such, the project was one of only eleven projects in the nation to receive recognition.

Period of funding: September 1, 1971 to August 31, 1974

Amount of funding:	First year:	\$129,826.45
	Second year:	86,550.97
	Third year:	43,275.48
	Total:	<u>\$259,652.90</u>

For further information:

Mr. Duane Stewart, Project Director
Home Start II
Waterloo Community School District
1516 Washington Street
Waterloo, Iowa 50702
Telephone: (319) 233-5281

Sight, Sound, and Symbol

Pottawattamie County School System

(Project Number 1004)

Dr. Richard Weber, Professor of Music at Trenton State College, Trenton, New Jersey, has developed materials employing a methodology heretofore not used extensively in the education of the trainable mentally handicapped. This method works on the theory that students of impaired and/or delayed development can achieve immediate success when stimulated by only one symbol constituting one stimulus and requiring one response. The immediate success builds confidence and motivates the student to continue. The immediate success is in the form of sound from the piano keyboard which is used as the implement, and with music being the vehicle.

There are numerous accounts of the success this program has achieved with individuals. However, to date there is no research data available which substantiates the degree of success this program has achieved as a vehicle for inculcating basic communication skills and improving social behavior. Hence, the present research project to determine the effectiveness of Dr. Weber's program, Sight, Sound and Symbol.

It is anticipated that the students in the experimental group will improve in the areas of discrimination, verbalization and the ability to conceptualize letters, numbers, shapes and colors. It is also anticipated that they will exhibit growth in the area of social competencies, in particular those competencies that relate most directly to peer relationship and vocational preparation.

Students have randomly been selected for four classifications; individual lessons, group lessons, activity group and control group. Statistical evaluation will be determined on results of the three instruments employed in pre-, mid-point, and post-testing of each student in both the experimental and control groups.

Period of funding: January 1, 1971 to June 30, 1972

Amount of funding: \$42,125.00 (18-month project funded entirely from FY 71 monies)

For further information:

Mr. Alan Bergstrom, Project Director
Basic Communication Skills, Development for
Trainable Mentally Handicapped Through
the Motivation of Music (Sight, Sound
and Symbol)

Pottawattamie County Schools System
Route 1
Council Bluffs, Iowa 51501

Diagnostic and Educational Center for Learning Problems

Des Moines Independent Community Schools

(Project Number 1005)

In the fall of 1970 a planning coordinator was hired through a Title III planning grant to develop a Diagnostic and Educational Center for children with learning problems. The proposed exemplary program was based upon the recognition of the educational needs of learning disabled children. A survey conducted by the Des Moines Schools revealed that approximately three to five per cent of all elementary children are greatly handicapped educationally by their severe learning disabilities.

The general objectives of the program are: (1) to identify and aid, through remediation and teaching of basic skills, children with severe learning disabilities and/or serious sensory-motor deficiencies, and (2) to educate regular classroom teachers about the specific needs and characteristics of these children.

The center staff consists of a center director, a psychologist, two learning specialists, four demonstration-classroom teachers, one teacher associate, a secretary, and a half-time bus driver. The local district provides a school building to house the program and a bus for transporting the children as in-kind support. The program serves grades one and two of nine public schools and two parochial schools, all in northeast Des Moines.

Services to these schools include: (1) a half-day educational program for about 60 first and second graders with severe learning disabilities; (2) consultant services to first and second grade teachers of the 11 project schools who have less severely learning-disabled children who do not attend the center; (3) a comprehensive program of teacher in-service training for the teachers of the 60 children in the center's program; (4) an extensive parent-education program for parents of children who attend the center; and (5) numerous after-school in-service programs for teachers in schools throughout the city on a voluntary basis.

The primary concern of the project is whether or not the various types of intervention programs established for these children have been successful. Although not all of the data has been collected, the staff has begun to receive many comments about the center from various sources. Teachers have said that children return to their classes with a better attitude toward learning. Children have also shown personality changes: some who were once afraid to raise their hands or relate to other children are now more willing to participate, and behavior problems have also abated. Parents also are saying, in some cases, that children who once were unwilling to go to school now look forward to doing so. In addition, many parents and educators across the district have requested that their children be included next year. Plans are now being made for such an extension of services.

Period of funding: July 1, 1971 to June 30, 1974

Amount of funding:	First year:	\$154,538.63
	Second year:	97,150.00
	Third year:	50,000.00
	Total:	<u>\$301,688.63</u>

(Continued)

For further information:

Dr. Tom Jeschke, Director
Diagnostic and Educational Learning Center
East 27th and State Avenue
Des Moines, Iowa 50317
Telephone: (515) 265-2180

Project ECO

Ames Community Schools

(Project Number 1006)

Environmental education is rapidly becoming recognized as our nation's major curriculum concern. The intent of Project ECO, an environmental curriculum opportunity for the Ames, Iowa, Community Schools to increase the student's involvement with the natural environment in an organized manner and with some identifiable learning outcomes seems consistent with the major concerns of our society. The purpose of the project, which is nearing the end of its first year of funding under Title III, ESEA, is to broaden and enrich the base of activities in the Ames Community Schools, both elementary and secondary, related to the understanding and preservation of the environment. The major emphasis is to develop a controlled system that provides for learning outside the classroom.

The specific components of that system are:

1. An outdoor, living "laboratory" on a school site. Upon completion of the planting of the grass, shrubs and trees, the Fellows Elementary School site will not only be enriched for the present and future school populations, but will also serve as an example of the importance of preserving and supplementing the natural aspects of a school site.
2. A student transportation unit. This unit is a combination bus for thirty students and a mini science lab. It serves as a link between the school and various sites in the greater community. It supports and encourages a greater variety of field excursions of short duration as well as the work of the more sophisticated mobile laboratory.
3. A mobile laboratory for use at major sites utilized as important ecological examples. This mobile unit includes equipment and personnel to support on-site student investigations into various environments.
4. Teacher in-service training. In order to utilize the full range of possibilities for educational experiences inherent in the first three components, teacher skills awareness, and appreciation of environmental education are targets for action in the project.

This project has at least four goals uniquely reached by these components. These goals are to:

1. Use the natural environment as a teaching device.
2. Use community resources in science education.
3. Provide opportunity for study in a variety of field locations.
4. Supplement the local district science program.

Project activities this year have been designed to support the major objective identified in the original proposal:

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Students will engage in activities appropriate to their level of maturation which will include observation, investigation and evaluation of a variety of ecological relationships and conservation practices in central Iowa in order to develop the concept of stewardship of natural resources.

Field trips have occurred regularly through the fall and winter months to various sites in central Iowa, including two lake areas developed by the Story County Conservation Commission, the Ledges State Park, and the Preston Branch area of the Saylorville Lake Project for which Project ECO has an educational-use permit from the U.S. Corps of Engineers, an indication of the excellent cooperation the project has received from governmental agencies for resource utilization.

Since the project is still in its first year of operation, complete evaluation is not possible at this time. However, a questionnaire to teachers and principals following the second field trip (each class will have completed three field trips by the end of the year) provided positive support of the project activities as a "worthwhile curriculum venture." Certainly the "methodology" of the ECO staff was given reinforcement when the teachers identified an atmosphere of discovery, exploration, and problem-solving among the students on the field trips.

Plans at this time call for a special research report to be published this summer in which data from the first year of Project ECO can be summarized.

Period of funding: May 1, 1971 to April 30, 1974

Amount of funding:	First year:	\$127,098.00
	Second year:	80,211.00
	Third year:	<u>42,366.00</u>
	Total:	\$249,675.00

For further information:

Dr. Luther Kiser, Project Director
Project ECO
Ames Community Schools
120 S. Kellogg
Ames, Iowa 50010
Telephone: (515) 232-3404

Formulating and Testing Diagnostic Procedures
Needed for Individualized Instruction

Newton Community Schools

(Project Number 1007)

The purpose of this project is to use the resources of the Newton School District faculty to create, develop, and/or identify a number of ways in which teachers can diagnose the instructional needs of children in order to insure that the individualized instructional experiences prescribed for children are consistent with their learning needs.

While looking over materials available in the area of diagnosis, the faculty became aware of its generalized nature and lack of specific relevance to the practicing teacher. Therefore, the project is enabling us to establish a continuing effort to involve teachers with developing this needed material.

The objectives of the project are:

1. To develop diagnostic procedures based upon instructional objectives, both cognitive and affective, in the areas of language arts (reading, spelling, oral and written communication), and mathematics.
2. To coordinate these procedures with a continuous developmental program learning.
3. To record and catalogue the results in a concise and sequential form.
4. To develop effective teaching strategies which utilize the diagnostic data.

Over the past year and a half, Newton teachers have been changing their teaching strategies to create multi-dimensional learning situations particularly suited to meeting the unique learning needs of the children in their classes. They have substantially increased the number of differential materials in their classrooms, and have made significant strides towards developing organizational and teaching procedures conducive to meeting individual needs.

Since July 1, 1971, the workshop teams have developed 867 behavioral objectives in English, 264 behavioral objectives in spelling, 958 behavioral objectives in reading, and 1,104 behavioral objectives in mathematics. Newton Educators are now ready to continue to develop diagnostic procedures, teaching strategies, and organizational techniques to make these objectives workable. The school administration and personnel in the Newton Community School District are pleased with the progress that has been made in the project to date.

At present, Dr. Ralph Van Dusseldorp and Dr. Lowell Schoer of the University of Iowa are working with us on this project. They are preparing an evaluation of what has been accomplished to date.

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Period of funding: July 1, 1971 to June 30, 1974

Amount of funding:	First year:	\$ 70,043.00
	Second year:	44,459.55
	Third year:	<u>22,229.77</u>
	Total:	\$136,732.32

For further information:

Mr. Rex Miskimins, Project Director
Newton Community Schools
709 First Avenue, West
Newton, Iowa 50208
Telephone: (515) 792-6183

Project Individually Prescribed Instruction (IPI)

Linn-Mar Community Schools

(Project Number 1008)

Most educators and psychologists have long recognized the importance of adopting instruction to the individual, but efforts to achieve this, although quite numerous, have never been fully successful. In addition, attitude toward learning is a key factor which must be considered in educational planning. Careful evaluation of the Linn-Mar intermediate grade pupils indicates there is a wide range of differences in their abilities in the areas of spelling and mathematics. Because of the individualized procedures in the Individually Prescribed Instruction (IPI) program, it possesses potential for meeting both cognitive and affective needs of youngsters.

Utilizing IPI instructional materials, project personnel will attempt to individualize the instruction in spelling and mathematics, to measure affective changes in the youngsters resulting from the IPI procedures, to evaluate achievement in spelling and mathematics, to train teachers in individualized procedures, to encourage the application of individualized procedures in other instructional areas, and to communicate to patrons of the district the purposes and operation of the individualized techniques.

The Stanford Achievement Tests and the Iowa Test of Basic Skills will be used to evaluate achievement in spelling and mathematics. The Stanford Tests will be given in the fall and in the spring to measure growth. The Iowa Tests of Basic Skills will be given in January of each year. The Prouse Subject Preference Survey and the School Sentiment Index for Intermediate Grades will be administered to measure attitudes toward school and the subjects involved in the project. The Coopersmith Self-Esteem Inventory and the Self-Concept Scale for Intermediate Grades to measure changes in attitude toward self will be used.

Period of funding: June 1, 1971 to May 31, 1974

Amount of funding:	First year:	\$ 59,247.20
	Second year:	39,498.13
	Third year:	<u>19,749.07</u>
	Total:	\$118,494.40

For further information:

Mr. George R. Evans, Project Director
Project Individually Prescribed Instruction (IPI)
Linn-Mar Community Schools
Box 307
Marion, Iowa 52302
Telephone: (319) 377-7373

A Program to Improve Social Studies
Instruction in the Ottumwa Schools

Ottumwa Community Schools

(Project Number 1009)

The use of inquiry-oriented teaching strategies is the very foundation of virtually all the reforms and improvements developed over the past decade for all subject areas and grade levels in our curriculum. It was the essence of the new math and physical science. More recently it has become basic to curricular innovations in English and the industrial arts, and now finally it has become the functional underpinning of the new social studies. The intent of the new social studies program in Ottumwa is to use the multi-media approach to learning, emphasizing sequential learning and shifting away from the accumulation of facts for their own sake, by having the student see relationships and inferences between those facts. The inquiry approach of the new social studies will equip students with the tools of productive citizenship.

The major objective of our project was to revise the social studies curriculum within our schools to use some of the better social studies curriculum materials available, experiment with new materials and begin to develop criteria to modify and adapt these materials to our curriculum revision, to develop a process-based inquiry approach as opposed to traditional methodology where the teacher assumes the dominant role, evaluate the material as we use it, and to serve as a model district to demonstrate the variety of curriculum projects being tested and to provide other districts in the state and region an example of how a systematic curriculum revision can be carried out.

The trials method enabled our teachers to try new materials in social studies that they otherwise would not have been able to do. The teachers were able to select, evaluate and incorporate the projects into their classrooms. To utilize these materials and promote more effective teaching, it was necessary to retrain and re-equip teachers so they could better use these methods and materials.

The Ottumwa Social Studies Project is strong on the diffusion of the new social studies materials. The teachers are sharing their successes and failures. The trial teaching of the material has been successful in changing teacher behavior. The majority of teachers are committed to inquiry teaching.

The content of the program is selected from numerous national social studies projects, subject matter, strategies, and classroom materials which will meet the particular needs of the Ottumwa Public Schools. The innovative teaching strategies embodied in this project are complex and required two one-week pre-school workshops (one elementary and one secondary) for teachers to digest and experience these instructional materials. UNI consultants spent several days each month assisting teachers with the implementation of the new materials in the classroom. In addition, other consultants from the projects being used in the Ottumwa schools met with the Ottumwa staff and UNI consultants during the year to assure the success of the new inquiry-oriented curriculum.

In summary, Ottumwa is shifting from a textbook-dominated curriculum to one based on student activities. It is a reality-based curriculum in which students and teachers mutually and collectively solve realistic problems.

Student and teacher questionnaires are being used to gather information on the social

(Continued)

studies program. Video tapes and pictures are also being used.

Period of funding: July 1, 1971 to June 2, 1974

Amount of funding:	First year:	\$38,000.00
	Second year:	25,333.33
	Third year:	<u>12,666.67</u>
	Total:	\$76,000.00

For further information:

Mr. Willis W. Ahrens, Project Director
Ottumwa Community Schools
205 East Fifth
Ottumwa, Iowa 52501
Telephone: (515) 684-6597

Satellite Library Media Center Project:
Extending Library Service through Para-Professionals

Sioux City Community Schools

(Project Number 1010)

The purposes of this project are two-fold: to develop staff, both professional and para-professional, and to improve library services to students and staff.

In the four years preceding the inception of the program, the elementary school library system in the Sioux City Community Schools grew from four classified, centralized collections to 28 libraries (one in each of the elementary schools). The development of para-professional was undertaken to provide sufficient staff for these 28 libraries within present budgetary limitations.

The project offers expanded media services to more students and teachers through a central facility which serves eight satellite elementary schools. To make a more equitable division of professional staff members among the 28 schools, the project has undertaken to train para-professionals (there was no pre-existing training program for library para-professionals in the Sioux City area).

The resulting library aide training program is under the direction of the project director and two professionals who work out of the core center. The aides are trained in in-service and on-the-job sessions. The core school (Whittier) is the main location for the two professional staff members and one full-time and one half-time paraprofessional. The project director is assisted half-time by a secretary who also assists half-time in the processing center. Each of the eight school libraries (seven public and one private) is served by a library aide-trainee who works six hours a day and is paid by the school district he serves.

The following tools will be used to evaluate the program:

- A. In-service program--teachers
 - 1. Use of selection tools--circulation records and request statistics
 - 2. Requests for preview instruction materials by staff
 - 3. Circulation of materials by curriculum areas and grades
- B. Student use of multi-media materials
 - 1. Student circulation records
 - 2. Comparison of students in satellite schools with those of like size not receiving the services provided project schools
 - 3. Use of ITBS (tests W-3 and W-1) scores
 - 4. Tests designed by staff to assess student library skills
 - 5. Attendance--records of visits to core library center and satellite centers
- C. Library aide program
 - 1. Evaluation of library skills learned
 - 2. Evaluation of knowledge of production procedures
 - 3. Use of performance appraisal for non-certified teaching personnel
 - 4. Faculty evaluation of library aide-trainees' library knowledge and skills

(Continued)

Period of funding: July 1, 1971 to June 30, 1974

Amount of Funding:	First year:	\$38,000.00
	Second year:	25,333.33
	Third year:	<u>12,666.67</u>
	Total:	\$76,000.00

For further information:

Miss Marie V. Haley, Project Director
Extending Library Service through
Para-Professionals
Sioux City Community Schools
1221 Pierce Street
Sioux City, Iowa 51105
Telephone: (712) 258-0184

Assistance in Communication Skills--Distar

Davenport Community School District

(Project Number (2000))

The Distar Instructional System contains programs to teach reading, language, and arithmetic. The materials were designed primarily for preschool and primary grade children. The instructional techniques and the sequence of the programming of the objectives were intended to make the system especially appropriate for students who have traditionally had difficulty learning from other materials.

Distar programs start with basic readiness tasks and allow each student to progress at his own rate. Techniques for grouping, acceleration, and student motivation as well as provisions for evaluation, reinforcement, and review have all been systematically built into the program.

The three programs are based on carefully structured behavioral objectives. All the skills necessary to meet these objectives are presented in logical sequence. Simple skills are presented first and lead to mastery of more complex ones.

The approach is warm but disciplined. It is the direct instructional approach. The teacher works with five to ten students at a time in the classroom. She spends approximately thirty minutes daily with each group of students, and she repeats the process for each Distar program she is teaching. These daily sessions involve lively presentations, student response, and immediate feedback. At Lincoln School we have four first grades and two kindergartens presently in Distar. They are using all three systems with the help of trained classroom aides.

The Distar system is based on principles that have often been recommended for establishing sound programs. They include:

- careful planning and statement of behavioral objectives
- complete training of the teachers in the methods of the program
- establishment of adequate supervisory procedures
- development of materials directly relevant to the behavioral objectives
- providing motivation so that the children want to succeed
- reinforcing successful behavior
- maintaining regular, consistent, and frequent instruction
- attending to learning problems of individual students
- achieving good parental involvement

The Distar system is designed to help teachers bring about rapid and significant gains by their students. It also provides sound, easy ways for teachers to modify their own teaching techniques so they can use the system most effectively. The use of these modified techniques by the teacher has a direct influence on classroom results.

Because Distar programs assume no readiness, each child has a chance to learn. The three programs start at the beginning and build the concepts, skills and self-confidence students need for academic success. And success is important to each student, his teacher, his parents and his community.

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Because the Lincoln School Distar program has not been in operation a full year, we do not yet have any evaluation results. The kindergartens have just been tested, but we have no pre-Distar test results to compare with these scores. SRA has published a booklet of summaries of case studies on the effectiveness of the Distar Instructional System. There are numerous charts, etc., which show significant gains for students in Distar as opposed to others in traditional programs. This May pre-kindergarten and first grade children will be given the Peabody IQ, the Slossen IQ, and the Wide Range achievement tests. The same tests will be given the following May. We are confident that our results will show the Distar program has been a success at Lincoln School.

Period of funding: January 1, 1972 to December 31, 1974

Amount of funding:	First year:	\$34,050.00
	Second year:	22,700.00
	Third year:	<u>11,350.00</u>
	Total:	\$68,100.00

For further information:

Mr. William A. Quiram, Project Director
Davenport Community School District
1001 Harrison Street
Davenport, Iowa 52803
Telephone: (319) 323-9951

East High School Applied Mathematics Laboratory

Des Moines Independent Community Schools

(Project Number 2001)

The East High vocational mathematics program is designed to produce teacher-made learning packages for mathematics in all areas (home economics, English, social studies, etc.). The purpose of the program is to help high school students who have difficulties with mathematics develop greater competencies in mathematics, thus developing better programs for the technical training needed by much of our population.

The objectives are as follows:

- (1) Ninety per cent of the participating students will complete a learning packet in mathematics applicable to their vocational field.
- (2) Ninety per cent of the students completing a learning packet (mini-course in mathematics) will complete a project-developed test (or task) for his vocational field at an 80-per cent level of accuracy or above.
- (3) The coordinator will develop, or have others develop, student learning packets in mathematics for at least six identified vocational fields. Each packet will be based on a set of performance objectives established by the coordinator and his advisors and will include a diagnostic test and a post-test (or task) satisfying these objectives.
- (4) East High School counselors and teachers will persuade at least 50 students to participate in the program during 1972. Each of these students will work at his own rate on materials designed for his field of interest. Tutorial help will be provided by the coordinator and the teacher-aide to enhance his chances for success.
- (5) An advisory council of at least six members from local technicians, craftsmen, and businessmen will be formed to meet at least four times with the coordinator between January 1, 1972, and January 1, 1973.
- (6) A list of definable business, craft, and technical vocations most frequently named by non-college-bound students will be prepared.

Period of funding: January 1, 1972 to December 31, 1973

Amount of funding:	First year:	\$37,000.00
	Second year:	<u>25,000.00</u>
	Total:	\$62,000.00

For further information:

Dr. Richard P. Klahn
Des Moines Independent Community School
1800 Grand Avenue
Des Moines, Iowa 50307
Telephone: (515) 284-7821

A Pilot Project Utilizing Supportive Personnel Using Behavior
Modification Techniques with Articulatory Disordered Children

Des Moines County School System

(Project Number 2002)

This project is based on "the idea that the professional time of the speech clinicians is valuable; therefore, many of the routine therapy tasks should be performed by clinical aides... When the use of aides is structured to approach a maximum number of educational goals, their value is increased."

Between January 1, 1972, and January 1, 1975, the speech clinicians of the Tri-County Special Education Unit plan to train and implement supportive personnel using operant procedures in the correction of the existing 571 children of the tri-county area who met the criteria for acceptance for this project.

The major objectives of this project are:

1. Study and refine utilization of supportive personnel with the new and existing 571 children.
2. Eliminate waiting lists of 328 children.
3. Reduce case loads of clinicians from the 55 average so they could work more intensively with the more severely speech-disordered children.
4. Create materials for a project of this type.
5. Allow 243 children above 5th grade to receive therapy.
6. Refine behavior-modification techniques.
7. Move into routine operation by January 1975.

At this time, six of the above objectives are being met. Ten aides were hired in December of 1971 and starting on January 24, 1972, a week's workshop was held to train aides. After the workshop, the aides were assigned to a speech clinician and subsequently to a case load of approximately 35 children each. The communication aides are currently at work in the tri-county area with a total of 306 articulatory-disordered children. The case loads of the speech clinicians have been reduced from an average of 55 to an average of 31. The waiting lists have been reduced from 328 to 190 children. A manual on how to set up a program of this type will be published by June 1972. This manual will be distributed to all speech clinicians in Iowa. Data is being collected and computerized but is not yet available. However, the results of this project at this point seem quite promising.

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Period of funding: January 1, 1972 to December 31, 1974

Amount of funding:	First year:	\$44,000.00
	Second year:	29,348.00
	Third year:	<u>14,696.00</u>
	Total:	\$88,044.00

For further information:

Mr. Kenneth Barker, Project Director
Lincoln School
Burlington, Iowa 52601
Telephone: (319) 753-2211

Cooperative Network of In-Service Resources

Joint County System of Marshall-Poweshiek

(Project Number 2003)

Objectives:

1. To organize and promote a cooperative network of inservice resources to be made available to all school districts of Iowa.
2. To select with the assistance of an advisory committee professional materials in priority areas established by educators in the state.
3. To provide a consultant to assist regional centers and/or school districts in the utilization of the materials and in setting up effective workshops.
4. To develop a union listing of inservice resources available throughout the network and to publicize the availability of these resources.

Purposes:

To prove that cooperation can be achieved--across county, regional, district and agency levels and that through cooperation duplication of effort can be avoided.

To make up-to-date inservice materials not presently available readily accessible to users with the fewest possible delays and at the lowest possible cost.

To find out why inservice materials are requested; if they meet needs indicated; and if educational change takes place as a result of the use of said materials.

Activities of Project to Date:

Thus far Advisory Committee meetings have been held to recommend circulation policies and procedures, to determine selection policies and procedures and areas of priority; and visits and correspondence have been carried out with agencies wishing to cooperate and participate in the project.

Period of funding: January 1, 1972 to December 31, 1974

Amount of funding:	First year:	\$ 75,000.00
	Second year:	50,000.00
	Third year:	25,000.00
	Total:	<u>\$150,000.00</u>

For further information:

Mrs. Mary Travillian, Project Director
Area Six Resource Center
9 Westwood Drive
Marshalltown, Iowa 50158
Telephone: (515) 752-1578

Pre-School for the Hearing-Impaired
Muscatine-Scott County School System
(Project Number 2004)

The hearing handicapped child is one in whom the sense of hearing is permanently impaired severely enough that, for that child, the impairment constitutes a barrier in the acquisition and development of language, intellectual abilities and skills. The purpose of this project is to provide specialized formal training aimed at overcoming the educational problems caused by the hearing impairment during the ages at which language usually develops in the child with normal hearing.

The overriding philosophy of the project is that the oral method of teaching the young hearing-impaired best provides those skills which are most important for their participation in a world of people with normal hearing. Cued Speech, as developed by Dr. Orin Coronet, is the oral-language approach utilized in this project.

The objectives for the project have been written behaviorally and designed for two groups: the individual children and the parent group.

Some examples of the individual behavioral objectives are given below:

- 1.1 By the completion of James' term in the program, he will be able to lipread and respond appropriately to the following commands given by the teachers in conjunction with cues:

"Take off your coat (hat)!"
"Get your coat (hat)!"
"Throw it away!"
"Put the toys away!"
"Get the ball!"
"Roll the ball!"
"Blow!" (Blow bubbles, blow out candle, blow tissue)
"Get the baby (doll)!"
"Wash the baby!"
"Get the water!"
"Get the soap!"
"Wash your hands!"
"Get your chair!"

- 1.2 By the completion of Roger's term in the program, he will be able to show pleasure by widening eyes, smiling, and/or clapping hands to the sound of the guitar and amplifier as it is being played.
- 1.3 By the completion of Cordia's term in the program, she will be able to put the object to be pasted on the correct spot on the paper.

- a. Paste 3 white balls vertically on a piece of paper to make a snowman.

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- b. Paste eyes, nose, and mouth, in approximately correct position, on an outlined face on a piece of paper.

An example of a behavioral objective for the parent group is given below:

- 2.1 By the end of the fifteenth session, each parent will be able to cue with 90 per cent accuracy the following as the teacher says them:
 - a. All vowels in isolation
 - b. All consonants combined with the vowel u.
 - c. Selected vowels and consonants combined in nonsense syllables.
 - d. Selected one-syllable words.
 - e. Fifty selected short phrases and/or commands.

An interim evaluation report was completed on January 10, 1972, by an outside evaluator. The report included the following statements:

<u>Population</u>	"In reviewing the guidelines and time allotments set forth, it was found that the project appears to be meeting the majority of these."
<u>Physical Facilities</u>	"A survey of these rooms and facilities found that the classrooms were very adequate."
<u>Program</u>	"From observations it was apparent that most of the children were aware of oral communication and cues as they imitated both, some children expressing themselves at times to the teachers."
<u>Parent Involvement</u>	"The parent training group was most impressive."

The attainment of the behavioral objectives is serving as an ongoing evaluation of the project.

Period of funding: November 15, 1971 to November 14, 1974

Amount of funding:	First year:	\$20,370.00
	Second year:	13,580.00
	Third year:	<u>6,250.00</u>
	Total:	\$40,740.00

For further information:

Mr. James R. Kay
Muscatine-Scott County School System
Alpine Centre South
Bettendorf, Iowa 52722
Telephone: (319) 359-0303

Positive Experience Program

Fort Dodge Community School District

(Project Number 2005)

The major thrust of the Positive Experience Program (PEP) is to provide a total school environment (K-6) which will enable each child at Highland Park School, Fort Dodge, Iowa, to feel a measure of success that is commensurate with his needs, abilities, and goals. This is a school where a large number of children are not performing up to their potential and where demonstrated attitudes toward school are too often negative.

With this emphasis upon the positive, we shall not only personalize instruction but help each student determine his own steps toward successful experiences. If he does not meet the desired expectations, he will be rerouted, either immediately or in the near future, depending upon the activities or skills he fails to accomplish. A person may fail a given task if it is presented in one way or at one time, but succeed if it is presented in another way or at another time. Failing will not be equated with failure; it will be regarded as a normal part of the learning process.

Within a traditional building, many practices which have been introduced--or revived--in the past few years (e.g., team teaching, continuous progress, open concept philosophy, self-guided study, use of para-professionals, interest centers, etc.) will be implemented to varying degrees. The most innovative feature of PEP, however, will be the crossing of disciplines into an integrated program.

This integration will be achieved by using in-common life concepts such as "change," "communication," "interdependence," "system," and "order" as devices for merging. To clarify, let us assume that "change" is the focal point of a unit of instruction. All of the learning activities in each discipline will reinforce, as far as possible, the concept of change as it relates to that particular discipline. Distortion of activities, however, will definitely be avoided.

The children will be pretested and post-tested with standardized instruments, and periodic criterion tests will be given to let each child know how he is progressing on his educational journey. The testing will be used to put the child on the route which seems best for him. Another feature of the evaluation will be a control study made with a comparable population of children.

Project personnel will include a director, school principal, subject-matter coordinators (science/math, social studies, language arts, audio-visual), master teacher, instructional media center supervisor, classroom teachers, and paraprofessionals. A steering committee composed of both lay people and professional educators will also play an important role in PEP, not only to provide guidance and act as a sounding board, but to help publicize the progress of the program.

Inservice will be both intensive and extensive during the summer workshop (1972). The teachers will investigate materials now on the market to see what might fit the program they create together, and they will develop materials if none are available. Throughout the year, common planning time and regular inservice sessions will prevail.

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Parent involvement will be encouraged, and parents will be informed about the performance of their child. In addition, progress reports of PEP will be made periodically to the public, school board, planning committee and school administrators. The parochial schools will be welcome to observe and/or ask questions about procedures being used to implement the program. Materials developed locally will be shared after they have been satisfactorily tested in the classroom.

Period of funding: June 1, 1972 to May 31, 1975

Amount of funding:	First year:	\$ 60,000.00
	Second year:	40,000.00
	Third year:	20,000.00
	Total:	<u>\$120,000.00</u>

For further information:

Dr. Earl O. Berge, Project Director
Positive Experience Program
Fort Dodge Community Schools
5 North 16th Street
Fort Dodge, Iowa 50501
Telephone: (515) 576-1161

Precareer Education Project (PEP)

Polk County Board of Education

and

Ankeny Public Schools

(Project Number 2006)

The purposes of the Precareer Education Project are to: (1) orient the school staff to the necessity of diffusing career education into the general curriculum of the school; (2) change existing attitudes that success in the "world of work" is basically contingent on academic success; (3) develop positive student attitudes toward work by providing world-of-work information and exploratory experiences; and (4) add a meaningful dimension to the traditional school subjects.

The program will begin with a five-week summer program involving 200 students in grades one through eight and 20 teachers. It will emphasize: (1) student and teacher awareness of the world of work; (2) workers and their feelings about work; and (3) exploring the uniqueness of self.

Some specific objectives for students are to: (1) develop an improved self-image; (2) develop an awareness of the world of work; (3) acquire a positive perception of their classroom experiences and their teachers; and (4) improve general performance on academic measures.

The evaluation will include: (1) periodic examination of attendance records, use of the library, the dropout rate, and the number of student behavior problems, and (2) pre- and post-testing on such variables as student self-image, his attitude toward work, his awareness of the world of work, and his general perception of classroom experiences and his teachers.

Period of funding: July 1, 1972 to June 30, 1975

Amount of funding:	First year:	\$30,179.00
	Second year:	20,118.00
	Third year:	10,061.00
	Total:	<u>\$60,358.00</u>

For further information:

Dr. Bill R. Clark, Project Director
Polk County Educational Service Center
112-116 Eleventh Street
Des Moines, Iowa 50309
Telephone (515) 284-6171

Operant In-Service Teacher Education Program

Iowa City Community Schools

(Project Number MG01)

Emphasis is currently being placed on the importance of the school psychologist and other school-oriented mental health personnel becoming effective consultants to the teacher in solving classroom problem behavior. Research by behavioral psychologists in helping teachers to become effective remediators of problem behavior in the classroom has been extensive. However, any specific, detailed training program as well as significant long-term effects in training groups of teachers appears nonexistent. Teacher-education programs concerned with effective classroom management have been initiated because many teachers appear to lack the knowledge to be able to effectively apply behavioral learning principles within the classroom, to bring about specific social and academic behavior on the part of their students. Although there appears to be a proliferation of methodology courses for various subject matter areas within the university and college teacher training programs, classroom management procedures appear to have been ignored.

The present operant proposal divides volunteer teachers into an experimental or control group with the experimental group receiving a specific detailed training program in behavioral learning principles, classroom management procedures, and the individualization of instruction as the treatment, with the control group participating in the program later in the school year. Arrangements have been made with the University of Iowa, Department of Educational Psychology for three hours of graduate credit to be offered to teachers who complete this program. Specific reinforcers earned by the teachers who complete the program are points with a set monetary value. The number of points that can be earned totals \$138 - the cost of tuition at the University. Thus the procedures of the program will be guided by those same principles which will form the basis for its content.

The general objectives of this program are to help teachers who participate to learn behavioral-learning principles and to apply them successfully in their classrooms. Hopefully from applying specific procedures to the inappropriate behavior of the most problematic child within their class, each teacher will be able to generalize these principles to other problem behavior in her classroom. Upon completion of the program, teachers should functionally analyze behavior, verbalize problem behavior more objectively, depersonalize inappropriate behavior, effectively remediate already existing problems, create an atmosphere by their own behavior which will prevent school-related classroom problems from arising, and plan individual programs with measurable objectives based on each individual child's functioning level. Specifically the objectives can be listed as follows:
After completion of the training program the teachers:

1. Will have a significantly greater knowledge of and more favorable attitude towards behavioral learning principles in applied situations;
2. Will more favorably look upon the behavior of children in their classes, verbalizing confidence in their ability to solve problem classroom behavior, and to plan individualized programs;
3. Will be looked upon as more competent and reinforcing persons by their students;

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4. Will have engendered a more favorable attitude in their students toward school work and study;
5. Will show a significant increase in positively reinforcing behavior in their classes with a concomitant decrease in inappropriate behavior by their students.

The results of the program will be measured by the recording by trained observers of the concurrent classroom behavior of the teacher and the five most problematic children, teacher knowledge of and attitude toward behavior learning principles as measured by a questionnaire, teacher ratings of the pupils in the class as measured by a problem behavior checklist, and pupil ratings of the teacher and classroom atmosphere by a pupil questionnaire. The data can be analyzed in terms of the effect of the program on individual teachers, teacher variables related to teacher behavior and the types of classroom behavior most amenable to change as a result of an operant in-service education program.

Period of funding: April 1, 1972 to March 31, 1973

Amount of funding: \$4,698.00

For further information:

Dr. Merle D. Harding, Project Director
An Operant In-Service Teacher Education Program
Iowa City Community School District
1041 William Street
Iowa City, Iowa 52240
Telephone: (319) 351-4341

Modular Interest Period

Akron Community School District

(Project Number MG02)

In a small geographically isolated rural school there are many educational needs that are difficult to overcome. The small high school classes make for problems of interpersonal relationships. The small total enrollment limits the curriculum to the minimum requirements established locally and by the state for an acceptable school and for graduation. These factors limit the cultural and social life of the high school student. The need is to give such schools an enrichment program without a prohibitive cost. It is felt that this need should be met to change the routine education of a small high school. When prohibitive cost prevents a varied curriculum, innovative, inexpensive methods are needed. An Interim Mini-Course Program is one way to take care of the needs mentioned above.

The Akron Community School and the Westfield Community School, which are included in this program, have done some planning toward an Interim Mini-Course Program. The students, faculty, and community have been surveyed. The school boards of the two school districts have discussed this program and approved it. It will be held between semesters for a two week period following Christmas vacation.

The general objectives of the Mini-Course Program include the following: (a) to increase the interest of students in intellectual pursuit in the basic studies; (b) to change the attitude of students toward school as they develop interest in the mini-course activities; (c) to increase the achievement of the students because of the development of interest and change of attitude brought about by their participation in the mini-course activities; (d) to increase the quality of presentation by the teachers in the regular classroom.

The topics presented are designed to motivate students to a desire to learn rather than to master skills. They are also designed to offer a wide assortment of new ideas to students that might stimulate interest in possible future vocations or avocations. Such an approach might also develop changes in existing courses in the school and develop new course offerings. A desirable spin-off would be that the students would accomplish a change in attitude that might improve the quality of work in the classroom. And, it is just as important that teachers accomplish a change in attitude that will improve the offerings in the regular classroom.

The method of instruction will be non-directive discussion, centered around small groups. Each student will start where he is in each interest area, move out to knowledge and information in that area that will stimulate his interest, and then move to a project or projects that further his learning and interest.

There will be approximately 70 different courses offered in all of the major disciplines. Some examples include: SOCIAL STUDIES - Simulation Games (Ghetto and Farming), Black History Indian Studies, Great Plains History, Military Science; SCIENCE - Principles of Combustion Engines, Principles of Flight, Amateur Radio, First Aid, Photography; LANGUAGE ARTS: Creative Writing, Speed Reading, Video Tape Presentations, Rock Poetry; MATHEMATICS - Statistics and Probability, Math Games, Remedial Math, Slide Rule, Chess; FINE ARTS - Photo Oil-tinting, Decoupage, Beginning Guitar, Theater Make-up, Poster Design and Lettering;

(Continued)

HOME ECONOMICS - Survival for Bachelors, Foreign Foods, Antique Collecting and Refinishing, Clothing Construction; BUSINESS - Personal Finance, Note-hand, Insurance. Also, courses in Industrial Arts and Physical Education will be included.

A pre-test and a post-test will be used to evaluate the increase in interest of students as a result of the Interim Program. A Thurston Interest Scale will be prepared for this purpose. To evaluate the change in attitude of the students, a pre-test, post-test technique will also be used. A Thurston Attitude Scale will be prepared for this purpose. To evaluate the improvement in achievement in the regular classroom, the Iowa Test of Educational Development will be used. To evaluate the teacher's improvement in the regular classroom, a questionnaire will be given to the students at the beginning and end of the first year.

Period of funding: July 1, 1972 to June 31, 1973

Amount of funding: \$8,000

For further information:

Mr. Charles E. Eskra, Project Director
Modular Interest Program
Akron Community School District
Akron, Iowa 51001
Telephone: (712) 568-2616

GRANTEE: Dubuque Community Schools
TITLE: Development of a Self-Pacing Program for Appropriate Childhood Education (SPACE)
PROJECT: #PG07
DIRECTOR: Mr. Richard L. Zimmer
2211 Rockdale Road
Dubuque, Iowa 52001
(Phone: 319-557-2729)

DESCRIPTION:

The purpose of this project is to plan a prescribed educational plan which is self-pacing and utilizes an integrated curriculum meeting the needs of each individual child developing his skills in the broad areas of communication, manipulation and social adaptation.

The objectives of this planning grant are to:

- a.) study learning styles, classroom climates and capacity to learn of our students
- b.) provide an organizational plan and curriculum design to meet the above defined needs of the students
- c.) develop a specimen educational plan as outlined above compatible with parental expectations of the Elementary School.

The activities during this planning grant include:

- 1.) Orienting of parents and the community.
- 2.) Consulting with Dr. Donald Neville of George Peabody College discussing the roles of learning style and modality in individualizing instruction as an alternative of instruction.
- 3.) Testing primary aged children for modality using the Tests of Modality Aptitude in Reading (TOMAR).
- 4.) Testing the same group for reading achievement using the Gates-MacGinitie Reading Test.
- 5.) Using the Analysis of Learning Potential Tests with the above students to assess learning capacity.
- 6.) Surveying parental educational and value expectation utilizing a locally developed instrument.
- 7.) Noting parental occupation using the Minnesota Scale for Parental Occupations and the educational level of both parents.

(Continued)

- 8.) Analyzing statistical data gathered.
- 9.) Making behavioral observation in varying classroom environments by education and psychology majors from the University of Dubuque under the direction of Dr. Fred Grant.
- 10.) Gathering teacher assessment of student reading expectations.
- 11.) Consulting with Dr. Joseph Wepman of the University of Chicago discussing the role of spatial orientation.
- 12.) Writing a specimen curriculum utilizing data gathered.
- 13.) Consulting with curriculum consultants and psychologists.
- 14.) Piloting a specimen curriculum.
- 15.) Evaluating specimen curriculum.
- 16.) Developing project proposals.

EVALUATION

After compilation of gathered data, a thorough study will be made to analyze the hypothesis which led to this planning grant. This evaluation will be done in conjunction with critiquing of psychologists and educators.

GRANTEE: Waterloo Community Schools
TITLE: Remote Instruction Project
PROJECT: #PG08
DIRECTOR: Mr. Duane Stewart
Waterloo Community School
Administration Building
1516 Washington Street
Waterloo, Iowa 50702
(Phone: 319-233-5281)

DESCRIPTION:

It is the intent of this planning grant to explore the feasibility of programs using Picturephone as a medium to accomplish in-service teacher-training, remote team-teaching, enrichment and specialty teaching, instructional conferences, and greater efficiency or use of supporting media.

Initially, plans involve the use of four Picturephones in the Waterloo School System.

The Remote Instruction Project should promote:

- Conceptual understanding among students, teachers and community.
- Development of techniques and materials suitable for a variety of ethnic and economic backgrounds.
- Further development of basic skills and teaching techniques.
- Team teaching between buildings or within one building whereby several classrooms within a single building could be used to provide for large and small group instruction simultaneously.
- Speciality teaching by master teachers sharing their special talent with a number of classes in large and small group arrangements.
- Enrichment instruction by a master teacher or a resource person with a special background or preparation in a particular enrichment topic.
- More efficient utilization of existing educational media and staff by transmitting pictures of models, equipment, diagrams, films, slides, transparencies and classroom blackboard along with the voice of the instructor and/or recorded sound.
- Spontaneity with immediate and reversible contact between students and teachers.
- Daily improvement of instruction by providing for visual conference between teachers and subject matter specialists.

GRANTEE: Ayrshire Consolidated Schools

TITLE: Development of a Plan for Individualized Teaching Strategies and Design Techniques to Measure Their Effectiveness in a Trimester Core Program

PROJECT: #PG10

DIRECTOR: Mr. Gene E. Fokken
Superintendent of Schools
Ayrshire Consolidated School
Ayrshire, Iowa 50515

DESCRIPTION:

It is the intent of this planning grant to explore, develop, and adopt the most feasible curriculum programs that will serve the needs of the Ayrshire School and trimester core.

The implementation of the trimester program has given rise to two basic problems:

- How to retool a staff which has been traditionally conditioned to teaching a fifty-five minute period so that they can most efficiently and effectively utilize a two hour or hour and forty-five minute period. Individualization of instruction was one of the cornerstones of the trimester program. If a staff continues to use traditional and archaic methods of teaching, then the trimester system is doomed to failure in the final analysis. How can the staff be retrained to utilize fully the two hour and forty-five minute block?
- How can all involved assess whether the implementation of the trimester system with its individualization of instruction has significantly improved the students' cognitive knowledge in the core subjects involved? How can an effective assessment be made of the affective feelings toward the individualization of instruction of all involved -- teaching staff, administrators, students, and community?

The objectives of this planning grant are two-fold:

- To survey the field of individualized teaching strategies and to develop a plan to implement the most applicable of these strategies to the Ayrshire Consolidated Junior-Senior High School.
- To design appropriate measurement and statistical techniques to ascertain whether the strategies to be implemented are effective. Included within this design would also be the development of techniques to ascertain what cognitive and affective changes have occurred since the implementation of the trimester system and the chosen teaching strategies.

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