

March-June, 1966: Monthly visitations to project classrooms by educational consultants arranged for by the sponsoring publishing companies.

March 1966: Evaluation design constructed and submitted.

April-June, 1966: Evaluation tools designed, refined, and employed.

May 1966: First reading achievement test administered.

June 1966: Data collection and first evaluation initiated.

July-August, 1966: Compiling data for the interim report.

The Basic Reading Demonstration Project has been well-received by teachers and administrators in the experimental schools. A great interest, enthusiasm, and spirit has been generated by the opportunity to work with new and different published materials. Often teachers, highly critical of the medium they were

Many express a new feeling of freedom directly associated with the fact that they must learn with the children—day-by-day. The idea of moving away from the “lock-step approaches” dominated the independent discussions at the in-service workshop meetings. A new form of classroom flexibility is in evidence.

Teachers and administrators have listed these as positive project factors:

Improved attitudes, spirit, and cooperation of teachers resulting from closer contact with other teachers sharing project responsibilities.

Professional growth opportunities as a result of contacts with language arts experts and consultants.

Professional status improvement associated with the experimental nature of the project.

A real (or seeming) change in the responses of children because they sense their involvement in something different. An evolving partnership because “we are learning a new task—together”.

An opportunity to extend and improve educational and skill in the teaching of the language arts.

Realization of the parallels in the different approaches and the possibility of developing dual-tracking techniques for re-teaching and re-enforcement.

Insights into ways and means of greater employment of self-teaching and self-directing activities for children.

Re-definition of the educational goals and purposes of individual teachers as a result of intensive daily planning and evaluation.

Greater insight into the fundamentals of our language as a result of a new teaching responsibility.

The expected outcomes of the Basic Reading Demonstration Project are:

The extension and improvement of the ability of the children to skillfully master the oral and written language.

The extension and improvement of the ability of individual teachers to teach the language.

Identification of ways and means for better meeting the language needs of inner-city children.

Development of valid systems for identifying and recording the individual progress of children in language arts skills.

Development of diagnostic and remedial plans for meeting the needs of delayed, reluctant, and/or remedial readers.

Identification of master teachers who are successful with inner-city children so that they may assume leadership roles in improvement of instruction.

Demonstration of the values of flexibility in materials, methods, and staff utilization in creating improvement in instruction.

There has been a substantial increase in the budget request for the 1966-67 school year. This increase is based upon the following considerations:

Hiring a full-time reading consultant to extend service in supervision, coordination, in-service training, and evaluation.

Purchase of materials revised within the calendar year.

Increase the initial instructional materials budget to purchase enrichment and supplementary materials necessary for children as they begin to read independently.

Fifty percent lay aide service per teacher to compensate for the additional tasks associated with experimentation.

Extend teacher and lay aide skills through extensive workshop training.

Substitute salaries to create released time to permit flexibility in staff utilization; altering traditional classroom patterns; develop and improve audio-visual materials; experimentation in techniques and devices for extending listening, speaking, and reading skills; inner-intra school visitations and attendance of meetings for professional improvement.