

708 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

a number of additional, different approaches to in-service education. Many of these new approaches had never previously been put into operation because of limitations on the amount of money a school system can budget for in-service education. The availability of federal funds make it possible, for the first time, to launch a number of these new approaches. The result has been, over-all, an electrifying stimulus to the whole field of in-service education in the Detroit Public Schools.

The project provided for careful and objective evaluation. To render this evaluation, two trained evaluators were hired. To insure objectivity, these evaluators were assigned to the Educational Research Department of the Detroit Public Schools, rather than to the Continuing Education Department.

The efforts of the program for the school year 1966-67 have been grouped into six major facets of in-service education which are as follows:

Facet 1. Local School Projects.

Facet 2. Projects to Continue the Present Program of the Detroit Public Schools.

Facet 3. Projects to Improve the Instructional Program.

Facet 4. Projects in Staff Development.

Facet 5. Projects to Explore Attitudes of Teachers and Principals.

Facet 6. Projects to Provide Variety of Experiences for Staff Members.

FACET ONE

LOCAL SCHOOL PROJECTS

Project title: Individual school projects oriented to assessment and planning of local school programs for disadvantaged children

Purpose.—To provide an opportunity for the staffs of individual schools to work together, under the leadership of the principal, to improve the quality of instruction offered by that school to its community, and to gain greater understanding of the community's expectation of its school.

Schools in urban areas tend to follow a curricular plan, organization structure, and administration and teacher styles which have been developed over many years time. These patterns are applied universally and equally all over the city, in favored areas as well as deprived areas. It is increasingly clear that the patterns must be modified in deprived areas if effective learning of children in schools in these areas is to take place. This project would encourage each school staff to examine what it is doing, ask itself what it should be doing, and plan for a better educational program for the future.

Procedure.—The opportunity to conduct these in-service training programs will be provided to all of the 178 schools in Detroit which qualify for assistance under the Elementary and Secondary Education Act. Principals will submit proposals for review and approval by the Continuing Education Department no later than March 1, 1966. All programs will be completed by August 31, 1966. Sessions could be held on Saturdays, on two days after schools close in June, or on two days before schools open next September. It would also be possible to schedule sessions in the late afternoon or evening. These sessions would total an equivalent number of hours to the all-day sessions.

FACET TWO

PROJECTS TO CONTINUE THE PRESENT PROGRAM OF THE DETROIT PUBLIC SCHOOLS

Project title: Local school action projects to devise and demonstrate new teaching techniques or curriculum materials

Purpose.—This part of Facet 1 is intended to facilitate the work of a local school staff, or several cooperating schools, in the design of special instructional materials and ways of working with a particular school population of disadvantaged children. Proposals under this facet would be tailored to meet local school needs and would be initiated by the principal, *but would be submitted through the Field Executive*. Priority will be given to those proposals for action which grow directly out of the local school "Assessment and Planning" workshops funded under PROJECT FAST in the spring and summer of 1966.

Two models which meet the above requirements are outlined below. They were submitted by individual schools and are shown here for illustrative purposes only, since the specific problems to be attacked will vary from school to school.