

Model 1

Purpose.—To improve the teaching of reading skills in a junior high school.

Procedure.—(1) Establishment of "teams" of different subject matter specialists to secure more emphasis on, and teaching of, reading in the subject areas. (2) Training for subject matter specialists in the teaching of reading skills. (3) Adaptation of subject matter materials to reading level of students (without watering down the material). (4) Experimentation with various methods of pupil grouping. (5) Evaluation of the techniques used.

Model 2

Purpose.—To develop and test in classrooms special Social Studies materials designed to improve work-study skills of pupils in grades one through three of five cooperating schools.

Procedures.—

(1) Formation of teacher teams representing first, second, and third grades of five schools in a junior high school complex.

(2) After-school and Saturday sessions:

(a) to establish goals in terms of specific work-study skills appropriate for teaching in grades 1-3.

(b) to design practical materials and experiences for supplementing social studies offerings in grades 1, 2, and 3: i.e., family, neighborhood, and broader community factors.

(c) to agree on an appropriate vertical integration of these experiences to provide for concept expansion and reinforcement from grade one through grade three.

(d) to build an accompanying guide for teaching work-study skills using all possible points at which the newly designed and meaningful social studies materials lend themselves to teaching such skill—(establishing concepts of place and direction such as home, school, block, neighborhood and city; making and using maps, charts, and graphs: using dictionaries and directories, etc.

(e) to share progress and ideas as they develop in action.

(3) Evaluation to ascertain whether such an approach is reflected in standard tests of work-study skills.

FACET THREE

INSTRUCTIONAL IMPROVEMENT

Project title: To inaugurate and demonstrate new instructional approaches

Purpose.—To bring the competence and creativity of our own staff more fully to bear on the quest for more improved materials and better ways of working with children.

Procedure.—These projects will be designed and initiated in cooperation with staff departments and staff members who are specialists in research, in subject content, in instructional methodology, in cultural anthropology, in social psychology, and in related areas. The availability of the opportunity to conduct these in-service programs will be announced and staff members will be invited to submit proposals. The proposals will be reviewed by a small committee of Detroit Public School specialists assisted, where necessary, by consultants from university staffs, social agencies, industry, and the community. All projects will be approved by March 1 and concluded by August 31, 1966.

Project title: To develop and evaluate new approaches to in-service education

Purpose and procedure.—Many modern instructional approaches require extensive equipment and supplies. Examples of such modern approaches are the language laboratories required for the audio-lingual teaching of foreign languages, data processing equipment for modern business education instruction, audio-visual approaches to teaching subjects universally recognized as fundamentally necessary (such as American History and Civics) to students who do not read well enough to learn *solely* from a textbook, laboratory equipment for modern science instruction, and devices such as those developed by Montessori for early childhood education. The public schools often do not have available local funds to equip large numbers of buildings with this equipment, and they sometimes cannot even equip one experiment location to determine whether in fact, the instructional approach involved is effective. The Continuing Edu-