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Internship in Joliet Public Schools - District 86

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INTERNSHIP IN

Joliet Public Schools - District 86

(TITLE)

BY

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B.S. in Sec. Ed., Eastern Nazarene College, 1959

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~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1971

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

August 5, 1971
DATE

ADVISER

August 5, 1971
DATE

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INTRODUCTION

Of value to an educator, whose experience has been in a small suburban school system, is exposure to and study of a larger urban school system. With this thought in mind, the writer met with Dr. G. C. Matzner of the Administration and Supervision Department of Eastern Illinois University to discuss the possibilities of developing a field study in the Joliet Elementary Schools.

The Joliet Schools were chosen for several reasons:

- A. The size of the district
- B. The diversified educational programs and projects
- C. The inner-city challenges
- D. The capability of the local administrator and his staff

As a first stop, the writer met with Dr. Donald D'Amico, Superintendent of the Joliet Elementary Schools and Dr. G. C. Matzner, the writer's advisor, in June 1969 to explain the proposal for the field experience. As explained to Dr. D'Amico, he wished to work under the direction of Mr. Dale Lang, Assistant Superintendent for Instruction.

Dr. D'Amico agreed to this field experience, but indicated that he would like to have the writer begin his experience in February 1970. This was suggested, so that he might coordinate the writer's activities with two other interns from Illinois State University.

The purpose of this study was to get an over-view of the Joliet Schools and some insight into their on-going programs. The writer was interested in getting the feeling of what it was like to be in an urban school environment. He was also interested in gaining insight into the selection and use of effective learning resources, techniques of introducing new staff to the curriculum, the retraining of the staff for new curriculum, and the organization of the general school administration to curriculum development.

As a result of the meetings with Dr. D'Amico and Mr. Lang, arrangements for the field experience were made. They included visits to three Junior High Schools and a selection of four elementary schools of District 86, Joliet. This schedule made it possible for the writer to look at a broad spectrum of children, staff, and programs. This experience also included visits with supportive personnel such as the Language Arts Consultants, and Special Education Personnel. This provided the writer some insights into their relationship and function within the district program. Attendance at all administrative meetings and one board meeting gave the writer an insight into the procedures and the kinds of problems considered by these administrative bodies.

Each visit to the various schools was planned so that the writer could discuss, with the administrative head, the philosophy of the school, problems that were particular to his school, and some of the kinds of programs provided. Given this kind of experience, one could gain some knowledge as to what it would be like to work in a large city school system.

This experience would not have been possible without the assistance of the writer's Superintendent and Board of Education. They granted his request to spend two days a week in the Joliet Schools until the field experience was completed. The experience ran from February 3 to April 30, 1970.

The writer met with Mr. Dale Lang on a scheduled basis to discuss with him those things observed and planning for the following week. Further supervision of the project was provided by Dr. Matzner on regularly scheduled visits to the district. Included in his visits were regular meetings with Mr. Lang and the writer to discuss the progress of the field experience.

CHAPTER I

LOG OF ACTIVITIES

The following excerpts represent some of the experiences and activities gained through the field study.

A. Schools Visited.

1. February 10, 1970 - Gompers Junior High School
Robert Simmen, Principal

During the visit to Gompers, it was not possible to meet with the principal because he was in attendance at a meeting. The school is 90 per cent black with a mixture of whites and Spanish speaking students. The school seemed to have a good staff and one that was working hard to present these junior high students with a quality education.

A meeting with the Assistant Principal and the Science Curriculum Committee, made up of junior high teachers from across the district, revealed their job to be developing a program of continuity which would include grades 6-8. During the year 1970-71, all sixth grades will become part of the junior highs.

Each area of curriculum was being rewritten by various committees for the coming year. Different principals throughout the district were chairing these groups. Each committee also had a consultant hired by the district from Illinois State University.

2. February 17, 1970 - Washington Junior High
Jack Moss, Principal

This school was completely burned out about two years before this visit. At the time of the visit, the building was not completely finished. Since its reopening, the school has become a demonstration school under Title III.

This school has an enrollment of 600 plus and is about 30 per cent black and 70 per cent white. The white population seems to have a lot of "poor whites" and is transient. The black population seems to be quite stable.

The Washington School aims at the development of a curriculum and organizational pattern that will facilitate instruction and the fulfillment of individual potential. The school strives to eliminate the effects of the "lock-step" school tradition, and to utilize the entire school complex in meeting the needs of the child.

The school has adopted some innovative methods to accomplish its aims:

a. Flexible Modular Scheduling

The schedule has been developed by a joint organization of teachers and administration. The emphasis is on individualized instruction; the modular schedule allows for varying lengths of time for subjects, and utilization of small and large group instructional techniques.

b. Team Teaching

Joliet likes to call this "cooperative teaching". This, they feel, enables them to pool and exchange information and experiences. Cooperation also

allows for meaningful planning of experiences. This technique aids in in-service training of new teaching personnel.

c. Intra-Personal Grading

This method enables the child to compete with his own abilities, not those of other children. This also forces the teacher to view the students as individuals. Each student receives several progress reports including an administrative report that shows the child's behavior in school, days absent and tardiness. In all subjects the pupils are graded with a letter (A-F) and an exponent, (1-3). The exponent (1) means above grade level material, (2) on grade level material, (3) below grade level material.

d. Assimilation of EMH Students

Junior high educable-mentally handicapped pupils are assigned to regular classrooms. The students have been included in both the academic and social affairs of the school. Supportive teachers trained in special education assist the teachers and pupils.

The staff and administration of this school are to be congratulated for their efforts that are being brought to bear on the problems that they face.

3. February 19, 1970 - Hufford Junior High
Mary Condon, Principal

This junior high is presently the largest of the three junior highs in Joliet. It is located on the west side of Joliet and over 90 per cent of the children are from white, middle to upper class homes. There are approximately 60 black children that are bussed in from McKinley Park School.

Hufford has an organizational plan similar to the other two junior high schools. It uses the modular scheduling and team teaching, but there have been some teachers that have not made the change completely.

A meeting with the school's social studies team in a planning session (all team workers of a department have the same planning time) revealed the group to be well organized and cooperation between the team members was at a maximum. It is the job of the assistant principal to meet with the planning teams.

French I and Algebra I are given to some of the eighth grade students. The school has developed a relationship with the high school, so that these students would not be required to have these courses again in high school.

This school has great potential for being the best junior high of the four schools. With the new reorganization of the junior high programs and staff, this building will continue to be one of the best, if not the best.

4. February 24, 1970 - Forest Park
John O'Hara, Principal

This school is approximately 97 per cent black. It has a white principal who is well respected by the community, staff and the children of the building. Mr. O'Hara seems to be very dedicated

and does much on his own for the betterment of the school and the children. He has worked very closely with the custodial staff in refurbishing the building and developing unused areas for the best possible use. At times the stage and shower rooms have been converted to use as extra classrooms.

The situation is a very difficult one because the community is not a stable one and many problems face the people of his community.

The staff of the building is a young and aggressive group. They are evenly split according to racial balance, (50 per cent white - 50 per cent black.) The building has been a Title I school and has received a great deal of equipment and materials. They have developed a team teaching program and with the use of aides and extra teachers, they have accomplished much in helping the disadvantaged child.

5. February 26, 1970 - Eliza Kelly
Matt Racich, Principal

This school seems to be one of the best run schools in the black community. The plant itself is an old facility with three floors, but one is impressed with how well the building is maintained.

The enrollment is 99 per cent black with an integrated staff. A visit provided a chance to meet each staff member and talk about some of his programs.

The kindergarten class was visited specifically to view the Distar Reading Program. This program is designed for the culturally-disadvantaged and below average students. The director of the Distar Program for the district indicated that they were having excellent results with the program. This is a highly structured program with

little freedom for the teacher or child.

Mr. Racich, principal of the building, is also the coordinator for the district program entitled Officer Friendly. This unique program is co-sponsored by the local Sears Roebuck store, Joliet Police Department, and the Sears Roebuck Foundation. Visits are made by a trained policeman to the schools. The children are oriented in the areas of safety, and the right and obligations of citizens.

This school also provides a teacher who goes into the home to work with the parents of children who are having difficulty at school, both socially and academically. This visiting teacher is white but works in the black community. She seems to be well liked and respected by the parents. This could be a dangerous job at times.

6. March 3, 1970 - McKinley Park
Dorothy Ryan, Principal

McKinley Park School is a 99 per cent black school with an integrated staff. The area seems to be one of the poorest of Joliet. The school is ungraded in the areas of math and reading. Grade levels are de-emphasized at McKinley Park. The children are located by school year. The school year is divided into four levels. Hopefully, the child progresses through all four levels during any given year.

About five years ago a count of students showed that one out of four students had experienced failure in the first and second or third grades. About 99 per cent of the school's discipline problems involved children who had failed.

The staff works well together. They meet on a regular basis (and then some) to discuss curriculum problems as well as individual

problems. There is almost no personnel turnover in this building as opposed to 14 years ago when this building lost eight or nine teachers a year. McKinley Park's staff members are strong teachers inside school and powerful social influences outside.

A former administrator from Joliet made this statement.

"Those teachers really care. They have kids who ordinarily wouldn't have a chance and they're hell-bent on giving them that chance. Nothing is going to get in their way".

7. March 5, 1970 - Pershing School
Paul Tryon, Principal

Pershing School is one of the largest of the elementary buildings in the district. It has about 700 students enrolled. This school is located on the west side of Joliet. The socio-economic level of the children would be middle to upper class. Many parents would have a college background.

The principal has excellent rapport with the staff and the community. Pershing School has always had a great deal of support from the community. (For further information on this school see Appendix B.)

8. March 10, 1970 and May 12, 1970 - Taft School
Nadine Zwing, Principal

The visit to this school was a very enjoyable experience. Again, this is one of the west side schools with an outstanding staff and reputation. There are approximately 500 students enrolled in this building. This school does have black children bussed from Forest Park area to Taft.

The staff has a great deal of pride in their school and

children. There is one black teacher on the staff, who is excellent. She has excellent rapport with the students and parents.

The first and second grade reading classes are presently using the Lippincott Reading program and have experienced success with the program.

Cycling is done in the grades to try to capitalize on the strengths of individual teachers. This is done in areas such as social studies, science, art and music and also in the language arts area.

The principal is an excellent educational leader of this school and does a great deal to make this school a leader in the district. This building developed a sex education pilot program for the district last year. This program will be discussed in a later section.

B. Administrative Meetings

1. February 24, 1970 - District Principals' Meeting held at Administration Center. Discussion consisted of the following:

- a. Introduction of interns.
- b. Dr. D'Amico discussed the importance of an evaluation on each teacher being turned in so this can be added to his personal file. He emphasized that according to their contracts, evaluations are expected to be made by the principal or assistant principal. He went on to give an example of a case where they needed to dismiss a teacher and that

there was need to rely on the personnel file to back up their allegations. He also discussed that union representatives in each building were getting ready for negotiations and that they were trying to make a list of various problems throughout the district. Principals are not to assist these representatives with problems. He indicated that some principals had given these representatives some problems when the teachers could not find any problems in that building.

- c. The lunch program for next year. According to the new law, all children who are either foster children, ADC or needy children are to receive free meals. It was indicated that pilot programs would be established before the year was out. The only school that has been selected so far is Forest Park. A committee is working on how this will be worked out and a criteria will have to be developed to assist the principal, counsellors and staff in deciding who is needy. One principal had indicated that he would not make the decision regarding who is needy and who is not. He felt he was not in a position to make this recommendation, therefore indicating

the need for criteria.

d. The calendar for 1970-71 school year.

Dr. D'Amico indicated that he had the proposed high school calendar which did not coincide with the elementary school calendar, and it is his desire that both calendars be the same. More information on this would be forthcoming. Discussed along with the calendar was the need for in-service training, and he questioned the need for doing it on school time. He asked the question, "Are we shortening the school year?" It was his feeling that a pre-school and post-school session ought to be developed for in-service training. He would also like to see a state calendar developed.

e. Dedication of new buildings and additions:
(See Appendix C)

f. An article called "Frustrated Principal".

This article came from a brochure called Education, USA. Dr. D'Amico suggested the possibility of dividing into smaller groups at principals' meetings for more ease in discussion. Some general meetings would still be held. This proposal would be discussed at a later date.

- g. General forum meeting. Robert Simmen, principal of Gompers Junior High, was asked to discuss what he has done about asking the feeder schools of the junior high, parents, and administration to have a general forum meeting at which they would discuss general problems.
- h. Assistant Superintendent Lang's report on curriculum. Mr. Lang heartily endorsed that each school observe Arbor and Bird Day. He discussed the need for reading supervision and mentioned that reading supervisors would be meeting with the principals on various reading problems and materials. He also discussed a reading inventory and how to construct one. Each principal was given a copy of the reading inventory that was based on the Scott Foresman program. He indicated that he wanted principals to pass this information on to teachers so that more teachers would be familiar with how to construct and use a reading inventory. He mentioned that in this month's Grade Teacher a "Reading Inventory and How to Construct It" article appears. Also, he congratulated the women principals for doing more in the area of

assistance to the teachers in reading than the male principals. He also indicated that the greatest need seems to be in the intermediate grades.

- i. Cost of materials and budget problems.
- j. Federal programs. What would be happening in the future as far as funding is concerned.
- k. Physical education in elementary schools.

Dr. D'Amico felt that they had a weak program and because of this, a teacher had been asked to develop a program for K through 5. Beside developing the program, this teacher would also act as a model teacher and put on demonstrations.

Following the principals' meeting, a verbal-pictorial presentation was made on "Air Pollution". The slides were developed to be used possibly in schools and with adult groups. Commonwealth Edison is attempting to present their side of the story. They feel they have been attacked by the public and Attorney General Scott and they needed an area to present their case. It was felt that Commonwealth Edison needs to discuss the problem of air pollution but that the slides put them in the position of propagandizing because of the talks by various groups. The schools are not to be used as a forum. It was decided that the slides and the script should be left at the Administration Center and that they would try to develop a program that would be acceptable to be used in schools.

2. March 3, 1970 - Items discussed:

a. Bus strike. Failure of Public Referendum.

Dr. D'Amico discussed the problem that developed because the Joliet public transportation ceased to operate. The schools used public transportation in most cases and because of this, each individual school will have to work out its transportation procedures. Along with this problem, the union had indicated to their members that they would not have an added bus duty. The superintendent indicated that the principals should read the policy manual. Teachers were to be assigned duties, when needed, on an equitable basis.

b. Lunch program - 1970-71.

Dr. D'Amico indicated that the two doctoral candidates from Normal would be using this problem as part of their program while in the district. A pilot program would be started at Forest Park School after Easter vacation.

3. March 10, 1970 - Items discussed:

a. Calendar. The superintendent indicated that the calendar for next year had been finished and that they had a common calendar with the

high school district.

- b. Parochial School Closings. The Diocese of Joliet has been discussing those schools that will be closing and those that might, unless aid is forthcoming. Dr. D'Amico felt that there would be a political deal in order to gain aid for private schools.
- c. State aid. The School Problems Commission is discussing a possible \$600 increase, but raising the qualifying rate, which would not be of much assistance to Joliet. The legislature has had a history of doing this.
- d. Summer School. Mr. Lang discussed the summer program for this year. Fourteen schools would be used and the program would be as follows:

Grades 1-3: Reinforcement with an emphasis
on the communication skills.

Grades 4-8: Also an enrichment program.

Staff selection has not been discussed yet.

Students who were unable to pay the \$2.00 registration fee would be allowed to attend and their fee would be paid under Title I.
- e. School resident requirement. According to the new law, any student who begins in one district and then moves to another during the year, will be able to finish the year where he started.

4. March 24, 1970 - Items discussed:

- a. Union demands. The questionnaire from the teacher representatives was discussed and suggestions from the principals were requested. It was indicated that negotiations were going to be handled by labor lawyers. They would follow Dr. D'Amico's guide lines.
- b. Letter from a former Joliet teacher. A former teacher, who is now teaching high school in Los Angeles, California, wrote that the school in which she is teaching is the school where the TV program "Room 222" is filmed. She told of the experiences of working in this city school and the tremendous problems that they face with the students and the administration. She claims that very little actual teaching takes place there. Also, the students had had a protest to update the dress code and that guns were used in the protest. The teacher praised the Joliet system and the staff. She felt Joliet was far superior to what she has seen in California.
- c. Principal salary. A discussion of the role of the principals in relationship to next year's salary schedule resulted in the following:

- (1) Principals will be taken off the teachers' schedule and the multiplier will be dropped.
- (2) Set salary range that could be met in three year's time or sooner.
- (3) Evaluation tool to be developed by principals and evaluated by the superintendent.
- (4) Increased time allotment.

5. April 7, 1970 - Items discussed:

- a. Textbook inventory 1970-71. Mr. Lang discussed the inventory of adopted texts for next year. (See Appendix D) These materials will be kept in the central inventory.
- b. Student teacher coordination. Dr. Thomas Fitch was introduced to the group as the new coordinator from Illinois State University. Dr. Fitch will be living in Joliet and will have an office at the Administrative Center. He will be supervising the student teachers from I.S.U. and holding classes for them. Two professors from I.S.U. will assist in course work. For the coming fall there will be thirty-five students for this pilot project. Each student will have an eighteen week period. They will take a course in Philosophy of Education, Advanced Course in Reading, and a Seminar on

Teacher Problems. During the 1971-72 school year, there will be fifty students participating in the program. A cluster concept of about seven students per building will be developed. This will allow for the critic teachers to be involved in curriculum development and in-service work in their own buildings. A course will be taught to all critic teachers on the Supervision of Student Teachers by I.S.U. on the job. This is a very unique concept for a student teacher program and should be given a real chance to work. This is moving the student into the real situation and away from the "Ivory Towers".

C. Other Administrative Staff Visits.

The first of these visits was on March 19, 1970 and was with Mr. Aschenbrenner, Director of Special Education and his supportive staff. (For procedures of this program, see Appendix E.)

The Joliet special education is housed in the Administrative Center which is also the Diagnostic Center. This center will be the service center for the district and the schools themselves will become the clinical setting. Personnel from the center will be going out into the schools to work with the teachers and the center will not become a dumping ground for teachers' problems. Miss Charlotte Larson

has been appointed the new Director of the Diagnostic Center. Miss Larson is one of the most outstanding women in the field of special education.

The clinical classroom at the center is for those children who, for one reason or another, are not in, or cannot be enrolled in regular classrooms. Here they are observed and worked with, the goal being to diagnose the problems and assist in establishing a management plan for the child's educational needs. (For the people involved in Joliet's Special Education Program, see Appendix F.)

The second visit, on April 28, 1970, was with Beatrice Booth and Arthur Makey, Teacher Consultants in Language Arts. These people are doing a great deal of research, in-service training, assisting teachers with instructional problems, etc. They work mostly in the area of language arts but are also responsible for the development of the "reading center" that is housed at the Diagnostic Center. This lab will be used for in-service training of staff and also as a library of curriculum materials.

D. Other Related Duties.

On March 17, 1970, the assignment was the orientation of student teachers who would be working in the district this spring. These students were informed about the city of Joliet and its advantages, the boundaries of the schools and the kinds of schools in which they would be

working. Each girl was taken to her assigned school and given a "Cook's Tour" of Joliet.

On April 9, 1970, prospective teachers were interviewed by principals and the writer. About fourteen applicants were seen. The areas covered were: reasons why one should teach in Joliet, student teaching, curriculum, classroom management. One of the most important questions was how they would feel about teaching black students. This was a real practical experience in which one learns a great deal about differing personalities. (See Appendix G). All students were asked whether or not they felt they would not like working with black students. All felt it would be a real challenge as well as an interesting one.

E. Highlights on On-Going Programs in District 86.

1. Kindergarten

During 1967 and 1968, two kindergarten workshops were arranged for kindergarten teachers of the district as well as some other teachers from the county. (For the philosophy and development of this program, see Appendix H).

2. Distar Reading Program

Distar is a new instructional program for both culturally disadvantaged and below average students. Developed by the Bereiter-Engelmann approach at the University of Illinois, the Distar system is based on principles of carefully defined behavioral objectives,

integral evaluation, immediate feedback, and student participation. The evaluative units have been sequenced for maximum learning efficiency. The teacher presentation materials are comprehensively structured so that only a minimum of daily preparation is needed. The highly motivating student materials act both as incentives for the children and as a means of reinforcing and evaluating the skills they have learned.

Distar Reading is designed to teach the minimum set of skills required by children to learn the reading code quickly. As the first year of the two-year sequence, Reading I consists of 20-30 minute daily lessons, each including several different types of tasks. The teacher orally presents one lesson each day to small groups of children. These lessons incorporate an integral evaluation system, consisting of regular tests preceding the introduction of any new material. Depending on their performance, children either progress to new material or are recycled through material they have not yet mastered. (For a more detailed description of this program, see Appendix I).

3. Project RAPID (Re-evaluation and Action Program through Instructional Design)

This program was devised under one of the Title programs. Each school in the district has a class for the students (no more than twenty students) who have been

identified as having a social problem associated with such factors as cultural deprivation, educational retardation, population mobility, socio-economic considerations and inadequate school opportunities.

Referrals will originate with the regular classroom teacher in cooperation with the building principal and forwarded to the Director of Special Education. Eligibility for special placement with the special teacher shall be determined by a case study fully reviewed by professional personnel in a staff conference. (For the criteria for classes, see Appendix J.)

4. Growth and Development of Living Things Curriculum.

The current interest in sex education for children throughout the United States has also been reflected in the Joliet schools.

In the fall of 1967, under the direction of Dr. D'Amico, a committee of parents and teachers was organized at Taft Elementary School to seek ways in which a program of the basic facts concerning reproduction and sex education would be incorporated into the existing curriculum. The committee emphasized that attitudes toward sex education which control behavior are essentially developed in the home, where the basic responsibility lies.

Units on plant and animal growth and development are included to assist children develop an understanding

of plant and animal reproduction as a basis of understanding and appreciating human growth and development.

The curriculum is divided into two sections, primary and intermediate, with units of work in each. (See Appendix K).

The curriculum was developed for pilot use at Taft School and could be later used by other schools. The program has had excellent acceptance, but the furor that has been going on in the nation regarding sex education has slowed up the use of the program in some of the other schools.

The guide that was developed has excellent activities and annotated bibliography of materials. The committee spent much time reviewing materials for the program.

5. Project QUEST (Quality Urban Education for Shaping
Tomorrow)

This project is a series of innovative projects which demonstrate exemplary programs that may be suitable for use throughout the district. It also provides systematic procedures for continuous improvement of educational programs. (For names of the programs and their explanations, see Appendix L).

CHAPTER II

EVALUATION OF FIELD EXPERIENCE

In analyzing his field experience, the writer found it to be a valuable undertaking. He has become much more aware of the problems of a large urban district such as those faced by the Joliet school system. Also insight into the administrative structure and procedures of the Joliet schools.

As noted in the introduction of this paper, the goal of the field experience was given. The writer feels that this purpose has been attained.

The writer was engaged in a number of activities during the internship such as:

1. Attendance at one board meeting
2. Attendance at all administrative meetings
3. Observer at curriculum study committees
4. Interviewed prospective teacher applicants
5. Meeting with Dr. D'Amico and a representative of Commonwealth Edison on pollution
6. Visits to junior high schools
 - a. Compers
 - b. Washington
 - c. Hufford

7. Visits to elementary schools

- a. Eliza Kelly
- b. McKinley Park
- c. Pershing
- d. Taft

8. Visit with Special Education personnel

9. Visit with Language Arts consultants

These activities have resulted in giving the writer a much broader perspective than would have been possible in the employ of his local school district.

One activity that stands out in the writer's mind is the interviewing of prospective applicants. One standard question that had to be asked, was in relation to the applicant's feeling of preparedness to teach black students. The general reaction of those interviewed indicated that they were adequately prepared to teach black students from an academic point of view. They questioned whether or not they were psychologically, emotionally, and sociologically prepared.

Because Dr. D'Amico is very aware of this weakness in applicants, he has a plan to assist Illinois State University for preparing students to work in the urban school. The Joliet schools will become sort of an off campus lab school for the University. This program will benefit the Joliet schools, student teachers, and Illinois State University.

There were other ideas or programs that the writer felt were important such as:

- 1. Distar Reading Program
- 2. Project RAPID

3. Sex Education Curriculum

4. Learning Resource Center

These programs indicate some of the attempts being made by the Joliet schools to reach children and to give them a quality education.

In the judgment of the writer, the Joliet schools seemed to be doing a very satisfactory job of meeting the needs of its children. Dr. D'Amico and his staff should be commended for their continuing efforts in this direction.

If the writer were to pick a limitation in his field study, it would be:

1. Not enough time to become acquainted with any one program or school

The writer would next time try to become more involved with a study of a given school and its program. The experience would not have the broad perspective that the completed study had, but it would give the writer a chance to see the day by day operation of an urban school and its program.

In conclusion, the writer feels that this experience was very profitable. He would consider recommending employment in the Joliet schools to anyone who is interested in working in an urban environment. Joliet has many of the pressures faced by the urban schools, but is making tremendous strides in the improvement of its educational program.

At the end of the writer's field study, he was offered a position of Assistant Principal at Hufford Junior High School. In this position,

the writer would have been responsible for the curriculum implementation within this building. The writer did not accept this position due to the fact he was offered a position in his home state of Maine.

APPENDIX A

PLAN FOR INTERNSHIP EXPERIENCES

To: Dr. Donald D'Amico
From: Coleman Rogers
Re: Internship Experiences

During the past two years, I have served as an assistant superintendent in charge of instruction for the Mokena Public Schools. This job has entailed a number of duties such as: liaison between the Special Education Cooperative and our district, testing coordinator, assisting teachers with instructional difficulties, etc. As a result of this involvement in curriculum development, I have decided that this is the area of the educational field that I would like to pursue.

In order to give me a broader experience and better perspective of curriculum development, I felt that the internship in a large, well-developed school district would be of great value. The internship should give one the opportunity to strengthen one's understanding of administrative concepts and practices by working in a situation in which theories and practices can be related.

APPENDIX B

PERSHING SCHOOL TEAM TEACHING PROJECT

The Pershing School project is being formulated to provide a mode of instruction which will facilitate in-service training for teachers. At the same time that the teachers are developing professionally, the pupils will be exposed to new types of grouping and independent study. The project is one in which the teachers in the fourth, fifth, and sixth grades are assigned to a team teaching organizational unit. Each unit is made up of four teachers from progress level. The teachers at each level share the responsibility of team membership.

The teams will teach mathematics, reading, language arts, and social studies. All teachers will work closely and determine a team leader. The teams will organize subject matter into separate sections. The team leader will be responsible for coordinating the activities of the team during the time the pupils study each section of subject matter.

The teams use large group instruction, small group instruction, seminars, and independent study groups. The small groups are established according to ability in reading and math. The students are grouped in heterogeneous and homogeneous groups and are given the opportunity of having different types of instruction and curriculum. The methods used are pointed at providing more independent study and the teams will attempt to develop new teaching methods. We have an independent study center in which the gifted pupils may work at their own rate on supplemental materials.

The independent study center contains teaching machines and programmed learning material oriented to mathematics and social studies. The students will be given the opportunity to expand their knowledge about these subjects and venture into more complicated areas of the disciplines.

The teams will rotate the teaching responsibilities for each of the groups of pupils. The method of teaching the large group is concentrated in the audio-visual area of instruction. Many kinds of audio-visual aids are used and new materials will be devised. The small group instruction is geared to the level of ability of the pupils in each group. The committee work and seminar work is a part of the materials which can be used by each student individually. For example, a movie film and filmstrip library will be set up and be made available to the students only. These films or filmstrips will be previewed and used in the presentation of a report. There are many other materials available for use in projects by the students. Such things as records, reference books, tapes, overhead projectors, materials to make transparencies, and others.

OBJECTIVES

1. The team approach to teaching offers the combined thinking of more than one teacher to improve instruction.
2. Team teaching will provide in-service training for regular teachers and beginning teachers.
3. Team teaching provides more and better planning for the teaching of children.
4. The team approach enables the child to experience the teaching of more than one teacher at each grade level.
5. The project will allow the gifted students to expand their knowledge through ability grouping, thus providing time and awareness of special needs of the gifted pupils.
6. The team process of teaching encourages ungradedness.
7. The psychological effect on the gifted child appears to be that he is being freed of learning boundaries.
8. Team teaching is a better use of human resources, the use of teacher-talent and student-talent.
9. The team approach changes the concept of ratio of pupils to teacher.
10. The project used programmed learning and automation to teach and help gifted students.
11. Team teaching changes time blocks in the elementary schools.

READING AND MATHEMATICS

Grouping 4₁, 4₂, 4₃, - 5₁, 5₂, 5₃, - 6₁, 6₂, 6₃.

Groups 4₁, 5₁, 6₁, contain pupils in grades four, five and six. These pupils are selected for each group, as in all groups, on the basis of ability to achieve in the discipline. Their achievement test scores, past performance record and teacher evaluation are taken into account when assignment to the group is made. The children in each group are high achievers in the 7th, 8th, 9th stanine with high potential for achievement.

Groups 4₂, 5₂, 6₂, contain pupils in grades four, five and six. Their ability falls into the average-achiever category. The pupils in each group have performed at an average rate in the 4th, 5th and 6th stanine.

Groups 43, 53, 63, contain pupils in grades four, five and six. The pupils have low performance records. They have not achieved well in the past. However, the school has expectations for high potential for these children.

It shall be the prerogative of the teachers to group the children in large groups, small groups and individual groups with cooperation between the teachers in the team, depending upon the decision of the team. The team shall determine the type of instruction to be used. Such decisions may be made daily, weekly or monthly.

The students will be pre-tested at the beginning and post-tested at the end of the program for the year. Their achievement test results will be compared to the scores of pupils who have attended Pershing School for the past five years.

MODULAR SCHEDULING

Modular Scheduling involves separating the school day into eleven modules. Each module is thirty minutes in length. A schedule determines the time allotted to each academic area in the curriculum. The modules are spread out over a ten day period with a total of 330 minutes per day. The Pershing School schedule devotes:

10 modules broken in half to homeroom activities

45 modules for reading

45 modules for language arts

45 modules for math

45 modules for social studies

10 modules for science

10 modules for music

10 modules for physical education

10 modules for recess

APPENDIX C

DEDICATION OF NEW BUILDINGS AND ADDITIONS

April 5	Washington Junior High
April 16	Keith Junior High
April 19	Woodland Junior High
April 22	Hufford Junior High
May 3	Sheridan Junior High
May 13 or 20	Everett McKinley Dirksen Junior High (At this time they are trying to get Mrs. Dirksen and the Governor to attend.)

Also in September, the Administration and Diagnostic Center would be dedicated. This is to be named the "John F. Kennedy Administration and Diagnostic Center". Name for this building was determined by the vote of the children and the Board of Education made the final choice. The three top names which appeared in the following order were:

John F. Kennedy
Neil Armstrong
Martin Luther King

APPENDIX D

TEXTBOOK INVENTORY 1970-71

Inventory of adopted texts for next year:

Science:	Harper-Row, Gr. 1-5 Scott Foresman, Gr. 6-8
Reading:	Lippincott, Gr. 1-5 Scott Foresman, Gr. 1-5
English:	American Book, Gr. 2-8 Laidlaw, Gr. 2-8
Spelling and Social Studies:	Curriculum study next year
Math:	Silver Burdett Houghton Mifflin Addison Wesley

APPENDIX E

SPECIAL EDUCATION REFERRAL PROCEDURE

March 19 - Mr. Aschenbrenner, Director of Special Education and supportive staff - the following procedures give one a chance to see the complex procedures involved in this district's program. Joliet was one of the first in the nation with a Special Education Program.

A. Operating Procedures

1. Referral Procedures:

a. Referral Sources:

- (1) Professional personnel
- (2) Parents
- (3) Agencies (Public, Private, Will County Mental Health, Family Services, Catholic Charities, Children and Family Services, Public Aid Dept., Easter Seal Center, University Clinics, Cerebral Palsy)

b. Referral Process:

- (1) All requests for service including the Clinical Classroom are to be made on Diagnostic Clinic Center referral forms.
- (2) If referring forms are not available in school or agency, they may be secured from Special Education Office, District 86, by request.
- (3) Completion of Form:
 - (a) Referrals coming from schools, agencies or other personnel, must be discussed with parents and/or guardian.
 - (b) Required signatures must be on referral:
Referrer
Principal of school or administrator of agency.
- (4) Completed referrals are sent to Special Education Office.

2. Screening Procedures:

- a. Upon receipt of referral including those from the Clinical Classroom, a designated secretary does the following:
- (1) Dates referral
 - (2) Assigns a state number
 - (3) Makes up a new folder if there is none on file.

- (4) Places referral in folder
- (5) Record and folder are placed in screening file

b. Screening Committee

- (1) All referrals are processed weekly through the screening committee composed of designated personnel.
 - (a) Coordinator
 - (b) Speech Consultant
 - (c) Nurse
 - (d) Psychologist
 - (e) Educational Consultant
- (2) Duties of Committee:
 - (a) Review referral
 - 1a. If referral is not complete, it is returned to referral source.
 - 1b. Review and assess problems
 - 1c. Assign to various disciplines on basis of need as determined from referral information.
 - (b) Communication
 - 1a. Flow Sheet to assigned disciplines
 - 1b. Action taken forms to referral sources and to Special Education Secretary to record.

B. Diagnostic Center Working Procedures:

1. Flow Sheets

- a. Purpose inter-disciplinary communication.
- b. Content - request of needed service including reasons for and questions concerning the case. Make out in duplicate.
- c. Disposition:
 - (1) Go to Coordinator to put on Master Schedule
 - (2) Sent in duplicate to worker
 - (a) One kept for worker's file
 - (b) One returned to Coordinator after completion of services.
 - (c) Coordinator and follow-up worker check returned Flow Sheets and date Master Schedule. Place in child's file prior to Child Study Conference.

2. Child Study Conferences:

- a. Purpose
 - (1) To study the case and to determine action for further study.

- (2) To assist staff members in completing diagnostic work-ups.
- (3) To establish a differential diagnosis.
- (4) Recommend, in questionable cases, the Clinical Classroom for a management program. Population of Clinical Classroom to be established by Director of Special Education.

c. Procedure:

- (1) Any member of the diagnostic team may call Child Study Conferences.
- (2) The person calling the Child Study Conference is the chairman.
- (3) If coordinator calls conference, he designates the chairman.
 - (a) Chairman's duties:
 - 1a. Must complete form calling Child Study Conference listing personnel to be involved.
 - 1b. Route to Coordinator who schedules date and time and distributes to personnel the notices.
 - 1c. Explains purpose for calling C.S.C.
 - 1d. Records pertinent data and information from participating personnel that will be necessary for establishing diagnosis and management plan.
 - 1e. If information is not available, he may ask Child Study Conference to be reconvened.
 - 1f. Chairman is responsible for:
 - 1. Writing the clinical statement including differential diagnosis and prognosis, as formulated by child study group.
 - 2. Management plan report
 - 3. Summary report
 - 4. To route reports to designated secretary for typing.
 - 5. To designate needed personnel for staffing, for placement or continuance in present program.
 - 6. To designate personnel for parent conferences.

3. Staffing

a. Purpose

- (1) Present findings of Clinical Study
- (2) Present a proposed management plan
- (3) To change or modify proposed plan when indicated by discussion of staff participants.

- b. Personnel involved
 - (1) Referrant or referrants
 - (2) Personnel is designated in Child Study Conferences
 - (3) If there is placement, then receiving personnel involved should be present.
- c. Procedure
 - (1) Coordinator arranges time, date and place of all staffings.
 - (2) Director or his representative should be Chairman if there is placement.
 - (3) If a child is not to be placed, a person will be designated by the Coordinator to be chairman of the staffing.
 - (4) Chairman gives staffing report to coordinator for recording and filing.

4. Placement:

- a. Director of Special Education authorizes all placements and signs admissions.
- b. Procedure:
 - (1) Parents are advised by Director or representative.
 - (2) Notification to parents by conference and/or letter.
 - (3) Person authorizing placement notifies designated secretary to arrange transportation 48 hours ahead.
 - (4) Sending and receiving school are notified as to date of transfer.
 - (5) Copies of the admission slip are sent to the receiving and sending schools.

5. Management Plan

- a. Purpose
 - (1) To put in effect the recommendations of child study.
 - (2) To evaluate recommendations in terms of:
 - (a) understanding, acceptance and use of recommendations by involved personnel
 - (b) modification of child's learning and/or social behavior
 - (3) To change or modify recommendations as indicated by above evaluation.
- b. Responsibilities of personnel
 - (1) Director
 - (a) To administer and evaluate policies
 - (b) To support procedures in management plan
 - (2) Coordinator
 - (a) To be responsible for initiating management plan by personnel involved.
 - (b) To work cooperatively with school personnel, parents, and public and private agencies.
 - (3) Medical Consultants
 - (a) To consult and advise regarding physical and/or emotional status of child.

- (b) To recommend medical treatment if indicated.
- (4) Nurses
 - (a) To follow through on medical recommendations when indicated.
 - (b) To get parents to work cooperatively with school personnel in carrying out recommendations of the medical consultants.
- (5) Social Workers
 - (a) To follow up recommendations as indicated in Child Study.
 - (b) To work in cooperation with parents, school personnel, and public and private agencies.
- (6) Psychologists
 - (a) To follow-up on their recommendations as indicated in their psychological report.
 - (b) To work in cooperation with parents, school personnel, and public and private agencies.
- (7) Speech Pathologist
 - (a) To follow-up on his recommendations as indicated in his evaluation report.
 - (b) To work in cooperation with parents, school personnel, and public and private agencies.
- (8) Audiologist
 - (a) To follow-up on his recommendations as indicated in his report.
 - (b) To work in cooperation with parents, school personnel, and public and private agencies.
- (9) Educational Diagnostician
 - (a) To follow-up on his recommendations as indicated in his report.
 - (b) To work in cooperation with parents, school personnel, and public and private agencies.
- (10) Follow-up Worker
 - (a) To follow-up on recommendations which came from Child Study Conference or Staffing as they effect current status of case.
 - (b) To work in cooperation with parents, school personnel, and public and private agencies.

C. Evaluation

- 1. Purposes:
 - a. To evaluate effectiveness of procedures in relationship to objectives.
 - b. To modify procedures or objectives as a result of the evaluation.
- 2. Personnel
 - a. Director
 - b. Staff Personnel
 - c. Evaluator

3. Evaluation Procedure

- a. Selection of evaluation team
- b. Evaluator presents suggested techniques to be used in appraisal.
- c. Evaluator explains techniques of different methods.
- d. Method is selected by team.
- e. Evaluator explains the responsibility of each team member.
- f. Definite dates should be established by consensus of team members for meetings of the evaluation team.
- g. Team members are responsible for written report regarding implementation of plan and procedure as it affects his own discipline.
 - (1) Report of problems encountered in carrying out program objectives.
 - (2) Report of attempted solutions and results.
- h. Evaluator shall be responsible for summarizing reports of the team members into a single report.

APPENDIX F

JOLIET'S SPECIAL EDUCATION PROGRAM

Joliet's Special Education Program consists of the following areas:

Director

Secretaries

Teacher-Consultant in Special Education

Coordinator of Referral and Follow-Up Services

Audiologist

Speech Pathologist

Psychologists

Clinical Classroom

Psychiatric Consultant

Medical Consultants

Nursing Services

School Social Work Services

Speech and Language Program

Deaf

Hard of Hearing

Learning Disabilities

Emotionally Disturbed

Mentally Handicapped - Trainable

Mentally Handicapped - Educable

Physically Handicapped

Visually Handicapped

Project RAPID

Junior High Schools - Supportive Services

Home Instruction

APPENDIX G

INTERVIEWS WITH APPLICANTS

- Mike Klippert - Was interested in high school teaching position of social studies. We gave him high school materials for application.
- Richard Waxler - Accounting major. No education background. Interested in junior high language arts. Weak candidate.
- Kathleen Clay - English major. Did her student teaching in high school; taught Juniors. Interested in junior high language arts. Good credentials. Wants to work with disadvantaged student. Indicated that she came from low income background and this was the reason for interest in working with disadvantaged. Good prospect.
- William Hoffman - MS in administration. Interested in earth science. Has had past teaching experience in junior high. Last teaching position in Nevada. Not teaching now because of health. Doctor has given okay to return to teaching. Felt he was a very weak candidate.
- Tom Olson - Guidance Counselor. MS in guidance in June. No guidance experience. Taught music at Lincoln-Way High School. Has excellent set of credentials. Is a stutterer but very easy to overlook this. Has not seemed to be a real problem with him in dealing with students and parents. Professors at University have indicated that he should gain his experience at counselling at the junior high level. Indicated that he has also contacted Dr. D'Amico by letter.
- David Rossi - Bachelor's in social science. Interested in social studies position in junior high. Taught 6th grade social studies - language arts (?). No student teaching credentials on file yet. Seemed to be enthusiastic.
- Sherry Gold - Cancelled her appointment because of illness.
- Elizabeth Anselmino - Bachelor's in elementary education. Student teaching in grade one. Excellent recommendations from critic teacher. Was Joliet resident and graduate of a Joliet parochial school. Wants

primary level. Seems like an excellent prospect. Will be living in the Frankfort area. Seems to have a good understanding of the primary age child. If you are not interested in her, I am!!!

Jim Chervery

- BS in elementary education. Student teaching grade five, Sterling, Illinois. Critic teacher rates him good. Had been encouraged to apply where he did his student teaching. Seemed only interested in an interview.

Phyllis Bacon

- BS in education. Did student teaching with Juniors and Seniors in U.S. History. Wants social studies position. Might possibly be interested in teaching in intermediate area but felt she would have some difficulty in working with that age child.

Janet Hanson

- BS elementary education. Completed student teaching in kindergarten in Elgin, Illinois. Interested in kindergarten or grade one position. Has excellent credentials. Seems to be enthusiastic and has good understanding of this age child. Good prospect.

Katherine Pierce

- An art major. Presently teaching art in junior high in Oregon, Illinois. Possibly interested in teaching junior high but more interested in high school position. Very enthusiastic. Good credentials and will have her MS in art completed this summer.

Janet Wskolek

- Student teaching grade five, Elgin, Illinois. Taught in a special project school. Worked on team of three teachers. Has good understanding of the intermediate student. Likes working as a member of a team. Indicated that her discipline needs strengthening. Critic teacher gave her a good rating. Acted as a teacher's aide for two summers working with black students. Good prospect.

APPENDIX H

PHILOSOPHY AND DEVELOPMENT OF KINDERGARTEN PROGRAM

A. Philosophy

The Joliet schools recognize the importance of working with young children through an active involvement in a stimulating environment. They believe in aiding the pupil through the use of an independent discovery method, by allowing for exploration and experimentation, and for providing time for free choice of activities in a learning environment. They also plan for structured procedures and for use of effective evaluation tools.

Their primary goal is to foster the development of a healthy self-concept. Emphasis is placed on the stimulation of positive feelings and attitudes toward learning and to have each individual feel adequate as a learner.

B. Developmental Approach

The quality of the curriculum provided can be judged by the joy school brings to their lives, the sense of fulfillment that is experienced as they participate in the world around them. The curriculum can also be evaluated by the skill attainment and academic achievement. Pestalozzi once said "that the nature of the child must determine all the details of his education, and an educational institution must be so organized as to afford room for adaptation to the inclination and needs of the individual pupil". The child needs:

To belong	To revere
To achieve	To dream
To excell	

Goals must be developed for a child in relation to himself, in relation to other people, in physical and motor coordination, in relation to his intellectual development. Some of the goals might be:

- develop feelings of adequacy and self-respect
- develop a sense of responsibility
- develop respect for others
- to learn how to work in large and small groups

- to improve coordination
- to become aware of his environment
- to sharpen the use of his senses
- to learn to communicate
- to develop comprehensive and critical listening

C. Role of the Teacher

The teacher must create an atmosphere that will foster optimum growth.

- offer help when needed
- accept the child as individual
- encourage him to talk about himself
- assist the child in experiencing some success each day
- know the levels of maturity will differ

D. Content Areas

The Joliet program covers all of the typical content areas as communicative, science, mathematics, social living, creative expression (art, music, drama), and health and physical education.

Since the communication skills occupy a larger part of the curriculum during the first years of basic education, let's take a look at the concepts, skills, and understandings of the language arts area.

I. LISTENING

To identify sounds in our environment

To identify the location of sounds

To distinguish between differences in sound

Gross differences

Fine differences

To develop word perception and deepen comprehension

To repeat information presented

To develop ability to follow directions

To recognize sequence of a story and draw a logical conclusion

To develop quiet listening habits, thus, promoting ability to relax; listening for mood; for enjoyment

To develop an awareness of and sensitivity to the environment

To stimulate the imagination

To develop a sense of orderliness and ability to categorize

II. SPEAKING

To develop child's awareness of the sound of his voice

To develop child's ability to verbalize by participation in small or large group situations

To encourage acceptable patterns of speech

To develop self-confidence in the use of oral language

To enrich speaking vocabulary

To develop language useage in social situation

To develop awareness and interest of everyday things and events

To provide an opportunity to satisfy a bilingual child's need to communicate his ideas verbally

III. READING

1. Sensory Perceptions:

Sight: - ability for visual reading

Sound: - ability for oral reading

Taste: - ability for gustatory reading

Smell: - ability for olfactory reading

Touch: - ability for tactile reading

Heat: - ability for thermal reading

Equilibrium: - ability for kinetic reading and for balance reading

2. Memory Developments (Visual)

Recall Skills: ability for recall of shapes, colors, lines, letters, and word forms as initial phonetic analysis.

Category Skills: ability to develop an orderly mind.

Sequence Skills: ability to develop feeling of sequential order.

Word Skills - Perception: ability to see the association between spoken and written language.

Left to right Progression: ability to follow movement from left to right as initial reading skill.

Differences and Likenesses: ability to find differences and similarities.

Opposites: ability to distinguish opposites.

3. Memory Developments (Auditory)

To verbal: by using antonyms as hot, cold; up, down.

Recall Skills: ability for recall of sounds, words, and intonations.

Phonetic Analysis: ability to recognize beginning consonants and some ending sounds.

Comprehension: ability to understand interpret through main ideas, detail, sequence, comparison, inferences, judgments, conclusions, outcome, and evaluations.

Literature: ability to appreciate, enjoy and find information through books.

IV. WRITING

To develop good body coordination for later aid in forming written symbols.

To develop good eye-hand coordination.

To communicate one's ideas into symbols which can be commonly read and understood.

To develop ability to see the association between spoken and written language.

To build a rich oral vocabulary based on accurate concepts to produce a more useful foundation for later development in writing.

APPENDIX I

DISTAR READING PROGRAM

Sound-symbol tasks are part of every lesson. Distar Reading focuses on forty basic sound-symbols which are introduced in a carefully controlled sequence with each symbol representing one and only one sound. To simplify the process, letter names are not taught; the children are taught to identify each letter by the sound it represents.

Skills related to the code emphasis approach are developed at different points in the program through Symbol-Action Games, Blending, Rhyming, and Symbols-Say It Fast tasks.

Symbol-Action Games are designed to teach left-to-right orientation, linear sequence, and other skills basic to reading. They teach the child to sequence a series of actions, to answer questions about what he did, to symbolize those actions, and then to "read" the symbols in the proper sequence.

Blending tasks teach the children to sound out and combine parts of words. The children learn to blend slowly ("spell" by sounds) and to blend quickly (say it fast). Isolated words are then blended into sentences and then into short stories.

Rhyming tasks prepare the children for reading words that look the same by teaching that certain words, or word parts, sound the same. The children focus on the parts of a word that are similar, holding those parts of the word constant and putting different beginnings or endings on the fixed parts.

Symbols-Say It Fast tasks are designed to teach the children to read groups of words as complete thoughts. They are presented on the days immediately preceding the introduction of the first story booklets.

The exercises in the Student Workbook, which is used at the end of the group instruction session, initially stress sound-symbol and later word-picture relationships.

The student material is coordinated with the teacher presentation material. Every daily lesson is accompanied by student material that related directly to the group instruction. Distributed daily to the children, the student material serves to enhance motivation, reinforcement, and evaluation. Every task achieved is rewarded. For learning the sound taught each day, the child receives a sheet of paper illustrating the sound to take home. For working through a blending exercise, the child is rewarded with a high interest story. The "take homes" function as strong incentives; a child works hard to receive something he can keep. They also reinforce what is taught during the lesson and provide a means of evaluating the lesson. The child receives the take home only after he has demonstrated his mastery of the skills. These take homes are also used to teach the child writing skills.

APPENDIX J

PROJECT RAPID

(~~RE~~-EVALUATION AND ACTION PROGRAM
THROUGH INSTRUCTIONAL DESIGN)

This program was devised under one of the Title programs. Each school in the district has a class for the students (no more than twenty students) who have been identified as having a social problem associated with such factors as cultural deprivation, educational retardation, population mobility, socio-economic considerations and inadequate school opportunities.

Referrals will originate with the regular classroom teacher in cooperation with the building principal and forwarded to the Director of Special Education. Eligibility for special placement with the special teacher shall be determined by a case study fully reviewed by professional personnel in a staff conference.

Criteria for the class are as follows:

1. Intelligence - Eighty I.Q. or above as determined on selected group intelligence tests and/or individual psychological examination.
2. School Achievement - achievement at least one year below expectancy level based on mental age obtained from group and individual intelligence tests. Special consideration for students in first grade based on readiness tests, group and/or individual intelligence tests, informal achievement tests and teacher's progress reports.
3. Social Factors:
 - a. Social promotions
 - b. Relationship with peer group (classroom, playground, community).
 - c. Varied school experiences
 - d. Known truancy and delinquency
 - e. Home Conditions:
 - (1) Foster Home
 - (2) Broken Home
 - (3) Suspected physical abuse
 - (4) A.D.C. recipient
 - (5) Known criminal offenses
 - (6) Suspected sexual offenses
 - (7) Suspected alcoholism
 - (8) Mental illness
 - (9) Socio-economic status

The curriculum will be designed to meet the individual needs of the children. Within practical limitations, the curriculum of the regular classroom will be followed utilizing remedial techniques and supplemented with enriching materials and experiences.

The limitations of the four walls of a school will be eliminated as field trips and other practical experiences will be considered as an important part of the program.

A multi-disciplinary approach involving regular classroom and itinerant teachers, psychologist, social workers, school district supervisors, school nurses, community consultants and agencies will be an integral part of the program and seemingly, a most practical way of developing the curriculum.

The students have an evaluation of progress on a regular basis;

- a. Every three months, Director of Special Education, building principals, regular classroom and special teachers and other professional staff meet to evaluate student's progress.
- b. Individual progress reports are written annually or at time of dismissal.
- c. Informal conferences with special and regular classroom teachers are scheduled weekly.
- d. A progress report to parents is prepared at least twice a year. (January and May)
- e. Parent-teacher conferences are scheduled as needed, but not less than twice a year.
- f. If a student is given individual counselling by the school social worker, a case record shall be maintained and the social worker shall be requested to participate in staff, teacher, and parent conferences.

The above mentioned program is a strong program that is having a good influence on the children, staff and community.

APPENDIX K

LIVING THINGS CURRICULUM

I. Primary Units

A. Social Relationships

1. Family

- a. Members of the family
- b. Changes in the family
- c. Responsibilities of members
- d. Importance of shelter
- e. Cooperation in the family

2. Personal Development

- a. Understanding our emotions
- b. Understanding the emotions of others

B. Plant and Animal Growth and Development

1. Plants

- a. Kinds of plants
- b. Parts of plants
- c. Reproduction of plants
- d. Conditions necessary for growth

C. Human Growth and Development

1. The five senses

2. Systems

- a. Circulatory
- b. Respiratory
- c. Elimination
- d. Reproduction

3. Conditions necessary for growth

- a. Home
- b. Health
- c. Community

The intermediate units are the same, but are expanded in these grades into more detail.

The curriculum was developed for pilot use at Taft School and could be later used by other schools. The program has had excellent acceptance but the furor that has been going on in the nation regarding sex education has slowed up the use of the program in some of the other schools.

The guide that was developed has excellent activities and annotated bibliography of materials. The committee spent much time reviewing materials for the program.

APPENDIX L

PROGRAMS OF PROJECT QUEST

BEGINNING SCHOOL

The Beginning School has been organized under the following rationale: A long term solution to problems of unemployment, delinquency, and discrimination in urban areas is through education; and the objective of an intervention program should be preventive and should best be focused on early years of development rather than on remedial and correctional procedures. With this particular rationale in mind, the following objectives were determined:

1. To organize and demonstrate a model in pre-school education.
2. To better prepare pre-school children to meet the demands in an academic classroom.
3. To develop models of teaching behavior designed to meet the needs of children.

Currently the program has been organized so as to provide structured and intensive presentation of academic skills in the areas of arithmetic, language and reading. To accomplish this task, a head teacher and two teacher assistants teach the children for two and one-half hour period in the morning and spend their afternoons in evaluating each child's progress and planning for the next day's activities.

During the course of the morning program, the children are divided into three groups for arithmetic, language and reading activities. Each group receives twenty minutes of direct instruction in each of the academic areas with additional time for permissive plan and large group activities in music, physical education and art. Currently the Bereiter-Engelmann approach DISTAR direct instructional system of teaching arithmetic and reading, is being utilized. Many of the children have learned several sounds, such as "m", "a", "s" and so forth and are able to recognize these sounds in isolation, with many on a page, and written either horizontally or vertically. In addition, they can blend sounds and spell using the sounds that they know how to blend. Many of the children are trying to decode symbols into words wherever they may see them.

In addition to helping to prepare the children to meet the demands of the academic classroom, the program is developing teaching models whereby an in-service training program may develop for teachers who are interested in a developmental approach to learning that emphasizes direct teaching methodology.

LEARNING RESOURCE CENTER

This center is a service organization working to close the gap between existing available resources and those desirable for good educational experiences. It supplements and does not supplant the materials center desirable in each elementary school.

A. Area Served

The area served incorporates 26 public schools with an enrollment of 11,250 in grades K-8 and 19 nonpublic schools with an enrollment of 6,114.

B. Objectives

To provide selected, carefully evaluated materials that will assist teachers in the improvement of classroom instruction.

To operate a pilot library instructional program (in co-operation with the Joliet Public Library) for elementary school children, grades 5-8 who would normally not receive such instruction.

To circulate all available materials to schools upon request.

To encourage and assist the organization of material centers in each elementary school.

To provide in-service training for teachers in the use of new media.

To develop a professional library.

C. Services

Pilot Schools. Five public and five nonpublic schools in the northeast quadrant of the city are designed as pilot schools. They receive demonstration materials and heavy equipment on a need and trial basis and participate in a special library instruction program for grades 5-8. Lessons are conducted four days a week, Monday through Thursday, from 9:15 a.m. to 11:15 a.m. One public and one nonpublic school class is bussed to the center, accompanied by a homeroom teacher; this gives instructional staff of the schools an opportunity for in-service training. In addition to the structured lessons, children and teachers use the periodicals, books, filmstrip previewers, overhead transparencies, and other media pertaining to their curriculum. With the cooperation of the Joliet Public Library, the first sessions are held

in a realistic library setting in that institution, since working with established community resources is one of the objectives of the program. Work sheets and an outline of the course are prepared at the center and given to children and teachers.

All schools in District 86. Distributing services for Titles I, II, and III, E.S.E.A. are consolidated at the center. By unifying fragmentary and fractional projects in a central location, minimal supplies are used more effectively. Films from the Joliet-Union-Fairmont Film Cooperative, Title II E.S.E.A., are scheduled here, and assistance is given in selecting and evaluating these films. SCREEN NEWS DIGEST films are available here for community as well as school use.

Consultant Service-Library. Library consultant help is given to all schools upon request. Guide lines are provided for clerical aides and volunteer groups that work in elementary libraries. Book lists are compiled for specific needs in individual schools. An Afro-American bibliography, which includes records, filmstrips, books, posters, and charts has been prepared for each school. Assistance in weeding and discarding books is given. An annotated list of children's periodicals is provided. All professional books and special reference volumes are housed at the center, as well as the curriculum laboratory with textbooks and courses of study.

Consultant Service-Audiovisual. This department schedules and distributes films, filmstrips, multimedia kits, models, teaching machines, transparencies, tapes, and records to all District 86 schools. Facilities are available for making transparencies. Laminating and dry mount service is available. Heavy equipment is sent out on a rotating basis to pilot schools. Services of a graphic artist are provided. Notification of new materials received is sent to teachers, and demonstrations of equipment are held.

SOCIAL STUDIES RESOURCES CENTER

This center provides the opportunity for teachers of both public and parochial schools to test change in behavior. Teachers learn how to assess their own behavior in weekly seminars and learn new techniques such as the inquiry and discovery methods, role playing, inductive teaching, problem solving and the use of small groups. Teachers at the center utilize various media such as video and audio tape, single concept films, films, filmstrips, transparencies, posters, and art forms.

Seminars include development of sensitivity to classroom interaction. Participants learn how to set behavioral and content goals that can be measured and evaluated by the teacher himself.

Children from 3rd, 4th and 8th grades attend with their teachers for six weeks of instruction in Joliet-Will County, Illinois and current

problems of the United States. Increased student participation motivates children's active interest in social studies.

Follow-up sessions are held after teachers have attended the center and have spent some time back in their classrooms. These meetings help reinforce techniques and identify problems the teacher may be facing. Teachers and students are both involved in the evaluation of the program.

EDNA KEITH DEMONSTRATION SCHOOL

The core of the Edna Keith Demonstration School's educational program includes the following concepts:

1. A program of continuous growth
 2. Cooperative teaching
 3. Flexible scheduling
 4. Intra-personal grading system
 5. Curriculum revision
- A. This concept focuses on the fact that each child learns at a different rate and that he should be allowed to operate on his own level of achievement. Under this concept a child "NEVER" fails, but continues at his own ability as much as is practical.
- B. This concept supposes that through the pooling of knowledge and abilities, each teacher becomes more effective. Given the task of grouping in large and small groups and grouping heterogeneously and homogeneously, teachers realize the necessity of working together as a team.
- C. This concept acknowledges the fact that if children are to be grouped across classroom barriers and even grade barriers, it is essential that the schedule of the school be designed to allow for a greater degree of flexibility. The schedule may be a modular or a flexible block type so long as it meets the needs of the existing program and anticipates the changes which may occur during the year.
- D. This concept is a natural result of the program of continuous growth and individual instruction. It quite simply says that each child should be graded in relation to his own ability.
- E. Instead of teaching only textbooks, we are revising our curriculum in terms of skills, concepts, and understanding. The curriculum is being written to indicate what skills, concepts, and understandings are to be taught in a given unit at a given stage of the child's progress through the educational program. The skills, concepts, and understandings are being set up in order of difficulty so that provision can be made for at least four basic types

of curriculum. All children do not need to master all skills of a given unit. We divide our curriculum according to the following:

1. Skills to be understood by slow children. (under-achieving).
2. Skills to be understood by average children.
3. Skills to be understood only by talented children. (accelerated).

SPECIAL READING

This program, built around the needs of the pupils in Keith School, levels 1-14, uses a diagnostic and remedial approach to individual reading disabilities. Utilization of the best as well as the most recent methods in remedial instruction in correction of specific deficiencies of each pupil is the project attitude.

Various audio-visual aids are employed such as the Controlled Reader, The Hoffman Reader, the Language Master, the Peabody Language Kit, various tapes, filmstrips, and transparencies.

MUSIC

The music program at Keith School has been planned so that there will be a continuous growth and development in musical experiences from the kindergarten through grade 5. Active participation by each child is encouraged whether it is in singing, rhythmic movement or in learning to play simple accompaniments on instruments made available to us under Title III.

We also provide for worthwhile listening experiences so that our boys and girls will learn to know good music and appreciate fine musical performances.

PHYSICAL EDUCATION

The physical education program at Keith School is being directed toward purposeful activities centered around the body, its movement, care and use. A program of this nature will not only prepare for the needs and interests of the children, but will help them maintain physical fitness, achieve social munity and meet with satisfaction the problems relating to one's time.