Linking Chapter I and regular classroom programs in an urban elementary school through curriculum redesign : a case study, 1986-1989, Roosevelt, New York.

LINKING CHAPTER I AND REGULAR CLASSROOM PROGRAMS
IN AN URBAN ELEMENTARY SCHOOL
THROUGH CURRICULUM REDESIGN:
A CASE STUDY, 1986 - 1989
ROOSEVELT, NEW YORK

A Dissertation Presented

by

TERRECITA E. PINDER-WATKIS

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree

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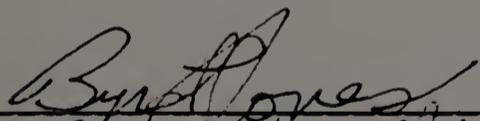
School of Education

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DEDICATION

To my husband Roy: We took this journey together.
Without your love, patience, tolerance, companionship,
sacrifice, and perseverance this document would never have
been completed.

To my parents Frank Edward Pinder II and Terrecita
Elizabeth Butler Pinder: You showed me the way. Your
loving devotion and nurturing will always be cherished.

To my sons Roy Winton II and Wesley Edward: Your
family roots are deep; your heritage strong and proud. The
pace has been set for you. Stand tall and always strive to
do your best.

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ABSTRACT

LINKING CHAPTER I AND REGULAR CLASSROOM PROGRAMS

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This case study documented the process of designing,
implementing, and accessing a low-cost, school-based staff
development project. The principal objective of the study
was to help a group of elementary school teachers serving
African- American students seek alternative means of
instructing those students not reached through traditional
channels. In addition, it sought to expand teaching
repertories; build stronger ties between the regular
classroom and Chapter I programs; incorporate the tenets of
action research in conjunction with sound staff development
procedures; and to keep restructuring to a minimum. To

facilitate and achieve these aims, the Chapter I curriculum was redesigned and linked to the regular classroom program.

This case study also demonstrated a comprehensive collection of school improvement activities. The Chapter I staff, in concert with the classroom teachers, designed, implemented, and evaluated student activity modules. The modules focused on building positive self-image, cultural diversity, congruence, cultural heritage, and cooperative learning. Lessons learned from the activity modules promoted teacher interaction and feedback. In addition, the modules provided the Chapter I staff and teacher partici-pants an avenue for connecting two disparate entities through planned staff development.

The project succeeded as a result of the support gar-nered from administrators, the building principal, auxiliary staff, and community volunteers. Sound staff development processes permitted 1) the involvement of those persons most directly affected by the restructuring, 2) teachers to expand their repertoire of teaching strategies, 3) an increase in the level of optimism and resolve among teachers, administra-tors, and Chapter I staff, 4) time for teachers to explore new concepts and curriculum, 5) flexibility within the parameters of the project, 6) the undertaking of activities that permitted the linkage of the Chapter I curriculum to the regular classroom program, 7) opportunities for teachers/staff to plan collaboratively, and 8) teachers to grow professionally.

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CHAPTER I

INTRODUCTION

This dissertation reports on the design, implementation, and evaluation of curriculum modules that incorporated arts-based activities with reading instruction for Chapter I students at the Theodore Roosevelt Elementary School in Roosevelt, New York. The collaborative efforts by classroom teachers, Chapter I staff, and this researcher/observer sought better working relationships and instructional linkage between classroom and remedial programs. The school-improvement project had its origins in research studies emphasizing flexible and experience-based instruction in language development and in identified needs in the Theodore Roosevelt Elementary School.

On the elementary level (K - 1), the Roosevelt Public School District serves approximately 1,900 students who are predominately African-Americans. The elementary schools are structured in a traditional manner i.e. one teacher instructing 20 - 28 students in an enclosed classroom. Remedial services are provided for students functioning below the twenty-third percentile level on the California Achievement Tests. The Chapter I Reading Coordinator, who for purposes of this study will hereafter be known as the researcher/observer, observed students who showed limited growth despite the efforts of classroom and remedial teachers. In addition, after several years in remedial programs, the motivation and interest of these students appeared to wane.

A limited linkage existed between the classroom curriculum and remedial programs. The researcher/observer believed that an arts-based curriculum was a viable means for strengthening this linkage. The researcher/observer in conjunction with classroom teachers and Chapter I staff, which includes a Chapter I Mathematics Coordinator plus two Educational Assistants, attempted to link the classroom and remedial programs through a curriculum that incorporated arts-based activities.

In 1981, the Reagan Administration advocated deregulation and simplification of federal programs. In response, Congress through its Education Consolidation and Improvement Act (P.L. 97-35), made major changes in the Title I program and renamed it Chapter I. Chapter I is the largest federal program of assistance for the education of "disadvantaged children."[1] Chapter I provides funding to local school districts for supplementary compensatory services in the areas of reading, writing, mathematics and/or English as a second language.[2] Restrictive requirements existed under the Title I program. Chapter I placed greater emphasis on flexibility and simplifying the administration and implementation of the program.

Change on the federal level enabled local and state agencies to design Chapter I curricular projects that more adequately addressed local needs. In Roosevelt, the district Compensatory Education Director challenged the

Chapter I coordinators to improve, modify, or redesign the existing curriculum and meet student needs more effectively.

Statement of Purpose

In the Theodore Roosevelt Elementary School, a group of African-American children spent three to five years in the Chapter I program. Some children in this program showed limited academic growth despite efforts of classroom teachers and Chapter I staff. The researcher/observer noted the children lacked enthusiasm for learning and participating in the learning process. In addition, lack of communication, scheduling problems, class disruptions, missed activities, and curriculum disagreement alienated classroom teachers from the Chapter I staff.

The researcher/observer concluded that their resistance to participate stemmed from a stigma attached to children attending Chapter I reading and mathematics programs. A mechanism for improving student interest became essential in redesigning the curriculum. To accomplish this aim, the researcher/observer in conjunction with Chapter I staff and classroom teachers attempted to create attractive, high-interest curriculum modules that utilized arts-related activities to improve student motivation and enhance the perception of Chapter I programs in the building.

This study endeavored to integrate two programs that had not achieved their objective of helping students. In this context, state and federal programs ineffectively addressed local needs and specific strengths of staff and community.

This study also focused on demonstrating to classroom teachers the need for a wider repertoire of approaches for reaching students with low academic scores. Studies by Mary Conroy showed that teachers demonstrated more enthusiasm and support when cooperation and sharing of ideas were the norm.[3]

The researcher/observer demonstrated how an arts-related curriculum could (1) encourage teachers to seek alternative teaching strategies for students who repeatedly fail in the regular classroom, (2) link classroom and Chapter I programs through an enhanced repertoire of teaching styles, (3) improve students motivation and interest in school, and (4) increase collegial collaboration.

Significance

Any plan to link remedial and developmental programs needs to overcome (1) a decrease in program activities that support mastery of regular classroom work, (2) a breakdown in communication, (3) large classes, (4) scheduling problems, (5) class disruptions, (6) missed activities, (7) time and space constraints, (8) and curricular disagreement. The improvement of communications which included consultation and coordination provided some solutions to many of these problems. Other considerations would involve the support for, or the extension of, skills taught in the classroom, and more effective use of available funds.

Recognizing the difference between the remedial and classroom programs, the researcher/observer examined the possibility of redesigning the existing Chapter I curriculum

in order to link these two aforementioned programs. The
potential for achieving this goal through collegial collabo-
ration, led the researcher/observer to consider the follow-
ing factors: (1) Classroom teachers should become involved
with the students and the researcher/observer. (2) A re-
designed curriculum that includes arts-related experiences
could serve as a prototype for educators experiencing
similar problems.

For many students, the arts, which include drama, music,
poetry, dance, and crafts help create a more favorable
predisposition towards learning in many subject areas. In
addition, the arts may improve a child's attitude toward
learning which in turn affects achievement. Bonnie Deeds
contended that failure in an ability rated important leads
to low self-evaluation of other abilities. Conversely, Jon
Murray noted that success in an area highly rated by oneself
will result in a feeling of higher potential in other
areas.[4] Teachers should continually monitor their students'
interests and involve them in activities considered valuable
and relevant to their world. These students should have
repeated opportunities to prove their worth and gain a more
positive self-image. Many students have artistic ability,
and even if not proficient, need opportunities to express
themselves and to feel comfortable with their expressions.

The arts tend to stimulate self-esteem in the children
and to sustain the stimulus. Art provides a context for
students to think their own thoughts, make their own

discoveries, and experience the satisfaction of personal accomplishment.[5] James P. Comer emphasized the importance of art as an essential component of learning and not just an add-on frill. Further, he stated that participation in the arts facilitated inner mental control and eventually higher concentration and interest in academic areas.[6]

Through the arts, children may recognize, develop, and preserve their cultural heritage and social values. Other areas of learning can benefit from the confidence engendered through arts-related experiences. In addition, a motivational force encourages learning. Students learn to "see actively" as they become involved in the process of learning how to perceive, to distinguish, to form concepts, to express, and to understand.[7]

Arts, well taught, develop in students a tolerance and a desire for coping with problems and uncertainties often encountered in our society. Further, the arts help students acquire the ability and skills to evaluate critical information and ideas from various sources and to make valid decisions pertaining to the assessment of impressions and experiences. The arts make excellent tools for setting the creative process in motion; and, as a motivational force, it could encourage learning among diverse groups of students.

Pat Burke Guild and Steven Garger stated that personal and professional experiences of some educators provide continual evidence that children possess different styles of learning. They explained that some perceptive teachers,

recognizing the diversity among students, use different approaches and strategies to accommodate the strengths and weaknesses of their students.[8] Some educators accept the notion that students enjoy talking about how they like to learn. These educators understand that a more personal method of teaching tends to make students efficient learners--with, usually, a concomitant improvement in grades.

In addition, Guild and Garger divided these individual differences into four groups. Reflective students appear slow to respond; impulsive learners make quick responses; step-by-step individuals need clarity for each step and other learners, typically, make intuitive leaps.[9] Therefore, the arts, used in a redesigned curriculum could become a vital tool for working with students exhibiting these differences.

Such a change in the curriculum may or may not be useful in every situation, but the significance of this study would be realized if the process (1) successfully linked remedial and classroom programs, and (2) modified the curriculum to meet the needs of Chapter I students.

Setting

Community

Roosevelt consists of a one square mile community located in the southwestern section of Nassau County, Long Island, between Freeport and Hempstead. An unincorporated community of approximately 17,000 inhabitants, it forms part of the Town of Hempstead. It lacks local government, health

agencies, social agencies, sanitation department or police department so that the school is the principal local government service.[10]

The schools make up the only centralized public institution in the Roosevelt community.[11] The community, described by the 1980 Bureau of Census as approximately eighty-nine percent Black, is located in one of the wealthiest counties in the country.[12] Current achievement levels indicate serious educational deficiencies among children in Roosevelt.Many students in the Roosevelt schools experience persistent failures in academic achievement as a result of academic retardation in basic communication skills.[13] Great concern exists in the community regarding the children's education, but severe financial problems cripple efforts to provide the types of intensive programs needed.

During the 1960s, White residents of Roosevelt began selling their homes as a result of local realtors block busting techniques. In addition, restrictive and discriminatory housing patterns elsewhere in Nassau County led to patterns of racial isolation. As prices of homes fell, these vacated facilities became affordable to Blacks and other minority groups. Many moved, rented part of the house, or leased it to the Department of Welfare for their clients. Frequently, a lack of desire, or the financial means to maintain these homes caused several to fall into states of disrepair.

The documented population of the area remains highly mobile and contains a high foster child population. These factors impact heavily on the enrollment of the school and even more on the teacher. This condition seriously affects the district's ability to service children adequately.[14] Although Roosevelt is in one of the wealthiest counties in the country, the property wealth per pupil remains one of the lowest in the state. The outlay of educational funds per pupil may have a direct correlation to the current achievement levels which indicate serious educational deficiencies among some students in the Roosevelt Public Schools.[15]

The Roosevelt community represents a microcosm of problems evident in urban cities. However, unlike an inner-city community, the low tax base makes property taxes extremely high. This burden, borne by a relatively small segment of the community, seems predicated on the fact that few businesses and industry resources enlarge the community's tax base.

In the early 1980s demolition of stores on the east side of Nassau Road paved the way for its conversion into a four-lane highway. In 1984 a large and modern shopping complex located between Lakewood Avenue and Babylon Turnpike opened. This complex should help to provide some of the business, financial, and industrial resources needed to subsidize community needs. However, the community will not realize the tax advantages until the tax abatement that was

granted to help with the construction of the center runs out in the next few years.

Roosevelt has an economic structure that ranges from poverty to upper middle class. In 1966, the community desegregated its schools. Since that time, the ethnic composition of the total village population has changed in the following manner:[16]

1960 Census		1970 Census		1980 Census	
Black	2,241	Black	10,135	Black	12,516
White	10,609	White	4,735	White	1,259
Indian	9	Indian	35	Indian	44
Other	24	Other	200	Other	290

School

In Roosevelt the public school system represents the largest organized educational entity in the community. As such, it bears the responsibility for maintaining community cohesiveness. Many of its inhabitants see the schools as the only viable option for circumventing the cycle of poverty and suffering. A pre-kindergarten center, a primary school (K - 3), three elementary schools that serve approximately 1,900 students from kindergarten through sixth grade, and one junior/senior high school complex with an enrollment of approximately 1,375 from seventh through twelfth grade comprise the school system.[17]

This study took place in Theodore Roosevelt, one of the three elementary schools. Theodore Roosevelt Elementary

School, erected in 1930, has had as its administrative head an individual who has functioned in that capacity for the last seventeen years. He has encouraged staff and students alike to grow and develop to their fullest potential. New and innovative programs that enhance the basic curriculum and expand student learning have had his full and enthusiastic support.

The following represents the number of classroom teachers and resource personnel:

Classroom Teachers	18 females
	2 males
Mathematics Coordinator	Chapter I
Reading Coordinator	Chapter I
Librarian	1
Physical Education	1
Music Teachers	2
Resource Room Teacher	1
Special Education Teachers	3
Educational Assistants	3
Nurse	1

Chapter I Reading Center

A small section of the library in the basement of the Theodore Roosevelt Elementary School became the Chapter I Reading Center. The partition that divided the two areas did not extend to the ceiling. The library provided the only means of entrance or exit.

The center accommmodated fifteen to twenty students, easily. Often, there were as many as thirty. At such times, little room existed in which to work comfortably. Other factors included competing with gym and band classes overhead, distractions from classes moving in and out of the library area, as well as monitoring the noise level of

students, filmstrips, movies, and tape recorders in both the reading center and the library. Recognizing the importance of working together as a team, the researcher/observer established a good working relationship with her educational assistants and the school librarian. Mutual respect, common planning time, and shared activities helped to make working under adverse conditions more acceptable.

In 1978, appointed Reading Coordinator in the building, the researcher/observer with the help of her staff improved the environment in the Reading Center for her students. New curtains replaced old drapes. The Chapter I team obtained, installed, and decorated large ceiling panels on which they displayed students' work and featured a reading theme or quotation. They rearranged existing furniture and from a storeroom retrieved several tables which the building custodian tiled to provide smooth surfaces upon which the students could work. In 1987, the maintenance staff painted the building and installed new carpeting in the library and Reading Center.

Compensatory Education

The Compensatory Education Program as organized in the Roosevelt School District consists of a district director and two teacher/coordinators--one for reading and one for mathematics--in each of the three elementary schools. Until recently, Harry Daniels Primary School received no Chapter I services due, in part, to budget constraints. Presently, a reading teacher divides her time between Harry Daniels

Primary School and the Roosevelt Junior-Senior High School.
At high school level, two administrative assistants super-
vise the remedial reading and mathematics teachers.

The California Achievement Test and state-mandated
reading and mathematics test results are used to determine
students selected for the program. Students with scores
below the state reference point on the mandated state tests
and below the twenty-third percentile on the California
Achievement Test qualify for Chapter I services. The Chapter
I law, designed to address the unmet educational needs of
poor and minority students, helps to equalize educational
opportunities for the neediest children at local levels.[18]

Mary Jean LeTendre, Director of Compensatory Education
Programs, admonishes those involved in the Chapter I program
to abandon myths about the capabilities of poor children who
are members of a minority group. Further, LeTendre proposes
that educators (1) view these children in the light of what
they have instead of what they lack; (2) find ways to bridge
the culture gap as it currently exists between schools and
communities; (3) connect instruction to students experiences;
and (4) increase both the quantity and quality of instruc-
tional services available to Chapter I students.[19]

In the Roosevelt Public School System, approximately 400
students in grades 3 - 6 receive Chapter I services. Of
these 400 students, 150 attend the Theodore Roosevelt
Elementary School. These 150 students represent a core group
utilized in this study. LeTendre's proposal provides a

framework in which a redesigned Chapter I curriculum, that establishes a linkage with the regular classroom curriculum, becomes feasible.

Methodology

This study utilized the tenets of action research to design, implement and evaluate curricular modules developed by a group of experienced elementary school teachers in conjunction with the researcher/observer and other Chapter I personnel. This collaborative effort addressed a series of perceived needs and problems that exist both locally and nationally within Chapter I programs. In addition, it allowed teacher participants to expand their repertoires of teaching strategies and provide input into a curriculum they were responsible for teaching.

> Action research is defined in a conventional sense as a "small-scale intervention in the functioning of the real world and a close examination of the effects of such interventions." In addition, "action re-search is situational—it is concerned with diagnosing a problem in a specific context and attempting to solve it in that context; it is usually (though not inevitably) collaborative—teams of researchers and practioners work together on a project; it is participatory—team members themselves take part directly or indirectly in implementing the research; and its self-evaluative modifications are continuously evaluated within the on-going situation, the ultimate objective being to improve practice in some way or the other.[20]

The researcher/observer therefore accepted the action research method as an effective procedure for implementing the changes necessary for redesigning the curriculum. First, action research could be utilized by a single

teacher, operating in an isolated situation, who felt the
need for some kind of change or modification in the
teaching or learning process. Second, action research
encouraged cooperation by a group of teachers working in
concert to achieve a given goal. Given these options, the
researcher/observer in conjunction with classroom teachers
and Chapter I staff focused on the use of arts-based
activities to redesign the Chapter I curriculum and link it
to the regular classroom program.

Research Questions

A major focus of this study included the designing,
implementing and assessing of a low-cost, school-based staff
development project. Successful low-cost staff development
depends on voluntary participation by teachers who believe
that lessons learned are usable in their specific class-
rooms. A review of the selected literature, combined with
ten years as a Chapter I reading coordinator, led the
researcher/observer to formulate specific questions which
guided the research process:

1. In what areas can district and building adminis-
    trators support a redesigning of the Chapter I
    curriculum?

2. How can teachers adequately support a Chapter I
    arts-based curriculum and volunteer as project
    participants?

3. How can teachers use arts-based activities,
    developed during the project, in their classrooms?

4. How will the redesigned curriculum help form an effective linkage between Chapter I and regular classroom programs?

5. In what ways can an arts-based redesigned Chapter I curriculum benefit Chapter I students?

These research questions assisted in determining the effectiveness of implementing and assessing a low-cost, school-based curriculum redesign project. This study also relied on the continual participation by the researcher/ observer in the process; and on the feedback generated by teachers, students, and Chapter I staff involved in the process.

Limitations

The project implementation depended on assessing the support of others, attitudes of teachers/students, rigidity of classroom schedules, and choices of activities dictated by the curriculum, time frames, setting, and students' interest.

Individual personalities and group dynamics impeded full implementation of the project at each of the designated grade levels; and biases of the researcher/observer possibly impinged on the manner in which the project was implemented-- factors which are essential to staff development.

General and specific feedback from teachers and Chapter I staff could raise questions regarding feasibility of, and commitment to, the project. However, the researcher/observer

relied on personal and professional relationships to engender support for the project.

Outline of Chapters

Chapter I introduces the study by establishing the importance of the arts as an essential part of the curriculum and questions using it to link autonomous school programs. It discusses purposes for this study and describes the setting for the curriculum development/school improvement project. In addition, it delineates the significance of the study and explains the methodology and evaluation procedures followed. It also outlines each of the five chapters included in the study.

Chapter II reviews literature emphasizing building positive self-images in children; working with an African-American population; modifying the existing curriculum; explaining how reading and the arts can be linked; and working with cooperative learning groups.

Chapter III details the planning aspect of the study with emphasis on procedures used in gathering information and gaining the necessary support for the project. It describes the project participants, limitations of the study; the design of the activity modules; and implementation procedures.

Chapter IV details the design and implementation of five activity modules. Each module has a focus, area of concentration, appropriate grade level, participants, objective,

materials, procedures used in planning, implementation and summary/evaluation.

Chapter V reports the outcomes, aftereffects, recommendations for staff development and implications for further research.

CHAPTER I

Notes

[1]Charles J. Edwards, ed. 1990, Chapter 1 Handbook (Arlington, VA: Education Funding Research Council 1990) a-2 - a-24.

[2]Ibid.

[3]Mary Conroy, "Pass or Fail? How Teachers Rate Pullout Reading Programs," Learning, February, 1988, 70.

[4]Bonnie Deeds, "Motivating Children to Read through Improved Self-Concept," chapter in Motivating Reluctant Readers (Newark, DE: International Reading Association, 1981), 78; Jon J. Murray, Art, Creativity and the Quality of Education, chapter in Fine Arts in the Curriculum (Washington, DC: National Education Association, 1985), 27.

[5]Jon Murray, "Art, Creativity and the Quality of Education," Daedalus 112, no. 3 (Summer, 1983): 144-45.

[6]James P. Comer, School Power: Implications of an Intervention Project (New York: Free Press, 1980), 156 - 66.

[7]Ralph Thompson, "The Humanities in Elementary School," Elementary English (April, 1972): 517-21.

[8]Pat Burke Guild and Stephen Garger, Marching to Different Drummers, (Alexandria, VA: Association for Supervision and Curriculum Development, 1985).

[9]Ibid.

[10]U. S. Department of Commerce Bureau of the Census, Twentieth Census of the United States, 1980: Population and Housing, Code no. 280208.

[11]New York State Education Department, Comprehensive Assessment Report (Albany, NY, 1990) 108.

[12]Ibid.

[13]Twentieth Census of the United States, 1980.

[14]Roosevelt Board of Education et al. eds., Roosevelt Schools Self-Study for the Middle States Assembly of Elementary Schools (Roosevelt, NY: 1983), 36.

[15]Ibid.

[16]Ibid.

[17]Roosevelt Public Schools, Student Census Report (Roosevelt, NY: Census Office, 1990).

[18]Mary Jean LeTendre, "Improving Chapter 1 Programs: We Can Do Better," Kappan 8 (April, 1991): 576-81.

[19]Ibid.

[20]Louis Cohen and Lawrence Manion, Research Methods in Education (Dover, NH: Crom Helm 1985), 208 - 227.

CHAPTER II
REVIEW OF LITERATURE
Introduction

In redesigning the curriculum for Chapter I students, the researcher/observer reviewed selective literature related to the project and the case study methodology. Areas of concentration included motivation, cooperative learning, effective schools, curriculum design, teaching African-American students and arts related curriculum for reading. This review of selected literature enabled the project to draw from and build on the work of others. Also, reports of other curriculum development/school improvement projects suggested processes and procedures for implementation as well as standards for assessing successes of various modules.

Motivation

Effective teachers use motivational skills to develop a positive classroom climate which tends to stimulate and nuture the academic growth of children. Teachers skilled in the principles of motivation use strategies that work. For example, they personalize instruction, listen to what students really say, capitalize on what a student already knows, look for the positive in students' work and behavior and often stimulate students' interest in the curriculum. These techniques form only a part of instructional motivation needed for promoting school success.

Motivation is essential for children to learn. Ignoring a lack of motivation disregards the compelling force that

propels them toward a given instructional goal. Teachers, L. D. Briggs concluded, should recognize symptoms of and solutions for boredom, disinterest and alienation if students are to become more interested in their own educational improvement.[1]

Thomas R. McDaniel explained that fifty years ago experts ignored motivation as a tool for achieving academic success. In more recent times, they placed emphasis on grades, rewards, lesson plans, and a teacher's ability to engender enthusiasm. Additionally, they focused on the reinforcement of techniques found in behavior modification programs. Today, the experts stress classroom climate and activity that invites school success.

According to McDaniel, motivation though complex and controversial forms a crucial element in increasing individual production and achievement. He outlined five principles of instructional motivation:

(1) Inviting success. Children respond to their teacher's perception of their ability. An invitation "continuously transmitted to students with the intention of informing them that they are responsible, able and valuable" becomes the key to children's successes. A positive self-concept motivates student learning.

(2) Cooperative learning. Teachers could enhance the motivation of noncompetitive students through the use of cooperative strategies. These strategies would require teachers to group students heterogenously and structure goals to promote positive interdependence and shared responsibility for leadership and learning among other things.

(3) High expectation. The inter-relationship between success and cooperative learning impact on high expectation. Goals should challenge but not prove unreachable.

(4) Set induction. This principle involves teacher
attitudes that induces "readiness to learn" in stu-
dents. To achieve this goal, teachers must capture the
students' attention with arresting and relevant
activities or questions.

5. Interaction. The teacher should treat each
student's questions and responses in a manner that
increases involvement, participation, interest, and
thinking.[2]

Students who experience failures in regular school work
in the lower elementary grades deserve a different approach.
The arts, including drama, music, poetry, dance and crafts,
may open possibilities for successes with a transference to
other academic work. Experts have concluded that the use of
the arts in elementary grades not only helps children master
basic skills, but it also affects their capacity for personal
growth and sensitivity.[3]

The arts provide a context in which students think their
own thoughts, make their own discoveries and experience the
satisfaction of personal accomplishment.[4] Comer, an expert
in Black child development, emphasized this as an essential
part of learning. He indicated that "children tend not to
have developmental experiences that permit interest, control
and concentration in academic areas. Participation in the
arts can facilitate inner mental control and eventually per-
mit concentration and interest in academic subject areas."[5]

Jawanza Kunfufu noted that research has described
children as extremely sensitive beings who tend to absorb
and respond to messages given by those with whom they
interact. Children perceive rejection as well as negative
images that affect their sense of worth. Insightful

teachers shape and direct positive images towards these children thus sparing them the pain of indifference and nonrecognition.[6]

Cooperative Learning

Cooperative learning is defined as a distinct pedagogical approach in which a group of students pursue academic goals through collaborative efforts. Students work together in small groups, draw on each other's strengths, bolster each other's weaknesses and help each other complete a given task.[7] Experts questioned the effects of the educational reform movement on low achieving African-American and other minority students. These educators state that the gap between this group of students and higher achieving White students continues to widen. Intervention efforts instituted to narrow the gap have been largely ignored.[8] Cooperative learning shows promise as one solution to this problem.

Under given circumstances, cooperative learning can achieve many goals deemed essential to the learning process. Experts do not view cooperative learning as a panacea for the endemic problems of education. In a real sense, cooperative learning stimulates each member of a group to help the other. In many instances, students tutor students. These group members encourage each individual member to learn not only from the materials but from one another.[9]

In many classrooms, competition motivates achievement, apparently imitating America's economy. Learning becomes a competitive activity used for reaching individual goals. One opinion suggests that from the time society introduces a child to the strictness of formal education, the teacher should prepare students to take their place in a very competitive world. There competition determines rewards-- promotions, elevated social status, affection and material wealth. Advocates of this learning theory further suggest that competition, while important in preparing for the future, stimulates interest, promotes mental alertness and challenges students. These enthusiastic supporters contend that competition in the classroom leads to constructive rivalry and success in the teaching and learning processes.[10]

The adherents of cooperative learning disagree. They consider cooperation more conducive to learning since every member plays an important part in making the group function in a healthful and effective way. These adherents direct attention to synchronized efforts, and increased level of trust in one another, the creation of rules by which to operate, and the transformation of the whole environment to one of complete cooperation.[11]

Experts have now proposed cooperative learning as a solution to the many situational problems, including ability groupings, programs for the gifted, special education and Chapter I pullouts, in education. Although cooperative learning provides alternatives to some of the difficulties,

its inability to accomplish many goals under a given situation is clear. While cooperative learning supplemented direct instruction, research viewed it as most effective when used to provide a structured program as well as recognition for work based on endeavor.[12]

Robert E. Slavin has advocated a series of cooperative learning methods for increasing academic achievement including Student Teams--Achievement Divisions (STAD), Teams--Games--Tournament (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC).[13]

In the STAD method, students worked in four-member teams to master materials presented by the teacher. This material, studied and reviewed collectively, formed the basis for student quizzes. The teams received rewards based on each member's improvement over his or her past record. The TGT method differs from STAD in only one respect: Teachers conducted academic tournaments instead of giving quizzes. The students competed to add points to their team score. In the TAI method, the instructor combines cooperative learning with individual instruction for teaching elementary mathematics. Students work on materials that coincide with their level of understanding and teammates help one another through a question and answer session. This self-help activity frees the teacher, who can then help subgroups of students working on the same skill.[14]

CIRC represents the newest cooperative learning method. It uses teams for partner reading, vocabulary, decoding study, story grammar activity and reading comprehension study. This method utilizes peer response groups to teach writing and language arts. Peer tutoring differs from cooperative learning. In one activity, a student teaches his or her teammates; in the other, students learn collectively. None are tutors. All are learners.[15]

In traditional American schools African-American students fail to reach their full potential because the educational environment appears unresponsive to their needs and opposes their learning and interpersonal styles.

A. Wade Boykin supports this position when he states that African-American children, eager to learn when they first enter school, soon lose interest in the educational process "when confronted with artifical, contrived and arbitrary competence modalities (e.g., reading and spelling) that are presented in ways which undermine the children's cultural frame of reference."[16] These students seem to require a variety of stimuli, learning activities in which they are actively involved and a cooperative rather than competitive environment. In cooperative learning groups they develop leadership and communication skills and share responsibility for learning.

Researchers in one study showed how African-American students in a middle school class--using cooperative learning techniques--eliminated the traditional achievement

gap between them and their White counterparts.[17] Coopera-
tive learning is the most important of three ways--
cooperative, competitive, individualistic--of structuring
learning situations, yet it is the least used. D. W.
Johnson and R. T. Johnson conducted forty three studies in
the past twelve years of programs using cooperative
learning. These studies carried out in primary through
college-level classes, showed academic achievement gains at
all levels in a variety of subject areas. Thus write
Johnson and Johnson:

> Cooperative learning groups empower their members
> to act by making them feel strong, capable, and
> committed. It is the social support from and
> accountability to valued peers that motivates
> committed efforts to achieve and succeed.[18]

In addition, studies have shown that cooperative
learning methods are aimed at reducing student isolation;
perceived hostile climates that exist in highly competitive
classrooms; and at increasing students ability to interact
and work with other students towards common goals.[19] The
competitive attitude replaced by a supportive one seems to
give children a feeling of belonging and that they can
achieve. When peers help each other, lower ability students
sense there is a chance to succeed and they feel more
confident about their academic abilities. Friendships
develop, students feel important and the satisfaction of
successfully completing a project enhances self-esteem.[20]

Research has shown that cooperative learning seems to
enhance academic skills among low achieving African-American

students. This method could help narrow the traditional academic achievement gap which exist between these students and their White counterparts. Academic achievement gains registered by African-American students, using cooperative learning methods, suggests that this methodology should permeate a curriculum designed to meet the needs of African-American children.

Effective Schools

Low scores on standardized achievement tests characterize many school settings with several students leaving school prior to graduation. Some researchers attribute these characteristics to low socioeconomic conditions and poverty. Effective school research has opened a "universe of alternatives"[21] that enabled educators to analyze the school environment and develop strategies for effective and lasting changes.

Ronald Edmonds observed that pessimistic attitudes will prevail if educators continue to blame poor student performance on the home or students. Edmonds also demonstrated that the characteristics of effective schools include: a) strong leadership b) high expectations for student achievement, c) an orderly, safe learning environment, d) emphasis on the acquisition of basic academic skills, and a channeling of the school's human and fiscal resources to obtain the objective, and e) frequent monitoring of the student's progress.[22]

Wilbur B. Brookover and his colleagues reached similar conclusions as Edmonds. As Brookover et al. contended, "if some urban schools are successful in teaching youth from disadvantaged backgrounds then something in the nature of the school influenced the level of student learning."[23] Brookover and his colleagues declared that the ideology of the school, the organization of the school, and the instructional practices within the school interacted to produce an effective learning environment.

The distinguishing features of an effective school learning environment focused on: (a) student achievement and those factors that affect achievement, (b) a collective set of attitudes, beliefs, and behaviors within a building, (c) the school as a social system, and (d) the social group within the school being the most effective change agents.[24] The distinguishing features of effective schools encompass broad guidelines. Each school creates a climate or culture through the interpersonal interactions of its members and its distinguishing features or purposes.

The selected literature presented supports the premise that: (a) motivation remains a key element in helping to shape academic success (b) the arts, including music, drama, poetry, dance, and crafts can serve as motivational tools and effective links to all areas of the curriculum (c) teacher expectations and school climate can impact, positively or negatively, on student achievement and (d) the

use of the arts might help to reduce some of the boredom and disinterest of students experiencing academic difficulty.

Curriculum Design

Educational systems should provide for the varying needs and abilities of all students. School districts and school personnel, working together, could develop a balanced curriculum that is relevant for African-American children. Teachers could show the correlation between theory articulated in the classroom and its applicability to the needs and culture of African-American children; e.g. students could research and develop a family tree.[25]

Limited interpretation of the "basics" threatens balanced school programs used for educating students living in today's complex society.[26] Problem solving, reasoning, conceptualization and analysis represent many of the neglected basics needed for tomorrow's society. Changes within the curricular content and structure could remedy this condition, and the concept of basics in education expanded.

When organized around a well-defined sequence of skills and presented in a climate sensitive to the needs of each individual learner, education can provide an effective and enjoyable base for learning. Multiple learning environments and teaching strategies are used to make educational opportunities comparable across diverse social and cultural groups and to make the achievement of excellence feasible

for all students.[27] The design of school curricula should
take into account the cultural, economic and environmental
heritage of students and focus on basic as well as complex
skills. These skills, coordinated across grade levels
extend through the entire curriculum.[28]

Most present-day educators remain committed to local
curriculum planning and essential on-site work. Teachers
and other interested parties participate fully in this
process. In some schools alternative programs allow small
groups of teachers to transform ideas into practice without
requiring uniformity for others. The Rand study of
federally supported innovations suggests that "successful"
programs worked because participants adapted proposed
innovations to their particular setting in accordance with
their needs and goals.[29] Ron Brandt suggested that exclu-
sive emphasis on local planning obscures the rightful role
of development at other levels, that published materials
used by teachers in planning for their districts and class-
rooms follow as a consequence of curriculum development, and
that the processes which produce such generic materials
reflect a shared professional knowledge.[30]

Australian Peter Fensham who had a different perspec-
tive, suggested that the generalist, not the specialist,
choose the content of the curriculum, since the specialists
become too socialized in a particular discipline. Con-
currently, John Goodlad reminded educators that the term
"core curriculum" meant unified programs designed around

themes and partially planned at local levels.[31] He

suggested that teachers review and adapt materials to local

circumstances and conceptualize and field-test on a larger

scale. As part of the team-planned program, Allan Glatthorn

regarded local teacher involvement in every facet of

curriculum implementation essential.[32]

At a recent international seminar on Core Curriculum,

the participants expressed concern about: (1) whether all

students within a nation should experience a common curri-

culum; (2) whether they should experience a common whole or

merely a core of the whole common to all; (3) whether there

should be some common ending point where it is deemed unnec-

essary or undesirable to continue this core; (4) what offer-

ings or experiences should constitute the common curriculum;

or (5) what characteristics of learners, schools or society

pose difficulties or obstacles to the common pursuit of a

core curriculum.[33] Two unfortunate consequences of debate

at this level suggested in one instance that a document is

usually produced, leaving the mistaken notion that a curric-

ulum is just a document. At local levels, the other debate

suggested that emphasis be placed on interpretation and

implementation rather than philosophy and rationale.

Core in present day educational circles constitutes that

basic portion of the curriculum, common to all students.

The ability of core to convey a somewhat more subtle and

complex pedagogical and curricular connotations may be

somewhat forgotten.

Goodlad contended that conceptualization of curriculum-making in a democracy functions as a system open at all levels, with the necessary transactions and interpretations flowing from the micro to the macro level as well as the reverse.[34] The vigorous and continuous cultivation of the inquiring minds assures one that schools will continually shape the social order. Therefore, everything done must give educators an opportunity to contribute to the process of fixation and to assume that what is sent down to them is not "fixed." Defining a core curriculum of models and domains commonly encountered by all students can prove difficult. Implementing it creatively with equality and equity demands much effort. Goodlad argued that among the most challenging of pedagogical and curricular issues, the question of how to assure that all primary and secondary students have common encounters with the most significant domains of human experience remains a very important one.[35] He considered the ideal of common outcomes visionary, but the conditions of equal opportunity, both necessary and obtainable.

Another process for improving student achievement through systematic design, development, and evaluation of instruction currently exists in the public schools under the name of "systems approach" and its practioners called "instructional designers." In this process, the practi-tioners use a set of interrelated procedures to achieve a predetermined outcome. They also build into the system a

feedback mechanism for indicating the extent to which the effective instruction exists and that suggests possible modes of revision. Although many components of the "systems approach" to instruction design were developed in conjunction with public school curriculum efforts, the largest users appear to be the military, business and industry. Evidence is accumulating that the use of instructional design results in more effective and efficient instruction.[36]

Comprehensive Instructional Management System (CIMS) is a partnership between local school districts and New York State, designed to develop and improve local instructional programs. CIMS makes curriculum the focal point of a successful instructional program by defining curriculum as "an ordered set of intended learning outcomes" in which teachers and administrators keep track of how effectively they meet these outcomes.[37]

The CIMS approach to curriculum development and monitoring resulted from problems educators experienced statewide including a blatant disregard for existing curriculum. CIMS attempts to resolve problems by making curriculum primary. Recognizing that a curriculum offers teachers a common ground to talk to each other, CIMS tries to monitor the implementation of the written curriculum and its value on the context of its use.

A Transferring Success process makes CIMS products and procedures accessible to replicator projects. The long list of individuals and groups waiting to participate in CIMS

Curriculum seems to indicate the extent of the program's success; a result originating from the way CIMS focuses the educator's attention on integrated curriculums in which learning outcomes drive assessment, instructional support and staff development.

Glatthorn attempted to take the mystery out of creating curriculums and explained how a teacher's perception of a subject profoundly affects his or her teaching procedure. He believed that teachers should involve themselves in the assessment and evaluation of curriculum since these curriculums grow out of staff development. Glatthorn provided for even the most uninitiated, four types of clearly achievable curriculums which are Mastery (structured, basic), Organic (nonstructured, basic), Team-planned (structured, enrichment) and Student-determined (nonstructured, enrichment). He discussed the influence of the hidden agenda--the manner in which the organizational environment impacts on what one learns--and argued that the modification of what is taught and how it is taught, when responding to the needs of individual learners, become essential in formulating an adaptive curriculum. The following approaches, strongly supported by research, seem to work. They include Mastery Learning, Cooperative Learning, and Computer-Assisted Instruction. Other programs exist but lack the investigational support that could prove them viable. Schools should develop their own adaptive model instead of embracing a

single model, since this would ignore the school as the
center of the improvement effort.[38]

To understand the nature of curriculum and its relation-
ship to instruction, one knows and agrees on the definition
of curriculum. Even the experts cannot agree on its
meaning. Glatthorn defined curriculum as:

> The plan made for guiding learning in schools,
> usually represented in retrievable documents of
> several levels of generality, and the implemen-
> tation of these plans in the classroom; those
> experiences take place in a learning environ-
> ment that also influences what is learned.[39]

Glatthorn then describes four main levels of curriculum
work including Curriculum Policy (a written statement of the
rules, criteria and guidelines intended to control curricu-
lum development and implementation), Field of Study (an
original set of learning experiences usually embodying one
of the standard disciplines offered to students over a multi-
year period), Program of Studies (the total set of organized
educational experiences offered for a particular group of
learners over a multi-year period and encompasses several
fields of study), and Course (a set of organized learning
experiences, within a field of study and part of a program
of studies, offered over a specified time period for which
the student receives academic credit). Being thoroughly
acquainted with these levels helps to distinguish between
the following types when trying to really understand the
dynamics of creating curriculums.

Recommended curriculum. This would become the ideal curriculum envisioned by someone or a group in a position of authority. It recommends specific "basic academic competencies" and spells out the objectives of "basic academic subjects." Useful as guidelines, these curricula usually ignore the existent realities of the school and the classroom.

Written curriculum. This curriculum usually constitutes the accepted curriculum of the school organization and is an instrument of control. It articulates district policies and goals into language that enables teachers to implement these policies and goals. These curriculums, essential in many instances, often do not reflect what a teacher actually communicates to the student.

Taught curriculum. This represents the curriculum actually taught in the classroom, which is often quite different from the written curriculum, despite administrators attempt to insure congruence of the two. This curriculum also represents the resources (staff, time, texts, space, training) provided to support the curriculum. In this area, leaders constantly attempt to bring these curriculums into closer alignment to maximize their use.[40]

Educators designed and created curriculum programs over the last two decades in response to broad societal changes and problems.[41] Students needed curriculums designed to motivate them to learn for the satisfaction of learning, mastery and achievement as opposed to just raising their

achievement levels.[42] The corollary objective lay in motivating teachers to meet these objectives. Curriculums should not be based on kits and manuals but on imaginative ideas stimulated by working with and understanding children in their learning environment.[43]

Research data supports the premise that changes in the curriculum are most successful when these changes involve narrow areas of concentration and have clearly defined goals. Since remedial students tend to become unmotivated due to repeated failures, these students should go through a reconditioning process focusing on child-centered activities. Understanding this point and keeping in mind the setting and available personnel, the coordinators decided to develop a project for Chapter I students, focusing on motivating them to improve their basic skills using child-centered, arts activities.

Teaching African-American Students

Approximately 89 percent of the students involved in this study are African-Americans and come from low income families. An effective educational system could conceivably assist in helping some escape this cycle of poverty.

Fifty years ago, Carter G. Woodson concluded that the liberation of African-Americans depended on effective education. "Miseducation" impeded the progress of African-Americans. The omission of their contributions to America's development and the altering of their history contributed to this condition. Many contemporary African-American scholars

have expressed concern and insisted that Woodson's assessment and analysis remain an issue of deadly accuracy i.e. the problem resides in the curriculum of exclusion still imposed on African-American students.[44]

Research shows that the American educational system shortchanges African-American students. Alvin Poussaint stated that they cannot write because they cannot think. Poussaint associated the angry, alienated, failing students with inner-city schools. In such "communities of failure" students are expected to fail; teachers assume the worst and principals emphasize order rather than learning. At the end of the school day, students return to homes that represent "another dimension of failure." They view school not as a place of learning but as a chance to socialize with friends. Poussaint argued that to succeed students must experience some success along the way.[45]

In the last century, educators and public officials have defined the problem of low achievement by "at risk" children in the following ways: (1) Children who perform poorly in school lack ability, character or motivation and are responsible for their performance. (2) Families from certain cultural backgrounds are poor, lack education, provide little support for their children, and fail to prepare them for school.[46] These two frequently used explanations for low academic achievement locate the problem in the children or their families. Soaring retention and dropout rates tend to expose the emptiness of these definitions and calls for a

less popular way of framing the problem: that the inflexible structure of the school itself contributes to the condition that breeds academic failures and unsatisfactory student performance.[47]

Larry Cuban suggests possible solutions that might include (a) teachers who would volunteer to work with "at risk" students (b) creation of flexible programs with different and innovative approaches to rescue students from possible failures or (c) promoting the school or classroom as a sort of extended family where caring for each other supports achievement.[48]

Educators should increase basic skills levels of African-American children as one escape route from poverty. In this context, strong educational leadership, flexible learning environments that allow children to experience success, teachers who expect and help children to learn should emanate from the school environment. Marian Wright Edelman concluded that schools cannot do the job alone. Every segment of the African-American community has to support learning and supplement the work of schools through tutoring, volunteer work, mentoring, and encouraging increased parent involvement.[49]

Good teachers of African-American learners should positively empower the students. Moreover, they should (1) have positive attitudes and expectations about them, (2) have a positive, open and accepting attitude, (3) believe that African-American children are as intelligent and

capable of learning as others in this world, (4) know that African-American people who survived a racist society as slaves and later as a segregated people possess the strength to persevere, and (5) develop in themselves attitudes of language and cultural acceptance rather than rejection.[50]

Selected research has shown that (1) African-American children become more amenable to teachers who share and express themselves openly, (2) familiar and favorite stories, poems or books seem to stimulate their imagination, interest and intellect, and (3) arts, music, dance and multi-ethnic activities, reflecting an African heritage, provide an added impetus for learning. Armed with this knowledge and understanding teachers can apply the necessary skills and measures needed to assure academic success that ultimately leads to the empowerment of these students.

Janice Hale-Benson concurs with Edelman and McKenna that the American educational system has not educated African-American children in an effective manner. Hale-Benson states that these children grow up in a distinct culture and need an educational system that incorporates their strengths, abilities, and culture into the learning process.[51]

Certain characteristics found in Black culture have their roots in West Africa and have implications for the way African-American children learn and think. Surrounded with stimuli from visual, audio, video, and fashion arts, these children constantly interact with aspects of the creative

arts. Schools that do not recognize these cultural differ-
ences and the naturally high energy level of African-
American children could experience minimal success in the
teaching process.

Improvement in the school performance of African-
American and other culturally different children will occur
if the school curriculum and the environment more closely
reflect the particular learning styles and cultural back-
grounds of the students.[52] Educators need to understand the
difference between the African-American home/community and
the public school and its relation to the school performance
of African-American children. Such as, educators con-
ceptualization of the expressive styles that emerge from
African-American culture can help in the development of an
educational model that could imbue African-American children
with qualities needed for survival. Simultaneously
educational success may change the way White majority view
and treat African-Americans in the educational process.

Two learning styles identified by Rosalie Cohen tend to
reinforce Hale-Benson's contention regarding the importance
of cultural styles on student performance. Cohen described
these styles as analytical and relational. The overall
ideology and environment of the school strengthens the
analytical style of processing information. Aspects of this
style require that students learn to sit for long periods of
time, concentrate alone on impersonal stimuli, and observe
and value an organized time allotment schedule.[53]

In the relational style, children are free to create, improvise, and memorize for essence not for specific facts. Schools would consider such children deviant and disruptive in an analytical environment. African-Americans learn at an early age the importance of perfecting selected roles and gaining attention through the ability to perform in expressive adult ways. African-American children are exposed to and greatly stimulated by the creative arts. The strong relationship that exists between African-American cultural styles and Cohen's relational style reinforces her contention that relational style users are often creative in the arts.

Hale-Benson considers providing African-American children with success experiences and a life-long love of learning as important goals. She indicated that a varied format of learning activities should include movement, games, music, prose, and poetry. Hale-Benson also argued for an educational process that shows sensitivity for African-American culture but does not ignore the diversity of African-American children. In addition, she considered this process but a first step in pointing educators towards the cultural elements in education that could create success for the African-American child.[54]

Between the impressionable ages of three and five, African-American children exposed to a European-based curriculum instead of one that begins with Egyptian civilization develop a "double consciousness."[55] that

W. E. B. Du Bois talked about. In this respect Mary Ellen
Goodman's study revealed that:

> Black children between ages 3 and 4 1/2, when asked
> questions about their racial identification, reacted
> with uneasy, tense, evasive behavior. Such was not
> the case among the white children studied. In her
> study of the racial orientation of black and white
> children, Goodman reached the following conclusions:
> we found the Negro children to be basically
> out-group oriented--to share a sense of direction
> away from Negroes and toward whites. But the white
> children are in-group oriented; their basic orienta-
> tion--their sense of direction is around within the
> orbit of the white world and quite without the
> racial self-doubt and self-concern which is in the
> Negro children. The Negro children showed their
> basically out-group orientation in an inclination
> toward out-group preference, friendliness toward
> out-group (coupled with inclination toward in-group
> neutrality) or even antagonism, and inferiority, but
> never superiority vis-a-vis the out group.[56]

Racism, both individual and institutionalized, has a
powerful and destructive effect on the individual's daily
life. A description of individual racism would include
overt acts by individuals which could lead to injury or the
wanton destruction of life and property.[57] On the other
hand, institutionalized racism involves more subtle
influences not as easily identified when executed by almost
invisible perpetrators. However, whether individual or
institutionalized, racism's damage to young and impression-
able minds is enormous.

In many aspects of education, racism can be found.
Michael Lipsky contended that bureaucratic agencies such as
schools divide the people they serve into different groups.
The acceptance of this differentiation "is supported by
racism and prejudices that permeate the society and are

grounded in the structure of inequality." Lipsky concluded

that differentiation based on inequality "leads to the

institutionalization of the stereotypical tendencies that

permeate the society."[58]

Ingrained attitudes, habits, and values, based on race,

condition teachers' perception of minority students. Joseph

J. Caruso noted that "middle class teachers and professors

had little appreciation or understanding of the political,

social, and economic pressures of the daily life" of poor

and minority students.[59]

In low- or middle-income schools, some teachers still

hold low expectations for African-American students. Re-

search has shown that these teachers lower their expectations

based on students' race, gender, appearance, and income.[60]

Ron Edmonds and Reginald Clark indicated that in spite of

this attitude and regardless of income or the number of

parents in the home, schools can produce high-achieving

students.[61]

Leacocks's study of middle-income and lower-income White

and African-American school settings revealed how:

> ...a pervasive atmosphere, stemming from the very
> structure of our society expressed in the organi-
> zation of the school system and embodied the
> teachers' assumption about different groups of
> children, adversely affects the teacher-student
> relationship and the teaching function. Of the many
> ways that doubtless exist, we have explored three
> which have made themselves sharply evident in our
> material: (1) derogation of children through negative
> evaluation of their work; (2) negation of the
> children through failure to respect contributions
> offered from their own experience; and (3) relating
> to the children in ways that prepare them for

subordinate social roles in which they are not expected to show initiative or take responsibility.[62]

Discrimination in education impacts on all areas of the learning process. It filters down from administrative heads, to instructors, parents and students. Sometimes schools operate as the transmitter of racial discrimination that affects African-American children in an inordinate manner.[63] Members of minority groups soon learn that schools do not respond or show sensitivity to their concerns, lives, or culture. Sometimes they grasp the reality that schools, established to prepare White males to enter public life, continue to promote White male images. The goals of educational systems, compositions of schools and instructional materials persist in reflecting and supporting White male dominance.[64]

Many African-Americans and other minorities experience instruction that deliberately isolates them from positive teacher-student interaction. Teachers as well as students sometimes transmit this isolation. Schools appear to use academic isolation as another means of undermining academic success. An example of academic isolation is tracking. Jawanza Kunjufu observed that tracking perpetuates an American value of heirarchial order. In addition, it helps to widen the gap between the "haves" and "have nots." John Goodlad and Ray Rist agreed with Kunjufu. Both point out that tracking insures that those in the lowest track will never catch those in the highest track. Nine out of ten

African-American students are placed in lower or basic track.[65]

Studies have shown that African-American children primarily learn better in socially interactive environments.[66] Unfortunately, teachers of these students tend to be unfamiliar with their learning styles or culture. Janice Hale-Benson, Asa Hillard, Amos Wilson, and several other authors and scholars have studied learning styles and race. They concluded that culture, institutional racism, and sexism seem to significantly contribute to African-American children's learning in different ways.[67]

Educators seeking improvement should recognize that schools include very little of the culture and language of African-Americans and other minorities they serve. On the other hand, a consensus grows among educators that parents, teachers, and members of the community can help African-American children succeed by supporting positive self-concepts and engaging them in activities that promote a love for learning and academic achievement. Some experts suggest involving them in Sunday school and church activities, and helping them become active in recreational centers and libraries. Encourage children to attend public concerts and expose them to positive experiences that will infuse them with hope and faith in the future. Many young people might appreciate this concern for their wellbeing.

The selected literature supports the premise that African-American children can learn despite poverty, single

parent families, and racism. Educators and educational institutions are responsible for creating a curriculum that meets the diverse needs of the student population they serve.

An Arts-related Curriculum for Reading

Works of art reveals a society's Zeitgeist, a people's way of life, and their deeply felt values and attitudes. Art documents values. It provides access to information which would otherwise be unavailable.[68] For this reason, art is especially valuable to prehistorians, archeologists, and students of cultural evolution who realize that the history of mankind is more than the history of science and technology.[69] Ronald Rubin stated that the general public must know that arts education is critical to survival in the 80s and beyond; critical to the preservation of the quality of life in the United States.[70]

The American educational system relies heavily on the written word to transmit information in the classroom. This approach excludes children are more receptive to an oral story, picture, field trip, artifacts, a song, dance or dramatic interpretation.[71] The arts, which include music, drama, arts and craft, poetry, and dance, serve as an important means of transmitting information. Historically the arts have communicated ideas. Young children interpret arts in ways parallel to verbal expression.[72] Oral renditions of stories, that preceded reading and writing, preserved the history of African people. In Africa, oral historians recounted adventures, hopes, fears, failures and

triumphs. In the United States, slaves forbidden to read or write the language they had to speak, told stories to forge a feeling of community, and sustain cultural beliefs.[73] Several facets of the arts are inextricably interwoven with African and African-American culture. Research supports a belief that varied arts related activities can also increase reading and language skills, improve self-concept, and aid students experiencing reading difficulties.[74]

These students often exhibit boredom, interest loss, and alienation. Fernald viewed a lack of interest as negative conditioning due to repeated failure. She suggested that remedial work begin with a reconditioning process focusing on the students' accomplishments. For example, she found that using activities that supported children struggling with reading skills often produced success.[75]

Boykin argued that the attitudes of teachers and other personnel, conditioned by the prevailing social-structual and cultural ideologies, play a significant role in student achievement. African-American readers need to feel that they are learning skills patterned after their characteristic styles of expression. The integration of music and movement into the reading context contributes to this notion.[76]

At this point, the researcher/observer wishes to emphasize that some caring, strict, traditional teachers do succeed with most students; and a commitment to high self-esteem plays an important roles in classroom

relations. The arts, which relates to cultural values and attitudes, represents a different approach which the researcher/observer perceives as being more persuasive than finding teachers gifted enough to succeed with children who have already failed once under traditional approaches.

Arts-related reading programs based on multisensory approaches can also aid in the development of fine and gross motor skills.[77] In this context, Mathis and Fanya developed an interesting interdisciplinary approach to art, music, and remedial reading that increased motivation and gave more meaning to reading.[78] Students read a set of directions for the project of the day and referring to the directions, worked on various aspects of the project. Teachers using the students' completed, written summaries of the day's activities then developed integrated lesson plans.

In New York State many arts-based programs exist. One of particular interest was "Learning to Read Through the Arts." This program--cited by the National Diffusion Network as innovative and outstanding--is a part of the Department of Education.[79] Nationwide in scope, it constantly seeks proven educational alternatives to meet the needs of a very large and diverse educational system.

Designed to improve reading skills of Chapter I students through the integration of a total art program with a reading program, "Learning to Read Through the Arts" attempts to improve reading skills and increase interest in other curricular areas. The program directors employ visual

and performing arts as a core for learning. Art teachers,
reading teachers and/or classroom teachers work as a team
using LTRTA language experience approach, in conjunction
with art activities, to improve reading skills. The
teachers use a listening, speaking, reading and writing
approach in the reading-oriented arts workshops; and a
diagnostic, perscriptive, individualized approach to reading
in the reading workshops. Teachers involve students in
reading for information, interest, pleasure, appreciation,
and teach specific skills.

Arts-based curriculums have contributed significantly to
reading and mathematics skills in elementary schools.
Elliott Eisner and H. S. Broudy found that reading compre-
hension required background knowledge that could be gained
only through the study of art, social studies, science and
music.[80] The introduction of music as a background for
reading facilitated other educational activities such as
creative writing, mathematics, handwriting and spelling.[81]

Different types of music seem to relax learners, drown
out most distractions, and stimulate creativity and active
reasoning. Collen N. Mullikin and William A. Henk noted
that the type of auditory background provided by the teacher
can make a difference in students' ability to concentrate
and retain information. The slower pace of soft classical
music allows the reader to relax and concentrate more fully
on the author's message. Classical background music
neutralizes other room noises which might compete for the

reader's attention. Rock music tends to be more intense and frenetic. Mullikin and Henk felt that music should form part of the school environment, and that teachers should consider using classical music occasionally as a background for reading instruction. The type of class activity would determine the type of music selected.[82]

Historically educators have used music as a motivator for children. Rhythms and rhythmic patterns abound in words, names, sounds, cheers and jump rope chants. Rhythm forms an important part of literature and poetry. Mardi Gork found that rhythmic words can enhance a story line. In the book Umbrella by Tara Yashima, the rhythmic structure of the words helps the reader "hear" the falling rain.[83]

Hale-Benson postulates that teachers who use rhythm in speech and engage in verbal interplay with African-American children may connect culturally with those children who interact rhythmically with their mothers at home.[84]

In her work, Ann Piestrup suggested that teachers use a "Black Artful" approach to achieve the highest proficiency when teaching African-American first graders to read. This approach resulted in greater reading achievement for these children as compared to other more traditional approaches. The "Black Artful" approach utilized lively gesticulations and rhythmic verbal intonational interplay between teacher and student.[85]

Singing can enhance oral expression. Song lyrics can teach students about various historical events and different

cultures. For example, singing accompanied all types of
work during slavery. This music spirited the work efforts
as it did in Africa.[86]

Ballads can also tell stories about actual events or
characters or commemorate in song famous ancestors, past
victories and dead heroes. Students might analyze songs for
historical information and check their findings for accuracy.

Music educators familiar with the goals and strategies
of other curricular areas, could explain to classroom
teachers how music-related activities might strengthen
instructional programs in specific ways. They could also
point out the benefits of using familiar lyrics as a text of
a reading lesson to teach and reinforce reading skills such
as phonic generalizations, structual and contextual
analyses. Cyrus Smith indicates that lyrics to many songs
provide excellent sources for teaching vocabulary and both
literal and higher levels of comprehension.[87]

Cloze reading activities work in unison with song lyrics
in which students supply missing parts of familiar songs.
Pearson and Johnson suggested that the cloze technique could
improve vocabulary and comprehension by teaching readers to
use context clues.[88]

Picture book stories and music share a commonality which
enriches and embellishes the early childhood curriculum.
Teachers and students can read musical notes and lyrics much
like words in stories since oral language has a natural
rhythm just as songs do. Frances A. Smardo reports that

most children have a natural proclivity for music. This inclination permits teachers to use singing as a successful way to teach reading.[89] The use of song picture books can greatly enhance reading instruction for all levels of learners.

In her article on music, drama, and reading, Dorothy J. Watson offered the following suggestions on linking curriculum areas:

1. Students can study songs as they discover ways of gathering and presenting new material, as well as methods of updating and categorizing existing material in new and different modes.
2. Songs help students to expand their vocabulary and knowledge about particular issues or problems.
3. Students could interview parents, grandparents and neighbors to see if songs are known in different versions or if similar songs, used in the community, exist in other languages.[90]

All of these aspects of exploration lead to more knowledge about language, as well as to critical and interpretive reading and listening. Experts cite many approaches when using music in the reading program and other curriculum areas, and creative teachers use song lyrics for everything from spelling lists to history lessons. The tremendous motivational power of music, so evident in advertising, can contribute more effectively to education.

Linking drama to music also enhances teaching curriculum. Nicholas Nergiotis has found that shadow figures can become effective tools in awakening interest in dramatics, storytelling, and in sharpening research skills as the children become involved in writing the script. Planning and

preparing a shadow play involves a lot of work. Team work forms a very important part of this process. Stories selected for presentation have special qualities or convey dramatic incidents. Students acutely observe their surroundings as they imitate ways people and animals move. As an instrument of expression and mimicry, this exercise builds language skills.[91]

Rita Kotter explained that dramatic literature mirrors our culture, politics, customs, universal human needs and motivation. She further indicated that in studying each play, we ask: What was happening in that period? How are these characters like me or someone I know? As students read aloud, discuss plots, research background and write, they analyze plot structure, delineate characters and recognize theme and purpose.[92]

William Palmer describes rehearsed reading as another technique for meshing drama and reading. In this activity, children are asked to read, rewrite and rehearse, then present the interpreted version to classmates. This technique helps students gain confidence and assume authority. Questions from listeners help to reinforce students' comprehension. The success of this technique also depends on good listeners. Peers must use their imagination to complete the suggestions of characterization, action and setting and to follow through with discussion. In this manner, each member of the class benefits simultaneously from rehearsed reading.[93]

Mona Brookes described as visually illiterate children who lacked the ability to read visual images with their eyes and interpret shapes. Brookes concluded that visually illiterate children have difficulty learning to read, write and comprehend the elements of mathematics. She developed the Monart Drawing Method to improve their visual perception. This method uses an alphabet of five basic elements of shape to translate visual images onto paper. Children must find the shapes in objects around them and then reproduce these objects on paper. Once students had mastered this method, teachers began to see more than improved drawing skills: students incapable of mastering the written alphabet now recognized letters and words. Consequently, their reading ability improved as well as their facility with mathematical concepts. Students appeared better able to concentrate on other areas of learning because of the relaxed and focused drawing lessons.[94]

Dance components such as discipline, listening, and imagination are vital educational tools. Dorothea Alexander equated skills developed in a "serious" dance class with the same skills needed to excel in reading and other academic areas. She also concentrated on students developing emotionally and intellectually as well as physically. Dance and other performing arts areas which are usually neglected or entirely omitted from most public schools provides an

opportunity for students to express feelings and emotions in a positive and creative way.[95]

Boykin suggests that African-American children learn faster with techniques that incorporate body movement into the learning process.[96] Hale-Benson agrees with this perception, and encouraged teachers to provide opportunities for physical release and to make dance and creative movement activities a part of the curriculum.[97] As a participant in the Roosevelt/University of Massachusetts Staff Development Project, a teacher in the Ulysses Byas Elementary School applied her background in dance and movement to develop a school improvement project. She adapted breathing techniques and body awareness exercises to relax young children who continually fidgeted and moved around. This project provided evidence regarding the feasibility of these practices and revealed that relaxation techniques and quiet exercises could calm a class after lunch or recess, encourage children to speak softly and bring about reduction in the banging of books, chairs, and desks.[98] She suggested that learning should be rooted in the child's experience to ensure its relevance; and that teachers can stimulate the interest of African-American children by presenting things that are known, in a novel manner.[99]

Many elementary schools do not include art as an integral part of the curriculum, and some teachers are unprepared to do so. Educators often discuss the basics of education without mentioning the arts although the arts are

fundamental to a balanced education from three distinct points of view:

1. It is basic to human existence within any group of people that could be described as a culture.
2. Cave paintings predate written records, giving us an invaluable glimpse of the intelligence and sensitivity of early humans.
3. Many cultures are renown and admired for their artistic endeavors.[100]

Arts play a vital role in every child's education. It expands his/her natural mode of exploring the world, and it contributes to other areas of learning.[101] Children of varying abilities benefit positively from arts-related activities. Learning in one area enriches the potential for learning in other areas.[102]

Teachers should understand the philosophies and practical mechanics of linking artistic activities to academic concepts and skills. Once understood, they could include these approaches in their daily classroom routine.[103] Additionally, in-service training or staff development workshops could provide educators with theoretical and practical "basics" for integrating arts into the academics.[104]

A body of selected literature supports the premise that (1) arts are fundamental to a balanced education; (2) arts form an integral part of African-American culture; (3) a definite cultural link exists between African-American students, academic performance and the arts; and (4) the use of varied cultural art forms significantly impacts on the reading achievement of African-American students. The researcher/observer suggests that her background in music

and reading might prove helpful in redesigning a relevant curriculum for African-American children. Such a curriculum could encourage teachers to seek viable means of using cultural hooks to improve student academics.

Linkages to the Project

This chapter focused on examining the research studies to learn how the arts might be connected to other academic areas and used as an alternative method for reaching children who have experienced repeated failures. Many have become discouraged and, in some cases, lack motivation. Research studies documented the arts as an important instrument for achieving an increase in reading, writing and language skills. These studies have also shown that youngsters sometimes use the arts in ways that closely parallel verbal expression. In addition, studies suggest that when properly employed, the arts can improve the educational lot of educationally deprived children.

Many educational organizations and institutions have, over the years, sought to identify and resolve problems afflicting these at-risk children, by instituting programs which would, (1) create a favorable disposition toward learning in many subject areas, (2) increase students self-confidence and self-esteem, (3) alert the teaching personnel to the distinctive styles and needs of an ethnically diverse group of students, (4) include distinctive cultural forms in the academic task settings and build the curriculum around this characteristic base, and (5)

emphasize a more interdisciplinary approach to learning. Many of these programs have had significant success; however, others are still being refined, modified, or redefined.

Based on the review of pertinent studies and on evidence found in the documented materials, the researcher/observer accepted certain propositions as a basis for this study. First, the arts are intrinsically related to the lives of human beings. Therefore, Chapter I students in the Theodore Roosevelt Elementary School might benefit significantly from an arts-based program designed to help students and teachers explore new modes for stimulating the learning process. Second, because the arts form an integral part of African-American culture and are fundamental to a balanced education, the use of arts-related activities would probably have an observable effect on the reading achievement of Chapter I students. Third, Cooperative Learning could serve as a viable tool for working with African-American students and could probably help to narrow the traditional academic gap between African-American students and their White counterparts. Fourth, school districts and personnel, working together, could develop an adaptive curriculum model that would meet the diverse needs and abilities of African-American students. Fifth, a school-based arts program developed at Theodore Roosevelt Elementary School could emphasize child-centered creative arts activities that would be motivating and meaningful to struggling readers. Once

successfully implemented at Theodore Roosevelt Elementary
School, the program could be replicated at other schools in
the district and elsewhere.

CHAPTER II

Notes

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CHAPTER III

METHODS AND PROCEDURES

Introduction

This chapter describes the methods and procedures used in program planning, gaining the necessary support for implementation of the project, designing student activity modules, organizing resources and evaluation procedures. Also, the advantages of action research around school improvement issues.

To prepare, the researcher/observer:

1. Visited and researched arts-based remedial programs.

2. Reviewed the district Needs Assessment with emphasis on the areas dealing with curriculum change.[1] The utilization of action research procedures permitted the researcher/observer to (a) draw on the work of others, and (b) collect data with which to evaluate the effectiveness of past determinations. This assessment was employed to guide the process of decision making, and where possible, improve or modify the program.

3. Developed, in conjunction with Chapter I staff, a mini-plan that would introduce the contemplated Chapter I redesigned curriculum to the district Director of Compensatory Education, building principal, faculty, and parents.

4. Collaborated on all student activity modules with classroom teachers and Chapter I staff. The

flexibility of this collaborative planning allowed for changes in current and related needs, and it also provided for variations in conditions or unforseen events which could occur over the course of these planned activities.

5. Structured questions that guided and directed all taped interviews with students, teachers, and Chapter I staff concerning program development and implementation.

6. Reviewed and summarized taped interviews which yielded important opinions and ideas concerning new activity modules and program planning.

7. Reviewed, in conjunction with teachers and Chapter I staff, each activity module for strengths and weaknesses; and adjusted or modified the module based on the review.

Redesigning Chapter I Curriculum

Original Plan

The Chapter I coordinators at the Theodore Roosevelt Elementary School decided that the Reading and Mathematics Centers would join forces, share talents and expertise to plan and develop an arts-centered program specifically designed to link the Chapter I and regular classroom pro-grams. The coordinators gathered information on existing arts-based programs, attended six seminars and workshops, and collected, read, and assessed related literature. In addition, they visited four arts-related programs held in

public schools and gained information on how to establish a program similar to Learning to Read Through the Arts, originally designed for Chapter I students.

Learning to Read Through the Arts (LTRTA) represents an individual program designed to improve the reading skills through the integration of a total art program with a total reading program.[2] However, the Chapter I staff could not use the LTRTA's format in redesigning the Chapter I curriculum because of restricted space, limited budget and scheduling difficulties. After visiting programs in the arts identified as effective and excellent for Chapter I students and reviewing related literature, the researcher/observer recognized that these programs were not necessarily linked to the classroom program; that some aspects of the visited programs might prove adaptable, with modifications, to the Theodore Roosevelt School setting. For example, Chapter I staff members would pool their artistic abilities to compensate for not having an art teacher or program. In addition, other programmatic changes would depend on specific needs and available resources within that setting.

Pilot Project

The vehicle selected by the Chapter I staff for introducing the redesigned Chapter I curriculum to the district Director of Compensatory Education, building administrator, faculty and parents consisted of a four-day mini project. Observing that students seemed to enjoy stories involving mythical or imaginary monsters, the

researcher/observer with the Chapter I staff created a project. This project involved a select group of fifth grade students and a popular children's book--Maurice Sendak's Where the Wild Things Are--to illustrate how arts and crafts might be incorporated in the language arts curriculum.[3]

Students viewed a filmstrip of the book, compared and contrasted real and imaginary things, defined vocabulary words, classified phrases from the book as real or imagi- nary, and wrote descriptions of their imaginary monsters. Word games and puzzles reinforced the newly acquired vocabulary. These activities involved two, forty-five minute sessions. Students kept all work relating to the activities in individual folders.

During the third session, the researcher/observer asked students to think about the book, filmstrip, or their written descriptions of their imaginary monsters. After much discussion, the students began to illustrate their own wild thing or imaginary monster. Each student:

1. drew and colored (using fabric crayons) his or her own wild thing.

2. placed the picture face down on a fabric square.

3. shielded the picture with a protective covering

4. used a very hot iron to transfer the art work to the fabric squares.

Once completed, the fabric squares were sewn together and displayed as a wall hanging.

To gauge their reaction to the pilot project, the coordinators met with student participants. The students expressed a desire to include creative arts in all Chapter I sessions and found working in this manner interesting and fun. To illustrate the new format, the Chapter I staff shared student comments and slides which documented the entire project with the building principal, staff, parents, and the district Director of Compensatory Education. This group agreed that the format change should prove beneficial and attractive to students. They offered their help and support which the Chapter I staff considered positive and encouraging.

With approval of the building principal and district Director of Compensatory Education Programs, the coordinators formulated plans for the proposed program change. First they shared their ideas with, and sought the support of, their two educational assistants. Recognizing the importance of involving those classroom teachers most directly affected by the proposed changes, the coordinators scheduled meetings to share the new concept and to elicit suggestions and ideas for creating a more effective plan. Location, day, time, and class coverage became important considerations. Because of its size and availability, the coordinators selected the Reading Center as the site of these meetings and chose Friday mornings as the meeting day because adequate class coverage could be provided. These planning sessions usually lasted forty-five minutes to an

hour. Little or no connection existed between classroom and Chapter I programs.

One hundred fifty Chapter I students in grades 3 - 6 participated in the curriculum development effort. The researcher/observer, in conjunction with the Chapter I staff, linked planned activities to the classroom curriculum and structured these activities in the following manner:

1. The Chapter I staff which included the Reading Coordinator, Mathematics Coordinator and two Educational Assistants, served as a core team for developing an improved Chapter I curriculum utilizing arts and crafts activities to expand language arts in the classroom.[6] The music teacher, physical education teacher, librarian and any other auxiliary personnel that could contribute to the project augmented the basic staff.

2. Bi-weekly morning sessions involved small group remedial instruction in reading and mathematics. Each session consisted of thirty minutes of reading and thirty minutes of math. In the afternoon, each grade level (3 - 6) had an additional ninety-minute arts activity session once per week. Chapter I mandates that students receive weekly, a minimum of ninety minutes of services above and beyond the regular classroom program. Morning sessions partially fulfilled this requirement. The ninety-minute arts activity sessions per grade level helped to complete the time requirement. In addition, students needed longer blocks of time to work on art projects.

3.   Classroom curriculum determined the theme or focus
of student activity modules. The researcher/observer and
Chapter I staff designed, implemented and assessed the
activity modules that aimed to reinforces classroom
curriculum.

4.   Time and scheduling constraints kept activity
modules within a three-to-four-week period.

5.   Each student kept a journal to record and define
vocabulary encountered in the activities. Student journals
helped to reinforce important skills and to expand students'
vocabulary.

6.   Each session had a stated objective in one of the
following areas: Mathematics, Reading, Language Arts or
Art. Students discussed and recorded the objective in their
journals. Students recorded step-by-step directions in
their journals for arts and crafts activities. This process
provided them with a written record and a better understand-
ing of the procedures involved.

7.   The researcher/observer maintained a master journal
to chronicle all project activities. This weekly written
record helped in the evaluation of the activity modules; and
listed the stated needs and reactions of students, teachers
and Chapter I staff to the activities. Interpretation of
this information by the researcher/observer proved useful in
modifying future modules.

8.   The researcher/observer prepared progress reports
and chronicled other pertinent student information. This

provided an additional link to the classroom teacher and curriculum.

The researcher/observer scheduled grade level meetings twice a month with the teachers during the 1986 school year. At the end of the year, the researcher/observer asked teachers to project tentative areas of concentration for the impending school year. At the beginning of the fall semester, the participants met again to formulate plans for activity modules at various grade levels. One group of teachers viewed the process as a way of integrating the Chapter I program with the classroom program. This group opted for teacher and class involvement in every facet of the planning and implementation process. The other group of teachers requested that the Chapter I staff develop activity modules based on a specific part of the classroom curriculum, and requested the sharing of modules thus developed. This sharing would afford them an opportunity to observe how an alternative approach, as proposed by the Chapter I staff, would reinforce subject matter covered in the classroom. Ultimately, the inclusion of all students--not just those designated for Chapter I services--struck most members of the group as an acceptable course of action.

All involved personnel had a part in the implementation of the modules. Each module had a culminating activity of either a trip, a performance, or a display of art work, to name a few. Slides documented all related activities.

The researcher/observer developed two sets of questions and conducted taped interviews with program participants to assess the activity modules. (See Appendix A) Information thus gleaned dictated the necessary modifications and/or changes. In addition, the researcher/observer solicited suggestions for future activity modules from the participants.

Neither the Reading nor Mathematics Centers provided the amount and type of space required. The cafeteria/general purpose room was large enough but remained unavailable for the following reasons: (1) it doubled as the music room, (2) substituted at times for the gym, and (3) lunch which began at 11 A. M. did not end until 1 P. M. In the absence of adequate space, students worked as carefully as possible in the limited number of available locations such as the hallways, the library, and classrooms when available. Using large quantities of newspapers and plastic sheets the students covered surfaces vulnerable to damage. This practice shortened clean-up time. Most students adapted well to makeshift conditions.

Modifications

The following are general modifications on the original plan based on input from Chapter I staff and classroom teachers:

1. Greater involvement in the planning process of classroom teachers most directly affected by the change.

2. Expanding the time frame of activity modules from four to six weeks to allow participants time to complete the activities.

3. Weekly updating of the master journal by the researcher/observer of all activity modules.

4. More interdisciplinary approaches to subject matter afforded greater teacher input.

5. The researcher/observer increased small group reading sessions from thirty to forty-five minute periods, twice weekly. Students needed this additional time on task to complete their assignments.

The following steps facilitated the implementation of the suggested modifications:

Step 1

The researcher/observer held brainstorming sessions with classroom teachers and discussed ideas, concepts and themes on which to build the module.

Step 2

Chapter I staff members discussed proposed areas of concentration and ways in which to expand or embellish the topics.

Step 3

Participants gathered information and materials on the proposed topic. Others such as the district Writing Coordinator and the schools librarian were invited to relevant planning sessions and asked to bring materials they deemed helpful to the proposed topic.

Step 4

The researcher/observer selected Friday mornings as the best time to schedule meetings. This scheduling proved advantageous since an ample number of educational assistants would be available to monitor the classes of participating teachers. If additional planning time was needed, teachers used one of their preparation periods for that purpose.

During the planning meetings, the teacher participants, guided by the researcher/observer, selected the module theme and decided on the number and types of activities for inclusion. They developed a list of materials needed for each activity and established where and when each activity would take place: whether in the classroom, hallways, library or the general purpose room, when available. They then determined the length of time it would take to complete the module and outlines the responsibilities for each participant.

In addition, the participating teachers shared materials they had gathered; selected relevant portions for the proposed module and left the remainder for an ongoing resource file.

Step 5

Each member of the planning group developed at least one phase of the activity module. For example, the teacher in charge of a proposed trip made arrangements pertaining to time, place, date, cost, and letters to parents; or the educational assistants, handling an art activity, assembled

all needed materials, developed a set of step-by-step
directions and made a sample of the completed work to share
with students.

Step 6

Members of the planning team gathered materials for
student activity booklets or folders; but the Chapter I
staff, having a more flexible schedule, assembled them.

Step 7

The planning group met for a third time to ascertain
the completion of all facets of the module's activities.

Step 8

The group scheduled an afternoon session with the
students to provide an overview of the module.

Step 9

The implementation process began: Students met in small
groups with teachers, coordinators, assistants and other
project participants to work on planned activities. These
activities usually encompassed a four-to-six-week period.
Interruptions such as tests, vacations, and other school
activities extended or delayed the process.

Step 10

A culminating activity usually formed part of the
module. This activity took different forms which included a
performance by students, a display of students' work, trips,
or a visit by individuals who significantly impacted on the
program.

Step 11

The researcher/observer maintained a master journal which detailed all procedures used in formulating and/or modifying these steps: a written record based on input from the participants.

Step 12

The planning team evaluated the activity modules in a formative and summative manner. Sets of questions, developed by the researcher/observer, to estimate the value of the program became the focal point of taped interviews involving teachers, students, and Chapter I staff. (See Appendix A) These interviews (a) assessed the strengths and weaknesses of the modules, (b) led to substantive changes or modifications which strengthened the program, and (c) provided the staff with essential ideas for use in future modules.

Resources

Human

Researcher/observer. A shared ethnic and cultural background with participating students increased the researcher/observer's awareness of possible cultural "hooks". Understanding the importance of this cultural link, the researcher/observer, in conjunction with Chapter I staff created a project designed to draw on the special talents of the classroom teachers and other involved personnel. The researcher/observer functioned in various capacities--as coordinator of the school's reading program and as a participant/observer in the project. Functioning

at such varied levels, the researcher/observer had an opportunity to view the whole school in a broader context not readily available or accessible to most classroom teachers.

Director of Compensatory Education. Leadership is a critical factor in the success of any program. For example, Elizabeth Feely, one of the regional superintendents in the Atlanta, Georgia, Public School System states that although not trained in the arts, she believes they are a key element in education and are necessary to ensure a high quality of life. Furthermore, she believes that participation in the arts can produce harmony among people and produce direct results in students' lives that other areas of instruction cannot stir, such as a sense of values, self-worth, and a positive self-image.[4]

Research indicates that an effective educational leader provides the freedom and support necessary for new and creative ideas, fosters or cultivates a sense of community or esprit de corps among his/her staff and functions as an instructional leader.[5]

The district Director of Compensatory Education embodied several of these elements. She instituted the Compensatory Education Day which served as an opportunity for reaching out to the parent community. This helped to establish a strong parent component within the Roosevelt Chapter I program and set the tone for other types of educational changes.

With the easing of the Chapter I regulations, the director challenged the Chapter I coordinators to do something innovative in their labs. She gave them the freedom to develop activities in their particular settings that would best meet the needs of their students; and she advocated involving teachers, parents and students in these proposed activities.

The director encouraged the researcher/observer to pursue the idea of utilizing her background in the arts as a basis for redesigning the Chapter I curriculum in the Theodore Roosevelt Elementary School. She also encouraged the Chapter I coordinators to share their expertise with each other and with interested individuals in and out of the district.

Building Principal. In some districts, the issue of combining the arts with the regular classroom curriculum has been problematic since this involves many uncertainties. These could include the openness to concepts and ideas pertaining to a new program, which allows the staff latitude to experiment with its implementation and the nonsupport for innovative activities. Most researchers have indicated that a principal plays an important role in bringing about higher levels of student achievement. In addition, they emphasize his/her role in creating a climate of achievement by inspiring confidence and encouraging new approaches.[6]

At the Theodore Roosevelt Elementary School, the administrative head has constantly encouraged staff and

students alike to grow and develop to their fullest potential; and has worked with teachers, students, parents and community members to create a setting conducive to learning which, once established, becomes a viable part of the school's tradition. He supported programs such as the Right to Read Project. He initiated and participated actively in many new ideas and concepts for teachers of the Theodore Roosevelt Elementary School. The principal advocated cooperative/collaborative sharing for teachers, parents and students. He encouraged, during faculty meetings, the introduction of staff development projects that permitted teachers to share their expert knowledge and various content materials and to demonstrate how they could be implemented in the classroom. Furthermore, the principal supported the idea of redesigning the Chapter I curriculum and linking it more effectively to the classroom curriculum.

Mathematics Coordinator. The Mathematics Coordinator endowed with excellent organizational skills served as an indispensable part of the Chapter I staff. She assisted in every phase of the planning process and insisted that the program include the entire Chapter I population. Consequently, the program was designed to include all students in the Chapter I Reading and Mathematics Centers at the Theodore Roosevelt Elementary School.

Appointed to the position of Mathematics Coordinator in 1985, she brought with her (a) twenty years as a classroom teacher, (b) training from a special math program--The

Barrett Pilot Math Program--designed to increase student achievement in mathematics, (c) an attitude which demanded above-average performance from her students, (d) a persistence for excellence which students initially resisted but eventually accepted, and (e) a well-organized and disciplined plan which students responded to and understood.7

The researcher/observer in conjunction with the Mathematics Coordinator and the two educational assistants formed the core of the Chapter I program. This relationship extended far beyond the school setting. Mutual respect within the group became evident as each individual willingly devised workable solutions to problems as they arose. Each member had artistic talents that she used creatively to develop the activity modules. The program might have suffered without the collaboration and input of the core members plus the unswerving support of the district director and the building administrator.

Teachers. A flexible schedule afforded the researcher/observer an opportunity to interact with teachers at every grade level and to establish a relaxed, open, and non-threatening relationship. The primary goal involved the integration of the Chapter I and classroom programs. Research has indicated that an array of problems exists between these two entities which include communication breakdowns, scheduling difficulties, class disruptions, and missed activities.

The linking of the classroom and Chapter I programs did not take place in isolation. Teachers collaborated with the researcher/observer and the Chapter I staff on this linkage; and its success depended on many factors which included the following:

1. Teachers expressed an interest in redesigning the curriculum to accommodate the two programs. Their contribution to, and participation in the curriculum, change led to its orderly implementation.

2. Teachers and the researcher/observer continually worked together and provided assistance to each other, on an on-going basis. This collaboration promoted collegiality among participants and an atmosphere conducive to experimentation and evaluation.

3. Teachers showed a willingness to share concepts, ideas, and materials with colleagues. This sharing made access to relevant information through open lines of communication easier.

4. Teachers determined that an agreement on common goals for student achievement would enhance the feasibility of linking the Chapter I and classroom programs. This decision to focus on specific goals facilitated the teachers ability to adopt and adapt new ideas for classroom use. In addition, this focusing permitted the researcher/observer and Chapter I staff to arrange for common

planning time with teachers as well as class
coverage.

The project incorporated various activities aimed at
self-worth such as displays of students' work. These
displays reflected aspects of the classroom curriculum. The
researcher/observer used a master journal in conjunction
with ongoing, informal conversations and taped interviews
with students, teachers, and Chapter I staff members to
modify or adjust the activity modules. This approach
permitted the researcher/observer to formatively assess the
success or failure of the project.

Teachers not initially involved in the project
volunteered their services and support which this researcher/
observer interpreted as a positive influence on the school
setting. For example, one teacher requested guidance in
integrating arts and crafts activities in a literature
unit. Another teacher sought help in dramatizing a social
studies unit.

Educational Assistants. To insure educational cohesive-
ness, teachers and paraprofessionals work as a team, keep
lines of communication open, and define the roles and
responsibilities of individuals within a given program. In
this context, the April, 1990, issue of the New York Teacher
reported that workshops held in Suffolk County, New York,
for aides and educational assistants recognized them as
important and necessary participants in the classroom.[8]

At the Theodore Roosevelt Elementary School, two educational assistants worked in the Compensatory Education Program. One who worked in the district for 19 years became involved with the school as a young mother in order to spend more time with her children. She began as an aide in the kindergarten classroom. After a year in that capacity, the district provided the opportunity that prepared her for the position of educational assistant. At the completion of this training period, she was assigned to the Chapter I staff. Skilled in the art of painting and drawing, she continually went the extra mile with a positive, problem-solving attitude. She also implemented arts and crafts activities, designed by the researcher/observer, that encouraged students to improve their academic skills. Her other duties included monitoring the cafeteria and participation in decorating for graduation and Grandparents' Day. In addition, she had the responsibility, on building level, for the latch-key program.

The second educational assistant worked in the district for twenty years. At one time, a sixth grade teacher aide, she also entered a program that trained her to become an educational assistant. Assigned to Chapter I, she created original art work and poetry which the program used in developing activity modules. She preferred working with older upper grade students and encouraged them to strive for realistic and achievable goals. Her responsibilities, which extended beyond the Chapter I program, included monitoring

the cafeteria, helping with the latch-key program, and
covering classes for teachers involved in conferences, or
other school-related activities.

Fiscal

Salary increases absorbed the greater portion of funds
allocated for the Chapter I program. Faced with this
condition, the researcher/observer improvised alternatives.
Having viewed art-based programs funded by one of the state
or federal arts foundations, the researcher/observer knew
Roosevelt lacked funds; but accepted the fact that New York,
like many other cities with theaters, musical organizations,
museums, and the like, constituted an important cultural
center. Taking advantage of these opportunities depended on
money the district could not supply. Alternative methods
became necessary. Teachers, administrators, students,
parents, relatives and the researcher/observer volunteered
time, talent, and much of the needed materials.

The building principal, skilled in the art of macrame,
served as an example of voluntary involvement. He extracted
time from a busy schedule to share this talent with the
students. One of the special education teachers, a talented
doll maker, volunteered her services as time and schedule
permitted. The pooling of effort and talent became an
exciting part of the program as individual participants
contributed their own kind of energy and enthusiasm.

The Chapter I staff searched for new talent and extra
money. When this effort failed, they relied on improvisation.

High costs which involved transportation kept visits to
museums, art galleries, performances to one or two per year.
The staff replaced several of these cultural experiences with
films, video tapes, vinyl records, magazine pictures, and
slide-presentations.

Documentation

The range of activities and relationships outlined in
this chapter required richly varied sources of data for
assessing the project. The researcher/observer selected
five activity modules to report on in this dissertation.
Each module had a focus and series of student activities
linked to classroom curriculum. Topics covered included:

1. Positive Self-Image with module All About Me (Grades
   3 - 6)

2. Cultural Diversity with module An Expanded View of
   Long Island (Grade 4)

3. Congruence with Module The Solar System (Grade 3)

4. Cultural Heritage with module African Safari (Grade
   6)

5. Cooperative Learning with module Hall of States
   (Grade 5)

Student Activities and Products

Activities designed for the All About Me module
attempted to instill positive self-image and increase
student confidence. Arts and crafts activities included

body tracing, silhouetted heads of student participants, personalized name plaques and personality cubes. Descriptive words, phrases, pictures, and other items students considered important became a part of each activity and helped increase their awareness of self. Completed products at each grade level were displayed in the Reading and Mathematics centers.

An Expanded View of Long Island afforded students an opportunity to learn more about the culture of Native Americans and its important link to Long Island communities. Activities included the construction of a five-foot map of Long Island which showed the location of the thirteen original tribes, illustrating and assembling totem poles, and designing Indian necklaces. Once completed the products were displayed on one of the walls in the main corridor of the school. A significant part of this module involved a day-long visit of a Native American. She shared with students tribal artifacts, Native American oppression in the United States, and reasons for the connection between Native and African-Americans.

In the Solar System module, the researcher/observer in conjunction with teacher participants, endeavored to expand and enrich students' knowledge of the solar system. Activities included assembling a mobile which contained facts about the sun, creating a time line of space explorations and papier-mache replica of the solar system. This module culminated with a trip to the planetarium.

Students displayed projects and pictures in the hallway near third grade classrooms and across from the student cafeteria.

In creating the African Safari module, the researcher/ observer and Chapter I staff attempted to develop within students a sense of connectedness that goes beyond the immediate family and ties to the past. Student participants and Chapter I staff created a huge map of Africa. Students researched and shared reports on the geographical regions and selected animal inhabitants. Three dimensional animals created by the students became part of the sixth grade wall display. The activities in the module added to the class-room unit of study on Africa and increased students' pride.

The Hall of States activity module involved cooperative learning. It attempted to demonstrate (1) an effective method for teaching academic and social skills and (2) the importance of group members working cooperatively towards a given goal. Activities involved groups of students research-ing and developing fact sheets about states within a given region, creating three dimensional state-produce maps, state trivia, fabric wallhangings of state birds and flowers. Completed products became a part of Hall of States display.

Planning Activities and Processes

The activity modules presented in this study represent the collective efforts of the researcher/observer, Chapter I staff, and participating teachers in the Theodore Elementary School. The researcher/observer arranged for common

planning time that would permit participating teachers an opportunity to determine module theme, time frames, and types of activities to include. This planning time also allowed participants to share ideas and concepts. In addition, it provided an opportunity for colleagues to work together in ways not normally available to them. Planning sessions produced student activity modules.

As a result of their involvement in developing student activity modules, teachers embraced and utilized some of the ideas developed during the process. For example:

1. One teacher developed an arts-based literature unit in her classroom.

2. Another introduced her students to hands-on activities in a nutrition unit.

3. Two teachers tried to plan their lessons in a more integrated manner.

4. One teacher used cooperative learning techniques with students.

5. Participating teachers became advocates for the permanent linking of classroom and Chapter I programs.

Assessment of Curriculum Change

The researcher/observer believed that redesigning the Chapter I curriculum and linking it to the regular classroom program could help meet the diverse needs and abilities of students. The researcher/observer considered collaboration an important tool in the change process. Teacher feedback

emphasized the importance of professional interaction among colleagues. Students indicated a preference for arts-related activities integrated in the program as opposed to the diagnostic, perscriptive approach.

Teacher and student participants assessed all modules in a formative and summative manner. Reactions and comments are found in Chapter IV in the summary/evaluation section at the end of each activity module.

Reflections on School Change

The researcher/observer believes that the characteristics of effective schools relate to the school-change effort reported on in this dissertation. Support from the administration and building principal was crucial to the successful implementation of new and innovative ideas.

The support afforded the researcher/observer an opportunity to (1) develop a format change beneficial to student learning (2) strengthened the linkages between the regular classroom and remedial programs through the use of arts-based activities, and (3) use volunteer participants for a project in which human and fiscal resources remained severely limited.

The changes were closely connected to the existing curriculum. Teachers saw them as relevant and used them to expand and enhance their regular classroom program. In such an atmosphere, feedback from project participants and consistent monitoring of the process contributed to the

effectiveness of the change process and an increase in
collegial collaboration.

Epilogue

To propose and implement a new program one needs to
know that change in the "existing regularities" could prove
extremely difficult.[9] School improvement, while possible,
does not always come easily. The change process requires
flexibility and openess.

Motivating and building self-esteem in children who had
repeatedly failed dictated the designing and implementation
of an arts based remedial program. Researchers, educators,
and other interested parties have pointed to the federal
government's role and impact on local school districts. The
literature indicates that even though many federally funded
programs exist, the success rate among them remains dismally
low. Studies have shown that innovative programs without
the interest, dedication, and support of staff, administra-
tion, and parent community usually seem to fail in spite of
the amount of federal funds allocated. Therefore, the
project participants from the program's inception need to
become involved in a meaningful way.

Seymour B. Sarason states that the rationale that
justifies involving teachers in the change process,
beginning with planning, is precisely the rationale that
justifies the involvement of parents and community groups.
Those who are most directly affected by the change must have
some part in the change process. It is only by being drawn

into such a situation that they become committed to the struggle.[10]

Leadership, teaching personnel, curriculum, and instruction are interdependent and tend to have a quasi-sequential relationship. The major elements necessary for school success involve interrelated variables that have debilitating consequences when not in balance and synergistic effects when operating in harmony.[11]

Given the limited number of personnel, fund restrictions, and the research performed prior to commencing, the success of this project depended on the voluntary participation of Chapter I staff members and classroom teachers. Project participants continually sought alternative ways for implementing new ideas or concepts.

CHAPTER III

Notes

[1]Byrd L. Jones, ed., A Report on Roosevelt Public Schools: Strengths and Potential Improvements (Amherst, MA, University of Massachusetts, 1983).

[2]Bernadette C. O'Brien, Learning to Read Through the Arts (New York: New York City Board of Education, 1983).

[3]Maurice Sendak, Where the Wild Things Are (New York: Harper and Row, 1963).

[4]William G. Durden, "Lessons for Excellence in Education" Daedalus, 112, No. 3 (1983), 99.

[5]Ibid. 84.

[6]U. S. Department of Education, Office of Educational Research and Improvement, What Works: Research About Teaching and Learning (Washington: U. S. Department of Education, 1986), 50.

[7]Everad Barrett, Barrett's Pedagogy and Curriculum for Computational Facility Kindergarten through Fourth Grade (New York: 1976, photocopied).

[8]New York Teacher Staff, "Paras Examine Communications for the Instructional Team," New York Teacher, 16 April, 1990, 21.

[9]Seymour B. Sarason, The Culture of School and the Problem of Change, 2d ed. (Boston: Allyn and Bacon, Inc., 1982), 96-100.

[10]Ibid.

[11]Linda S. Lotto, "Evidence from Experts", chapter in Why Do Some Urban Schools Succeed? (Bloomington: Phi Delta Kappa, 1980), 196-97.

CHAPTER IV
STUDENT ACTIVITY MODULES
Introduction

The five activity modules included in this study represent the collective and collaborative efforts of the researcher/observer, Chapter I staff, and the third, fourth, fifth, and sixth grade teachers at the Theodore Roosevelt Elementary School. The researcher/observer utilized this curriculum redesign effort (1) to bridge the gap between the Chapter I and classroom programs, and (2) as an alternative to the easier method of asserting the goal of building self-esteem.

Adoption of a flexible and creative approach permitted the involvement of project participants in all facets of the planning, implementation, and evaluation process.

Each module included a focus, an objective, an appropriate grade level designation, identification of participants, materials utilized, procedures followed, and evaluation. In developing the modules, the researcher/observer considered students' interests, integration of curriculum, time and space constraints, and the availability of personnel.

Module 1

Focus: Positive Self-Image

Print and electronic media predicts that by the year 2000 the educational system will include children who are more

culturally and linguistically diverse than at present. Research indicates that some schools and school districts are more successful in teaching African-American children though the exact reason for the higher learning and testing levels remains unknown.

Some educators tend to utilize important lessons they have acquired about teaching and learning styles of African-Americans for improving students' basic skills. Factors that impact on classroom improvement include (1) teacher planning, management and quality of instruction; and (2) students' involvement in classroom activities, coverage of academic materials and success. These and other factors, used effectively, tend to produce increased student achievement.

Advocates of the Effective School Movement base the improvements on (1) a strong administrator, (2) high expectations from the teaching staff, (3) consistent evaluation and assessment, (4) a well-defined school mission, and (5) an educationally stable school environment that encourages teaching, learning, and the sharing of successes with others.[1]

With many of the above ideas in mind, the researcher/observer, in conjunction with the Chapter I Staff, started the project "All About Me." Observation of students' lack of self-esteem and confidence in pursuing assigned tasks involving personal assessment led the researcher/observer and Chapter I Staff to conclude that Chapter I students needed a positive self-image.

Many educators have supported the idea that the development of self-esteem and discipline in African-American children remain crucial to their academic success. They also believe African-American children must develop an Afrocentric frame of reference as a criteria for image selection. These African frames of reference could set in motion a mental and emotional process with the involved maturational forces and experiences leading to an improvement in self-appreciation, learning, and performance. Hence, the researcher/observer has utilized the following activity to bridge the gap.

Activity: All About Me

Objective: To build positive concepts about oneself

Grade Level: Third--Sixth

Participants: 150 students (3-6)
                 Reading Coordinator
                 Mathematics Coordinator
                 Educational Assistants
                 Librarian

Materials: Filmstrip (Who Am I? [Primary])
                     (Becoming Yourself [4-6])
                       Scholastic Publishing Company
                White Paper
                Construction Paper
                Oak tag
                Magazines
                Wallpaper Books
                Black Paper
                Paint
                Pencil
                Ruler
                Wood
                Sand paper
                Saw
                Shellac
                Wood stain
                Scissors

          Newspaper
          Tape Measure
          Glue
          Tracing letters
          Overhead Projector

Planning

Phase 1. In 1984, the Reading and Mathematics
Coordinators met separately with groups of students to
correct diagnosed skill weaknesses. Using a new format and
working in a more holistic manner, the coordinators combined
the two labs and integrated many of the activities from the
various subject areas including math, reading, social
studies, and language arts. The Chapter I staff planned its
first activity module--"All About Me"--for all participants
with the intent of instilling self-esteem and helping them
learn more about themselves and classmates. Teachers could
also learn more about their students. With the time frame
established, the Chapter I staff would meet with a different
grade level each afternoon for one hour and twenty minutes.

The Mathematics Center could only accommodate ten stu-
dents at a time; so the Chapter I staff also used hallways.
The staff collected materials from teachers, educational
assistants, coordinators, as well as from the Superintendent
of Schools' personal resources, seeking effective ways to
present the activity to the students. The following two
Scholastic filmstrips were utilized because of their rele-
vancy to age and appropriateness to the theme:

(1) "Who Am I", for use with the third grade students and

(2) "Becoming Yourself", for use with students in grades

four through six.[2]

At the same time, the team selected the following

activities for use in the module:

(1) Body Tracing--Third Grade

(2) Silhouettes--Fourth Grade

(3) Wooden Name Plaques--Fifth Grade

(4) Personality Cubes--Sixth Grade

Phase 2. The Chapter I staff collected and assembled

resource material for each activity in the project. The

school custodian donated wood for the plaques. A local

business firm contributed several books of wall paper

samples. Other faculty members donated old magazines.

Chapter I staff members and their friends donated many

useful items found in their homes. Students and their

families contributed fabric, wood pieces, and paint.

Implementation

In the fall of 1984, The Chapter I staff introduced the

format change in Chapter I activities at the Theodore

Roosevelt Elementary School. Classes met in small groups

during the morning sessions. During afternoon sessions, the

Reading and Mathematics Coordinators combined them into one

group, according to grade levels. Each of the four grade

levels met, in this combined session, for one hour and

twenty minutes, one afternoon per week.

The Chapter I staff designed the project to learn more about their students, thus giving them an opportunity to understand how students perceived themselves.

Description of Activities at Each Grade Level

Activity 1: Body Tracing.   Each third grade student chose a partner for this activity based on personal preferences. Before beginning, the Mathematics Coordinator outlined the procedure to the students. The Chapter I staff then measured, cut and distributed large white sheets of paper to the students.

The teachers challenged students to trace each other. The students traced their partners on sheets of paper that had been placed on the floor and then cut out tracings. Teachers encouraged students to add lines and coloring to make the tracings or "dolls" look like themselves. Students sketched in facial features and clothing using water base paints and then hung the completed "dolls" wherever space existed.

The second part of this activity involved body measure-ments. Students, working in pairs, first measured their "dolls" and then each other. They carefully recorded and compared the measurement to see if the traced measurements differed from their own. Students displayed great pride in their finished products and seemed eager to share their thoughts and feelings about the activity with their class-mates. The entire process lasted three weeks. At the end

of the activity, students took their tracings home for the holidays.

Activity 2: Silhouette. The two educational assistants supervised fourth grade students for this activity. Using an overhead projector, an educational assistant traced each child's head as he or she stood in front of a 12' x 18" piece of black paper. The student then cut out the silhouetted head and mounted it on colored construction paper. Students traced, cut out their names from sample wall paper and mounted these names vertically next to the silhouetted head. Using each letter in their names, students wrote words describing themselves. For example, a student named Elsa described herself as:

eloquent

lucky

smart

able

Activity 3: Wooden Name Plaques. Fifth grade students began this activity by sanding their wooden squares to a smooth finish and then they stained them. As these squares dried, students selected self-descriptive words, phrases, pictures, and letters which they cut out and placed in separate envelopes for safe keeping. Students arranged and glued the descriptive words, phrases, or pictures onto the wooden squares, covering them with a thin layer of glue and

two applications of clear varnish. This whole process gave the finished product a decoupage effect. Many students used their plaques as wallhangings.

Activity 4: Personality Cube. This activity presented the greatest challenge. The Chapter I staff assumed that sixth graders using oaktag, pencil, ruler and scissors could construct a cube following step by step directions. Each cube, when completed, would display on its surfaces colorful pictures and words used to describe the student and those things that he or she likes.

The lesson resulted in frustration for both students and the Chapter I staff since these students encountered problems with the directions for constructing the cube. The Chapter I staff then simplified the instruction and had students use a template which they handled with little or no assistance.

The team learned valuable lessons from this activity: First, one should not presume students' prior knowledge; second, flexible planning should allow for accommodating problems; third, teachers should simplify and make stimulating every task a student must complete.

Summary/Evaluation

Since this activity module was the first one attempted by the Chapter I staff, its members were eager to assess the students' reactions to the format change. Informal taped

conversations between the participating students and Chapter I staff disclosed that 150 student participants preferred the new concept as opposed to the former diagnostic, prescriptive-type approach. The students showed an interest in participating in the activity module and related that the different activities increased their desire for coming to the Reading and Mathematics Centers.

The students further indicated that they now found learning more interesting; indicated their enjoyment from activities; and wanted to know why centers had not previously functioned in this manner. The Chapter I staff noted the increased interest shown by students attending the Reading and Mathematics Centers and considered their reaction positive and encouraging. On the basis of the taped conversations, the Chapter I staff viewed the new concept as an effective tool for use in many subject areas; noted the increased interest shown by students attending the Reading and Mathematics Centers; and felt that the collective talents and expertise of the staff would make the new concept workable and rewarding.

Module 2

Focus: Cultural Diversity

Speakers and scholars have suggested that students need to become more aware of other nations and cultures in an effort to keep pace with an ever-changing, increasingly interdependent society.[3] Accordingly, the consensus among many persons who have studied the issues seems to suggest

that Eurocentric education should study other peoples,
broaden the curricular role of especially non-Western
cultures.[4]

The United States is an ethnically and culturally
diverse society. The educational system helped immigrants
attain the language, values, and behavior needed to succeed
in American culture and institutions. At the same time that
the schools taught them about American democratic ideals,
structural inequality and institutionalized racism
victimized them. The key constitutional and political
documents in the United States, such as the Declaration of
Independence, the Constitution, and the Bill of Rights, echo
one of the fundamental principles of the American nation;
namely, that "all men are created equal, that they are
endowed by their Creator with certain unalienable Rights,
that among these, are Life, Liberty, and the pursuit of
Happiness." Yet slavery, the unequal education that
African-Americans, Native Americans, and Mexican Americans
received, in addition to other forms of racism and discrimi-
nation, contradicted the American democratic principle of
equality.[5] In reality, the American egalitarian ideal is
less common in practice and rhetoric than it was ten years
ago. So while praise may be given to teachers who instill
hope and useful knowledge in poor and African-American
children, no praise is due the system.

The Native Americans, like the African-Americans with
whom they intermarried, found the pluralist ideal extremely

elusive and had to surmount enormous social and economic
hurdles in adapting to the dominant society. But as a
tribal expression goes: He is still adrift; caught in the
perilous state of social and psychological alienation; and
"stuck in the horizon"--being part of neither earth nor sky.[6]

Activity: An Expanded View of Long Island

Objective: To study Long Island through the thirteen
            original Native American tribes.

Grade Level: Fourth

Participants: 30 Fourth Grade Chapter I Students
               Reading Coordinator
               Mathematics Coordinator
               Two Educational Assistants

Materials: Long Island Story
            Original materials from Princess Starleaf
            New York State Booklet
            Feathers
            Beads
            Wire
            Corn
            Beans
            Sand
            Magic Markers
            Scissors
            Pencils
            Pens
            Crayons
            Plastic lace
            Ruler
            Overhead Projector/Transparencies

Planning:

Phase 1. The researcher/observer, in concert with other
Chapter I personnel, met with fourth grade classroom
teachers to discuss and design plans for an activity module.
The fourth grade social studies curriculum encompasses the
study of the New York area and the part of greatest interest
to the participants involved the study of Long Island, where

these students work, live, and attend school. The group
agreed to target this area for the design and implementation
of a shared activity.

The fourth grade teachers had already begun this unit of
study and had requested that the Chapter I staff develop a
series of activities to reinforce and extend their classroom
teachings. These activities would primarily attempt to meet
the needs of Chapter I students, although aspects of the
activities would involve all fourth grade students.

Phase 2. The Chapter I staff met to structure the
fourth-grade module for Chapter I students but the planning
team did not want to replicate the students work in the
classroom. The challenge involved the building of an
activity module that would cover the same material in a
different way. At one time, thirteen Native American tribes
inhabited Long Island, and today many communities still bear
tribal names. Shinnecock Indians reside on a reservation
located in Southampton, so the planning team decided that
structuring a module around this group of Native Americans
would afford the students an expanded and distinct view of
Long Island.

Researchers have written little about the aboriginal
inhabitants of this area. The students used a book, The
Indians of Long Island,[7] located in the public library, a
more recently published book, The Long Island Indian,[8] by
Robert Coles, and their own textbook[9] as sources of infor-
mation. In addition, a Shinnecock princess, friend of an

educational assistant, provided additional, relevant and valid facts. With background information assembled, the Chapter I group planned and carried out various activities, such as (1) the construction of a map of Long Island on which the students indicated the areas the thirteen tribes inhabited in the 1600s, (2) the putting together of an Indian necklace, and (3) the building of a totem pole. A lack of time prevented the students from developing large replicas of symbols important to Native American culture.

This activity module lasted five weeks; and with the help and cooperation of the educational assistant, the researcher/observer contacted Princess Starleaf, the Shinnecock princess, who consented to visit the school during the culminating activity.

Phase 3. The Chapter I staff met and agreed that they had assembled the necessary information and materials. All activities took place in the Reading Center. The map of Long Island, which also highlighted the locations of the thirteen original Indian tribes, adorned the bulletin board. As the project developed, the bulletin boards in the Reading Center reflected some aspect of the activity module. The Chapter I staff shared the activities, materials, and projected plans with fourth grade classroom teachers and agreed to keep them apprised of any changes or modifications encountered during the implementation process.

Implementation

Fourth-grade, Chapter I students assembled in the

Reading Center where the Chapter I staff introduced them to the planned activity module. The staff also showed them a visual presentation that illustrated the structure of Long Island. An overhead transparency showed Long Island's two counties, Nassau and Suffolk, with thirteen townships divided into incorporated and unincorporated villages. This presentation introduced Long Island of today.

The Chapter I staff, using the wall map of Long Island, showed the areas inhabited by the thirteen Native American tribes during the 1600s. The staff also showed the students how closely the shape of Long Island resembled that of a whale; and they explained that whaling, at one time a major industry on Long Island, produced many good Native American whalers. The students acquired more information on Long Island's original inhabitants concerning their homes, currency, foods, and way of life. This information showed the Shinnecock tribe as the most active and intact group of Native Americans on the Island today. The students covered this information in three weeks and used the remaining time in the following manner:

A Long Island Map. The two educational assistants helped a group of eight students outline a huge map of Long Island on a five foot long piece of lightweight poster board. They sectioned the map into thirteen regions to indicate the location of the thirteen original tribes Students glued small white beads to the perimeter of the map and positioned sand tinted with blue food coloring on the

map's surface to indicate large bodies of water that surround the Island. They attached different types of beans, peas, and corn--foods considered important to the Native Americans--to complete the map; placed tribal names in the areas where the tribes once lived; and identified the bodies of water surrounding the Island.

Totem Pole. The children seemed to find the construction of the totem pole one of the more intriguing activities. The Chapter I staff gave the students two sheets of oak tag paper with several imprinted parts of a totem pole. They colored, cut, and assembled the parts, which yielded unstable results; stapling produced a more stable product.

Indian Necklace. In this activity, students designed and created their own Indian necklace. Before creating the necklace, the researcher/observer taught a lesson on symmetry. Worksheets and exercises reinforced the lesson. The design of the necklace emphasized symmetry or balance; worksheets given the students contained a list of materials and directions for making the necklace. Each student drew a picture of what he or she envisioned the necklace to look like, remembering to show symmetry in the drawing. Materials used for completing this project were assembled and included rawhide or plastic lace, beads, feathers, thin copper wire, and a ruler for measuring.

The Chapter I Mathematics Coordinator developed an estimation activity sheet for the students. In this exercise, they estimated the amounts of beads, feathers, and

wire needed to complete their necklaces. Upon completing the necklaces, students recorded the actual amounts of materials used; and then compared the two sets of figures to see how closely their estimates matched the actual materials used. Student participants hung the completed necklaces along the borders of the Long Island map displayed on the bulletin board. Students completed this phase of the activity module in three class periods and decided to share the finished products with Princess Starleaf when she visited.

Princess Starleaf's Visit. The researcher/observer contacted Princess Starleaf, who resides on the Shinnecock reservation. She readily agreed to visit the school and speak to the children. The Chapter I students immediately put in motion plans for her anticipated visit and carried out these plans in the following manner:

(1) They decided to share this visit with the rest of their classmates, so they designed and photocopied invitations for the event. (2) They hand-delivered the invitations, attractive in design and color, to their classmates; and (3) they sent invitations to the superintendent, the assistant superintendent, the director of compensatory education, the building principal, and the fourth grade classroom teachers.

As the time drew near for Princess Starleaf's visit, the students made a welcome poster; arranged a luncheon in her

honor; and exhibited joy and excitement towards the prospec-
tive visit. In deference to her schedule, all planned
activities would last for short periods of time. After the
very warm welcome by students and faculty, she decided to
stay for the entire day. The Princess shared the many
artifacts she had brought with the students . One item, a
one-hundred-year old bearskin, evoked particular interest.
She contrasted the proud heritage of her ancestors to life
as it exists today on the reservation. Using a map, she
estimated for the students the distance from her reservation
to the school and explained that Native Americans have very
strong and lasting ties in the African-American community
because of intermarriage and shared goals.

Princess Starleaf also had a surprise for the students:
her nephew, Red Dancer. He danced for the assembled group,
dressed in full regalia, and he taught the students how
Native Americans tell stories through dance. He then asked
the audience to participate in an interpretation of a Native
American folktale, an invitation they eagerly accepted. Red
Dancer explained certain customs, symbols, and traditions to
the audience; for example, the significance of smoking the
peace pipe.

Both Princess Starleaf and Red Dancer invited all
present to visit the Shinnecock Reservation; which the
classroom teachers and Chapter I staff considered an
excellent follow-up activity. The students found Princess
Starleaf and Red Dancer's visit a very rewarding experience,

and they revealed that the information imparted helped dispel many of the myths and inaccuracies perpetuated by the media about Native Americans. The fourth grade students wrote letters to the honored guests expressing their joy and appreciation for the visit and invited them to come again.

Summary/Evaluation

Students talked a great deal about how much they enjoyed meeting and interacting with Princess Starleaf and Red Dancer. They also looked forward to visiting the reservation; and Princess Starleaf promised that during their visit to the reservation she would teach them traditional Native American games. In addition, she promised to cook them a traditional Native American meal. Unforseen circumstances made scheduling the trip to the reservation impossible.

Classroom teachers considered this activity module an overwhelming success and suggested the Chapter I staff include all students in every facet of subsequent activity modules. Additionally, the teachers noted that the Chapter I students in their respective classes added a new dimension to the study of Long Island. Based on the success of this activity module, classroom teachers suggested that the Chapter I staff develop additional modules to highlight other aspects of life on Long Island.

Princess Starleaf's visit remained an important and significant part of this activity module, and the staff planned to organize the huge amount of resource material she left with the group. The Princess also indicated her

willingness to make return visits, engage in hands-on activities with the students, and to remain in close contact with the school.

Module 3

Focus: Congruence

During the past two years, staff in the New York State Education Department have examined the strategies for improving student achievement in compensatory education programs. Teachers have devoted a significant amount of time and effort to improving student selection and designing educational activities for students which meet the legal mandates of compensatory programs but research indicates that many factors, specifically fragmentation, impact significantly on the achievement of students-at-risk. This fragmentation of instructional services seem to result when Chapter I programs evolve into self-contained instructional systems that lose sight of the original goal of improving performance in the regular classroom program.

Congruence is an integrated approach designed to ensure that students who need help get it in ways that are coordinated with the curriculum and goals of the regular classroom. This approach attempts to guarantee that this linkage will exist between the developmental and compensatory programs. Administrators and teachers should critically assess the programs (developmental and remedial) to "eliminate the likelihood of cognitive confusion which may result when inconsistent and/or contradictory approaches or materials with diverse objectives are used simultaneously.[10]

Activity: The Solar System

Objective: To expand and enrich the students base of
                knowledge about the solar system.

Grade Level: Third

Participants: 70 students
                Three classroom teachers
                Reading Coordinator
                Mathematics Coordinator
                Two Educational Assistants

Materials: Third Grade Science Text
                Science Activities Book
                McMillan Activities Binder
                Space-Learning Experiences for Children
                Paper Plates
                Yarn
                Markers (felt tipped)
                Construction Paper (various colors)
                Balloons
                Glue
                Papier-Mache
                Scissors
                Pencils
                Pens

Planning

Phase 1.   The Chapter I Coordinators and educational

assistants met with the third grade teachers during the

latter part of the spring semester of the school year. At

that meeting, they assessed the current program and directed

the discussion towards plans for the coming school year.

The Chapter I staff had collaborated more with this group of

teachers than with those on any other grade level. This

very talented and unusual group of teachers seemed willing

to extend themselves and seemed to enjoy team work.

Enthusiastic and cooperative, they appeared open to new

ideas and concepts. They also shared their ideas, concepts,

and materials with other faculty members.

The planning team discussed several topics for possible implementation, and science was selected as the area of concentration. They perused the students' science text for practical, viable ideas, and decided to develop a unit on the Solar System--a unit the teachers indicated they usually covered during the fall semester. At this point, the planning team made preliminary plans which included:

(1) duration of the unit

(2) students being put into five activity groups from the combined third grade classes

(3) the collaboration between classroom teachers and the Chapter I staff in the planning of five student activities

(4) the setting aside of one hour and twenty minutes each Monday afternoon as third grade Studio Lab time

(5) the rotation of student activity groups among the three classroom teachers and the two Chapter I coordinators

(6) a field trip to the Vanderbilt Planetarium that would culminate the activities

(7) the collection of related materials during the summer by the coordinators, assistants and classroom teachers

Phase 2. At the beginning of the fall semester, the Chapter I coordinators, third grade teachers, and educational assistants met to complete plans for the Solar System Unit. They brought in and shared the enormous amount of

material gathered over the summer and selected the most

relevant items that the group envisioned utilizing. They

reviewed and modified preliminary plans from the spring

semester and selected the activities they would develop.

Each teacher and coordinator would handle one of the

activities which follows:

        Sun/Star
        Planets
        Space person
        Moon
        Rockets

The Chapter I staff would create and prepare a student

booklet for each of the activities. Individual classrooms

would cover general background information on the Solar

System. Prior to organizing the planned activity groups, the

planning team would make name tags for the purpose of identi-

fication and would distribute them within the students'

respective classrooms. Color coded name tags and folders

would identify student activity groups. Two teachers

volunteered to cut out the tags shaped like spacemen, and a

third offered to write each student's name and room number on

the tags. Each student would accumulate five booklets in his

or her folder covering the five activities undertaken. Film-

strips on the Solar System would introduce the students to

each aspect of the planned project; and for each of the five

areas involved, the team would include at least one cloze

reading exercise.

The various activities would take place in the third

grade classrooms and the Reading and Mathematics centers.

The general purpose room would accommodate any large group activities. The educational assistants could float from activity group to activity group providing assistance wherever needed.

Phase 3. On a Friday, before the onset of the project, the planning group met to ensure the readiness of everything (name tags, folders, and activity booklets) involved in the venture. They used the school calendar to set the date for the Planetarium field trip and for determining the time frame of the activity module. One teacher volunteered to handle all transportation arrangements. The planning team sent letters, along with trip permission slips, to the parents; and they obtained filmstrips on the Solar System from the school library. They accumulated and assembled all relevant materials, including paper plates, magic markers, glue, and construction paper.

Implementation

The third grade students, teachers, and Chapter I staff gathered in the general purpose room for a brief presentation of the Solar System activity module. A question and answer period followed the viewing of the filmstrips. Students received the completed name tags and folders, decorated with an appropriate cover design, which each student colored. Classroom teachers collected the name tags and folders at the end of the introductory session. Students spent the next five weeks rotating through each of the five activity groups

activities. The team modified some of the activities but time became the greatest enemy. The activities were:

    <u>Sun/Star</u>. This activity began with a cloze reading exercise on the sun. The students learned that the sun is really a star from this exercise. They completed "What Is A Star" worksheet. Using a code box at the top portion of the worksheet, students deciphered a coded message on the lower portion of the worksheet. After completing the reading activities, students began work on their sun mobiles. The activity booklet contained the information needed to complete this activity. Each student needed a sun pattern, a nine inch paper plate, a ruler, a pencil, scissors, crayons, and a seven foot-long piece of yarn. They also needed six large stars printed on a sheet. Each star contained an important printed fact about the sun. Under the supervision of the researcher/observer and one of the educational assistants, each student traced the sun pattern on a paper plate, drew a face on it, and cut it to resemble a seven-point star. They made a hole in each point with a paper punch. Students then proceeded to color and cut out each of the six stars which contained the sun facts found on the activity page. After finishing they punched a hole in each of the points. Next the students tied one end of the yarn, measured and cut into seven, twelve-inch-long strips, through the hole in one of the six stars and the other end through a hole in the sun. They continued this process until they had attached

all six stars to the sun. They placed a piece of looped

yarn, for hanging purposes, in the sun's seventh hole.

The researcher/observer miscalculated the amount of time

needed for this activity, so some students had to complete

their sun mobiles in their individual classrooms.

Planets. This activity introduced students to the use of

graphs. The teacher distributed a specially prepared sheet

of graph paper to the students. The left side of the sheet

contained letters of the alphabet. Each student selected one

of the nine planets in the solar system. Once selected, the

name of the planet was written along the bottom of the sheet.

Students then used the alphabet along the left side of the

sheet to graph each letter of the planet's name. Each student

then wrote an eight-to-ten sentence paragraph describing what

they had learned from their reading and discussion about the

planet they had selected.

To help students remember the names of the planets and the

order of their rotations away from the sun, students memo-

rized the following: My Very Educated Mother Just Served Us

Nine Pizzas. They also completed a crossword puzzle about

the nine planets.

One of the educational assistants inflated balloons to

various sizes--representing the nine planets. Under the

teacher's supervision, and with the educational assistant's

help, students mixed paper pulp with water and glue and used

this compound to cover the balloons which were left over-

night to dry and harden. Students then painted these ob-

jects and hung them in the hallway outside the classroom. Students used a scale model of the solar system for proper placement of their balloon "planets."

Spaceperson. Students and their parents, scanned newspapers and magazines for the most current information concerning the space program. Students shared their collected items with other project members and used them to create a collage of current space exploits. Each student made a space exploration time line of the most current space flights that replaced the original time line (1961-1981) in the activity booklet. Students colored and mounted the revised time line, along with pictures chronicling the events on long strips of blue construction paper. An astronaut picture puzzle page was added to the booklet to enhance and embellish this activity. Following written directions the students completed, colored and cut out the puzzle pieces which they placed in their proper positions and glued to a sheet of construction paper. The students' time lines and astronaut puzzles, along with the collage of current events in space exploration, became a part of the third grade hall display of the solar system.

Moon. To help the students better understand the moon, the Mathematics Coordinator gave them a "Compare and Contrast" activity sheet upon which they identified pictures of situations that could only occur on the earth as well as only on the moon. A discussion ensued as to why such a condition exists. The Mathematics Coordinator then helped

students construct a pictograph depicting the numbers of

moons revolving around each of the nine planets. Once

completed, students with crayons and scissors began the Man

in the Moon activity. The following directions, given by

the Mathematics Coordinator, helped:

> Color the moon and cut slits where indicated.
> Cut and separate the moon pictures and word strips found
> at the bottom of the page.
>
> Insert moon pictures and word strips into the open slits.
>
> Match a picture of one of the moon phases with the
> correct word.

This activity familiarized students with the different

phases of the moon but following their visit to Vanderbilt

Planetarium, the students and the coordinator realized that

information on the pictograph needed updating, so they made

revisions based on information garnered during the trip.

Rockets. The planning team created this activity to

help students identify and assemble the different stages of

a rocket. After a teacher-directed lesson on the assembling

of the sections, students following step-by-step instruc-

tions colored, cut out, and assembled their rockets. The

lesson included students using metric rulers to measure the

length and width of different rocket parts. This exercise

helped to reinforce use of the metric system. The students

recorded all measurements on a wall chart. For the writing

activity, students created cinquains, a type of Japanese

poem, about their rockets. In addition, students developed

a set of written directions for assembling the rocket.

Culminating Activity

The activity groups had just about completed the work on the Solar System and eagerly anticipated their trip to the planetarium. The round trip would take two hours. The inclement weather had little effect on the students' enthusiasm. Traveling on two chartered buses with six adults as chaperones, sixty students made the trip which lasted longer than the anticipated two hours due to the bad weather. Realizing that the students would arrive late, the planetarium staff delayed the start of the show.

The Theodore Roosevelt students showed eagerness and fielded the solar-system related questions with great ease. This display of knowledge seemed to imply that the students had learned their lessons well. Many seemed pleased that they knew the correct answers. After viewing the sky show, the group visited the planetarium exhibits and purchased souvenirs. The entire group left the planetarium and had lunch on the bus. Much of their conversation centered on the joy and enthusiasm engendered by the trip and they wondered whether there would be others. They also shared with each other information about the gifts they had pur-chased. They arrived at school just in time for dismissal. An article prepared by these third grade students about their trip to the planetarium appeared in the December issue of the school paper.

Summary/Evaluation

Each completed project gradually transformed the hallway designated for the exhibition. The exhibition consisted of student-made items and bulletin boards decorated to coincide with the module theme. Two of the third grade classrooms, located across from the cafeteria, afforded the school population an opportunity to see the third grade display. Most observers commented positively after viewing the display. The building principal visited the classes and talked to the students about their projects and complimented them on a job well done.

Because of time, space availability, or both, the planning team scaled down many activities such as preparing space snacks with the students, the assembling of a space shuttle diorama, and the building of a gym solar system. The group compiled and distributed many of the activities to teachers as resource material. They sent home additional ideas and suggested activities for students and parents to work on jointly.

The students expressed pleasure about working on the activity module and each identified his or her favorite activity. They considered the planetarium trip as the high point of the activity module, and wanted to revisit the site. With the Christmas holidays approaching, the teachers and coordinators decided to show the students their appreciation for a job well done, so they prepared and served space punch and star cakes.

Subsequently, the teachers, coordinators, and assistants met and evaluated the work done on the module. The group agreed, among other things, to establish a resource file with the inordinate amount of left-over materials. They reasoned that other teachers could use this file for future projects. All parties concerned enjoyed the professional interaction. Each teacher brought a different point of view and contributed to whatever was being undertaken: e.g. organizational skills, relevant details, creative and artistic ideas, among other qualities. This particular group of third grade teachers worked very well with the coordinators and assistants. The group decided that this activity should be repeated with other classes.

One teacher in particular related to difficult children with ease. Though physically handicapped, this teacher welcomed new and innovative ideas and continually reached out to both parents and children in a special way. Within the limits of her ability, she supplied whatever the situation warranted. Students, with whom she had established a special relationship, assisted her whenever and wherever she needed them. In planning activities, the group always kept her handicap in mind and provided assistance on an as-needed basis. She constantly bemoaned her inability to function as she once did which might have led to her retirement.

The active interchange of ideas and support indicated the manner in which collaboration among participating staff

members could achieve a common goal. This group of third grade teachers exemplified how the collaborative process should work. Their attitudes complimented the way in which they functioned.

Module 4

Focus: Cultural Heritage

The education system in America taught African-Americans that their African forebearers had no culture and that European-American culture was the only one they needed to know. To a great extent, the psychological destruction has done untold damage to the lives of African-Americans over the years. For a very long period of time, African-American children have cried out for someone to "make sense" of their world and their place in it.[11] Many scholars in recent years have attempted to do this by using an African-American background as an educational foundation.

Public and private schools have utilized a curriculum essentially European in origin. For the most part, this curriculum based on Greek, Latin and Hebrew history ignores the African-American roots in Egyptian civilization. Black and White students are unaware of the manifold gifts the African diaspora has offered the world, such as mathematics, the science of medicine, embalming, architecture, and the creation of the first alphabet.[12]

African-American children must rely on family members to pass on the strengths of the old culture and the rules and techniques essential for their survival in today's world.

Learning African-American History and experiencing African-American culture can add to the children's pride and broaden their sense of identity.

This activity module serves as a foundation for building upon and expanding these strengths in various ways. Skits, plays, reading and science projects offer a few ways in which African-American youngsters can develop a sense of connectedness that goes beyond the immediate family and directly ties into the past.

Activity: African Safari

Objective: To study and become more familiar with the different regions of Africa

Grade Level: Sixth

Participants: Reading Coordinator
Mathematics Coordinator
Two Educational Assistants
25 Sixth Grade Chapter I Students

Materials: Research Sheet
Burlap
Fabric Pieces of various types and textures
Cotton
Pine Cones
Fadeless Paper
Tissue Paper
Feathers
Glue
Staples
Felt Markers/Colored Chalk

Planning

Phase 1. The Chapter I Reading and Mathematics Coordinators met with the two classroom teachers to discuss integrating the Chapter I and classroom programs. They deliberated on the areas of concentration, centering on whether to include the total sixth grade population or only

the sixth grade Chapter I students. The teachers indicated that geography and social studies constituted the greatest areas of weaknesses. Therefore, it was decided that the coordinators would help reinforce basic skills and concepts in these areas with the Chapter I students. This linkage would occur in the following manner:

1) the review of basic geographic facts with students

2) the building of a basic knowledge base about the different regions of Africa, and

3) sharing with classroom teachers any current materials gathered on Africa

The participants agreed that working together in these areas would help strengthen the classroom program and concluded that a joint venture involving all sixth grade students would be more feasible at a later date. The session ended with all parties agreeing to pursue such a venture.

Phase 2. The Chapter I Reading and Math Coordinators met with their two educational assistants to begin structuring the activity module. Because this module would involve only the sixth grade Chapter I students, the Reading and Mathematics coordinators designed it to form an integral part of the classroom program. As the planning progressed, the Chapter I staff shared activities with classroom teachers and decided to use the social studies text as a base in planning activities. As the need for materials arose, the staff used a content area based cassette program to review and reinforce geography facts. They played "Jeopardy" type games with the

students to reinforce concepts and included cloze reading exercises with each part of the geography review. Practice with this technique help to prepare students for the upcoming spring New York State reading test.

The Chapter I staff decided the most effective way of studying the geographical regions would involve dividing the students into four groups. Each group would research different animals of a particular land region of Africa. Members of the Chapter I planning staff gathered information and materials for the students' use on this phase of the project. The researcher/observer prepared a research outline while other members of the staff compiled a list of animals and birds of the different land regions.

The next phase of the project required the construction, by the students, of a walk-in diorama complete with animals and birds--they had researched--situated in their natural habitats. When completed, the students guided visitors on a walking tour of each region while sharing information on the animal and bird inhabitants of the area. The Chapter I staff drastically modified this plan due to ongoing construction at the school.

The alternate plan would constitute a setting where nothing would sit on the floor. Students would utilize the walls and the completed exhibit would occupy an area located on the first level near one of the sixth grade classrooms. The staff selected materials of various textures including tissue paper, cotton, paint, colored chalk, and assorted

fabrics for use in the construction of the project. One of the educational assistants supervised this phase of the project. The other educational assistant gathered other needed materials and assisted students experiencing difficulties. After much discussion the staff decided to construct a huge map of Africa and place the completed animals and birds around the map. Ribbons running from the animal to the map indicated the area of its natural habitat and foliage the students had cut out embellished the exhibit.

Phase 3. Prior to the initial meeting with the students, the Chapter I staff gathered all resource materials that students would need for their research. The staff determined the time line for the implementation, completion, and evaluation of the project.

Implementation

The Chapter I staff held its initial meeting with sixth grade students in the Reading Center and made an attempt to confine most of the activities to this area since the group of students involved was relatively small. To prepare the students for their group research, the Chapter I staff presented them with an overview of the project. Following the presentation, students initiated a discussion about their historical link to the African continent and made comparisons between ancient and modern day Africa.

The Chapter I staff divided students into four groups and began the two-week long geography review. Students worked together within their respective groups on all review

materials which consisted of a word search puzzle, a cloze reading activity, and a narrative passage with follow-up questions. Students listened to taped instructions after which they completed, corrected, and checked all their work. After completing the activity, they played a "Jeopardy" type geography game to ascertain the amount of information retained. Students quizzed each other and seemed to enjoy this interchange. The Chapter I staff shared the material and their conclusions regarding this activity with the class-room teachers. Everyone involved in the project recognized the increase in Chapter I students' classroom participation, and the activity was replicated with the entire class.

A filmstrip on Africa acquainted students with the different land regions. Students and the Chapter I staff selected various types of animals and birds from the diverse land regions. Each activity group researched three or four animals or birds indigenous to their assigned land region. Many students brought in relevant books and shared them with the other students. Within each activity group, one person recorded all pertinent information accumulated on the animals; and as each group completed the informational sheet, the recorder reported orally to the class. This process continued until all groups had completed this phase of the activity.

The second phase involved putting animals together from the different land regions. As construction progressed, the educational assistant responsible for this aspect of the

project, found it virtually impossible to work with all four groups at the same time and solved the problem by having the other educational assistant work on the lettering and foliage with one group while the Mathematics Coordinator worked on the map of Africa with another group. Subsequently, the projected dimensions of the map presented another problem: the amount of paper for its construction proved inadequate, and there was no material for the map's background. The Chapter I staff overcame these obstacles by relying on creative ideas. In the first instance and educational assistant recalculated the map's dimensions more accurately; and in the second instance, the district coordinator of the Gifted Program came to the rescue. She is involved in many civic organizations and stores leftover items and paper in her basement. When the need arose, she generously donated the desired materials which contributed to a larger and more attractive map.

In the final instance, the Writing Coordinator provided needed assistance. He realized, during a discussion period, that the Chapter I staff had never considered using fabric as a backdrop. Remembering that such an item was used the previous year for the Martin Luther King, Jr., program, he got permission for its use from the district administration. Students constructed the project in stages, and onlookers wondered what would adorn the wall. Many anxiously awaited the next addition. Students working on the animals were excited and expressed a desire to get the job done. Some,

with parental consent, stayed after school to finish the task. Many used all of their available free time during the day to work on the project. The enthusiasm level was high.

In addition to working on animals, each of the groups worked on other aspects of the project with supervision. Some students crushed pine cones which they arranged to simulate tree bark. Others marked cotton with colored chalk to resemble monkey fur. Students dismantled a whisk broom and used the twigs as porcupine quills. Black and white striped fabric became zebra skin. Students used real feathers to create life-like birds while a piece of patterned wall covering, stuffed with paper became a snake. Burlap helped in creating a lion. Crumpled gray tissue paper, filled with newspaper, produced an elephant. Students used different available materials to create other animals and birds. The group placed each completed animal on exhibit, around the large map of Africa. Branches and foliage completed the display.

The researcher/observer had in her possession a large collection of African artifacts received from a relative who served as the director of Aid to International Development. She shared some of the artifacts with her students and assured them he would honor their invitation to visit if time and schedule permitted.

Summary/Evaluation

The activity module, African Safari, represented another example of a group activity that with preparation and

direction produced meaningful and rewarding results. The students admitted that they knew little about Africa prior to this activity. They also noted that the project helped them become more knowledgeable about the region. They stated that they enjoyed working in groups and expressed a desire to do a play around this particular concept. Regarding class participation, two views existed. One group of students felt that other members of their class should be included in future activities. The opposing view held that no such involvement should take place; that this was a special period reserved for only the participating Chapter I students.

The students created learning games about the various regions and animals. This activity contributed to the retention of information they had researched and to the discussion of a possible trip to the African Museum in New York City. Students showed interest in projects done by previous sixth graders and they stated that this type of activity would be beneficial to future sixth graders. Many students who viewed the display said that they enjoyed it and wanted to know more about the construction of the animals. Others requested that they be included in the next project with the Chapter I students.

Teachers. The sixth grade teachers indicated that the activity module expanded and enriched their unit on Africa. They sought to have the entire sixth grade population included in all future projects. Teachers also noted that

the students gained more from the hands-on type experiences than from classroom-type lectures. At the same time, they wanted this type of activity planned and executed much earlier in the school year and expressed a desire to have the two programs--classroom and Chapter I--linked on a permanent basis. The educational assistants performed an invaluable service in the creation of this project. Their cooperation and participation made it less difficult to complete.

As the Chapter I staff discussed the culmination of the activity module, they heard many positive comments from students and faculty alike, such as:

"It is an excellent teaching tool."

"I did not know that these were the types of things done in the Chapter I program."

"I really like the display."

"How did you make the animals?"

"Can I come to the program? Everyone seems to have such a good time."

After viewing the display, a special education teacher recommended that students tape their reports. This would represent a different and more interesting way of presenting the research facts. Sound effects could be added to enhance this activity. The students accepted and implemented the suggestion.

Based on the reaction of the students, the Chapter I staff concluded that they should structure two types of

activity modules. Some would involve all students at a particular grade level, while others would include only the Chapter I students. This decision would satisfy the Chapter I students' desire to work on projects that are uniquely their own. All in all, the project seemed to be a success, and it engendered high cooperation.

Module 5

Focus: Cooperative Learning

Cooperation among human beings forms an essential part of our daily existence. Robert E. Slavin described cooperative learning as instructional methods in which all performance levels work together in small groups towards a common goal as well as an effective way of teaching both academic and social skills[13]. This method demonstrates the importance of working effectively with members of a given group; in addition, it increases their ability to show sensitivity to the needs of others.

In a cooperative learning setting, self-esteem increases among group members; and a more positive attitude, than that which usually prevails in a traditional classroom, pervades the atmosphere. In such a setting, group members tend to develop an appreciation for themselves and others. Students begin to observe that they succeed more frequently in their school work than individuals who work independently and correctly attribute this success to the sharing of ideas and concepts among group members. This learning from each other

leads to relationships of trust and respect--relationships that emphasize cooperation as more rewarding than competition. This positive intergroup relationship also contributes to an increase in students desire to participate in school activities and an improvement in their academic pursuits. This group efforts has a positive effect on the students' time and effort spent on a project.

Activity: Hall of States

Objective: To expand, enhance and enrich the fifth grade
                 social studies curriculum.

Grade Level: Fifth

Participants: Reading Coordinator
                 Math Coordinator
                 Writing Coordinator
                 2 Fifth Grade Teachers
                 Art Teacher
                 Sixth Grade Teacher
                 2 Educational Assistants
                 66 Fifth Grade Students

Materials: Student Social Studies Textbook
                 Encyclopedias
                 Atlas
                 U. S. Fact Sheets
                 U. S. Maps
                 Pictures of State Birds and Flowers
                 Research Sheet
                 Fabric
                 Fabric Crayons
                 Magic Markers
                 Scissors
                 Pens
                 Pencils
                 Rulers
                 Stick-on Letters
                 Oak Tag
                 State Product Sheet
                 Crepe Paper
                 Construction Paper
                 Velour Paper

                    Folders
                    Overhead Projector
                    Computers
                    Film (How Paper is Made)

Planning:

Phase 1. The researcher/observer and Mathematics
Coordinator approached the fifth grade teachers and
suggested working on a joint venture. The teachers showed
interest and with the coordinators selected social studies
as the area of concentration. With the subject selected and
with the decision made to include all students at this grade
level, the researcher/observer, Mathematics, and Writing
Coordinators, along with their two educational assistants,
explored ideas and concepts relating to the proposed project.

Space constraints and the large number of students
involved, posed a problem. The coordinators created a
support system that included logistics, time frame, the
types of student activities involved and the individuals
needed for the gathering of resource materials. The staff
discussed the source and type of audio visual equipment they
would need; where and how they would display the completed
project; and the manner in which they would present the
proposed ideas and concepts to the teachers.

Phase 2. The Chapter I staff gathered and assembled
materials for a teacher resource packet and then scheduled a
meeting that included the two fifth grade teachers and the
three coordinators, with the two educational assistants
providing coverage for the unattended classes. At this
meeting, the coordinators discussed concepts and ideas of

the proposed project with the teachers and distributed the
resource packets. The teachers promised to peruse the
materials and share, with the coordinators, any ideas,
comments, or additional suggestions that would enhance the
impact of this project. The Chapter I staff outlined the
activity module's time frame and designated meeting places
for the student activity groups. The locations of choice
included the two fifth grade classrooms, the Reading and
Mathematics Centers, and the school library, when
available. One of the teachers suggested that it was
important to include an African-American History segment in
the module since it is a part of the district-wide social
studies alignment.

Phase 3. The staff decided on a total of five activity
groups to which classroom teachers bore the responsibility
of assigning their students. Each group had students from
the two fifth grade classes and they would research seven
geographical regions of the United States. Three of the
groups researched one region each and the remaining two
groups researched two regions each. A coordinator or
teacher monitored each group and guided the research process
while the two educational assistants gather materials for
the wallhanging and the three dimensional product maps.
With this completed, the assistants helped the coordinators
or teachers with the remaining portions of the research
activity. The coordinators and educational assistants also
assembled pocket folders the students would need for their

work and made tentative plans for the use of the audio
visual equipment. At a later meeting with the teachers, the
group finalized plans for the proposed module, with the two
educational assistants again providing coverage during the
meeting.

At this meeting, the coordinators and classroom
teachers shared additional materials gathered and decided
that the project would begin in January and end prior to the
spring testing. Student folders, prepared by the Chapter I
staff, consisted of a cover that featured a picture of a
state bird, flower and tree. Each folder contained a map of
the United States, state fact sheet, map of region being
studied, sheet with state capitals, abbreviations, nick-
names, picture of state birds and flowers and research
sheet. At the final mini session, prior to the introductory
meeting with the students, the planning group finalized
plans concerning the research of the seven geographic
regions of the United States, fabric wallhanging of state
birds and flowers, state product maps (three dimensional),
graphs (picto, pie, bar), travelogue of the seven regions
(slide presentation) and state trivia.

Implementation

The Chapter I staff held the introductory meeting in the
general purpose room which adequately accommodated all the
participants and where they introduced the students to the
proposed project. Splitting the students into designated
working groups during this session, the staff showed, and

discussed with, each student samples of their individual folders and the fabric wallhangings of the state birds and flowers. The staff stressed the importance of working cooperatively and of having their social studies books to aid them in their research efforts. Thereafter, the student activity groups met once weekly, in the afternoon, for one hour and twenty minutes and were systematically rotated among the adults working on the project.

Each group compiled information on a specific geograph-ical region of the United States; then working in pairs within the group, they collected the necessary information on the states located within the designated region. They checked and shared the accumulated facts with other members of their group and subsequently used these facts to complete their research sheet. As each group completed this phase of the project, they moved to one of the other related activities, such as the wallhanging.

An educational assistant within the Chapter I program worked on the fabric wallhanging of the state birds and flowers with the students. She enlarged, cut out and distributed black and white pictures of these birds and flowers which students used as templates in the following manner:

- Students copied the state birds and flowers, using tracing paper.
- They used fabric crayons to color the birds and

flowers after verifying colors and shapes from
reference books and social studies textbooks.
·They transferred the completed drawing by (1)
placing a sheet of drawing paper on a table padded
with newspaper (2) placing a fabric square on this
sheet (3) positioning the drawing (face down) on the
fabric (4) covering the drawing and fabric square
with two more sheets of paper, and (4) transferring
the drawing and setting the colors with the use of a
hot iron.

Students handled the entire process with adult super-
vision. A sixth grade teacher assembled and sewed the
completed fabric squares of the state birds and flowers
together, and the staff displayed the finished product in
the school.

Writing Activity. Each Friday, the district Writing
Coordinator had forty-minute sessions in the Computer Lab
with student groups. During these periods, the groups
discussed briefly the information gathered on the research
fact sheet. The students examined different modes for
organizing their ideas and decided on the following model
for the fact sheet:

Paragraph one would contain information on the
state's location and bordering states.
Paragraph two: information on the origin of the
state's nickname, state bird and flower.

Paragraph three: information on major cities and populations.

Paragraph four: information on major industries, natural resources, and agriculture.

Paragraph five: information on places of interest and on available recreational activities.

With the format established, the groups wrote, edited, revised and completed one or two paragraphs per session on the computers. The Writing Coordinator set up framed paragraphs for those students experiencing difficulty.

State Trivia. As the activity module neared completion, the Writing Coordinator challenged the students to create trivia questions regarding the regions they had already studied. On three by five index cards, students wrote questions which they subsequently entered into the computer. Students then enlarged and mounted copies of this computer-generated material on the school's Xerox machine and mounted them on blue construction paper. This material displayed questions, researched from encyclopedias and social studies textbooks, with answers which students covered with strips of red paper decorated with stars. Once completed, the state trivia became a part of the "Hall of States" display.

Three-dimentional Product Maps. Under the guidance of the other educational assistant, students enlarged and traced the individual state maps using an overhead projector. Once completed, students outlined each map with a

heavy black magic marker, excised the traced map and identi-
fied its capital with a star. They used two distinct letter-
ing sizes to distinguish the state capital from the major
cities; and then they drew, colored, cut out and glued
pictures of the states' major products to each state map.
The students used two pieces of color coordinated oak tag to
construct a map, name plate and background for each of the
seven geographical regions. In each instance, the students
attached small styrofoam blocks to the completed map and
state name, then mounted these items on the larger oak tag
background. Coordinators and teachers assisted, wherever
needed, in completing this activity.

Graphs. The Mathematics Coordinator selected students
from each of the five groups to work on a set of graphs.
The original plan called for each group to create a set of
graphs for its particular region, but time constraints
forced a modification of this plan. Therefore, a selected
group of students constructed a pictograph, bar graph and
pie graph.

The pictograph illustrated yearly job openings across
the United States from 1978 to 1990. The bar graph compared
the states according to size. The pie graph showed differ-
ent types of petroleum products produced in this country.
In addition to having them construct the graphs, the
Mathematics Coordinator included all student participants in
math games dealing with main and intermediate directions.
Students made estimates (more perceptual than numerical) of

distances from one town to another, as well as from state to
state; and they displayed each completed section of this
activity module.

The substitute art teacher provided invaluable assis-
tance in this area. He helped create a very attractive
layout and display of the finished work. In deference to
the two fifth grade classes located on the second level of
the building, project participants selected this level to
display the completed module.

Mounted on a red background, a white map of the United
States with large blue letters, identified the project as
the "Hall of States." The grade level of the students
involved, the year of the project's completion, and the
names of the adult project participants completed the
project's identification. State maps, grouped for display,
identified each of the seven geographical regions. The
display, with two areas left open to accommodate the graphs
and fabric wallhangings, covered most of the upper part of
the walls on both sides of the hall. The state trivia
occupied a position along the rim below the maps, graphs,
and wallhanging. The teachers, students, coordinators, and
educational assistants working in unision completed the
activity module before the school year ended.

Summary/Evaluation

The most rewarding aspect of working on this project
involved the students' reactions--reactions of joy and
excitement. They said the experience of participating

made learning fun and more interesting. Each member of the group had a special role in making the group function in a healthful and productive way, and the group learned to trust one another and work within guidelines set up by teachers, coordinators, and the students themselves.

They seemingly enjoyed the idea of sharing and helping their classmates and seemed to recognize cooperative contribution as more important and rewarding than each person working at cross purposes. The group indicated a preference for project-type activities as contrasted to the regular classroom-type lectures, and they found researching, writing, and listening to reports on differ-ent states very informative and interesting. Though happy with the making of product maps, graphs, birds, and flowers they would have preferred activities of longer duration.

With the help of the teachers and coordinators, the students solved many problems that arose and shared various thoughts and ideas. They learned to work together without passing judgment on others. The trust and respect resulting from this action apparently helped them to accept each other more easily.

Students suggested the following for the creation of future activity modules:

1. Construct a giant puzzle of the United States

2. Make individual puzzles of various geographical regions

3. Create tourist guides for each state

4. Create a travelogue of the United States

5. Research and construct individual state flags

6. Study of countries that border the United States (Mexico and Canada)

7. Create state games

8. Cook and sample foods of the different regions

9. Show how products are transported from one area of the country to another

10. Make various types of regional graphs

The teachers, coordinators, and their assistants enjoyed collaborating with each other, as well as the students, on this project; and they remained convinced that their participation benefited the students greatly. Some teachers (1) noted that students transferred concepts and skills acquired, while working on the project, to other academic areas, (2) stated that students became more motivated and enthusiastic during this process, (3) expressed a belief that an earlier start in the creation and implementation of a project this size would have produced even better results, (4) felt that students needed a broader base of background information before embarking on such an activity, and (5) indicated that the project should have included a fully developed African-American History component.

The coordinators had similar reactions to students' benefits from the project and suggested ideas for improving results. The Writing Coordinator told how the Chapter I

students who had worked on the project scored favorably on the New York State writing test. He explained that for the test topic, "My Favorite Place to Visit," students, as a result of their work on the project, gave very detailed descriptions of the different areas in the country they would like to visit. The Mathematics Coordinator suggested expanding and improving students' map reading skills; and felt that, by teaching at a slower pace, a teacher could impart more information to students.

During the planning period, the participating teachers used their discretion to group students. Some teachers felt that a homogeneous grouping would best achieve the desired goals; but during the evaluation session, the coordinators expressed their preference for a heterogenous grouping since, in their judgment, results derived from the intermingling of students--so thoroughly diverse in their abilities--would produce more positive and mutually beneficial results.

Contacting individuals in the State Chambers of Commerce proved almost futile. The students received only one reply to the many letters they had written. Thereafter, the teachers and coordinators made the inquiries to governmental agencies since these agencies responded better to adults. They created a mini mail service which redirected all governmental responses to the different student groups.

The classroom teachers in conjunction with the researcher/observer, Writing Coordinator, and Chapter I staff discussed the following ideas for future modules:

1. Use current filmstrips on the United States as a springboard for activities.

2. Develop map activities which would include map reading, longitude, latitude, and map symbols

3. Develop activities which would reinforce students' understanding of population density and spatial relationships.

4. Write descriptive paragraphs about places to see or visit

5. Create math word problems using state maps and graphs

6. Use historical figures or events as a springboard to study different periods of history in this country

7. Use music and clothing to study the evolution of distinct historical periods

8. Put together a slide presentation to embellish a travelogue or tourist guide

9. Create and present skits about different historical periods in this country

10. Develop activities to study the different types of landforms in the Unites States

The Chapter I staff used an everchanging and flexible program designed and tailored to meet the needs of the group. However, during May the work was suspended on the project to accommodate the administering of mandatory state and standardized tests. During that time, students continually asked about resumption of work on the project. With the testing period over, the Chapter I staff resumed work on the project. Student participants worked diligently

to complete the work; and displayed it prior to the end of the school year.

The researcher/observer noted the enthusiasm displayed by students and teachers. The state trivia apparently impressed a large number of viewers. Students and teachers alike read trivia questions and then lift the flap to verify their answers. This continued until school closed for summer vacation. The comment most frequently heard centered on how the display had improved the attractiveness of the hallway. Teachers also stated that they intended using the display as a teaching tool with their classes; while student participants exhibited great pride in showing the display to parents, relatives, and friends.

Over the summer, perpetrators vandalized the school and ruined portions of the display. The coordinators met with students, explained what had happened; and solicited their help in repairing the damage. Students responded positively, spent a great deal of time after school repairing the display, and finished the task within a three-week period.

Epilogue

The five activity modules described in this chapter attempted to provide an avenue for connecting the redesigned Chapter I Curriculum and classroom program. The modules demonstrated that a team approach could be more productive and effective in a given undertaking than an individual working in isolation to achieve a similar goal. To this end,

the researcher/observer combined the Chapter I and classroom programs into an association that produced the sharing of ideas and suggestions among staff members that resulted in alternative ways for working with students.

Obstacles encountered in the process, due to finance, time, and space constraints, were more easily overcome when they were accepted and treated as a group responsibility. Other activities involving the Chapter I students were as follows: dramatic performances, gift making, holiday baking, and parent/child Make and Take activities. These modules attempted to demonstrate that teacher teamwork can be achieved by professional teachers with some support--and thus in a staff development framework, school improvement is possible without special resources, time and substantial financial outlay

Melding Chapter I and classroom programs seemed to have a positive effect on the planning, implementation, and evaluation process. The researcher/observer analyzed and evaluated the cooperation needed for successful completion of the work, and in conjunction with the participating teachers, developed a series of cooperative strategies for use in the program. The researcher/observer attempted to set clear goals for the program, structured the group for individual as well as group accountability, monitored the process and provided direction and guidance for the task.

The procedure reduced the possibility for frequent, ineffective approaches to a given problem and produced an

espirit de corps among group members which made teaching
more enjoyable. Finally, the integration of the two
programs helped (1) to reduce program fragmentation, (2) to
link subject areas, (3) in experimenting with new ideas and
concepts, (4) to broaden teachers repertoire of teaching
strategies, and (5) to encourage collaboration among
teachers.

CHAPTER IV

Notes

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CHAPTER V

OVERVIEW, RESEARCH QUESTIONS, SUMMARY OF TAPED INTERVIEWS,
AFTEREFFECTS, RECOMMENDATIONS FOR STAFF DEVELOPMENT AND
FUTURE IMPLICATIONS

Overview

This study focused on processes for designing and
implementing a school-based staff development project that
connected classroom activities with Chapter I in an
elementary school serving low-income and minority students.
Chapter I staff used arts-based activities as an alternative
program for students not reached through traditional channels.
Staff development efforts demonstrated to classroom teachers
new modes of teaching that engaged students in hands-on
activities.

This study applied research findings on motivation,
cooperative learning, effective schools, curriculum design,
teaching African-American students, an arts-related curricu-
lum for reading and in developing positive relationships with
teachers and schools as organizational systems. The staff
development process included cooperation between classroom
teachers and Chapter I staff in planning student activity
modules--modules designed to link the classroom curriculum
with the Chapter I program.

As a result of this collaborative effort, the researcher/
observer noted changes that could have come from the project
or from other factors in the school or community. This
voluntary, low-cost, school based project demonstrated that
teachers (a) wanted to be a part of the change process and

(b) wanted to enhance and broaden their instructional repertoires. Ten Theodore Roosevelt Elementary School teachers of students spanning grades three through six participated in the project. These teachers learned some advantages of using the arts as a motivational force and as a link among various curriculum areas. Based on the experience and knowledge gained through these collaborative efforts, the researcher/observer augmented the involvement of participating teachers in every facet of the designing, planning, and implementation of student activity modules and observed an increase in the teachers' enthusiasm.

Responses to taped interviews from teachers and students provided insights into the staff development processes and highlighted what worked and what did not work. Good ideas used for teaching a given subject becomes effective only when teachers embrace and practice them; however, overburdened teachers do not always welcome a departure from the established norm.

This study demonstrated a comprehensive cycle of school improvement activities. The researcher/observer explored a range of arts-based reading programs with a view of redesigning the Chapter I curriculum at the Theodore Roosevelt Elementary School. The researcher/observer addressed important questions concerning the usefulness of these remedial programs and whether teachers would "buy in" to the concept of integrating the classroom and remedial programs. The Chapter I staff designed activities to

demonstrate how teachers in a building could gain empower-
ment through planning staff development activities. They
learned about group dynamics and shared knowledge about
other successful staff development procedures.

Staff development procedures depended on whether the
Chapter I program encouraged teachers to apply the arts as a
motivational tool to link it to various curriculum areas. A
positive assessment of the taped interviews, the dynamics of
staff development and the related literature provided strong
evidence for more student interest in reading and writing,
as well as, the enhancement of overall school climate. The
assessment also provides evidence for adapting the program
to other settings, the creation of future projects and
activities, and the implications for further research.

<div align="center">Research Questions</div>

To assess the effectiveness of the curriculum redesign
efforts in this case study, five research questions were
formulated and posed in the opening chapter. These ques-
tions were:

1. Will district and building administrators support a
   redesigning of the Chapter I curriculum?

2. Will teachers support a Chapter I arts-based
   curriculum and volunteer as project participants?

3. Will teachers use arts-based activities, developed
   during the project, in their classrooms?

4. Will the redesigned curriculum help form a linkage
   between Chapter I and regular classroom programs?

5. Will an arts-based redesigned Chapter I curriculum
benefit Chapter I students?

Response to Research Question 1

The response to question one is "yes." Administrators showed support by encouraging exploration of new approaches, lending their time, talents, resources, and expertise to enhance the project. The concept or idea for the project reported on in this study was in response to a challenge issued by the District Director of Compensatory Education to do something different with the Chapter I program.

Response to Research Question 2

The response to both parts of this question is "yes." Of the ten teachers who voluntarily took part in this case study 80 percent fully supported the project and 20 percent partially agreed with its goals. Teachers who fully supported the project indicated that collegial sharing of ideas and concepts was helpful. They felt that their involvement in all phases of the project enhanced the classroom program. The other 20 percent involved themselves on a limited basis.

Response to Research Question 3

Teachers stated that many of the activities proved practical for classroom use. Some teachers made the following comments:

1. "It is an excellent teaching tool."

2. "We should include all students in the activities."

3. "We should link the Chapter I and classroom programs on a permanent basis."

4. "Common planning time on a regular basis would be great."

5. "My students are showing more interest in class participation."

Ideas shared by the group were used as springboards to develop additional classroom activities. The format change seemed to have a positive impact on classroom atmosphere, students' interest, and motivation.

Response to Research Question 4

The five activity modules designed by the researcher/ observer, Chapter I staff, and classroom teachers addressed this need. All modules were based on the classroom program. Linking these two entities seemed to have had a positive effect on the planning, implementation and evaluation needed for the successful completion of the work.

Response to Research Question 5

An arts-based redesigned Chapter I curriculum benefited Chapter I students:

1. By reducing program fragmentation. Because of this reduction, the Chapter I program through linkage became an extension of the regular classroom program.

2. By providing a more active learning environment. This environment gave participants a greater

opportunity for student interaction and more hands-on activities.

3. Through a program designed for students not reached through traditional means. This arts-based alternative program produced success which seemed to stimulate other learning. It also gave teachers alternative strategies for helping these students.

The researcher/observer, in linking the Chapter I and classroom programs, provided direction and guidance, set clear parameters for the project, and structured project participants for individual as well as group responsibility. This linkage also broadened teachers' repertoire of teaching strategies, encouraged collaboration among participants, and facilitated subject area integration.

Summary of Taped Interviews

The researcher/observer evaluated the individual activity modules and the overall program through taped interviews with all project participants. The interviews revealed positive attitudes towards the format change. Two sets of questions--one for students and the other for teachers and Chapter I staff--guided the process. Formative assessment enhanced the project and proved essential to the program. The summary/evaluation section at the end of each activity module in Chapter IV, contains specific feedback and recommendations for each of the modules.

As a result of the informal taped interviews, observations and analysis of data, the researcher/observer posed

the following questions to the teachers and staff:

    (1) Should classroom teachers and Chapter I staff collaborate on planning activity modules?

    (2) Do you find the planning sessions helpful?

    (3) Does it appear that the linking of the arts-based program with regular classroom program improve students' basic skills?

    (4) Can you identify specific strengths of the program?

    (5) Can you identify specific weaknesses of the program?

    (6) Do you feel that the redesigned Chapter I curriculum strengthens your classroom curriculum?

    (7) Should the project be modified to meet your needs?

    (8) Could you identify the activity module which had the greatest impact on your students?

    (9) Could you identify the activity module which had the least impact on your students?

    (10) Do you have any suggestions for future module themes?

Table I represents, in percentages, the responses from ten teacher participants and four members of the Chapter I staff to questions used in taped interviews. On the basis of answers from taped interviews and informal conversations with the fourteen respondents, the Chapter I participants registered more positive responses to the questions. The close involvement of these respondents in developing the curriculum redesign might have influenced their responses.

TABLE 1
Teacher/Chapter I Staff Responses
Number of Respondents--14

Questions	Positive	Negative	Undecided
1. Should classroom teachers and Chapter I staff collaborate on planning activity modules?	100%	0%	0%
2. Do you find planning sessions helpful?	100%	0%	0%
3. Does it appear that the linking of the arts-based program with regular classroom program improve students' basic skills?	65%	0%	35%
4. Can you identify specific strengths of the program?	72%	7%	21%
5. Can you identify specific weaknesses of the program?	36%	50%	14%
6 Do you feel that the redesigned Chapter I curriculum strengthens your classroom curriculum?	64%	0%	36%
7. Should the project be modified to meet your needs?	72%	0%	28%
8. Could you identify the activity module which had the greatest impact on your students?	50%	28%	22%
9. Could you identify the activity module which had the least impact on your students?	29%	42%	29%
10. Do you have any suggestions for future module themes?	86%	0%	14%

Conclusions

The answers to the questions posed in the taped interviews proved helpful in encouraging teachers to "buy in" to the program and in having them recognize the importance of sharing ideas among themselves. The responses demonstrated that those most directly affected by any type of program change must be actively involved in the change process.

The first question, "Should classroom teachers and Chapter I staff collaborate on planning activity modules?" brought an overwhelming "yes" from the participating teachers--a response that indicated to the researcher/observer that the teachers had indeed accepted the idea of working together towards a common goal while at the same time showing a sensitivity to the needs of others.

Additionally, other responses to the questions demonstrated that teachers (1) showed an inclination to contribute more time and effort to the program as they began to recognize the rewards of positive intergroup relationship; (2) felt working in a cooperative manner expanded their teaching repertoire and enhanced the work done with students in the classroom; (3) perceived students as enjoying work done in this manner; (4) wanted the whole class involved in the program especially since non-Chapter I students expressed a strong desire to participate--an expansion that built a stronger bond between the Chapter I and classroom programs; and (5) welcomed the flexibility within the program. This flexibility facilitated--without interfering with regular

classroom work--the meeting with other teachers and person-
nel, sharing ideas and learning new teaching techniques; (6)
viewed the activity modules as an extension of the classroom
curriculum and observed that students recognized the connec-
tion between the classroom and Chapter I programs; (7) saw
the project as a tool that would help build positive
attitudes in the students; (8) concurred that through
working together they could build a stronger program for all
students; (9) became so involved in the program that they
suggested meeting formally at least once monthly; (10) felt
the program helped the growth and enhanced the learning
patterns of students; (11) saw the Chapter I program as
improving the atmosphere in the classroom, increasing
students enthusiasm and interest and motivating learning;
(12) felt their involvement in the program enhanced their
teaching styles and gave them an alternative approach for
introducing or teaching a given subject; (13) appreciated
the fact that the Chapter I staff opted to serve as resource
people; and (14) agreed that the "cooperative" activities
helped to increase students self-esteem. In addition, other
teachers made the following statements:

1. "My students transferred concepts and skills
    acquired while working on the project to other
    academic areas."

2. "My students became more motivated during the
    process."

3. "With an earlier start on the creation and implementation of an activity project, we could produce better results."

Students

The researcher/observer also encouraged feedback from student participants using the following questions in an effort to assess the effectiveness of the staff development exercises/activities:

(1) Do you enjoy participating in the arts-based program?

(2) Do you like the types of projects that we work on?

(3) Can you identify the activity module you enjoyed the most?

(4) Can you identify the activity module you enjoyed the least?

(5) Does the program help you with your classwork?

(6) Can you suggest other activities that you would like included in the project?.

(7) Is there is something that you do not like about the program?

(8) Are there any changes you would like to see made in the program?

Table II represents the responses from 150 student participants to questions used in taped interviews.

TABLE 2

Students Responses
Number of Respondents--150

Questions	Positive	Negative	Undecided
1. Do you enjoy participating in the arts-based program?	87%	6.5%	6.5%
2. Do you like the types of projects we work on?	84%	3%	13%
3. Can you identify the activity module you enjoyed the most?	67%	7%	26%
4. Can you identify the activity module you enjoyed the least?	60%	3%	37%
5. Does the program help you with your classwork?	53%	7%	40%
6. Can you suggest other activities that you would like included in the project?	66%	10%	24%
7. Is there something you do not like about the program?	10%	57%	33%
8. Are there any changes you would like to see made in the program?	33%	14%	53%

This activity involved students in grades three through six. Their answers covered a wide range of hopes, desires, and concerns as documented in the following responses:

(1) I liked working in the project.

(2) It is fun to be part of the group.

(3)   Working in the Reading and Math Centers helps us with our classroom work.

(4)   Reading and math are connected to everything we do.

(5)   The activity is nice but it takes a long time to finish.

(6)   When we work together, we seem to learn more.

(7)   We like being with friends from other classes.

(8)   I don't like my partner for this activity.

(9)   The teachers who work with us make learning fun and we work more.

(10)   I wish only Chapter I students were working on this activity.

(11)   The arts-based activities make you want to come to the Reading and Mathematics Centers every day.

(12)   It is like playing but we learn to memorize a lot of things--especially when we are a part of a play or production.

(13)   I would be very unhappy if they closed the Reading and Mathematics Centers.

(14)   We like helping one another and we learn a lot about the subject from one another.

(15)   I enjoyed being part of the research group but it's boring.

(16)   We need more space in which to work.

Based on the responses of the teachers, Chapter I staff and students to the two sets of questions, the researcher/ observer (1) considered the possibility of implementing a

low-cost, school-based program; (2) felt that involvement in the program would generate interest and discussion among teachers who would consider their input valuable and their involvement essential (3) recognized that drawing on the knowledge, expertise of on-site individuals reduced the cost factor and enhanced individual participation; (4) felt that positive outcomes resulted from meaningful Chapter I activities especially when applicable to classroom curricula; and (5) concluded that the continual input of teachers and students could enhance and provide support for the project. The researcher/observer and many of the participants considered the information gleaned from the taped interviews as useful and important to the success of the project.

The responses led the researcher/observer to decide that the sharing of ideas, needs and concerns tended to create a basis of unity among staff members: a condition that could conceivably produce a strong, emotional and caring community of individuals that reflects some of the positive and negative aspects of society.

Aftereffects

Several projects and activities emerged as aftereffects of the arts-based program implemented at the Theodore Roosevelt Elementary School. The following items represent some of the researcher/observer's findings:

1. Children tended to work well together and seemed to enjoy their close interaction. With time, they

tended to share their ideas more willingly with each other.

2. This hands-on technique took them away from just reading about the subject and permitted a more realistic approach.

3. Teachers used ideas and topics covered in small group sessions of the program as a springboard to expand classroom activities.

4. Students related to the teachers' enthusiasm about the program.

5. Teachers and students showed a preference for total class involvement.

6. Students enjoyed working with schoolmates from other classes.

7. Student interaction with a variety of teachers and approaches appeared to reduce disciplinary problems.

8. One teacher indicated that the program helped her teach in a more integrative manner. Another established a literature-based program in her classroom.

9. The linkage permitted a free flow of ideas as well as materials between Chapter I and classroom programs and established a resource file of successful projects.

10. Teachers indicated that student enthusiasm generated during the preparation for an upcoming trip usually persisted after the conclusion of the activity.

11. A sixth grade unit on nutrition included a visit by a nutritionist and a holiday brunch planned and executed by the students.

12. Many of the students come from low income families and as a result miss many opportunities to attend programs involving various facets of the arts. One teacher suggested approaching the PTA about underwriting the expenses for school-based artists. Such a gesture would expose these children to new experiences.

13. Teachers stated that working together as a group helped to broaden their repertoire of teaching styles.

During these sessions, the researcher/observer illustrated how a redesigned curriculum, linked to the regular classroom program could stimulate the learning and facilitate the teaching of basic educational skills.

In conjunction with the Mathematics Coordinator, the researcher/observer presented workshops on the arts-based linkage project at several major conferences such as he New York State Reading Conference, Arts and Humanities Conference, Association for Compensatory Educators Conference; and in an adjoining district during its Superintendent's Day Conference. The audience for the workshops included administrators and teachers from several school districts. In the workshops the researcher/observer showed the importance of linking arts and reading with the

classroom curriculum as an alternative program for students not reached through traditional means. In addition, the researcher/observer during these sessions helped teachers explore new modes for stimulating the learning process and to create a climate that would aid in the teaching of basic educational skills. Resulting reactions and feedback suggested that the workshop team had made some inroads at improving the participants' attitude towards integrating Chapter I and regular classroom activities.

Recommendations for Staff Development

Persons who contemplate the designing, implementation and evaluation of a low-cost, school based program of this type should consider the following:

(1) Evaluating the human and fiscal resources available. Such an evaluation provides a realistic overview of the project.

(2) Researching and compiling information on inter-disciplinary hands-on science projects; thereby building a credible list of possible ideas and testing the match between resources and program goals.

(3) Involving those individuals most directly affected by the change. These individuals provide feasible and helpful suggestions which can enhance the success of the project.

(4) Determining the needs of classroom teachers making every effort to satisfy these needs on an ongoing

basis in a caring and non-threatening manner.

(5) Designing a pilot project to introduce the concept to faculty/ administration with a view of gaining support.

(6) Undertaking practical projects that have a direct link to the classroom curriculum.

(7) Compiling easily accessible resources for teachers.

(8) Building in flexibility for reassessing schedules and activities. Flexibility allows a response to feedback and thus encourages involvement by others.

(9) Providing time and adequate classroom coverage for teachers to interact and share ideas.

(10) Encouraging continual assessment from all participants.

(11) Using slides, presentations, and displays to show successful, completed projects to staff, administrators, parents, and community.

(12) Utilizing the expertise and talents of school personnel and community volunteers.

(13) Collecting any material that is deemed relevant to the program. Often a serendipitous discovery adds life to the specific activity.

(14) Determining the number of activities undertaken at each grade level.

(15) Using feedback from project participants to structure activities.

(16) Determining content of staff development activities based on needs.

(17) Acquiring for staff development activity space that can adjust to specific needs.

This project focused on linking a redesigned Chapter I curriculum to the regular classroom program and on using arts-based activities in an attempt to reach this goal. In addition, the researcher/observer collaborated with teachers to broaden their instructional repertoire and to seek alternative ways of reaching those students not reached through traditional channels.

Future Implications

A need exists for more low-cost, school-based staff development projects designed to expand the educational alternatives for students not reached through traditional means. In most school settings, Chapter I programs exist in isolation. More research may well demonstrate how Compensatory Education can become an integral part of the total school program and this research when properly implemented and documented could engender more respect and support for staff development in this critical area.

A perceived lack, or weak coordination, of the Chapter I and regular classroom programs tends to impede student learning. In such a situation, classroom and Chapter I teachers must build and develop avenues of mutual respect and collegiality and must consider integration of the

Chapter I program into the total school program as a prior-
ity. Researchers must conduct studies which verify that
linking these two disparate entities can assist in reaching
goals that occupy a preferential position in the educational
community. At the same time advocates, practioners and
researchers should actively disseminate information through
workshops, conference presentations, and journal articles.
Beyond this undertaking, they should also form among
themselves a voluntary union for sharing the results of
successful projects that would encourage and assist school
personnel in developing and implementing such programs.

Epilogue

This study focused on assisting an experienced group of
teachers who served a predominately African-American popula-
tion seek more effective and realistic methods of linking
the Chapter I and classroom programs. Chapter I staff
collaborated with classroom teachers to design, implement
and evaluate student activity modules. This study took
place in a less than perfect setting; however, the
researcher/observer demonstrated that coordination and
collaboration between these two programs could make a
difference in student achievement levels. The study also
demonstrated that teachers should continually broaden their
teaching strategies and seek alternative methods for working
with students not reached through traditional means.

The researcher/observer recognizes that many problems still exist and has attempted to resolve them in one way or another. Clearly, few of these problems will be addressed or answered without the effective linking of the Chapter I and classroom program. Teachers, involved in the process, have shown that working in an educational community enhances their personal growth and contributes constantly to their professional development.

The curriculum re-designed that concentrated on the Chapter I regular classroom linkage succeeded primarily because the building principal, district administrators, teachers, auxiliary staff and participants contributed to the effort. This organized and viable project permitted teachers (1) the choice of participation or non-participation, (2) to develop innovative and workable techniques for postulating new ideas, beliefs, and concepts, (3) an opportunity for sharing ideas with participants, individuals with expertise in the field and with adminis-trators on a regular basis; a practice that resulted in peer group interaction, (4) to involve themselves in activities that assessed the classroom and Chapter I programs, (5) the option of putting into effect a project conceived and imple-mented by volunteer staff members, (6) an opportunity to motivate students and build their self-esteem, and (7) to create problem-solving strategies for analyzing points of dispute that sometimes arose.

In addition, teachers extracted many advantages from these staff development undertakings that resulted in (1) an opportunity for teachers to exchange ideas among themselves, (2) the allotment of additional time for planning and peer-group interaction, (3) an increase in resource availability, (4) different methods for the implementation of new ideas that impacted on the program, (5) teachers satisfying the need to link the regular classroom and Chapter I programs through the use of arts-based activities, (6) the broadening and enhancement of their teaching repertoires, (7) teachers demonstrating a more responsible and empathetic attitude towards children in critical need of basic educational skills; particularly those children not contacted through conventional avenues of communication; and (8) an increase in teachers' desire to work cooperatively.

Students also benefited from long-range staff development projects tailored towards their needs which included (1) an overall improvement in their instructional techniques, (2) an increase in their involvement and interest, (3) visible growth in their attention, competency and achievement levels, (4) a heightened desire to learn with accompanying advantages of learning in a cooperative setting, (5) a greater interest in each other's problems and a willingness to share ideas, skills, talents, knowledge, and in this manner provide support where needed.

Teachers recognize that the world is rapidly changing. They take their responsibility as qualified instructors of

children, seriously. Most have good intentions and they work hard. Arts education becomes an effective tool in teaching the concepts and values deemed necessary for preparing students to meet these impending challenges. They need basic arts education "to understand civilization; to develop creativity and problem solving skills and to learn the tools of verbal and non verbal communication."[1] In many instances, this educational instrument helps children discover their potential. Further, the arts help students acquire the ability to evaluate critical information and ideas--a skill needed in today's mass-media culture.

Competent, knowledgeable and well-trained people will form an important part of the new generation. Teachers, therefore, must create a climate conducive to learning and must disseminate to their students the relevant information needed for proficient performance. Indeed, educators with the confidence and subject matter expertise must help their students become more effective and resourceful in responding to the impending challenges.

Chapter V

End Note

[1]National Endowment for the Arts, <u>Toward Civilization</u>
(Washington: U. S. Government Printing Office, 1988) p. 14.

APPENDICES

APPENDIX A

QUESTIONS FOR TAPED INTERVIEW
TEACHER/CHAPTER I STAFF

QUESTIONS FOR TAPED INTERVIEW
TEACHER/CHAPTER I STAFF

1. Should classroom teachers and Chapter I staff
    collaborate on planning activity modules?

2. Do you find the planning sessions helpful?

3. Does it appear that the linking of the arts-based
    program improve students' basic skills?

4. Can you identify specific strengths of the project?

5. Can you identify specific weaknesses of the project?

6. Do you feel that the redesigned Chapter I curriculum
    strengthens your classroom curriculum?

7. Should the project be modified to meet your needs?

8. Could you identify the activity module which had the
    greatest impact on your students?

9. Could you identify the activity module which had the
    least impact on your students?

10. Do you have any suggestions for future module themes?

APPENDIX B

QUESTIONS FOR TAPED INTERVIEW
STUDENTS

QUESTIONS FOR TAPED INTERVIEW
STUDENTS

1. Do you enjoy participating in the arts-based program?

2. Do you like the types of projects we work on?

3. Can you identify the activity module you enjoyed the most?

4. Can you identify the activity module you enjoyed the least?

5. Does the program help you with your classwork?

6. Can you suggest other activities that you would like included in the project?

7. Is there something you do not like about the program?

8. Are there any changes you would like to see made in the program?

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